**NCEA – Te Reo Māori (NZC) Ngā Arawhata Reo – Grammar Progression Guides**

**NCEA Level 1 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide**

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| **REREINGOA** | | |
| Ko... | **Ko** Hēmi tōku ingoa.  **Ko** taku whaea tēnā.  **Ko** te tumuaki tērā o te kura.  **Ko** wai tērā tamaiti?  **Ko** wai rāua?  **Ko** te aha tēnei rā? | My name is Hēmi.  That’s my mother.  That’s the principle of the school.  Who is that child?  Who are they?  What day is it today? |
| He... | **He** kuia ngākau māhaki ia.  **He** kaiako a Tāmati. | She is a kind old woman.  Tāmati is a teacher. |
| Ko te noun + adjective  He + noun + adjective | **Ko te** koroua nihoniho o te marae tērā.  **He** koroua nihoniho a Hone. | That’s the grumpy old man of the marae.  Hone is a grumpy old man. |
| Tērā pea/Ākene/Ākuanei  He aha te kupu Māori mō ... ?  He pātai tāku  Kāore e kore | **Tērā pea** ka haere atu mātou.  **He aha te kupu Māori mō** te car?  **He pātai tāku** ki a koe.  **Kāore e kore** ka tae atu ia. | Maybe we’ll go.  What is the Māori word for ‘car’?  I have a question for you.  No doubt we will get there. |
| Ehara... | **Ehara** au i a Hone.  **Ehara** tēnā i taku whaea.  **Ehara** tērā i te tumuaki o te kura.  **Ehara** tērā i te koroua nihoniho o te marae.  **Ehara** a Hone i te koroua nihoniho. | I am not Hone.  That’s not my mother.  That’s not the principal of the school.  That’s not the grumpy old man of the marae.  Hone isn’t a grumpy old man, |
| **REREMAHI** | | |
| *Reremahi poro*  I te.../ I.../ Kei te.../ E...ana.../ Ka.../Kua.../Kia.../Me... | **I te moe** te whānau.  **Kua oho** a Tīmoti.  **Me oma** tātou.  **Ka tū** te hui āpōpō.  **Ka tū** rātou, **ka** katakata. | The family slept.  Tīmoti has woken up.  We should run.  The meeting is tomorrow.  They stood and laughed. |
| E... | **E** oma!  **E** tū!  **E** moe! | Run!  Stand up!  Go to sleep! |
| Whakakāhore | **Kāore** te whānau **i te** moe.  **Kāore anō** a Tīmoti **kia** oho.  **Me kaua** tātou **e** oma.  **Kāore** te hui **e** tū āpōpō.  **Kaua e** oma. | The family isn't sleeping.  Tīmoti hasn’t woken up yet.  We sound’t run.  The meeting won’t be tomorrow.  Don’t run. |
| He aha...i...ai  He...nō | **He aha** a Hone **i** pukuriri **ai?**  **He** hōhā **nōna.** | Why did Hone get angry?  He was annoyed. |
| He aha … i kore ai ….? | **He aha** koe **i kore ai e** haere**?** Kāore ahau i pīrangi ki te haere. | Why didn’t you go? Because I didn’t want to go. |
| Nā te mea | **Nā te mea** i te hōhā ia. | Because he was annoyed. |
| *Reremahi whiti*  I te.../ I.../ Kei te.../ E...ana.../ Ka.../Kua.../Kia.../Me... | **Me** whakapaipai koe i te whare.  **E** ako **ana** au i te reo Māori.  **Kia** tuhi au i ngā kōrero.  **Me** whakamārama koe i ngā tohutohu. | You should tidy the house.  I am learning te reo Māori.  I’ll write the words.  You should explain the instructions. |
| Ki | E haere ana rāua **ki** te tāone. | They are both going to town. |
| I | E hoki mai ana rāua **i** te tāone. | They are both returning from town. |
| Tūmahi + Tūingoa | Tunu kai.  Tuhi kōrero.  Pānui pukapuka.  Tuku karere. | To cook food.  To write words.  To read books.  To send messages. |
| **REREHĀNGŪ** | | |
| Rerehāngū tohutohu | **Horoia** ngā rīhi.  **Tahitahia** te papa.  **Tapahia** ngā rīwai ki te māripi. | Wash the dishes.  Sweep the floor.  Cut the potatoes with the knife. |
| **REREĀHUA** | | |
| He + tūāhua | **He ātaahua** tēnei wāhi. | This place is beautiful. |
| I te.../ I.../ Kei te.../ E...ana.../ Ka.../Kua.../Kia.../Me... | **Kua** maroke ngā kākahu.  **I** wera rawa a roto o te akomanga.  **Kei te** pēhea ngā mahi? **Kei te** pai. | The clothes are now dry.  It was too hot in the classroom.  How’s your work going? It’s good. |
| Āhua, tino | He **āhua** reka ngā kai.  Kua **tino** ātaahua te kāinga nei. | The food is kind of nice.  This house is now very beautiful. |
| Whakakāhore | **Kāore** tēnei wāhi **i te** tinoātaahua.  **Kāore e** pai **ana** ngā mahi. | This place isn’t very beautiful.  The work isn’t good. |
| He kīhono | ...nō reira...  ...engari...  ...heoi anō ...  ...ā, ....  Waihoki ....  ...otirā ... | …and so…  …but…  …however…  …and…  Furthermore…  …but… |
| **REREWĀHI** | |  |
| I / Kei | **I** hea te hui? **I** Paraparaumu.  **Kei** te kura te pō whakanui i a Matariki. | Where was the meeting? In Paraparaumu.  The Matariki night celebration is at school. |
| Whakakāhoretanga | **Kāore** te hui **i** Paraparaumu.  **Kāore** te kēmu i te kura. | The meeting isn’t/wasn’t in Paraparaumu.  The game isn’t/wasn’t at school. |
| **REREKAIMAHI** | |  |
| Nā...i?  Mā...e? /hei | **Nā** wai te keke **i** tunu?  **Māku** te tīma **e** whakaako/**Māku** te tīma **hei** whakaako. | Who cooked the cake?  I’ll teach the team. |
| Ehara nā  Ehara mā  Kaua mā | **Ehara nāku** te keke i tunu.  **Ehara māku** te tīma e whakaako.  **Kaua māku** te tīma e whakaako. | I didn’t cook the cake.  I didn’t teach the team.  Don’t leave it for me to teach the team. |
| **REREWĀ** | |  |
| I te... | **I te** taenga mai o te kaiwawao, ka tīmata te kēmu. | When the referee arrived, the game started. |
| Nō te... | **Nō te** Wenerei, ka tū te whakataetae ki Whitinga. | On Wednesday, the competition was held at Whitianga. |
| Kia + verb | **Kia oti** te mahi, **ka** hoki mātou ki te kāinga. | When the work is completed, we will return home. |
| Verb + ana | Hiki **ana** te hui, hokihoki **ana** ngā tāngata ki te kāinga. | When the meeting finished, people returned home. |
| Ka + verb + ana | **Ka** tae atu **ana** te ope ka pōwhiritia. | When the group arrived they were welcomed. |
| **RERETAU** | |  |
| Kotahi...  E...ngā...  Tekau ngā... | **Kotahi** mano, e rima rau, e whā tekau.  **E** ono mano, e rua rau, tekau mā tahi.  **Tekau** ngā manu i te pae. | One thousand, five hundred and forty.  Six thousand, two hundred and eleven.  There were ten birds on the perch. |
| Toko[rua] + [ngā] + noun | **Tokowhā** ngā tamariki i tae mai. | Four children arrived. |
| I...  Ka...  Kua...  Kia... | I waru ngā pene i hokona e au.  Ka whitu katoa ngā pukapuka.  Kua rima ngā kaitākaro ināianei.  Kia hia ngā huka i tō tī? | I bought eight pens.  Seven books in total.  We now have five players.  How much sugar is needed in your tea? |

**NCEA Level 1 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide continued**

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| **REREINGOA** – Sentences that focus on the NAME of an object, person or other living thing | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Tuakiri / Identity  Taku Whānau  Te Taiao / What’s around you?  New technologies  Famous people/ animals, food — Guess Who? What am I? | **Ko** **taku** **noun tēnei/tēnā/tērā.**  **Ko** **Personal name** **ahau/koe/ia.**  ***Pātai:* Ko** **wai** **tēnei/tēnā/tērā?**  **Ko** **Personal name** **tēnei/tēnā/tērā.**  **Ko** **Personal name** **taku** **noun.**  ***Pātai:* Ko** **wai** **[tō] noun?**  **He noun** **tēnei/tēnā/tērā**.  ***Pātai:* He** **aha** **tēnei/tēnā/tērā?**  **Ko te noun** **tēnei/tēnā/tērā**.  ***Pātai:* Ko te** **aha** **tēnei/tēnā/tērā?**  **Ngā Whakakāhoretanga**  **Ehara tēnā i te + noun**  **KĪANGA** (Transactional language)  **Āe** = Yes  **Kāo** = No  **Karekau/Horekau/E hē** = No  **Tērā pea/Ākene/Ākuanei** = Maybe, perhaps  **Aua** = I don’t know  **He aha te kupu Māori mō ... ?** = What’s the Māori word for ... ?  **He pātai tāku** = I have a question  **Kāore e kore =** Without a doubt  **Ko Personal name te noun a Personal name.**  ***Pātai:* Ko wai te noun a noun?**  **Ko Personal name te noun o Personal name.**  ***Pātai:* Ko wai te noun o noun?**  **Ngā Whakakāhoretanga**  **Ehara ahau i a + Personal name**  **Ehara ko Personal name + te tumuaki, ko Mea kē.**  **He noun + adjective + [tēnei/tēnā/tērā].**  **Whakakāhoretanga**  **Ehara + [tēnei/tēnā/tērā] + i te noun + adjective**  **Ko** **[te]** **noun + adjective + [tēnei/tēnā/tērā]...**  **Whakakāhoretanga**  **Ehara + [tēnei/tēnā/tērā] + i te noun + adjective** | Communicate about a person’s name.  Communicate about people and their relationship to you or others.  Communicate about the name of something.  Communicate about what something is not.  Communicate about who someone is not.  Communicate to correct an assumption. | **Tūingoa** (**nouns** = main words that give the name of an object, a person, or other living thing). Examples include:  ahau, koe, ia  t/ēnei, t/ēnā, t/ērā  tangata, manu, rākau, whare, waka, kura, taputapu, hangarau, kai, inu, whanaunga, maunga, awa, marae, hapū, iwi, moana  momo, mōkai.  ***Categories****:* he momo tangata: Examples include: pakeke, tamaiti, kaumātua, kōhungahunga, he momo kai: hua, mīti, parāoa, hua miraka, he momo hangarau: pouaka whakaata, rorohiko, waea, taupānga.  Whakapapa-related nouns using ‘O’:  matua, whaea, pāpā, māmā, matua kēkē, kuia, koroua, tupuna, hoa, whanaunga, uri, whānau *(born into, including whāngai).*  Whakapapa-related nouns using ‘A’:  tamaiti, tamāhine, tamatāne, tamariki, irāmutu, mokopuna, wahine, tāne, whaiāipo, uri (whakaheke), whānau *(spouse & offspring).*  **Pūmua / Pūtohu** (supporting words in front of main words) to substitute **[tō]**  te + noun  ngā + noun  a + Personal name  t/aku - t/ō / - t/ana + noun  t/ēnei – t/ēnā – t/ērā + noun.  Hierachy terms  Examples include: rangatira, tumuaki, kaimahi, whaea, matua.  **Pūmuri**  kē (instead) | 1.2 Introduce themselves and others and respond to introductions  1.4 Communicate about personal information, such as name, parents’ and grandparents’ names, iwi, hapū, mountain, and  river, or home town and place of family origin  1.7 Use and respond to simple classroom language (including asking for the word to express something in te reo Māori)  2.1 Communicate about relationships  between people  2.2 Communicate about possessions |
| **REREMAHI** – Sentences that focus on an ACTION by an ACTOR | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Historical events  News reports  Storytelling | **REREMAHI (PORO)**  **I + action + [te] actor.**  ***Pātai:* I aha + [te] actor?**  **Extension:**  **I + action + [te] actor + time phrase**  **I + action + [te] actor + ki + location**  **Whakakāhoretanga**  **Kāore + [te] actor + i + action** | Communicate about past actions and events. | **Tūmahi poro** (intransitive verbs = actions that are done without affecting something else). Examples include:  noho, tū, takoto, haere, hīkoi, oma, tae, kōrero, moe, ngongoro, waiata, umere, wehe.  **Tūingoa** (main words that give the name of an object, a person, or other living thing), Examples include:  ahau, koe, ia, tama, kōtiro, tāne, wahine, wāhine, kuia, koroua, tamaiti, tamariki, pēpē, hoa, whanaunga, manu, tangata, tāngata.  He manu: tūī, kākā, kererū, pītoitoi, kiwi, riroriro, ruru, pūkeko, tīrairaka, kororā, tōrea, tītī.  Te taiao: hau, ua, whatitiri, uira, rākau, otaota, whenua, rangi, papa, rū, pahū.  **Pūmua / Pūtohu** (supporting words in front of main words) to substitute **[tō]**  te + noun  ngā + noun  a + Personal name  t/aku - t/ō / - t/ana + noun  t/ēnei – t/ēnā – t/ērā + noun  **He kīanga wā-hipa** (past time phrases): Examples include: inanahi, i tērā [rā/wiki/marama/tau/wā], i te tau [1950]; **He kīanga wā-tū** (present time phrases): ināianei, i tēnei [rā/wiki/marama/tau/wā] **He kīanga wā-heke** (future time phrases): ākuanei, āpōpō, ā tērā [rā/wiki/marama/tau/wā], ā te tau [2040]  **\*Māori division of time** (ngā pō o te marama vs ngā rā o te wiki) | 3.1 Communicate, including comparing and contrasting, about habits, routines, and customs  5.1 Communicate about past activities and events  5.3 Communicate about past habits and routines  4.2 Communicate about plans for the immediate future |
| What’s up?  Commentating a sports game  Check this out! | **Kei te + action + [te] actor.**  ***Pātai:* Kei te aha + [te] actor?**  **Extension:**  **Kei te + action + [te] actor + time phrase**  **Kei te + action + [te] actor + ki + location**  **Whakakāhoretanga**  **Kāore + [te] actor + i te + action** | Communicate about present actions and events. |
| Te reo o te taiao  *Ka tangi te manu.*  *Ka pupuhi te hau.*  *Ka heke te ua.*  Ka tangi te tītī, ka tangi te kākā, ka tangi hoki ko au. | **Ka + action + [te] actor.**  ***Pātai:* Ka aha + [te] actor?**  **Extension:**  **Ka + action + [te] actor + time phrase**  **Ka + action + [te] actor + ki + location**  **Whakakāhoretanga**  **Kāore + [te] actor + e + action** | Communicate about future actions and events  **AND**  Communicate about actions that always or regularly occur. |
| He aha te take?  Te whakatewhatewha kaupapa | **He aha + actor + i action ai?**  **He + adjective + nō[ku/u/na]**  **He + adjective + nō + Personal name/pronoun**  **He + adjective + nō + Personal name/pronoun**  **Nā te mea + [reremahi poro]**  **Nā te mea + [reremahi whiti]**  **Nā te mea + [rereāhua]**  **Whakakāhoretanga**  **He aha + actor + i kore ai e action?** | Communicate about reasons for past actions. | **Tūāhua** (adjectives) *Examples include:*  pukuriri, harikoa, āwangawanga, mataku, wehi, takeo, hōhā, hiamoe.  **Pūpānga** (possessive pronoun) Examples include:  nōku / nōu / nōna.... |  |
| Follow the leader  Emergency | **E + action!**  **E + action, actor!**  **Taihoa e + action!**  **Whakakāhoretanga**  **Kaua [koe/kōrua/koutou] e + action** | Give direct commands, | **Tūpou** (pronouns) to substitute [actor]: Examples include: kōrua, koutou, tātou.... | 6.1 Give and follow instructions |
| **REREMAHI** – Sentences that focus on an ACTION by an ACTOR | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Up to?  Checking in | **REREMAHI (WHITI) #1**  **Kei te action + noun + actor** |  | **Action+noun couplings:** Examples include:  tunu kai pānui pukapuka  tuhi kōrero hoko taonga  mahi kai whakautu pātai  tuku karere tiaki tamariki  whakapai whare mahi moni |  |
| Te tuku mihi  Te poroporoaki | **REREMAHI (WHITI) #2**  **E action ana + actor i [te] noun**  **E action ana + actor ki [te] noun**  ***Pātai:* E action ana + actor?** |  | **Tūmahi** (actions): Examples include: rere, haere, kawe, tuku  **Tūingoa** (nouns): Examples include: mihi, reo, mate, hunga mate, hunga ora, manuhiri, hau kāinga, ringawera, kaiāwhina. | 6.4 Communicate in formal situations |
| Experiences | **REREMAHI**  **Kua action + actor i [te] noun**  **Kua action ana + actor ki [te] noun**  ***Pātai:*  Kua action + actor?**  **Kāore anō + actor + kia + action** |  | **Tūmahi** (actions): Examples include: rere, haere, kawe, tuku  **Tūingoa** (nouns): Examples include: mihi, reo, mate, hunga mate, hunga ora, manuhiri, hau kāinga, ringawera, kaiāwhina.... | 5.1 Communicate about past activities and events |
| Problem-solving  What to do in emergencies | **REREMAHI (He tohutohu)**  **Me action + actor i [te] noun**  **Me action + actor ki [te] noun**  ***Pātai:* Me aha + actor?**  **Whakakāhoretanga**  **Me kaua + actor + e + action**  **Kaua + actor + e action**  **REREHĀNGŪ**  **Horoia…**  **Whakatikahia…**  **Pokepokea...** | Give a command, instruction, or strong suggestion. | **Tūmahi** (actions): Examples include: āwhina, ako, tautoko, haere, noho, tū, piki, heke, ārai, horoi, aukati, tuku, tango, hāpai, hiki, whakapai, whakaoti, whakatakoto, mahi, whai, rapu, kimi, titiro, whakarongo, kōrero, waiata, pēnā, pērā....  **Tūingoa** (nouns): Examples include: pōro, papa tuhituhi, mata, pouaka whakaata, taputapu, utauta, moni, pukapuka, kākahu, taura, tangata, hoa, tikanga, taonga, ara, tohutohu, wharenui, marae, mahi, tinana, tēneti, hamarara, rori (pronouns): au, ahau, koe, ia, kōrua, koutou, tāua, tātou, rāua, rātou, māua, mātou. | 6.2 Communicate about problems and solutions  6.1 Give and follow instructions |
| **REREĀHUA** – Sentences that focus on a STATE, CONDITION or CHARACTER | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| It is what it is | **REREĀHUA #1**  **He + adjective + [te] noun**  ***Pātai:* He pēhea [te] noun?**  **Whakakāhoretanga**  **Kāore + [te] noun + i te + adjective**  **Kāore + [te] noun + e adjective ana** |  | **Tūāhua noa** (adjectives): rawe, pai, kino, mārō, ngohengohe, mākū, maroke, roa, poto, nui, iti, mōmona, whīroki, teitei, hakahaka, kaha, ngoikore, pērā, tapu, noa, maha  **Pūmua / Pūtohu (defining particles)** to substitute [te]:  ngā, t/ētahi, t/ēnei, t/ēnā, t/ērā, t/aku, t/ō, t/ana, a, |  |
| Food review | **REREĀHUA #1**  **He + āhua + adjective + [te] noun**  **He + tino + adjective + [te] noun**  **Whakakāhoretanga**  **Kāore + [te] noun + i te + tino adjective**  **Kāore + [te] noun + e tino adjective ana** |  |  |  |
|  | **REREĀHUA #2**  **Kua + adjective + [te] noun**  **Kei te + adjective + [te] noun**  **Kei te pēhea tēnā?**  **I + adjective + [te] noun**  **I pēhea tēnā?**  **Whakakāhoretanga**  **Kāore + [te] noun + i + adjective**  **Ka + adjective + [te] noun**  **Ka pēhea tēnā?**  **Whakakāhoretanga**  **Kāore + [te] noun + e + adjective**  **He kīhono (joiners)**  ...**nō reira**, *so, therefore*  ...**engari**, *but*  ...**heoi anō**, *however*  ...**ā,** *and*  ...**waihoki,** *and, also*  ...**otirā**, *specifically, particularly* |  | **Weather**: Examples include:tau, kōruki, kāpuapua, paki, marangai, heke, pupuhi, karawhiu, āwhā, papā, hikohiko, whatitiri, uira, āniwaniwa, puta, rere, hau pūkeri  **Time** – ata, pō, ahiahi, rā, wiki, marama, tau, rautau.  **Seasons** – raumati, ngahuru, takurua, hōtoke, kōanga, ngā marama o te tau  **Lunar calendar** – ngā pō o te marama (Polynesian) vs ngā rā o te wiki (Western), ngā whetū o te rangi  **Personifications**: Hine-raumati, Hine-takurua, Tama-nui-te-rā, Hina  **Ngā tae** (colours): whero, karaka, kōwhai, kākāriki, kikorangi, kahurangi, māhoe, waiporoporo, mā, pango, mangu, kiwikiwi, māwhero, parauri  **Ngā āhua** (states, conditions): Examples include: wera, makariri, mātao, pōrangi, māuiui, ora, mate, ngenge, hiamoe, hiakai, hiainu, takeo, whakahīhī, hūmārie  **Ngā kare-ā-roto** (emotions): Examples include: koa, pōuri, pukuriri, kiriweti, hōhā, whakamā  **Pūmua / Pūtohu (defining particles)** to substitute [te]:  ngā, t/ētahi, t/ēnei, t/ēnā, t/ērā, t/aku, t/ō, t/ana, a. | 2.4 Communicate about time, weather, and seasons  2.5 Communicate about physical characteristics, personality, and feelings  5.2 Communicate about present and past states, feelings, and opinions  6.2 Communicate about problems and solutions  1.6 Understand and use simple politeness conventions (forexample, ways of acknowledging people, expressing regret, and  complimenting people) |
| Following a recipe  Whakataukī cards  (Well-wishing) | **REREĀHUA (He tohutohu)**  **Me + adjective + [te] noun**  **Me pēhea + [te] noun?**  **Whakakāhoretanga**  **Me kaua + [te] noun + e + adjective**  **Kia + adjective + [te] noun**  **Kia pēhea + [te] noun?**  **Whakakāhoretanga**  **Kia kaua + [te] noun + e + adjective**  **Kaua + [te] noun + e adjective**  **Kei + adjective + [te] noun** | Communicate about the state, condition, or character something should / ought to be / must be in.  Communicate about a desired state or condition. | **Tūāhua** (Characteristics):  Examples include: manawanui, ngākaunui, tapatahi, pai, rangatira, mataara, tūpato, harikoa, whānui, whāiti, (States/Conditions): kotahi, tika, rere, Māori, ora, tau, puāwai, nui, iti, tōmua, mauritau, taiea, nahanaha, āwangawanga, māharahara, pāpōuri, rangirua, mānukanuka, tōmuri, tīwekaweka, pōrohe, pēnei  **Tūingoa** (nouns): Examples include: koe, kōrua, koutou, tātou, (actions used as nouns) noho, tū, takoto, mahi, haere, oma, hīkoi, kōrero | 6.1 Give and follow instructions |
|  | **REREĀHUA #3**  **He + adjective + ake/atu + [te] noun i [te] noun**  **He + adjective + iho + [te] noun i [te] noun.**  **Kei te + adjective + ake/atu + [te] noun i [te] noun**  **Kei te + adjective + iho + [te] noun i [te] noun**  **Whakakāhoretanga**  **Kāore + [te] noun + i te + adjective + ake/atu + i [te] noun**  **Kua + adjective + ake/atu + [te] noun i [te] noun**  **Kua + adjective + iho + [te] noun i [te] noun**  **Whakakāhoretanga**  **Kāore anō + [te] noun + kia + adjective + ake/atu + i [te] noun** | Communicate about comparisons. | **Pūmua / Pūtohu (defining particles)** to substitute [te]:  ngā, t/ētahi, t/ēnei, t/ēnā, t/ērā, t/aku, t/ō, t/ana, a.  **Tūāhua** (Conditions/States):Examples include:nui, iti, teitei, poto, hakahaka, hōhonu, pāpaku, whānui, whāiti, mātotoru, angiangi, pai, kino, ātaahua, weriweri | 3.1 Communicate, including comparing and contrasting, about habits, routines, and customs.  5.4 Describe, compare, and contrast people, places, and things. |
| **REREWĀHI** – Sentences that focus on the location of something or someone, or where something occurs. | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Preparing a ‘GO BAG’ for natural disasters and emergencies | **REREWĀHI**  **I hea + [te] noun?**  **I + location + [te] noun**  **Whakakāhoretanga**  **Kāore + [te] noun + i + location**  **Kei hea + [te] noun?**  **Kei + location + [te] noun**  **Whakakāhoretanga**  **Kāore + [te] noun + i + location** |  | **Tūwāhi** (main location words): Examples include:konei, konā, korā, reira, kō, tua, uta, tāwāhi, tātahi, mua, muri, runga, raro, roto, waho, rahaki, waenganui, Taupō, Tāmaki Makaurau, Te Ika-a-Māui, Te Waipounamu, Whangārei  **Pūmua / Pūtohu (defining particles)** to substitute [te]:  ngā, t/ētahi, t/ēnei, t/ēnā, t/ērā, t/aku, t/ō, t/ana, a  **Tūingoa** (nouns): Examples include: hui, kaupapa, rōpū, kēmu, whakataetae, taiopenga, kī, pēke, rorohiko, pāhi, wārete, moni, waea, paraikete, pouaka kai, pene, rou mamao | 1.5 Communicate about location.  3.2 Communicate about events and where they take place.  4.3 Communicate about obligations and responsibilities. |
| **REREKAIMAHI** – Sentences that focus on the ACTOR of an action | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
|  | **Nā actor + [te] noun i action**  ***Pātai:* Nā wai + [te] noun + i action?**  **Whakakāhoretanga**  **Ehara + nā + actor + i + action [te] noun**  **Mā actor + [te] noun + e action**  ***Pātai:* Mā wai + [te] noun + e action?**  **Whakakāhoretanga**  **Ehara + mā + actor + e + action [te] noun**  **Extension:**  **Nā actor + i action + [te] noun + time phrase** | Emphasise the actor’s past action.  Emphasise the actor’s future action.  Communicate about past habits and routines. | **Kaimahi** - **tūingoa** (noun as actor):Examples include: kaimahi, kaiako, ākonga, tauira, kaiwhakarite, kaitiaki, tumuaki, kaiwhakahaere  **Kaimahi - tūpou** (pronoun as actor): *past -* **nā**ku, **nā**u, **nā**na, **nā** tāua, **nā** rātou  *future -* **mā**ku, **mā**u, **mā**na, **mā** tāua, **mā** rātou  **Tūingoa** (**nouns** = main words that give the name of an object, a person, or other living thing), Examples include:  ahau, koe, ia  tangata, manu, rākau, whare, waka, kura, taputapu, hangarau, kai, inu, whanaunga, maunga, awa, marae, hapū, iwi, moana  momo, mōkai  **Pūmua / Pūtohu (defining particles)** to substitute [te]:  ngā, t/ētahi, t/ēnei, t/ēnā, t/ērā, t/aku, t/ō, t/ana, a  **Tūmahi whiti** (actions that are done to something or someone): Examples include: hari, kawe, tiki, tango, whakapai, hāpai, hiki, pīkau, whakarite, whāngai, mihi, whakatau, tunu, hautū, utu | 6.1 Give and follow instructions.  4.3 Communicate about obligations and responsibilities.  5.3 Communicate about past habits and routines.  4.2 Communicate about plans for the immediate future. |
| **REREWĀ** – Sentences that focus on the TIME something occurs/occurred/will occur | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Historic events  I ngā wā o mua  Te hītori o te reo Māori | **I + [te] noun , [i/ka] + reremahi / rerehāngū /**  **rereāhua / rereingoa /**  **rerewāhi**  **time phrase**  **Nō + [te] noun , [i/ka] + reremahi / rerehāngū /**  **rereāhua / rereingoa /**  **rerewāhi**  **time phrase** | Emphasise past time.  Communicate about past habits and routines. | **He kīanga wā-hipa** (past time phrases): i tērā [rangi/pō/wiki/marama/tau/tekau tau/rautau]  i ia [rā/wiki/marama/tau/wā], i ngā [Mane/ata/ahiahi/pō]  tērā atu [rangi/pō/wiki/marama/tau/tekau tau/rautau]  te tau 1814  te marama o Pēpuere i te tau 1840  **Noun phrases:**  te tīmata**nga** o te hui  te mutu**nga** o te tau  te whānau**tanga** o taku koroua  te huri**nga** o te rautau | 2.4 Communicate about time, weather, and seasons.  3.2 Communicate about events and where they take place.  5.3 Communicate about past habits and routines. |
| **RERETAU** – Sentences that focus on the NUMBER of things | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Following a recipe | **Kotahi + [te] + noun**  **Toko[rua] + [ngā] + noun**  **E + number + [ngā] + noun**  **Tekau + [ngā] + noun**  **Hei tauira**  ***Kotahi mano, e rima rau, e whā tekau***  ***E ono mano, e rua rau, tekau mā tahi*** | Communicate about the number and amount of things in existence or needed. | **Kīanga** (phrases)  Tōna, *approximately*  Āhua, *approximately*  Kei te takiwā, *approximately* | 2.4 Communicate about time, weather, and seasons.  3.2 Communicate about events and where they take place.  5.3 Communicate about past habits and routines. |
| **I + number + [ngā] + noun**  **Ka + number + [ngā] + noun**  **Kua + number + [ngā] + noun**  **Kia + number + [ngā] + noun**  ***Pātai:* E hia ngā noun?**  ***Pātai:* Kia hia ngā noun?** |
| **NGĀ NUKA REO** - Language and literary devices | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Favourite things/ food | **Kīwaha** (Idioms)[[1]](#footnote-1)  Ka aroha, *How sad.*  Ka pai. *Neat.*  Ka kino! *Oh, no!*  Ka rawe! *Excellent*  Tau kē! *Awesome!*  Ka mau te wehi! *Awesome!*  Taku hē! *My bad!*  **Whakataukī/whakatauākī**[[2]](#footnote-2)  Ehara taku toa i te toa takitahi...  Hē o te kotahi, nō te tokomaha  Whāia te pae tawhiti kia tata...  **Kupu Whakarite**  He manu tioriori, *Beautiful singer.*  Me oke ururoa. *Fight like a shark.*  He tou tīrairaka. *Unsettled; a busybody.* | Communicate using idiomatic expressions. |  | 5.2 Communicate about present and past states, feelings, and opinions.  5.4 Describe, compare, and contrast people, places, and things. |

[*https://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table*](https://tereomaori.tki.org.nz/Teacher-tools/Te-Whakaipurangi-Rauemi/Grammar-Progression-Table)

**NCEA Level 2 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide**

*He mea waihanga tēnei arawhata e Hona Black*

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| **REREINGOA** | | |
| He...tā/tō... | **He** koti **tō** Hēnare.  **He** rorohiko **tā** Hine. | Hēnare has a coat.  Hine has a computer. |
| Kāore ā/ō... | **Kāore ō** Hēnare koti.  **Kāore ā** Hine rorohiko. | Hēnare doesn’t have a coat.  Hine doesn’t have a computer. |
| **REREMAHI** | | |
| *Tūmahi wheako*  I te.../ I.../ Kei te.../ E...ana.../ Ka.../Kua.../Kia.../Me... | **E** whakamomori **ana** au **ki** te wā kāinga.  **Ka** aroha au **ki** tōku kuia.  **I** rongo au **i** ērā kōrero.  **I** kite au **i** ngā waka e tere ana i te moana. | I yearn for home.  I love my grandmother.  I heard those comments.  I saw the canoes floating at sea. |
| *Subsequent action*  Ka...ka...ai | **Ka** horoi, **ka** kai, **ka** hoki mai **ai** ki konei. | [They] wash, eat, and return back here. |
| *He kīhono (Joiners)*  ...nā te mea, because  ...i te mea, *because*  *...*kātahi ka, *then*  ...me te aha, *as a result*  ...ka mutu, *furthermore* | I haere au ki te porotēhi **nā te mea** he kaupapa whai take tērā.  I haere au ki te porotēhi **i te mea** he kaupapa whai take tērā.  Ka whakatakoto rātou i te petihana, **kātahi ka** rere ngā kōrero ki te marea.  I kite au i tētahi kiriata mō te taiao, **me te aha**, ka tahuri au ki te tuku hangarua.  I te kōrero noa iho māua, **ka mutu**, kāore māua i te kōrero mōu. | I went to the protest because it's an important issue.  I went to the protest because it's an important issue.  They presented the petition, then they started speaking to the audience.  I saw a movie about the environment, and as a result, I’ve begun recycling.  We were only talking, furthermore, we weren’t talking about you. |
| *Pūmua (preposed particle)*  āhua, āta, kaha, mātua, tere... | I **āta** titiro au ki ngā mahi a Pounamu.  Me **mātua** whakapaipai te whare i mua i te wehe. | I carefully looked at Pounamu’s work.  You must first clean the house before leaving. |
| **REREHĀNGŪ** | | |
| *Rerehāngū / Passive verbs* | I te kawe**a** ngā pēke e Hone.  Kua parai**hia** e Tīmoti ngā hēki.  Ka tuku**na** e Tame ngā tamariki ki te kura. | Hone was carrying the bags.  Tīmoti has fried the eggs.  Tame will drop off the children to school. |
| Me...passive verbs | **Me** **mōhio** e te rōpū ngā kupu ki te waiata.  **Me whakamārama** e te kaiako ngā mahi ki ngā ākonga. | The group needs to know the words to the song.  The teacher should explain the work to the students. |
| Negating passive verbs | **Kāore i** te kawea ngā pēke e Hone.  **Kāore i** paraihia e Tīmoti ngā hēki.  **Kāore e** tukuna e Tame ngā tamariki ki te kura. | Hone isn’t carrying the bags.  Tīmoti didn’t fry the eggs.  Tame won’t drop the children off to school. |
| **REREĀHUA** | | |
| *Statives*  Examples include: wareware, mahue, maringi, mate, mau, ngaro, oti.... | I **mahue** au **i** te pahi.  I **oti i** ngā ākonga ngā mahi.  I **wareware i** a au aku mahi i te kāinga. | I was left behind by the bus.  The work was completed by the students.  I forgot my work at home. |
| *Statives + haere* | Kua **pau haere** ngā kai. | The food is being consumed. |
| *Pūmuri (postposed particle)*  ake, nei, nā, rā, iho | I wera **ake** tēnei raumati i tērā raumati.  Kua iti **iho** te utu o ngā kai. | This summer was hotter than last.  The price of food had decreased. |
| **REREWĀ** | | |
| Ā te...  Hei te...  Mō te | Ā te Mane, ka tīmata te kura.  Hei te Hatarei, ka pāti tātou.  Mō te wiki, ka kōrerotia te reo Māori. | On Monday, school starts.  On Saturday, we will party.  For the week, te reo Māori will be spoken. |
| I a...e...ana  Nō...e...ana | **I a** Pita **e** hīkoi **ana** ka hinga ia.  **Nōku e** kōrero **ana** ka moe ngā ākonga. | When Pita was walking, he fell.  As I was speaking, the students fell asleep. |
| **REREPĀNGA** | | |
| Nō/Nā  Mō/Mā | **Nā** Hine te īmēra.  **Nō** wai te waka rā?  **Mō** Tāmati te koti.  **Mā** wai ēnei kai? | The email belongs to Hine.  Who does that car belong to?  The coat is for Tāmati.  Who is this food for? |
| Ehara nā/nō  Ehara mā/mō  Kaua mā/mō | **Ehara nā** Hine te īmēra.  **Ehara mō** Tāmati te koti.  **Kaua mā** Te Whiti ngā kai. | That’s not Hine’s email.  That’s not Tāmati’s coat.  That food isn’t for Te Whiti. |
| **RERE KĒ** | | |
| Ki a..., *according to*  E ai ki..., *according to*  Ki tā..., *according to*  Mōku nei..., *in my opinion* | **Ki a** mātou o konei, ko Raorao kē te ingoa.  **E ai ki** ngā mātua tīpuna, he taonga te reo.  **Ki tā** Hēmi, kua pau katoa ngā tīkiti.  **Mōku nei,** he pai te pae pāhopori mō te whakarauora i te reo. | To those of us from here, the name is Raorao instead.  According to the ancestors, the language is a treasure.  According to Hemi, there are no more tickets.  In my opinion, social media is good for revitalising the language. |
| Te āhua nei | **Te āhua nei** kua wareware i te kapa ngā kupu ki te waiata. | It seems as if the group have forgotten the words to the song. |
| … ki te …. | Āpōpō ka haere mātou ki Tāmaki **ki te** whakarongo **ki te** kaikōrero. | Tomorrow we will go to Auckland to listen to the speaker. |
| … kei… | Homai te moni **kei** ngaro.  Kia tūpato **kei** whara koe! | Give me the money in case it’s lost.  Be careful lest you fall! |
| **NUKA REO** | | |
| Ānō nei he  Me he  Tōna rite | **Ānō nei he** tōtara haemata.  **Me he** tou tīrairaka.  **Tōna rite** ki a Kōpū e rere ana i te pae. | Like a lofty tōtara.  Like a flitting fantail.  Like Kōpū on the horizon. |
| Whakatangata | ...kua puta a **Pito**...  ...ka whakarongo māua ko **Taringa**...  Nau mai, e **Hapa**... | …the belly is full…  …my ear and I listen…  Welcome, Error… |

**NCEA Level 2 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide continued**

*He mea waihanga tēnei arawhata e Hona Black*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **REREINGOA** – Sentences that focus on the NAME of an object, person or other living thing | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Designing a questionnaire about school uniform or travel to school | **He noun + tā/tō + [te] noun/personal name/pronoun**  **Hei tauira**  ***He koti tō Hēnare***  **Whakakāhoretanga**  **Kāore + ā/ō + noun/personal name/pronoun + noun**  ***Pātai:* Hewaka rānei tō tō whānau?**  ***Pātai:* Hetarau roa rānei tōu?**  ***Whakautu:* Kāore ōku tarau roa**  ***Pātai:* He taraka rānei, he motokā rānei tōu?** | Communicate about whether or not someone, or a group, have particular items. | **Tūingoa** (nouns).Examples include: tarau, koti, tōkena, hū, hāte, panekoti, poraka, hū pāraerae, kamupūtu, pūtu, hānara, neketai.  **Tūkapi** (pronouns). Examples include: tōku/tōu/tōna/tō tāua/tō māua/tō rāua/tō kōrua/tō tātou/tō mātou/tō rātou/tō koutou/tāku/tāu/tāna/tā tāua/tā māua/tā rāua/tā kōrua/tā tātou/tā mātou/tā rātou/tā koutou.  **Pūmur**i (postposed particles). Examples include:  rānei, *or/alternatively*  anake, *solely/exclusively*  noa iho, *merely/just* | 7.2 Offer and respond to advice, warnings and suggestions  7.4Offer and respond to information and opinions, giving reason |
| **REREMAHI** – Sentences that focus on an ACTION by an ACTOR | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Re-telling a myth or legend they've read or heard | **REREMAHI (WHEAKO)**  **I + action + [te] actor + ki[[3]](#footnote-3) + [te] noun/action**  **Whakakāhoretanga**  **Kāore + [te] actor + i + action + ki + [te] noun/action** | Communicate about past feelings and desires. | **Tūmahi wheako** (experience verbs = actions involving experiences and attitude). Examples include:  aroha, whakaaro, mahara, maumahara, mokemoke, moemoeā, hiahia, pīrangi, tūmanako, wawata, mōhio, mārama, kite, rongo, wehi, rangirua, whakapono.  **Tūingoa** (nouns) category – careers. Examples include: whare wānanga, mahi ā-rehe, pakihi, pouako, kaikaute, rōia, rata niho, kaiwhakaari, kaitunu, kāmura, pirihimana, mataaro kōrere, tumuaki, tākuta, kaikaute, kaihanga whare, mataaro hiko, rata kararehe, pūkenga, kaitākaro.  **Pūmua** (preposed particle) Examples include:  āhua, *quite, fairly*  āta, *carefully, slowly, thoroughly*  kaha, *to such an extent*  mātua, *first, priority*  tata, *almost*  tere, *quickly, promptly*  tino, *very, essential*  kaha, *constantly, utterly*  paku, *slightly* | 5.1 Communicate about past activities and events  6.3 Communicate about immediate plans, hopes, wishes and intentions  7.1 Communicate about future plans  7.5 Read about and recount actual or imagined events in the past |
| Talking about future career/desires | **Kei te + action + [te] actor + ki + [te] noun/action**  **Whakakāhoretanga**  **Kāore + [te] actor + i te + action + ki + [te] noun/action** | Communicate about present feelings and desires. |
| Global travel and exploration | **Ka + action + [te] actor ki + [te] noun/action**  **Whakakāhoretanga**  **Kāore + [te] actor e + action + ki + [te] noun/action** | Communicate about future feelings and desires. |
| **Subsequent action**  **Ka + action + [te] actor + i te + noun + ka action ai...**  **Hei tauira**  ***Ka horoi, ka kai, ka hoki mai* ai *ki konei*** |  |
| Finding work | **He kīhono** (Joiners)  ...nā te mea, *because*  ...i te mea, *because*  *...*kātahi ka, *then*  ...me te aha, *as a result*  ...ka mutu, *furthermore*  ...manohi anō, *on the other hand*  *...* inā hoki, *because*  *...*inarā, *specifically*  **He kīwaha** (Reactions)  Nā whai anō, *it’s no wonder*  Engari mō tēnā, *not a chance*  I nē? *Is that right?*  Nōhea, *not on your life*  Auare ake, *to no avail* | Communicate the reason for desires. |
| **REREHĀNGŪ** – Sentences that focus on a DIRECT OBJECT affected by an ACTION | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Describing events (e.g. NZ Land Wars) | **I + passive action + e actor [te] noun**  ***Pātai:* I ahatia + e actor [te] noun**  **Whakakāhoretanga**  **Kāore [te] noun i passive action + e actor**  **I te + passive action + e actor [te] noun**  **Whakakāhoretanga**  **Kāore [te] noun i te passive action + e actor** | Communicate about **past** actions. | **Tūmahi hāngū** (Passive actions) Examples include:ākona, hangā, mahia, karangahia, kōrerotia, nōhia, mōhiotia**,** whakaaturia, rangona, tangihia, tangohia, tirohia, waiatatia, hunaia, patua, poroporoakitia whakaekengia, whakarērea, whakautua, whakamāramatia, whakahokia, whakatakotoria, whiua, whakaakona.  ***Ngā Wae e Waru o te Werewere[[4]](#footnote-4)***  1. No 'i'/'ki' to link passive action with object.  2. Actions in rerekaimahi have no passive endings.  3. Passive actions do not follow the particle 'hei'.  4. Passive actions do not follow the particles 'ki te' (with the exception of 'If').  5. Statives do not have a passive ending.  6. Actions do not have passive endings following the particle 'Me'.  7. 'Waiho'/'Homai'/'Hoatu' do not have passive endings, but remain passive.  8. If a passive action follows a noun, the noun becomes the object. | 7.1 Communicate about future plans  7.2 Offer and respond to advice, warnings and suggestions  7.5 Read about and recount actual or imagined events in the past |
| The effects of urbanisation on te reo Māori  Smokefree and Vapefree Aotearoa  Warning others of the dangers of an earthquake | **Kei te + passive action + e actor [te] noun**  ***Pātai:* Kei te ahatia + e actor [te] noun**  **Whakakāhoretanga**  **Kāore [te] noun i te passive action + e actor** | Communicate about **present** actions. |
| **Kua + passive action + e actor [te] noun**  ***Pātai:* Kua ahatia + e actor [te] noun?**  **Whakakāhoretanga**  **Kāore anō [te] noun kia passive action + e actor** | Communicate about a change in action. |
| **Ka + passive action + e actor [te] noun**  ***Pātai:* Ka ahatia + e actor [te] noun?**  **Whakakāhoretanga**  **Kāore [te] noun e passive action + e actor** | Communicate about **future** actions and events  **AND**  Communicate about actions that **always** or **regularly** occur. |
| **Kia + passive action + e actor [te] noun**  ***Pātai:* Kia ahatia + e actor [te] noun?** |
| **Me + passive action + e actor [te] noun**  ***Pātai:* Me aha + e actor [te] noun?**  **Hei tauira:**  ***Me whakautu e koe ngā pātai uiui***  **Whakakāhoretanga**  **Me kaua e passive action + e actor [te] noun** |
| **REREĀHUA** – Sentences that focus on a STATE, CONDITION or CHARACTER | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Describing a significant event that revived te reo Māori  The loss and revitalisation of te reo Māori  Reflecting on a past event (e.g. kapa haka, film, podcast)  Sharing opinions on an issue | **Ka + stative + [te] noun + i + [te] [cause]**  **Hei tauira**  ***Ka ora te reo i te kōrero***  **Whakakāhoretanga**  **Kāore + [te] noun + e + stative i + [te] + [cause]** | Communicate about how something is or will be and giving reason. | **Tūāhua oti** (statives). Examples include:  ea, hinga, mīere, mahue, maringi, mate, mau, ngaro, oti, pakaru, pau, riro, taka, tutuki, whara, hōhā, hongeā  **Te Rima o Mahuika[[5]](#footnote-5)**  1. Statives do not follow the particle 'He'.  2. Statives do not have passive endings.  3. Statives cannot follow 'ki te'.  4. The cause does not sit in front of 'i'.  5. The particle 'e' does not sit in front of the cause of a stative. | 5.4 Describe, compare, and contrast people, places and things  7.3 Express and respond to approval and disapproval, agreement and disagreement  7.5 Read about and recount actual or imagined events in the past |
| **I + stative + [te] noun + i + [te] + [cause]**  **Whakakāhoretanga**  **Kāore + [te] noun + i + stative + i + [te] + [cause]** |
| **I/Kei te/Ka + adjective [postposed particle] + [te] noun**  **Hei tauira**  ***I pai rawa atu te tū a Apanui mā***  **Kua + stative [postposed particle] + [te] noun**  **Hei tauira**  ***Kua oti kē te whakataetae o te tau nei***  **Kei te + stative [haere][[6]](#footnote-6) + [te] noun**  **Hei tauira**  ***Kei te ngaro haere te kounga o te reo*** | **Pūmuri** (postposed particles) Examples include:  ake, iho, haere, hoki, katoa, kē, rawa, rawa atu, wawe. |
| **Ngā kīanga** (Phrases)  Ki a..., *according to*  E ai ki..., *according to*  Ki tā..., *according to*  Mōku nei..., *in my opinion*  He ōrite...., ...*the same, similar* | Communicating the opinions, advice, and warnings of others, and responding to them. | 7.2 Offer and respond to advice, warnings and suggestions |
| **REREWĀ** – Sentences that focus on when something happens. | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Talking about a future career  Planing a future holiday | **Ā + [te] noun, [ka] + reremahi/rerehāngū**  **rereāhua/rereingoa/**  **rerewāhi**  **Hei + [te] noun, [ka] +reremahi/rerehāngū**  **rereāhua/rereingoa/**  **rerewāhi**  **Mō + [te] noun, [ka] + reremahi/rerehāngū**  **rereāhua/rereingoa/**  **rerewāhi**  **Hei tauira**  ***Mō te wiki, ka kōrerotia te reo Māori anake***  ***Hei te Hatarei, ka pāti tātou***  **I a proper noun/personal name/pronoun + e + [action/adjective] ana + [i/ka] + reremahi/rerehāngū/rereāhua/rereingoa**  **Nō -ku/proper noun/personal name/pronoun + e + [action/adjective] ana + [i/ka] + reremahi/rerehāngū/rereāhua/rereingoa**  **Hei tauira**  ***I a Pita e hīkoi ana ka hinga ia***  ***Nōku e kōrero ana ka moe ngā ākonga*** | Communicate about future plans. | **Kīanga wā heke** (Future time phrases). Examples include:  hei/ā/mō tērā [wiki/marama/tau/tekau tau/rautau].  hei/ā/mō tērā atu [wiki/marama/tau/tekau tau/rautau] .  ākuanei, ā kō ake nei, āpōpō, ātahirā, ā tōna wā, tāria te wā  Nāwai, nāwai, (ā), ka...  I muri mai... | 7.1 Communicate about future plans  7.5 Read about and recount actual or imagined events in the past |
| **REREPĀNGA** – Sentences that focus on the RELATIONSHIP between two things or more | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Writing a formal email  Talking about taonga | **Nō/Nā + [whaipānga] + [te] noun**  **Mō/Mā + [whaipānga] + [te] noun**  **Hei tauira**  ***Mō Tāmati te koti***  ***Nā Hine te īmera***  **Whakakāhoretanga**  **Ehara nā/nō/i + [whaipānga] + [te] noun**  **Ehara/Kaua mā/mō + [whaipānga] + [te] noun**  ***Pātai***  **Nō/Nā wai + [te] noun?**  **Mō/Mā wai + [te] noun?**  **Whakakāhoretanga**  **Ehara + [nā/nō] + [whaipānga] + [te] noun.** | Communicate about the relationship between two things.  Asking and answering questions about the relationship between two things. | **Pūpānga** (Possessive particle):  a/o/nā/nō/mā/mō/tā/tō/ā/ō/tōku/tāku  ōku/āku/tōu/ōu/tāna/āna/tōna/ōna  **Pūpānga herekore** (Neutral possessive particles):taku/aku/tō/ō/tana/ana  **Pūmau pānga** (Plural possesive particles):  tā tāua/tā māua/tā kōrua/tā rāua  tā tātou/tā mātou/tā koutou/tā rātou  ā tāua/ā māua/ā kōrua/ā rāua  ā tātou/ā mātou/ā koutou/ā rātou  tō tāua/tō māua/tō kōrua/tō rāua  tō tātou/tō mātou/tō koutou/tō rātou  ō tāua/ō māua/ō kōrua/ō rāua  ō tātou/ō mātou/ō koutou/ō rātou. | 7.2 Offer and respond to advice, warnings and suggestions  7.3 Express and respond to approval and disapproval, agreement and disagreement  7.5 Read about and recount actual or imagined events in the past |
| **Ngā Kawekawe o te Wheke**  **Wāhi** *(Rotorua, raro)*, **Waka** *(motokā, pahikara, hōiho)***, Whakaahua** *(ātaahua, nui, roa)*, **Whakaora** *(rongoā, pire)*, **Whakaruruhau** *(whare, kākahu, paraikete)*, **Whakarākei** *(hei taringa, hei tiki)*,  **Whanaunga** *(tuakana, teina, tungāne, tuahine)*, **Wāhanga** *(tatau o te whare, tamariki o te kōhanga).* |
| **He Kura Te Mokopuna**  **Hangarau** *(rorohiko, pukapuka, tēpu)*, **Kai** *(āporo, parāoa, inu mirumiru)*, **Tautetanga** *(mokopuna, ākonga, kaimahi)*, **Mahi** *(tunu, horoi, whētui).* |
| **NGĀ NUKA REO** - Language and literary devices | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Describing an event or person | **Reverse personification** (kupu whakarite/huahuatau)  **Ānō nei he** tōtara haemata  **Me he** tou tīrairaka  **Tōna rite** ki a Kōpū e rere ana i te pae  **Kei** te kākā wahanui  ...**me te mea nei**...  **Te āhua nei**...  **Whakatangata** (Personification)  ...kua puta a **Pito**  ...ka whakarongo māua ko **Taringa**  Nau mai, e **Hapa**... | Compare people and events to aspects of the natural world. | **Ngā momo horopaki**  Examples include: tōtara wāhi rua, mura o te ahi, marae o te riri, ngā tairo a Kupe, whakakai marihi, tatau pounamu, māpihi maurea, kuru tongarewa, koko tangiwai, hei mokimoki, e pao tōrea  **Kupu whakarangatira**  Examples include: kākā wahanui, manawa tītī, manu tīoriori, poho kererū, tōtara haemata, ika a Whiro, tore kai huruhuru, ringa tōhau nui, waewae kai pakiaka | 7.2 Offer and respond to advice, warnings and suggestions  7.3 Express and respond to approval and disapproval, agreement and disagreement  7.5 Read about and recount actual or imagined events in the past |
| Te Matatini performances | **Kīwaha** (Idioms)  Kei [a Hone] mō te..., *[Hone] is great at...*  Kāore i tua atu i a..., *...is streets ahead at...*  Kia...mai hoki, *excellent*  Kino kē hoki, *amazing*  Kei reira katoa [au], *[I] fully support that*  ....ake nei,...ake nei,*the absolute epitome of....*  Pakaru mai te haunga,*the absolute pits*  Hoea tō waka*,**row your boat*  Kaitoa, *good job*  Hei aha tāu, *never mind yours* | Communicate approval or disapproval through idiomatic expressions. | **Tūāhua** (Adjectives). Examples include: mīharo, maroke, takeo, autaia, nanakia, āhuareka, pīwari, ātaahua, manawareka, waiwaiā, weriweri, whakarihariha, maninohea, wetiweti, anuhea, anuanu, kaitā, pakupaku, karekare, marino, pūhutihuti, nahanaha, tīwekaweka, pakari, kaha, ngoikore, kaumātua, pakeke, rangatahi,  reka, mākihakiha, mata, maroke, rerekē, ōrite, hōhā, autaia, mīharo, nanakia. |

**NCEA Level 3 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide**

*He mea waihanga tēnei arawhata e Hona Black*

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| --- | --- | --- |
| **REREHĀNGŪ** | | |
| Pseudo passive | **He mea** kōhete ia e te tumuaki. | He was growled at by the principal. |
| Taea  I/Ka/Kua/E...ana/Me | Ka **taea e** rātou te whare **te** hanga.  I **taea e** rātou ā rātou kai **te** tunu .  E riro ai i a koe te tūranga, me taea e koe te kōrero Māori. | They can build the house.  They were able to cook their food.  In order for you to get that job, you must be able to speak Māori. |
| Taea – negative | **Kāore e taea e** rātou te whare te hanga.  **Kāore e taea** **e** Kiri te kai te tunu. | They can’t build the house.  Kiri can’t cook the food. |
| kau, noa, tonu, rawa, kē | Kei te kōrero**tia** tonu**tia** koe e te iwi.  I muku**a** kē**tia** ngā kōrero. | You are still being spoken about by the tribe.  The words were already erased. |
| whānuitia, katoatia, makariritia | I kai**nga** katoat**ia** ngā kai e ngā tamariki.  I horoi**a** makariri**tia** e ia ngā rīhi. | The food was all eaten by the children.  The dishes were washed cold. |
| **REREWĀ** | | |
| Ka...ana | **Ka** maroke **ana** ngā kākahu, whētuia.  Ka horoia **ana** ngā rīhi, whakamaroketia. | When the clothes are dry, fold them.  When the dishes are washed, dry them. |
| Kia...ka | **Kia** mutu te kai **ka** hoki tātou ki te kāinga. | When we’ve finished eating, we will return home. |
| **Fronted comments of time**  Nō te...ka  Nō te...i...ai... | **Nō te** taenga mai o ngā manuhiri **ka** tīmata te karanga.  **Nō te** Wenerei te kuia **i** haere **ai** ki te tākuta. | When the visitors arrived, the ceremonial call began.  On Wednesday, the old woman went to the doctors. |
| Ā te...  Hei te...  Mō te... | Ā te Pipiri tātou haere ai ki Rarotonga.  Hei te Mane tātou hui tahi anō ai.  Mō tērā wiki tū ai te hui. | In June, we will be going to Rarotonga.  On Monday, we will meet again.  We will have the meeting next week. |
| **REREWĀHI** | | |
| **Fronted comments of place**  Ko...i...ai/e...nei/e...ai | **Ko** Rotorua te wāhi **i** tū **ai** te hui.  **Ko** Rotorua te wāhi **e** tū **nei** te hui.  **Ko** Rotorua te wāhi **e** tū **ai** te hui. | Rotorua is the place where the meeting was held.  Rotorua is the place where the meeting is being held.  Rotorua is the place where the meeting will be held. |
| Mā...ai (Mode of transport or route) | **Mā** runga pahi tātou haere **ai.**  **Mā** te rori matua tātou haere **ai.**  **Mā** hea koe haere mai **ai**? | We will go on a bus,  We will go via the main road.  Via which way did you come? Via what mode of transport did you come? |
| Kaua mā...ai | **Kaua mā** te rori matua tātou e haere **ai.** | Let’s not go via the main road. |
| Ki...ai | **Ki** rāwāhi tātou hui **ai**? | Shall we meet overseas? |
| Kaua ki...ai | **Kaua ki** rāwāhi tātou hui **ai.** | Let’s not meet overseas. |
| **REREPĀNGA** | | |
| **Long and short vowels**  tā/ā  tō/ō  a/o | **Tā** te kuia mokopuna.  Te mokopuna **a** te kuia.  **Tō** Hēnare whare.  **Ō** koutou whenua..  Ngā taonga **a ō** tātou tīpuna. | The old woman's grandchild.  The grandchild of the old woman.  Henare’s house.  Your lands…  The treasures of our ancestors. |
| **REREPŪTAKE** | | |
| Nā...i...ai/e...nei/e...ai | **Nā** te makariri o waho **i** kuhu poraka **ai** ngā tamariki.  **Nā** te makariri o waho **e** kuhuna **nei** e ngā tamariki he poraka.  **Nā** te makariri o waho **e** kuhu poraka **ai** ngā tamariki. | Due to being cold outside, the children wore jerseys.  Due to being cold outside, the children are wearing jerseys.  Due to being cold outside, the children will wear jerseys. |
| He...e...ai/e...nei/e...ai | **He** roa nō te hui **i** kore **ai** mātou e wātea ki te tae atu.  **He** wera nō te raumati nei **e** maroke **nei** te whenua. | Due to the meeting being long, I won't be able to make it.  Due to the heat of Summer, the land is dry. |
| He kore nō...i/e kore ai/nei | **He kore nōu** i whakamōhio mai **e** **kore** nei au e haere. | Because you didn’t inform me, I won't be going. |
| Mā...e...ai | **Mā** te whakarongo ki te pouako **e** mārama **ai** koe ki ngā tohutohu. | By listening to the teachers, you will understand the instructions. |
| **HE RERE KĒ** | | |
| **Conditional clauses**  Mehemea  Mēnā  Me  Ki te  Ina  Taihoa e...kia | **Mehemea** ka tae wawe koe, ko te painga atu tēnā.  **Mēnā** koe i āta whakarongo ki ngā tohutohu, kua mōhio koe.  **Me** he whakaaro ōu, kōrerohia.  **Ki te** utua e koe ngā nama, ka tukuna e au ētahi moni ki tō pūtea pēke.  **Ina** tae koe ki Itāria, kainga ngā pihapiha.  **Taihoa e** tīmata **kia** tangi rā anō te pere. | If you arrive early, that would be better.  If you listened to the instructions carefully, you would know.  If you have any thoughts, speak up.  If you pay the bill, I’ll put some money in your bank account.  If you get to Italy, eat the pizza.  Wait until the bell rings to start. |
| **Clauses of purpose**  ...kia....ai...  ...kia kore ai...e... | Haere mai ki te tēpu **kia** kai **ai** tātou.  Whakahokia ki te pāka tio **kia** **kore** **ai** te papa e muia e te pōpokoriki .  Noho mai **kia** **kore** **ai** koe e kohetengia. | Come to the table so we can eat.  Put it back in the freezer so the ground isn’t covered with ants.  Stay here so you are not growled. |
| E...ai... | **E** ora **ai** te reo, kōrerohia. | In order for the language to live, speak it. |
| **Relative clause**  i...ai/rā  e...nei/nā  e...ai  ...nāna...i  ...māna...e  ...nō/nā | Ko Whakatāne te tāone **i** tū **ai** te hui.  Koinei te kura **i** whakatūria **rā** e Hēmi.  Ko Whakatāne te kura **e** tū **nei** te whakataetae.  Ko roto o te whare te wāhi **e** hui **ai** tātou.  Ko Hēmi te tangata **nāna** tēnei whare **i** whakatū.  Ko Hine te kuia **māna** te karanga **e** tuku.  Ko Ngāti Raukawa te iwi **nōna** ēnei whenua. | Whakatāne the town is where the gathering was held.  This is the school that Hēmi established.  Whakatāne is the school where the competition is being held.  Inside the house is where we will meet.  Hemi is the person who built this house.  Hine is the woman who will deliver the karanga.  Ngati Raukawa is the tribe who these lands belong to. |
| **Concessive clauses**  Ahakoa/Ahatia... | **Ahakoa** te wera, i tākaro tonu rātou.  **Ahakoa** kāore ia i tae atu, i rere tonu te kaupapa. | Despite the heat, they still played.  Although he didn’t go, the event still went ahead. |
| **Apposition**  E ai ki..., ki a...  Nāku..., nā...  ...mā..., mā... | **E ai ki** te toihau, **ki a** Rāwinia, e nui haere ana te hunga kaingākau ki te reo.  **Nāku** ēnei kōrero, **nā** to hoa.  Me hoko kai au **mā** taku irāmutu, **mā** Hēmi. | According to the Commissioner, Rāwinia, the number of those who love te reo Māori are increasing.  These are my words, those of your friend.  I need to buy food for my nephew, Hēmi. |

**NCEA Level 3 – Te Reo Māori (NZC) He Arawhata Reo – A Grammar Progression Guide continued**

*He mea waihanga tēnei arawhata e Hona Black*

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| **REREHĀNGŪ** – Sentences that focus on a DIRECT OBJECT affected by an ACTION | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Global warming and environmental awareness    The role of men and women on the marae ātea  A significant historical figure in Aotearoa | **Pseudo passive**  **He mea + passive action[[7]](#footnote-7) + e actor + [te] noun**  **He mea + passive action + [te] noun + e actor** | Communicate about actions in the past and their effects. | **Tūmahi hāngū** (passive actions). Examples include:arohaina, āwhinatia, uaina, hangā, hakaina, hoatu, homai, kūtētia, kainga, nehua, nanaioretia, panaia, rukea, takaina, timotimoa, tohea, takaina, waiho, whakairotia, whakamanatia  **Ngā pūmuri** (Postposed particles)  **Pūtohu** (Manner particles): kau, kē, mā, noa, rawa, tonu  **Pūanga** (Directional particles): mai, atu, ake, iho  **Pūwāhi** (Locative particles): nei, nā, rā, ai, ana  **Pūmuri kē** (Others): anō, hoki, anake, koa, rānei, pea  **KaNaTaRaKa[[8]](#footnote-8)**  kau, *kautia*  noa, *noatia*  tonu, *tonutia*  rawa, *rawatia*  kē, *kētia* | 7.1 Communicate about future plans  7.5 Read about and recount actual or imagined events in the past  8.1 Communicate about certainty and uncertainty, possibility and probability  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 |
| **I + taea + e actor + [te] noun + [te] action**  **Whakakāhore**  **Kāore i + taea + e actor + [te] noun [te] action**  **Ka + taea + e actor + [te] noun + [te] action**  **Whakakāhore**  **Kāore e + taea + e actor + [te] noun + [te] action**  **Me + taea + e actor + [te] noun + [te] action**  **Whakakāhore**  **Me kaua e + taea + e actor + [te] noun + [te] action** | Communicate about the ability or inability to complete or achieve a task in the past, present, and future. |
| **I + passive action + adjective/postposed particle + [te] noun**  **Hei tauira**  I inumia makariritia te wai  I kōrero whānuitia te kaupapa[[9]](#footnote-9)  I whiua wawetia te pōro |
| **REREWĀ** – Sentences that focus on the TIME something occurs / has occurred / will occur | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Bastion Point  Ihumātao | **Ka + action + ana..., [e/me/ka] + action/adjective/passive action**  **Ka + adjective + ana..., [e/me/ka] + action/ adjective/passive action**  **Ka + passive action + ana..., [e/me/ka] + action/ adjective/passive action**  **Kia + action/adjective/passive action + [te] noun...**  **Hei tauira**  *Kia mahana te whenua, me whakatō kākano*  *Ka horoia ana ngā rīhi, me whakamaroke* | Communicate about when something happens in the future. | **Kīanga wā** (phrases relating to time), Examples include:  Tērā te wā [i/ka]...  I ngā wā o mua/uki/neherā/onamata/whakapata  Kia hoki mai ngā tamariki...  **Kīwā** (Noun phrases of time). Examples incude:  Nō te rewanga ake o te kaupapa  Hei te whitinga mai o te rā  Mō te whakapōtaetanga o ngā ākonga  Ā tērā atu Wenerei  **Kīwaha** (Idioms). Examples include:  Hei te wā/tau tītoki  Ākene pea  Ā houanga  Taihoa ka/kua  Whāia ka  Ka taka te wā  Tāria te wā | 7.1 Communicate about future plans  7.5 Read about and recount actual or imagined events in the past  8.3 Recount a series of events to inform, persuade or entertain  8.4 Communicate the same information in different ways for different audiences |
| **Fronted comments of time**  **Nō + [te] noun/noun phrase + [te] noun + i + action/passive action + ai...**  ***Pātai:* Nōnahea a Tīmoti i wehe ai?**  ***Whakautu*: Nō te whitinga o te rā a Tīmoti i wehe ai.**  **Ā + [te] noun/noun phrase + [te] noun + action/passive action + ai...**  **Hei + [te] noun/noun phrase + [te] noun + action/passive action + ai...**  **Mō + [te] noun/noun phrase + [te] noun + action/passive action + ai...**  ***Pātai:* Mō āhea te kura reo tū ai?**  ***Whakautu*: Mō ngā hararei o te kura te kura reo tū ai** | Communicate about the times in which events or actions occurred or will occur. |
| **REREWĀHI** – Sentences that focus on a PLACE | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| A diary recounting the journey of a significant figure | **Fronted comments of place**  **Ko + location + [te] noun + i + action ai + te noun**  **Mā runga + mode of transport + actor + haere ai.**  **Mā route/location + actor + action ai**  ***Pātai:* Mā hea + actor + haere ai ?**  **Whakakāhore**  **Kaua mā route/location + actor + action ai** | Communicate about the location in which events or actions occurred or will occur.  Communicate about the route and mode of transport by which someone will travel. | **Tūwāhi** (main location words):  konei, konā, korā, reira, rāwāhi,  Rotoiti, Ōtaki, Takapō, Te Hāpua  **Tūingoa** (Nouns): He momo waka: motokā, waka, waka ama, pahi, tereina, waka rererangi, waka tūroro, waka pēpē, waka taua, kaipuke, waka kōpiko, paihikara, kuta, kuta hiko, paika hiko, papa retireti, tūwīra | 8.3 Recount a series of events to inform, persuade or entertain  8.4 Communicate the same information in different ways for different audiences |
| **Ki + location + actor + action ai ?**  **Hei tauira**  ***Ki rāwāhi******tātou tūtaki ai?***  ***Pātai:* Ki hea + actor + action ai ?**  **Whakakāhore**  **Kaua ki location + actor + action ai** |
| **REREPĀNGA** – Sentences that focus on the RELATIONSHIP between two things or more | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Te reo Māori as part of our national identity | **Long and short vowels[[10]](#footnote-10)**  **tā/ā + [te] noun + noun**  **tō/ō + [te] noun + noun**  **ēnei tamariki a tāua**  **ko ngā whenua o te iwi**  **Hei tauira**  *tā te kuia mokopuna*  *tō Hēnare whare*  *ō koutou whenua*  ***ngā taonga a ō tātou tīpuna*** | Communicate about the relationship between two things. | **Pūmau pānga** (Plural possesive particles):  tā tāua/tā māua/tā kōrua/tā rāua  tā tātou/tā mātou/tā koutou/tā rātou  ā tāua/ā māua/ā kōrua/ā rāua  ā tātou/ā mātou/ā koutou/ā rātou  tō tāua/tō māua/tō kōrua/tō rāua  tō tātou/tō mātou/tō koutou/tō rātou  ō tāua/ō māua/ō kōrua/ō rāua  ō tātou/ō mātou/ō koutou/ō rātou | 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 |
| **REREPŪTAKE** – Sentences that focus on the REASON something occured | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Te Tiriti o Waitangi  The need for Māori seats in parliament  The Māori Health Authority  Bilingual road signs | **Nā + reason + i[[11]](#footnote-11) + adjective + ai + [te] noun...**  **Nā + reason + i + passive action + ai + [te] noun + e + actor...**  **Nā + reason + i + action + ai + actor...**  **He adjective + nō [te] noun + i action/ adjective/passive action ai...**  **He action + nā [te] noun + i action/ adjective/passive action ai...**  **Whakakāhore**  **He kore nō [te] noun + i action/adjective/ passive action ai + i kore ai...** | Communicate about the reason an event or action occurred in the past. | **Pūpānga** (Possessive pronouns)  nāku, nāu, nāna, nā māua, nā tāua, nā rāua, nā kōrua, nā mātou, nā tātou, nā koutou, nā rātou  **Kīāhua** (Adjective phrases). Examples include:  takeo haere o ngā tamariki,  tino makariri o te wai,  āhua hūnene o te kai  **Kīingoa** (Noun phrases). Examples include:  pouako pāngarau  kurī a te whānau | 7.2 Offer and respond to advice, warnings and suggestions  7.3 Express and respond to approval and disapproval, agreement and disagreement  7.4Offer and respond to information and opinions, giving reason  8.2 Develop an argument or point of view with reason  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 |
| **Nā + reason + e + adjective + nei + [te] noun**  **Nā + reason + e + passive action + nei + [te] noun + e actor**  **Nā + reason + e + action + nei + actor**  **He adjective + nō + [te] noun + e action/ adjective/passive action nei...**  **He action + nā + [te] noun + e action/ adjective/passive action nei...**  **Whakakāhore**  **He kore + nō [te] noun + i action/adjective/ passive action ai + e kore nei + [te] noun e...** | Communicate about why an event or action is occurring in the present. |  |
| **Nā + reason + e + adjective + ai + [te] noun**  **Nā + reason + e + passive action + ai + [te] noun + e actor**  **Nā + reason + e + action + ai + actor**  **Mā +** **reason + e + adjective + ai + [te] noun**  **Mā + reason + e + passive action + ai + [te] noun + e actor**  **He adjective + nō + [te] noun + e action/adjective/passive action ai...**  **He action + nā + [te] noun + e action/adjective/passive action ai...**  **Whakakāhore**  **He kore nō + [te] noun + e action/adjective/ passive action ai + kua kore nei + [te] noun e...** | Communicate about why an event or action will occur in the future. |  |
| **HE RERE KĒ -** Otherparticles and clauses beyond those already explored | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| Māori language revitalisation  The role of artificial intelligence within te reo Māori  Virtual marae | **Conditional clauses**  **Mehemea + [i/i te/ka/kua] + action/adjective + actor...**  **Mēnā + [i/i te/ka/kua] + action/adjective + actor...**  **Me + [i/i te/ka/kua] + action/adjective + actor...**  **Mehemea/Mēnā/Me + he noun**  **Ina + action + actor...**  **Ki te + action + actor...**  **Taihoa e + action kia...**  **Whakakāhore**  **Ki te kore + [te] + actor + e + action...**  **Hei tauira**  *Me i kore koe, kua hē te hui.*  *Ina haere koe ki te toa, hokona mai he miraka.*  *Ki te makariri āpōpō, kuhuna he poraka.* | Communicate about a condition or action that may occur if other conditions are met. | **Kīanga** (Phrases):  Tērā pea, *perhaps*  Ki taku mōhio, *I think*  Manohi anō, *on the other hand*  Mōku nei, *in my opinion*  **Kīwaha** (Idioms):  Nā whai anō, *it's no wonder*  Whāia, *all of a sudden*  Tōna tikanga, *supposedly*  Me kore, *in the hope*  Te āhua nei, *it looks as though* | 7.2 Offer and respond to advice, warnings and suggestions  7.4Offer and respond to information and opinions, giving reason  8.1 Communicate about certainty and uncertainty, possibility and probability  8.2 Develop an argument or point of view with reason  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 |
| **Clauses of purpose**  **...kia + action/passive action + ai + actor**  **...kia kore ai + actor + e + action/passive action...**  **E + adjective + ai + [te] noun + passive action**  **Passive action + [te] noun + kia adjective/action ai**  **Hei tauira**  *E ora ai te reo, kōrerohia.*  *Haere mai ki te tēpu kia kai ai* *tātou.*  *Noho mai kia kore ai koe e kohetengia.* | Communicate about an action that must be done in order for something to happen. |  |
| **Relative clause**  **Ko + [te] noun + determiner + i action ai/rā [te] noun...**  **Ko + [te] noun + determiner + e action nei/nā [te] noun...**  **Ko + [te] noun + determiner + e action ai [te] noun...**  **Ko [te] noun + [nānā] + [te] + noun + [i] + action...** | Communicate and give further details about a person or things mentioned. | **Pūtohu** (Determiners): te, ngā, tētahi, ēnei, tērā, aua, taku, tōna |  |
| **Concessive clauses**  **Ahakoa/Ahatia + [te] noun/adjective/action/ passive action...**  **Ahakoa/Ahatia + kāore + [te] noun/adjective/action/ passive action...**  **Ahakoa/Ahatia + [ko] noun...** | Communicate about a situation that is in contrast to something mentioned. |  |  |
| **Apposition - Tōai Pū**  E ai ***ki te*** Toihau, ***ki a*** Rāwinia Higgins...  ***Nāku*** ēnei kōrero, ***nā*** tō hoa...  ***Ko*** au tēnei, ***ko*** tō matua...  Me hoko kai au ***mā*** taku irāmutu, ***mā*** Hēmi | Provide extra information about a noun phrase, using an appositive. | Ki a..., *according to*  E ai ki..., *according to*  Ki tā..., *according to* |  |
| **NGĀ NUKA REO** - Language and literary devices | | | | |
| **What?**  **(Sample topics)** | **How?**  **(Grammatical structure or element)** | **Why?**  **(Purpose)** | **With what?**  **(Useful words)** | **Ngā Whāinga Paetae**  **(NZC Achievement Objectives)** |
| The changing nature of tikanga | **Kīwaha** (Idioms)[[12]](#footnote-12)  E mea ana koe*, you bet*  Ā tōna wā ki tōna wāhi, *who knows when*  Engari anō te...i te..., *...is better than...*  E rua, e rua, *just the same*  Mahue..., *should have...*  Ka mātua tēnā, *that'll suffice*  Ko taua āhua tonu, *same as per usual*  Māna, *I could be wrong* | Communicate using idiomatic expressions. |  | 8.2 Develop an argument or point of view with reason  8.3 Recount a series of events to inform, persuade or entertain  8.4 Communicate the same information in different ways for different audiences |
| Composing a waiata about a significant event in NZ history | **Tāruarua** (Repetition)  Pinepine **te kura**, hau **te kura**, whanake **te kura**  ...**he tia, he tia, he tia**  **Tauaro** (Opposites)  ...**mate** atu he toa, **ara** mai he toa  ...e **hine**, e **tama**  ...ka hurai **uta**, ka hurai **tai**  **Orokati tārua** (Alliteration)  Kīkiki, kākaka, kau ana...  Tou tī, tou tī, tou Tangaroa... | Identify and communicate using language and literary devices in texts. | **Kupu tauaro** (Opposite words/Antonyms). Examples include: runga/raro, roto/waho, mua/muri, iti/rahi, whenua/moana, tai/uta, piki/heke, mate/ora, nuku/rangi, Tū/Rongo, Rangi/Papa, Hine/Tama |

1. These are a small collection. Teachers have complete discretion as to what kīwaha to teach. [↑](#footnote-ref-1)
2. These are a small collection. Teachers have complete discretion as to what kīwaha to teach. [↑](#footnote-ref-2)
3. The exception to the use of 'ki' are the experience verbs 'rongo' and 'kite', which use 'i' as the pūhono. [↑](#footnote-ref-3)
4. This framework was created by Pānia Papa and Leon Blake [↑](#footnote-ref-4)
5. This framework was created by Pānia Papa and Leon Blake [↑](#footnote-ref-5)
6. 'He' cannot be followed by statives. 'Kei te' and 'E...ana' can only be used if the pūmuri 'haere' is added behind a stative. [↑](#footnote-ref-6)
7. Note: Verbs following 'He mea' in pseudo passive sentences do not have passive endings/tails. [↑](#footnote-ref-7)
8. In most cases, if one of these five particles is placed directly behind a passive action, these particles must also be passive. This does not apply to other postposed particles. [↑](#footnote-ref-8)
9. Note: Although the verb is not passive, the adjective that follows can be passivised. [↑](#footnote-ref-9)
10. See *Te Taura Whiri i te Reo Māori Guidelines for Māori Language Orthography*. [↑](#footnote-ref-10)
11. Note: If 'ka' or 'kua' is used, the 'ai' particle is no longer required. This applies to all rerepūtake. [↑](#footnote-ref-11)
12. This is a small collection. Teachers have complete discretion as to what kīwaha to teach. [↑](#footnote-ref-12)