

# He Kaupapa Tōrangapū

Level 8 Te Aho Arataki Marau mō Te Reo Māori  
(Te Reo Māori in the New Zealand Curriculum)

## Ngā kai o roto:

1. Kupu hou
2. Building blocks
3. Te wāhanga pānui
4. Tūmahi rangahau
5. Tuhinga roa

## Disclaimer

The political views in this resource are not necessarily the views of any individuals associated with its development. They are not intended to influence political opinions. The activities included herein are intended only to develop and build language skills and knowledge in relation to researching a political issue.

## Mā te kaiako —Using this resource

### 1. Introducing kupu hou

Students should be aiming to learn at least 20 new kupu per week. While word lists are easy to prepare they are the least effective way of teaching and learning kupu hou. Have class quizzes with new words—competition inspires many rangatahi. Learning vocabulary in context and introducing new vocabulary in chunks (for example, *i runga i* rather than simply *runga*) is much more effective than introducing words in isolation in word lists. Chunks allow the learners to start using the words and to build sentences straight away without stumbling over the little ‘joining’ words that do not usually appear in a word list. Search online for other interesting ways to teach kupu hou. Remember, students need to ‘meet’ and use a new word many times and in meaningful ways in order to retain its meaning. When you write examples on the board, make a point of using new kupu. The more they use the kupu in their kōrero and tuhituhi, the better. Students may want to learn this set of vocab presented using Quizlet: <http://quizlet.com/38991233/te-ao-torangapu-ako-panuku-flash-cards/>

### 2. Introducing new grammar

This resource uses “building blocks” activities to practice new grammar. The building blocks have multiple functions:

- (a) to give learners practice in using and learning new vocabulary
- (b) to strengthen reading and writing skills as the students have to identify words and structures
- (c) to give learners opportunity to practice new language structures.

**NOTE:** Please teach each structure before getting the students to do the activities. The “building blocks” are not very effective if the students are just doing them as random tasks.

### 3. Reading skills

The activities in this resource give practice in a range of reading skills, particularly comprehension. Further reading on tōrangapū can be found at:

<http://www.maoritelevision.com/mi/purongo/torangapu>

### 4. Research and Writing

The research and writing activities have been designed to help students to improve their essay skills in preparation for the external examinations.

**NOTE:** This resource has been developed as a guideline only and should not be considered to be a complete teaching and learning programme in itself. Teachers are encouraged to use the parts that are relevant to their programmes and supplement the activities in this resources with good teaching and additional learning opportunities.

## Kupu Hou: Reo Māori–Reo Pākehā

aronga	<i>focus</i>	pāti / rōpū	<i>party</i>
āwangawanga, māharahara	<i>worry, concern</i>	pēhi, tāmi, aupēhi	<i>to oppress</i>
āwhina	<i>help</i>	pīrangī / hiahia	<i>want</i>
e kore e taea	<i>can't</i>	pire	<i>bill</i>
e pā ana / mō	<i>about</i>	Pirihimia	<i>prime minister</i>
ehara	<i>isn't / not</i>	pōti	<i>vote</i>
hanga	<i>create</i>	pouaka whakaata	<i>tv</i>
hāngai	<i>relevant, to coincide</i>	pūrongo o te wā	<i>news</i>
hāpai	<i>uplift</i>	pūtea	<i>funds</i>
hāpori	<i>society</i>	pūtea taurewa	<i>loan</i>
hāumi	<i>invest</i>	raruraru, mate	<i>problem</i>
hauora	<i>health</i>	rawa	<i>assets / riches</i>
hei	<i>for, to, as, as a means of</i>	rawa kore, pōhara	<i>poor</i>
hei tā / e ai ki	<i>according to</i>	Reipa	<i>Labour</i>
heoi anō	<i>however</i>	reo irirangi	<i>radio</i>
hiahia	<i>need</i>	tahua	<i>fund</i>
hoariri	<i>opponent</i>	taiao	<i>environment</i>
hoko	<i>buy, trade, sell</i>	take	<i>issue</i>
hononga	<i>connection</i>	tāke	<i>tax</i>
hōtaka	<i>program</i>	tāke hoko	<i>gst</i>
hua	<i>product, outcome</i>	takutai moana	<i>foreshore</i>
hunga	<i>people</i>	tari	<i>office</i>
ka taea	<i>can</i>	taumahatanga	<i>weight, burden</i>
kaitōrangapū	<i>politician</i>	tautohe / porotēhi	<i>protest</i>
kaupapa	<i>subject, topic, proposal</i>	tautoko	<i>support</i>
kāwanatanga	<i>government</i>	tāwāhi / rāwāhi	<i>overseas</i>
kāwanatanga–ā-iwi	<i>democracy</i>	Te Puni Kōkiri	<i>Māori Affairs</i>
ki te kore.....	<i>if.....doesn't....</i>	Te Rōpū Kākāriki	<i>The Greens Party</i>
kia kore ai	<i>so.....don't/doesn't</i>	Te Taura whiri i te Reo Māori	<i>Māori Language Commission</i>
kia taea ai e.....te....	<i>so that....can.....</i>	tika	<i>rights, correct</i>
koia nā te take	<i>that's the reason</i>	tika tangata	<i>human rights</i>
kōkiri	<i>to trust forward, to champion a cause</i>	toha	<i>distribute</i>
kōmihana	<i>commission</i>	tōrangapū	<i>politics</i>
kōti	<i>court</i>	tūmanako	<i>hope</i>
kōwhiringa pōti	<i>election</i>	tūranga	<i>stand, position</i>
mā te.....	<i>....enable/s.....</i>	ture	<i>law</i>
mana	<i>authority</i>	tutuki	<i>be finished, completed, achieved, done</i>
mātauranga	<i>education</i>	utu	<i>price, cost, pay</i>
mau / pupuri	<i>hold on</i>	utungā	<i>expenditure</i>
me	<i>should, better</i>	whai–	<i>be equipped with, have, possessing, acquire</i>

mehemea, mēnā, pēnā, ki te	<i>if</i>	whai rawa	<i>rich</i>
mema paremata	<i>MP</i>	whai wāhi	<i>to participate, take part</i>
minita	<i>minister</i>	whakaae	<i>agree</i>
nā te mea, nā runga i te mea	<i>because</i>	whakahaere	<i>manage, to run something</i>
nā te.....	<i>because of.....</i>	whakahē	<i>to disagree, contradict, find fault with</i>
Nāhinara	<i>National</i>	whakahirahiratanga	<i>importance</i>
nama	<i>debt</i>	whakakāhore	<i>to get rid of</i>
nawe	<i>grievance</i>	whakararu	<i>to confuse, disturb, bother, undermine</i>
nō reira	<i>so / therefore</i>	whakatairanga	<i>promote</i>
ōhanga	<i>economy</i>	whakatika	<i>to fix, make better</i>
oranga	<i>life, livelihood</i>	whanaungatanga	<i>relationship</i>
pānga	<i>affect</i>	whawhai	<i>fight</i>
paremata	<i>parliament</i>	whiwhi	<i>get (not fetch)</i>

NOTE: the **black cells** are **teaching points**. These will need to **be explained in depth** and practised.

## Kupu Hou: Reo Pākehā—Reo Māori

focus	<i>aronga</i>	<i>party</i>	<i>pāti / rōpū</i>
worry, concern	<i>āwangawanga, māharahara</i>	<i>to oppress</i>	<i>pēhi, tāmi, aupēhi</i>
help	<i>āwhina</i>	<i>want</i>	<i>pīrangī / hiahia</i>
can't		<i>bill</i>	<i>pire</i>
about	<i>e pā ana / mō</i>	<i>prime minister</i>	<i>Pirihimia</i>
isn't / not	<i>ehara</i>	<i>vote</i>	<i>pōti</i>
create	<i>hanga</i>	<i>tv</i>	<i>pouaka whakaata</i>
relevant, to coincide	<i>hāngai</i>	<i>news</i>	<i>pūrongo o te wā</i>
uplift	<i>hāpai</i>	<i>funds</i>	<i>pūtea</i>
society	<i>hāpori</i>	<i>loan</i>	<i>pūtea taurewa</i>
invest	<i>haumi</i>	<i>problem</i>	<i>raruraru, mate</i>
health	<i>hauora</i>	<i>assets / riches</i>	<i>rawa</i>
for, to, as, as a means of		<i>poor</i>	<i>rawa kore, pōhara</i>
according to		<i>Labour</i>	<i>Reipa</i>
however	<i>heoi anō</i>	<i>radio</i>	<i>reo irirangi</i>
need	<i>hiahia</i>	<i>fund</i>	<i>tahua</i>
opponent	<i>hoariri</i>	<i>environment</i>	<i>taiao</i>
buy, trade, sell	<i>hoko</i>	<i>issue</i>	<i>take</i>
connection	<i>hononga</i>	<i>tax</i>	<i>tāke</i>
program	<i>hōtaka</i>	<i>gst</i>	<i>tāke hoko</i>
product, outcome	<i>hua</i>	<i>foreshore</i>	<i>takutai moana</i>
people	<i>hunga</i>	<i>office</i>	<i>tari</i>
can		<i>weight, burden</i>	<i>taumahatanga</i>
politician	<i>kaitōrangapū</i>	<i>protest</i>	<i>tautohe / porotēhi</i>
subject, topic, proposal	<i>kaupapa</i>	<i>support</i>	<i>tautoko</i>
government	<i>kāwanatanga</i>	<i>overseas</i>	<i>tāwāhi / rāwāhi</i>
democracy	<i>kāwanatanga-ā-iwi</i>	<i>Māori Affairs</i>	<i>Te Puni Kōkiri</i>
if.....doesn't.....		<i>The Greens Party</i>	<i>Te Rōpū Kākāriki</i>
so.....don't/doesn't		<i>Māori Language Commission</i>	<i>Te Taura whiri i te Reo Māori</i>
so that.....can.....		<i>rights, correct</i>	<i>tika</i>
that's the reason	<i>koia nā te take</i>	<i>human rights</i>	<i>tika tangata</i>
to trust forward, to champion a cause	<i>kōkiri</i>	<i>distribute</i>	<i>toha</i>
commission	<i>kōmihana</i>	<i>politics</i>	<i>tōrangapū</i>
court	<i>kōti</i>	<i>hope</i>	<i>tūmanako</i>
election	<i>kōwhiringa pōti</i>	<i>stand, position</i>	<i>tūranga</i>
....enable/s.....		<i>law</i>	<i>ture</i>
authority	<i>mana</i>	<i>be finished, completed, achieved, done</i>	<i>tutuki</i>
education	<i>mātauranga</i>	<i>price, cost, pay</i>	<i>utu</i>
hold on	<i>mau / pupuri</i>	<i>expenditure</i>	<i>utunga</i>
should, better	<i>me</i>	<i>be equipped with, have,</i>	<i>whai-</i>

		<i>possessing, acquire</i>	
if	<i>mehemea, mēnā, pēnā, ki te</i>	<i>rich</i>	<i>whai rawa</i>
MP	<i>mema paremata</i>	<i>to participate, take part</i>	<i>whai wāhi</i>
minister	<i>minita</i>	<i>agree</i>	<i>whakaae</i>
because	<i>nā te mea, nā runga i te mea</i>	<i>manage, to run something</i>	<i>whakahaere</i>
because of.....	<i>nā te.....</i>	<i>to disagree, contradict, find fault with</i>	<i>whakahē</i>
National	<i>Nāhinara</i>	<i>importance</i>	<i>whakahirahiratanga</i>
debt	<i>nama</i>	<i>to get rid of</i>	<i>whakakāhore</i>
grievance	<i>nawe</i>	<i>to confuse, disturb, bother, undermine</i>	<i>whakararu</i>
so / therefore	<i>nō reira</i>	<i>promote</i>	<i>whakatairanga</i>
economy	<i>ōhanga</i>	<i>to fix, make better</i>	<i>whakatika</i>
life, livelihood	<i>oranga</i>	<i>relationship</i>	<i>whanaungatanga</i>
affect	<i>pānga</i>	<i>fight</i>	<i>whawhai</i>
parliament	<i>paremata</i>	<i>get (not fetch)</i>	<i>whiwhi</i>

## BUILDING BLOCKS: E ... ana a/te... kia....

E	whawhai	ana	Te Rōpū Mana Te Rōpū Conservative Te Te Rōpū Kākāriki te hunga takatāpui Te Rōpū Reipa	kia whāngaia kia whakakāhorengia kia whakamanahia kia whakapikitia kia whakaorangia	ngā tamariki kura katoa huri noa i te motu. ngā awa o te motu. te utu pae raro. te ture patu tamariki. te ture e āhei ai te rātou te mārena.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> takatāpui – gay   whakamanahia – legitimise   āhei – able   whakapikitia – to raise   utu pae raro – minimum wage   hunga manene – immigrant
1. The Green Party are fighting for the country's rivers to be restored.
2. Gay people are fighting for gay marriage to become legal.
3. The Labour Party are fighting to get the minimum wage increased.
4. The Mana Party are fighting for school children to be fed.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakīia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana: 

ana	manene	whawhai	ka	Aotearoa	whakaitia
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E \_\_\_\_\_ ana te rōpū Aotearoa Tuatahi kia \_\_\_\_\_ te tokomaha o te hunga manene e haere mai \_\_\_\_\_ ki Aotearoa. Hei tā Winitana Pita, \_\_\_\_\_ raru te hunga rapu mahi o \_\_\_\_\_ i te haerenga mai o te hunga \_\_\_\_\_.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## Building blocks: Ki te kore ...e ...

Ki te kore	te kāwanatanga tātou	e	whāngai whakaora whakamana whakapiki	i te i ō tātou i ā tātou i ngā tō tātou	awa ture reo utu pae raro tamariki	e āhei ai te hunga takatāpui te mārena ka kore he wāhi kaukau ka noho pōhara ka uaua ka ngaro te reo	pērā i te moa . ētahi o tātou. ka riri te marea o Aotearoa. tā rātou ako i te kura. mō ā tātou tamariki, ka mate hoki ngā tuna.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

**Kupu hou:** marea – the public, the people | Piere whenua – Fracking

1. If the Government doesn't pass the gay marriage law the New Zealand Public will be outraged

2. If we don't restore our rivers, there will be nowhere for our kids to swim and the eels will die

3. If we don't feed our kids, they will have difficulty learning at school

4. If we don't revitalise our language, it will disappear like the moa.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

If they don't disallow fracking, the home people will protest.

te | kore | e | Ki | whakakāhore | i | te | rātou | porotēhi | mahi | piere whenua, | tangata whenua | ka | te

Tuhia te mea tika ki raro nei:

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## Buidling blocks: E ai ki ... mā te ... ka ...

E ai ki	a Hone	mā te	whakatupu otaota ki ngā tahataha, me te whakakāhore i te rerenga o ngā parahanga	ka ora ai	ō tātou	awa.
Hei tā	ngā kaipūtaiao		oreore hinu	ka ora	haere	rātou.
	a Pita		whāngai i ā tātou tamariki ki ngā kai pai	ka pai	ake	tā rātou ako i te kura.
	a Metiria		tuku i te pūtea hei whakaora i te reo ki ngā iwi			ngā whānau pōhara.
	a Hone Kī		whakapiki i te utu pae raro			te ōhanga o Aotearoa. te reo Māori.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu hou:</b> otaota – plants   oreore hinu – drill for oil   parahanga – pollution   ōhanga – economy   tāke hoko – gst
1. According to the scientists, by growing plants on the river banks and stopping sewage flow our rivers will survive.
2. According to Hone, by feeding our kids good food, they will learn better at school.
3. According to Metiria, by increasing the minimum wage the poor families will get healthier.
4. According to Pita, by giving the Māori language revitalisation money to the tribes the Māori language will improve.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

*According to* Wīremu, mā te whakakāhore i te **GST** mai i ngā **vegetables** me ngā **fruit** ka āhei ngā **families** o Aotearoa katoa ki te **eat** i ngā **healthy food**.

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**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## Building blocks: ...kia taea ai e ... te ...

Kei te pīrangī	Te Rōpū Reipa	kia whakamanahia tēnei ture	<b><i>kia taea ai e</i></b>	tātou	te mārena.
Kei te hiahia	a HoneTe Rōpū Kākāriki	kia whakapikitia te utu paeraro		ngā whānau katoa	te hoko.
	ētahi tāngata	kia whakakāhorengia te utu tāke mai i ngā kai ora		ngā whānau o te motu	te noho i ngā whare mahana.
		kia timata tātou ki te oreore hinu		te hunga takatāpui	te hoko hinu ki whenua kē.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu hou:</b> whenua kē – other countries   whakahekea – decreased
1. The Green Party want this law passed so that gay people can get married.
2. Hone wants GST removed from healthy food so that all of the families can buy it.
3. The Labour Party wants the minimum wage increased so that the families of the country can live in warm houses.
4. Some people want us to start drilling for oil so we can sell it to other countries.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakīia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana: whare | katoa | pīrangi | kia | ai

Kei te \_\_\_\_\_ ētahi tāngata \_\_\_\_\_ whakahekea te utu ki te haere ki te \_\_\_\_\_ wānanga kia taea \_\_\_\_\_ e  
ngā tāngata \_\_\_\_\_ te haere.

**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## Building blocks: Me pēhea ... e ... ai ... ?

Me pēhea	ngā iwi	e whakatika ai	i ō tātou	āhuatanga	?
	te kāwanatanga	e whakaora ai	i tēnei	awa	
	tātou	e whāngai ai	i ā rātou	ākonga	
	ngā kura	e whakaiti ai	i ngā reo	o ngā kai ora	
	Māori		i te utu	ā iwi	

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu hou:</b> āhuatanga – situation
1. How will we fix this situation?
2. How will the government restore our rivers?
3. How will the schools feed their students?
4. How will the government reduce the price of vegetables?

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

Therefore, the main question is, how will we help the schools to promote te reo Māori?

te | ngā | tātou | pēhea | , | e | ai | i | Māori | ki | te | pātai | Nō | ko | nui | , | kura | i | te | āwhina | me | reira | ? |  
whakatairanga | reo

Tuhia te mea tika ki raro nei:

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## Building blocks: Neke atu i te ...

Neke atu i te	whā mano	ngā tāngata	e noho pōhara ana	i te mutunga o te tau 2013.
Nui atu i te	kotahi rau e toru tekau mano	ngā tamariki	e whiwhi ana i te penihana kairapu mahi	i Aotearoa.
	rua rau e ono tekau mano	o ngā awa	huri noa i Aotearoa	mai i ngā mate kai paipa.
	rima tekau ōrau		ka mate ia tau	e whai parahanga ana.
	rua rau		i mate i ngā huarahi o te motu	i te tau 2013.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

**Kupu hou:** penihana – benefit | kairapu mahi – job seeker

1. There are more than 260,000 children living in poverty in New Zealand.

2. There were more than 130,000 on the job seekers benefit at the end of 2013.

3. Over 50% of New Zealand rivers are polluted.

4. More than 4000 people die every year from smoking related illness.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakīia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana: 

e	ngā	i	atu
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Neke \_\_\_\_\_ i te kotahi rau, e whā tekau mano \_\_\_\_\_ tāngata Māori \_\_\_\_\_ noho ana \_\_\_\_\_ Ahitereiria.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## Building blocks: ... te rahi o te pūtea e whakapauhia ana ...

12 piriona tāra	te rahi o te pūtea	e whakapauhia ana	ia tau	i runga	i te Ara Poutama o Aotearoa.
14 piriona tāra		i whakapauhia	i te tau 2013	hei whakahaere	i te hauora.
1 piriona tāra			i tērā tau		i te mātauranga.
E 583 miriona tāra					i te Ope Kātua.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

Kupu hou: whakapau(hia) – spent   Ara Poutama – Corrections Department   Te Ope Kātua – Defence force	
1.	\$12 billion is spent each year on education.
2.	\$14 billion was spent each year on health.
3.	\$1 billion was spent last year to run Corrections.
4.	\$583 million was spent in 2013 to run the Defence Force.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

\$26 *billion* te rahi o te *fund e spent* ana ia *year* hei utu i te hunga kore *work*.

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**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## Building blocks: Kāhore ... e whakaae ana kia (passive verb) ...

Kāhore	te Rōpū Kākāriki	e whakaae ana	kia	tangohia	te ture	e āhei ai te hunga takatāpui te mārena.
Kāore	ētahi o ngā hāhi			hokona atu	ā rātou tohu	rawa ki tāwāhi.
Kāre	ngā kamupene tūpeka			whakamanahia	ā tātou	mai i ngā pākete hikarete.
	te Rōpū Reipa			whakanuia	te nama	o ngā mihini poka ki te whare petipeti o te Pourewa Teitei.

**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu hou:</b> kamupene – company   rawa – asset   Pourewa Teitei – Sky City   whakanui(a) – increase
1. The tobacco companies don't agree that their branding should be removed from cigarette packets.
2. Some of the churches don't agree that the gay marriage bill should be passed.
3. The Labour Party doesn't agree that our assets should be sold overseas.
4. The Green Party don't agree that the number of poker machines should be increased at the Sky City casino.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Waihangatia tēnei rerenga kōrero nei ki ngā kupu e whai ake ana:

The people of Te Ati Awa ki Whakarongotai do not agree that the new road is being built on their sacred sites.

te   o   e Te Ati   Awa   ki   Kāhore   Whakarongotai   rātou   ana   kia   tapu   te   iwi   huarahi   ki   runga   i   ō   wāhi   whakaae hou   hangaia
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**Hei Mahi 4:** Tuhia te mea tika ki raro nei:

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## Building blocks: Kua roa ... e whawhai ana kia (passive verb) ...

Kua roa	ngā iwi o Taranaki te hunga takatāpui Te Pāti Māori Te Rōpū Reipa Te Rōpū Mana	e whawhai ana	kia whangaia kia whakahokia kia tangohia kia whakakāhorengia kia whakamanahia te ture	e āhei ai rātou ō rātou ngā tohu o ngā kamupene tūpeka ngā tamariki te hokonga atu	o ō tātou rawa. te mārena. whenua tūpuna. mai i ā rātou pāketete hikarete. i te kura.
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### Hei Mahi 1: Use the structure above to translate the following sentences into Māori.

1. The Taranaki tribes have been fighting a long time to have their ancestral lands returned.
2. The Māori Party has been fighting a long time for tobacco company branding to be removed from cigarette packets.
3. The Mana party has been fighting a long time for children to be fed at school.
4. The Labour Party has been fighting a long time to halt the selling of our assets.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakakīia ngā āputa ki te kupu tika.

Anei ngā kupu e ngaro ana:

hoki | tā | whawhai | i | roa | ki | a

Kua \_\_\_\_\_ Te Rōpū Kākāriki e \_\_\_\_\_ ana \_\_\_\_\_ whakaorangia ō tātou awa. Hei \_\_\_\_\_ rātou ka whai  
oranga tātou \_\_\_\_\_ tēnei mahi, ka whai mahi \_\_\_\_\_ te hunga kore mahi.

**Hei Mahi 4:** Whakapākehātia taua rerenga kōrero.

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## Building blocks: Me āta whakawhanake e ....

Me āta whakawhanake	e te kaunihera e tātou e te Kāwanatanga e te Pāti Kākāriki e te tari mātauranga	he	rautaki kaupapa	hei	whakatairanga i ngā painga o te pānui pukapuka. whakaora i tō tātou reo. āwhina i ngā tamariki rawa kore ki te eke ki ngā taumata tiketike o te mātauranga. whakamōhio atu ki te hunga rangatahi mō ngā āhuetanga mōrearea o te inu waipiro. whakaako i te marea e pā ana ki te parahanga i ō tātou awa.
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**Hei Mahi 1:** Use the structure above to translate the following sentences into Māori.

<b>Kupu Hou:</b> Kaunihera – Council   mōrearea – dangerous   whakatairanga – promote   rautaki – strategy
1. We need to carefully develop a strategy to revive our language.
2. The government need to carefully develop a policy that helps poor children to succeed in education.
3. The council need to carefully develop a strategy that informs teenagers about the dangers of drinking.
4. The Green Party need to develop a strategy that teaches the public about the pollution in our rivers.

**Hei Mahi 2:** Tuhia āu ake tauira. Tuhia ki te reo Māori anake, kaua ki te reo Pākehā.

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**Hei Mahi 3:** Whakamāoritia ngā kupu Pākehā; tuhia anō te rerenga kōrero ki te reo Māori anake.

Me āta **develop** e Te Rūnanga Whakamana i Te Tiriti o Waitangi he **strategy** hei **inform** atu ki te **public** mō ngā nawe a **the** iwi Māori.

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**Hei Mahi 4:** Tēnā whakapākehātia te rerenga kōrero i runga nei:

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## HE MAHI PĀNUI: He Take Tōrangapū

### Tēnā pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko tētehi o ngā raru e pā kino nei ki tō tātou whenua i ēnei rā ko te pōharatanga o ētahi o ā tātou tamariki mokopuna. E kīia ana, mō ia tokorima tamariki, kotahi te tamaiti e noho pōhara ana, arā, e 265,000 ngā tamariki e noho pōhara ana i Aotearoa i tēnei wā. Kei te mōhio tātou ko tētahi o ngā raru nui ko te iti o ngā tūranga mahi i tō tātou whenua i Aotearoa. Ko tētahi atu o ngā raru ko te iti o te utu e whakawhiwhia ana ki ētahi o te hunga mahi. Ka whiwhi penihana te hunga kore mahi, engari he uaua te whai oranga i te iti o te pūtea.

#### 1. Tokohia ngā tamariki e noho pōhara ana?

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#### 2. He aha ngā take e noho pōhara ana ētahi tāngata?

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#### 3. He aha ngā kupu e ōrite ana ki ēnei?

rawa kore	
torutoru	
moni	

#### 4. Kimihia mai i te tuhinga ngā kupu tauaro ki ēnei:

nui	
ngāwari	

#### 5. Whakakāhorengia ēnei kōrero:

Ka whiwhi penihana te hunga kore mahi.	
Kei te mōhio tātou.	



## Tēnā pānuihia ēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

E pāngia kinotia ana te hunga pōhara i te nui o te utu o ngā momo kai ora pēnei i te huawhenua, te huarākau, ngā kai parakuihi, me ngā momo mīti hinu kore. Nā te kai i ngā momo kai kino, kāore ngā tamariki e whiwhi ana i ngā huaora e hiahiatia ana mō te oranga tinana. He nui ngā pānga kino e puta mai ana i tēnei āhuatanga, arā, ka tere pāngia rātou e ngā tahumaero kiri, ka ngēngē rātou, ā, ka momona haere. Kāore ētahi o ngā tamariki i te kai parakuihi, nā reira he uaua ki a rātou te aro atu ki ā rātou mahi i te kura. Ehara tēnei i te tīmatanga pai mō ēnei tamariki.

### 6. He aha ngā āhuatanga e whakararu ana i te hunga pōhara?

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### 7. He aha ngā kupu e ōrite ana ki ēnei

kiko	
tūāhua	
kai o te ata	

### 8. Kimihia ngā kupu tauaro i ēnei

tūpuhi	
mutunga	
pakeke	

### 9. Whakakāhorengia ēnei rerenga kōrero

E pāngia kinotia ana te hunga pōhara	
He nui ngā pānga kino	

### 10. Kimihia te whakamāoritanga i te kōwae ki runga nei

They are quick to contract skin diseases .	
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**Āta pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

Nō reira, he aha tētahi ara hei whakatika i tēnei āhuatanga? E ai ki te Pāti Reipa me te Pāti Kākāriki me whakakāhore e te Kāwanatanga te utu hokohoko i runga i ngā kai ora. Mā tēnei ka taea e ngā whānau pōhara te hoko i ngā kai ora, ā, ka piki te ora o ngā tamariki. Mehemea ka ora ake ngā tamariki, e kore rātou e pāngia kinotia e ngā momo tahumaero ka ahu mai i te kai i ngā kai kino.

11. What do these two political parties suggest to fix one of the issues of poverty?

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12. He aha ngā kupu e ōrite ana ki ēnei?

huarahi	
Hei tā	
Mēnā	

13. Kimihia mai i te tuhinga i runga ngā kupu tauaro ki ēnei:

heke	
e kore e taea	
atu	

14. Whakakāhorengia ēnei kōrero:

Ka piki te ora o ngā tamariki.	
Ka taea e ngā whānau te hoko i ngā kai	

15. Kimihia te whakamāoritanga o tēnei kōrero:

They won't be affected	
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**Pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:**

E ai ki ētahi kairangahau, me whiwhi pūtea ngā kura i ngā rohe pōhara hei whāngai i ngā tamariki katoa o aua kura. Hei tā ētahi tāngata, he nui rawa te utu hei whāngai i ēnei tamariki. Heoi anō, he nui rawa atu te pūtea hei whakatikatika i ā rātou māuiuitanga. Nō reira, he aha te ara pai rawa? Ki ahau nei, ko te whāngai i ā tātou tamariki ki te kai ora.

16. What do some researchers believe is a good way of helping children living in poverty?

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17. He aha ngā kupu e ōrite ana i ēnei?

takiwā	
mate	
rahi	

18. Kimihia ngā kupu tauaro ki ēnei:

pakupaku	
whai rawa	
kino	

19. Kimihia te whakamāoritanga o tēnei kōrero:

So what is the best way?	
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## Tēnā, pānuihia tēnei kōrero ka whakautu ai i ngā pātai e whai ake ana:

Ko tētahi atu raru nui, ko te makariri o ngā whare e nohoia ana e ngā tāngata pōhara. Nā tēnei, e kaha pāngia ana ngā tamariki e ngā mate pūkahukahu pēnei i te mate huangō me te bronchiolitis. Ka pāngia rātou e te rūmātiki me ngā mate korokoro. E tika ana te kōrero, he mate ēnei e pā kino ana ki te hunga pōhara.

Me utu te Kāwanatanga hei whakamahana i ngā whare o te Kaporeihana-ā-whare o Aotearoa. Me utu hoki ngā kaiwhakarīhi whare ki te whakamahana i ō rātou whare rīhi. E tika ana kia whakaturehia tēnei kia kore ai ngā tāngata pōhara e māuiui i ngā momo mate ka ahu mai i te noho ki roto i ngā whare makariri.

Ehara i te mea he uaua te whakatikatika i ēnei raruraru, engari kua riro mā te Kāwanatanga e utu. Ki te kore rātou e āwhina, ka kitea tonuhia ngā hua kino o te noho pōhara.

## 20. Whakamāramahia te raru o ngā whare e nohoia ana e te hunga rawa kore.

### 21. He aha ngā kupu e ōrite ana ki ēnei:

te hunga	
i takea mai	
kōpeke	

### 22. Kimihia ngā kupu tauaro

hē	
wera	
ora	

### 23. Whakakāhorengia tēnei kōrero:

Me utu te Kāwanatanga kia whakamahana i ngā whare	
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### 24. Kimihia te whakamāoritanga

It's not as if it is difficult to address the issue.	
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## He Kupu Āwhina

ahu mai	stem from	pāngia	affected
āhuatanga	situation, aspect	pāti	party
ara	way, path	penihana	benefit (noun)
arā	that is, that being	pōhara, rawa kore	poor
aro	focus	pōharatanga	poverty
hiahia(tia)	required	pūkahukahu	lung
huaora	vitamin	puta	appear
hunga	people	pūtea	money, fund
hunga kore mahi	unemployed	raru	problem
kai ora	healthy food	Reipa	Labour
kairangahau	researcher	rēti	rent
kaiwhakareti	landlord	rūmātiki	rheumatisum
Kaporeihana-ā-whare	Housing Corp	tahumaero	disease
Kāwanatanga	Government	tūranga mahi	jobs
kinotia	badly	uaua	difficult
kiri	skin	whai oranga	have good health
korokoro	throat	whakakāhore	abolish
mate huangō	asthma	whakamahana	to make warm
māuiuitanga	illnesses	whakararu	negatively affect
momo	type (of thing)	whakature(tia)	to make law
ngaro	disappear	whāngai	to feed
pā	affect	whiwhi	get, acquire



## NGĀ WHAKAUTU: He Take Tōrangapū

1. Tokohia ngā tamariki e noho pōhara ana?

265,000 | kotahi tamaiti mai i te rima

2. He aha ngā take e noho pōhara ana ētahi tāngata?

Ko te iti o te utu e whakawhiwhia ana e te hunga kore mahi me te iti o te utu paeraro.

3. He aha ngā kupu e ōrite ana ki ēnei?

rawa kore	pōhara
torutoru	iti
moni	pūtea

4. Kimihia ngā kupu tauaro i te pānuitanga

nui	iti
ngāwari	uaua

5. Whakakāhorengia tēnei kōrero

Ka whiwhi penihana te hunga kore mahi	Kāore te hunga kore mahi e whiwhi penihana
Kei te mōhio tātou	Kāore tātou i te mōhio

6. He aha ngā āhukatanga e whakararu ana i te hunga pōhara?

Ko te nui o te utu mō ngā kai hauora. Kāore ngā tamariki e whiwhi ana i ngā huaora e hiahiatia ana e te tinana. E pāngia ana ngā tamariki e ngā tahumaero kiri, kua ngēngē rātou, kei te momona haere ētahi. E raru ana rātou i te kura.

7. He aha ngā kupu e ōrite ana ki ēnei

kiko	mīti
tūāhua	āhukatanga
kai o te ata	parakuihi

8. Kimihia ngā kupu tauaro i ēnei

tūpuhi	momona
mutunga	tīmatanga
pakeke	tamariki

9. Whakakāhorengia ēnei rerenga kōrero

E pāngia kinotia ana te hunga pōhara.	Kāore te hunga pōhara e pāngia kinotia ana.
He nui ngā pānga kino.	Kāore i nui ngā pānga kino.

10. Kimihia te whakamāoritanga i te kōwae ki runga nei

They are quick to contract skin diseases.	ka tere pāngia rātou e ngā tahumaero kiri.
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11. What do these two political parties suggest to fix one of the issues of poverty?

To take the GST off healthy food.
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12. He aha ngā kupu e ōrite ana ki ēnei?

huarahi	ara
Hei tā	e ai ki
Mēnā	mehemea

13. Kimihia ngā kupu tauaro

heke	piki
e kore e taea	ka taea
atu	mai

14. Whakakāhorengia ēnei kōrero

Ka piki te ora o ngā tamariki.	Kāore te ora o ngā tamariki e piki / Ka kore e piki te ora o ngā tamariki.
Ka taea e ngā whānau te hoko i ngā kai ora.	E kore e taea e ngā whānau te hoko i ngā kai ora.

15. Kimihia te whakamāoritanga o tēnei kōrero

They won't be badly affected.	E kore rātou e pāngia kinotia.
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16. What do some researchers believe is a good way of helping children living in poverty?

Give schools money to feed the kids.
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17. He aha ngā kupu e ōrite ana ki ēnei?:

takiwā	rohe
mate	māuiuitanga
rahi	nui

18. Kimihia ngā kupu tauaro

pakupaku	nui
whai rawa	pōhara
kino	pai, ora

19. Kimihia te whakamāoritanga o tēnei kōrero

So what is the best way?	Nō reira, he aha te ara pai rawa?
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20. Whakamāramahia ngā raru o ngā whare e nohoia ana e te hunga rawa kore

He makariri rawa. E pāngia ana ngā tamariki e ngā mate pūkahu, te pūkawe kakā, te rūmātiki me ngā mate korokoro.

21. He aha ngā kupu e ōrite ana ki ēnei:

te hunga	ngā tāngata
i takea mai	i ahu mai
kōpeke	makariri

22. Kimihia ngā kupu tauaro

hē	tika
wera	makariri
ora	mate

23. Whakakāhorengia tēnei kōrero

Me utu te Kāwanatanga hei whakamahana i ngā whare	Kaua te kawatanga e utu hei whakamahana i ngā whare
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24. Kimihia te whakamāoritanga

It's not as if it is difficult to address the issues.	Ehara i te mea he uaua te whakatikatika i ēnei raruraru.
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**HE MAHI KUPU HOU:** Tuhia te kupu tika i te pou tuatoru ki te pou o waenganui.

<i>ara</i>		to effect
<i>aro</i>		poor
<i>āwangawanga, māharahara</i>		problem
<i>hapori</i>		a job, position
<i>hua</i>		to get
<i>huaora</i>		people
<i>huarākau</i>		benefit
<i>huawhenua</i>		prosper
<i>hunga</i>		fund, money
<i>hunga kore mahi</i>		vegetable
<i>ka ahu mai</i>		fruit
<i>kai ora</i>		lean meat
<i>kairangahau</i>		vitamin
<i>Kaitōrangapū</i>		effect
<i>Kaiwhakareti whare</i>		disease
<i>Kaporeihana-ā-whare</i>		focus
<i>mā tēnei</i>		path, pathway, a way
<i>mate huangō</i>		to fix, to correct
<i>māuiuitanga</i>		GST
<i>Minita</i>		stem from
<i>mīti hinu kore</i>		researcher
<i>momona haere</i>		area
<i>pā(ngia)</i>		sickness
<i>pānga</i>		lung
<i>parakuihi</i>		asthma
<i>penihana</i>		rhuematisum
<i>piki te ora</i>		to make warm
<i>Pirimia</i>		Housing Corp
<i>pōhara, rawa kore</i>		landlord
<i>pōharatanga</i>		to rent

<b><i>pūkahukahu</i></b>		to make law
<b><i>pūtea</i></b>		to feed
<b><i>raru</i></b>		rich
<b><i>reti</i></b>		poverty
<b><i>rohe</i></b>		this will
<b><i>rūmātiki</i></b>		healthy food
<b><i>tahumaero</i></b>		to get healthier
<b><i>tika tangata</i></b>		get fatter
<b><i>tōrangapū</i></b>		breakfast
<b><i>tūranga mahi</i></b>		unemployed
<b><i>utu hokohoko, utu tāke</i></b>		politics
<b><i>whai oranga</i></b>		outcome, product
<b><i>whai rawa</i></b>		human rights
<b><i>whakakāhore</i></b>		worry
<b><i>whakamahana</i></b>		to get rid of
<b><i>whakatika</i></b>		politician
<b><i>whakaturehia</i></b>		society
<b><i>whakawhiwhi(a)</i></b>		relationship
<b><i>whanaungatanga</i></b>		Prime Minister
<b><i>whāngai</i></b>		Minister

## HE MAHI KUPU HOU: Ngā whakautu

<i>ara</i>	path., pathway, a way of
<i>aro</i>	focus
<i>āwangawanga, māharahara</i>	worry
<i>hapori</i>	society
<i>hua</i>	outcome, product
<i>huaora</i>	vitamin
<i>huarākau</i>	fruit
<i>huawhenua</i>	vegetable
<i>hunga</i>	people
<i>hunga kore mahi</i>	unemployed
<i>ka ahu mai</i>	stem from
<i>kai ora</i>	healthy food
<i>kairangahau</i>	researcher
<i>kaitōrangapū</i>	politician
<i>Kaiwhakareti whare</i>	landlord
<i>Kaporeihana-ā-whare</i>	Housing Corp
<i>mā tēnei</i>	this will
<i>mate huangō</i>	asthma
<i>māuiuitanga</i>	sickness
<i>minita</i>	minister
<i>mīti hinu kore</i>	lean meat
<i>momona haere</i>	get fatter
<i>pā(ngia)</i>	to effect
<i>pānga</i>	effect
<i>parakuihi</i>	breakfast
<i>penihana</i>	benefit
<i>piki te ora</i>	to get healthier
<i>Pirimia</i>	Prime Minister
<i>pōhara, rawa kore</i>	poor
<i>pōharatanga</i>	poverty
<i>pūkahukahu</i>	lung

<b><i>pūtea</i></b>	fund, money
<b><i>raru</i></b>	problem
<b><i>reti</i></b>	to rent
<b><i>rohe</i></b>	area
<b><i>rūmātiki</i></b>	rheumatism
<b><i>tahumaero</i></b>	disease
<b><i>tika tangata</i></b>	human rights
<b><i>tōrangapū</i></b>	politics
<b><i>tūranga mahi</i></b>	a job, position
<b><i>utu hokohoko, utu tāke</i></b>	GST
<b><i>whai oranga</i></b>	prosper
<b><i>whai rawa</i></b>	rich
<b><i>whakakāhore</i></b>	to get rid of
<b><i>whakamahana</i></b>	to make warm
<b><i>whakatika</i></b>	to fix, to correct
<b><i>whakaturehia</i></b>	to make law
<b><i>whakawhiwhi(a)</i></b>	to get
<b><i>whanaungatanga</i></b>	relationship
<b><i>whāngai</i></b>	to feed

## WRITING FOR EXAM SUCCESS

**PLEASE READ THESE CAREFULLY BEFORE STARTING THE TUHITUHI TASK**

***From the curriculum guidelines:***

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- 8.1 communicate about certainty and uncertainty, possibility and probability;
- 8.2 develop an argument or point of view, with reasons;
- 8.3 recount a series of events to inform, persuade, or entertain;
- 8.4 communicate the same information in different ways for different audiences;
- 8.5 respond to selected and adapted texts in te reo Māori that are about te reo and tikanga Māori (for example, texts from recorded speeches, literature, film, newspapers, magazines, television, video, DVD, and radio).

***Tuhituhi – Writing***

By the end of level 8, students can:

- use resources such as dictionaries and glossaries to experiment with new language and to review writing for accuracy;
- write about a range of topics across a wide range of text types, selecting words and expressions that are appropriate for the purpose and intended audience;
- adapt written texts to suit different audiences and purposes;
- use te reo Māori to entertain and to persuade as well as to inform.

***From the assessment specifications***

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Candidates will be assessed in formal writing.

Candidates will be required to select one of the topics presented to discuss in written form. Candidates are encouraged to make use of all resources given in each examination, for example the planning page to help with brainstorming. Candidates should be familiar with the proper use of writing conventions such as macrons, sentence construction, paragraph construction, capital letter, commas, full stops. Candidates should be able to link their ideas effectively and their write in a logical manner. Candidates are encouraged to write a sufficient word count so that evidence of competency is evident.

***Kaupapa from specifications:***

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He tirohanga ki tā te ao tōrangapū : He kaupapa tōrangapū e pā ana ki te hapori, ki te iwi Māori, ki Aotearoa whānui.



## Te Reo Māori: Tuhi i te reo o te ao whānui Ko ngā Taunakitanga / Evidence Statement

**Note:** For this assessment schedule, answers for Achievement [Paetae(P)] are in plain text; information for Merit [Kaiaka (KK)] is underlined; and information for Excellence [**Kairangi (KR)**] is bolded.

Ngā Whakataua							
<b>Kāore i whiwhi</b>	The response demonstrates little or no usage of te reo Māori. The response does not use basic vocabulary or language features in te reo Māori. The response is unrelated to the question topic. The response does not convey the gist or general recognition of basic language features. The response does not use writing conventions, grammar, or punctuation. The length is insufficient.						
<b>Paetae</b>	The written passage utilises te reo Māori in general. Utilises basic vocabulary and language features consistently in te reo Māori with some errors. Is relevant / related to the question or topic being addressed. Conveys the gist / general picture / essence, although the response may show inconsistencies in the use of language. Utilises writing conventions such as macrons, with basic grammar and punctuation in general. The length of the writing meets sufficiency.						
<b>-Kaiaka</b>	<u>The written passage utilises te reo Māori consistently.</u> <u>Utilises appropriate vocabulary and language features consistently in te reo Māori, despite lack of detail.</u> <u>Makes clear points / reference / argues to the question or topic being discussed, despite lack of detail.</u> <u>Consistently maintains clarity of intent, despite some errors.</u> <u>Utilises writing conventions such as macrons, with consistent grammar and punctuation.</u> <u>The length of the writing is adequate.</u>						
<b>Kairangi</b>	<b>The written passage utilises te reo Māori comprehensively.</b> <b>Utilises comprehensive vocabulary and language features consistently in te reo Māori, despite minor errors.</b> <b>Substantially develops / connects ideas / points to the question / topic in detail, despite minor errors.</b> <b>Demonstrates perception / insight consistently, despite minor errors.</b> <b>Demonstrates a comprehensive understanding of writing conventions such as macrons, and correct grammar and punctuation, despite minor errors.</b> <b>The length of the writing is comprehensive and concise.</b>						
<b>KIW 1</b>	<b>KIW 2</b>	<b>P 3</b>	<b>P 4</b>	<b>KK 5</b>	<b>KK 6</b>	<b>KR 7</b>	<b>KR 8</b>
4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6	4 / 6	5 / 6

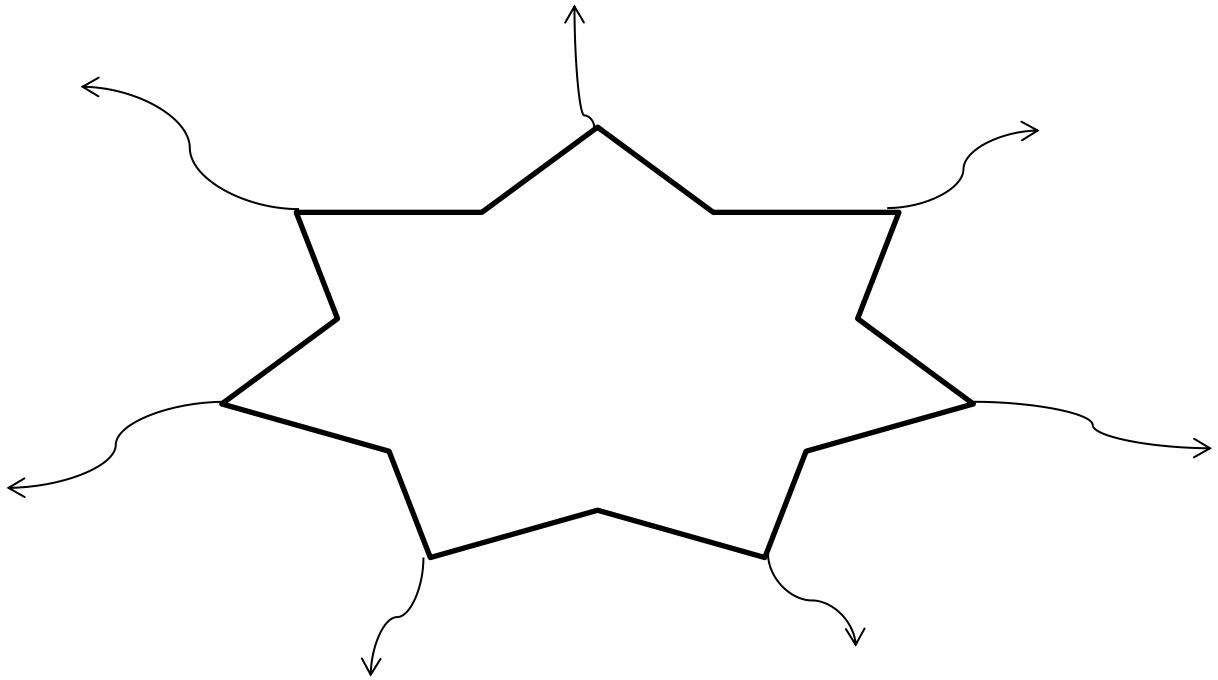
KIW ∅ = No response; no relevant evidence.

### Ngā Whakataua Iho – Overall Sufficiency

	Kāore i Whiwhi	Paetae	Kaiaka	Kairangi
Score range	0 – 2	3 – 4	5 – 6	7 – 8

## HE MAHI RANGAHAU: HE TAKE TŌRANGAPŪ

Mindmap your kaupapa



He aha te kaupapa tōrangapū e rangahau ana koe?

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He aha ngā kōrero mō tēnei kaupapa? I ahu mai tēnei kaupapa i hea?

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Ko wai e kōkiri ana i tēnei kaupapa?

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Whakakīia tēnei tūtohi

Ngā whakaaro o te hunga whakaae	Ngā whakaaro o te hunga whakahē





Āe rānei, kāore rānei, e tautoko ana tēnei kaupapa i ngā mātāpono o Te Tiriti o Waitangi? Whakamāramatia mai.

Ko te tuatahi	Ko te tuarua	Ko te tuatoru
<p>Ko ngā Rangatira o te wakaminenga me ngā Rangatira katoa hoki ki hai i uru ki taua wakaminenga ka tuku rawa atu ki te Kuīni o Ingarani ake tonu atu – te Kāwanatanga katoa o o rātou wenua.</p>	<p>Ko te Kuīni o Ingarani ka wakarite ka wakaae ki ngā Rangitira ki ngā hapū – ki ngā tāngata katoa o Nu Tirani te tino rangatiratanga o o rātou wenua, o rātou kāinga me o rātou taonga katoa. Otiia ko ngā Rangatira o te wakaminenga me ngā Rangatira katoa atu ka tuku ki te Kuīni te hokonga o ērā wāhi wenua e pai ai te tangata nōna te Wenua – ki te ritenga o te utu e wakaritea ai e rātou ko te kai hoko e meatia nei e te Kuīni hei kai hoko mōna.</p>	<p>Hei wakaritenga mai hoki tēnei mō te wakaetanga ki te Kāwanatanga o te Kuīni – Ka tiakina e te Kuīni o Ingarani ngā tāngata Māori katoa o Nu Tirani ka tukua ki a rātou ngā tikanga katoa rite tahi ki ana mea ki ngā tāngata o Ingarani.</p>





He aha ngā tatauranga (statistics) e hāngai ana ki te kaupapa nei?

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Kua oti i a koe ngā kōrero mō te kaupapa nei te rangahau. Ināianei, tuhia he tuhinga ōkawa e pā ana ki tēnei kaupapa. Kia 400–500 ngā kupu.

Ānei ētahi atu kupu, kīanga hoki hei āwhina i a koe ki te whakaoti i tāu tuhinga:

<i>mehemea / mēnā / pēnā</i>	if	<i>pēnei i ... / pērā i ...</i>	such as.....
<i>engari</i>	but	<i>Ā</i>	and
<i>heoi anō</i>	however	<i>he aha i pēnei ai?</i>	why is it like this?
<i>waihoki</i>	furthermore	<i>mā te wā</i>	in time
<i>me te mea anō</i>	another thing is	<i>taro rawa, tāria te wā</i>	eventually
<i>koiana te take</i>	that's the reason	<i>nō reira/ nā reira</i>	so, therefore
<i>nā te mea/nō te mea/ i te mea</i>	because	<i>nā tēnei/ nā tēnā/ nā tērā</i>	because of this/that/that
<i>otirā</i>	but (at the same time)	<i>mā tēnei pea</i>	though this maybe
<i>āpiti atu i tērā</i>	in addition to that	<i>tēnā pea/ tērā pea</i>	maybe
<i>arā</i>	that is / in other words	<i>kē</i>	instead / already
<i>rawa</i>	too	<i>hoki</i>	also
<i>nā wai te hē?</i>	whose fault is it?	<i>me āta whakaaro</i>	we must think carefully

		<b>tātou</b>	
<b>ina</b>	if and when	<b>e pā ana/ mō</b>	about
<b>ko te pātai ...</b>	the question is....	<b>hāunga</b>	with the exception of
<b>ahakoa</b>	despite, regardless	<b>kātahi te whakaaro heahea ko tērā</b>	what a idiotic idea that is
<b>ki tōku nei whakaaro   ki ahau nei</b>	in my opinion	<b>hei tā / e ai ki</b>	according to
<b>kāore tēnei i te tika</b>	this isn't right	<b>kāore ... e whakaae</b>	... do/does not agree
<b>ko te whakapae</b>	the accusation is	<b>nā ... te kī</b>	it was...who said
<b>hei tauira</b>	for example	<b>nō ... te hē/nōna te hē</b>	it is ...fault/ it is his/her fault
<b>hei whakaotinga māku</b>	in conclusion	<b>waiho mā ...</b>	leave it to...
<b>e pēnei ana ōku whakaaro i te mea</b>	I think like this because	<b>kua roa tātou e ... ana</b>	we have been ... for a long time
<b>kua tae ki te wā</b>	the time has come	<b>māharahara, āwangawanga</b>	worry
<b>kāore e kore</b>	without a doubt	<b>mei kore ake ...</b>	if it wasn't for...