

Ki te hoe: Indigenising Spaces

Ngā Tūwāhi

Locatives

Te reo Māori is the indigenous language of Aotearoa, New Zealand. As a taonga tuku iho (treasure handed down), te reo Māori is mapped onto the land and waterscapes of this country and is presented within this series of resource books for educational settings.

This series of 17 te reo Māori resource books “**Ki te hoe – Indigenising Spaces**” “**Preparing teaching spaces in using and teaching te reo Māori**” have been developed to assist New Zealand’s Teaching Profession towards meeting up to Level 3 of Te Aho Arataki Mārau – the teaching and learning te reo Māori in English medium settings (Years 1–13).

This book provides a range of te reo Māori kupu (words) and rerenga kōrero (phrases) associated with Ngā Tūwāhi – Locatives. This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

Achievement Objective:

1.5 communicate about location

Hei Whakamārama – Explanation

- The use of te – the; ngā is ‘the’ however when ngā is applied then the next word is plural. E.g.: te kurī – the dog and ngā manu – the birds.

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<https://ako.ac.nz.knowledge-centre>

Huinga Reo – Vocabulary List

Ngā Tūwāhi	Locatives
runga	on, above
raro	bottom, below
roto	in, inside, through
waho	out, outside
mua	in front, before
muri	rear, behind
waenganui	middle, centre, between
te taha mauī	to the left side
te taha matau	to the right side
Kei hea te/ngā	Where is the (singular/plural)
rourou	food basket (made with flax)
ngeru	cat
pākete	bucket
tīpāta	teapot
tēpu	table
ngā pukapuka	books
tangata	man

hamarara	umbrella
pene rākau	pencil
noho	sitting/sit
whāriki	mat
Whare Wānanga	University
Wharenuī	Focal building of the marae
ngā manu	birds
kuī	dog
papa rēhia	Park
Tōku whānau	My family
Makitānara	McDonalds
rāua	Those two
rātou	Them (3 or more people)
Rākau	Tree
tangata	man
Kei	Present tense marker

He Rerenga Kōrero

Whakatakotoranga – Structure

A locative phrase describes the location of someone or something in place or time. The structure of a locative phrase is **Tense Marker + locative noun + subject(s) + singular/plural preposition + Object/Place.**

Tense marker	Question (where is)	Singular/plural Preposition	Noun/Object	
Kei	hea	te/ngā	āporo?	
Where are the apples?				
Tense marker	Locative Noun	Subject	Singular/plural Preposition	Object/place
Kei	roto	te/ngā āporo	i tē/ngā	rourou



Kei roto ngā āporo i te rourou.

The apples are in **the food basket.**



Kei roto ngā āporo i ngā rourou.

The apples are in **the food baskets.**

roto – in, through, inside



Kei hea te **ngeru**?

Where is the cat?

Kei roto te **ngeru** i te pakete whero.

The cat is **inside** the red bucket.



waho – outside, out of

Kei hea te ngeru?

Where is the cat?

Kei **waho** te ngeru i te pakete whero.

The cat is **outside** of the red bucket.

runga – on, above



Kei hea te tīpāta?

Where is the teapot?

Kei **runga** te tīpāta i te tēpu.

The teapot is **on** the table.

Kei hea ngā pukapuka?

Where are the books?

Kei **runga** ngā pukapuka i te tēpu.

The books are **on** the table.

raro – below, beneath,
bottom, under



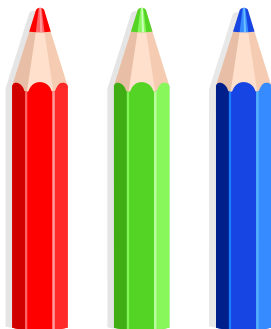
Kei hea te tangata?

Where is the man?

Kei **raro** te tangata i te hamarara.

The man is **under** the umbrella.

waenganui – middle, centre,
in between



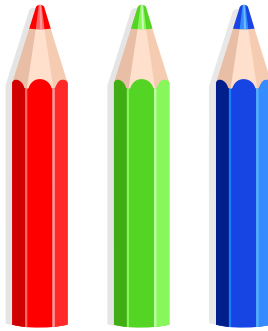
Kei hea te pene rākau kākārīki?

Where is the green pencil?

Kei **waenganui** te pene rākau kākārīki i
ngā pene rākau whero me te kahurangi.

The green pencil is in the middle of the red and blue pencils.

te taha mauī – left side
te taha matau – right side



Kei hea te pene rākau whero?

Where is the red pencil?

Kei **te taha matau** te pene rākau
whero i te pene rākau kākāriki.

The red pencil is to the right side of the green pencil.

Kei hea te pene rākau kahurangi?

Where is the blue pencil?

Kei **te taha mauī** te pene rākau
kahurangi i te pene rākau kākāriki.

The blue pencil is to the left side of the green pencil.

Rule: When using 'taha' you must put 'te' in front of it.
E.g.: 'te taha matau' as this translates as the right side.

Using ki and i



Kei te noho te tangata ki raro i te rākau.

The man is sitting under the tree.



Kei te noho te kōtiro ki runga i te whāriki.

The girl is sitting on the mat.

Rule: ‘ki’ and ‘i’ are words that can be used in a variety of ways in te reo Māori. They are often used before the object or goal of a sentence, and it is important for you to distinguish which of the two words is used after a particular verb. When ‘ki’ is after a verb in a locative sentence, it usually means [to, towards or in the direction of something]. Whereas ‘i’ is used to mark the object or goal of the sentence.

Kei hea....Where is? Using people and locatives



Kei hea a Tāne?

Where is Tāne?

Kei waho a Tāne i te Whare Wānanga.

Tāne is in outside of the Whare Wānanga.

Rule: When talking about a person, the rule is to put an 'a' in front of their name. In a locative sentence you only use 'te/ngā' for object(s) or things, not people. As the te/ngā translates as the. As above the 'a' before Tāne means Tāne is the name of the person.

Kei hea... where are? Using people and locatives



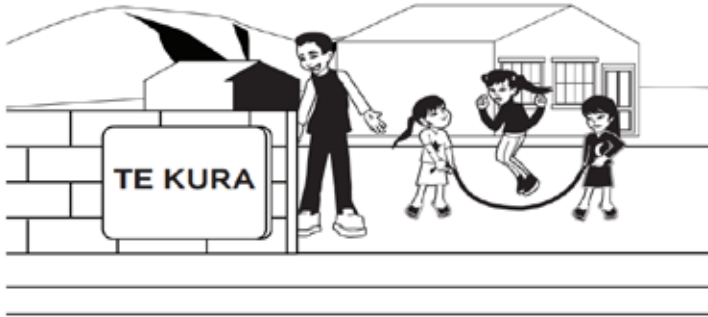
Kei hea a Rewi rāua ko Mere?

Where are Rewi and Mere?

Kei mua a Rewi rāua ko Mere i te wharenui.

Rewi and Mere are in front of the wharenui.

Kei hea... where is? Using people and locatives



Kei hea a Matua Henare?

Where is Matua Henare?

Kei mua a Matua Henare i a Mere
rātou ko Kuini, ko Erana.

Matua Henare is in front of Mere, Kuini and Erana.

Kei hea a Mere rātou ko Kuini ko Erana?

Where are Mere, Kuini and Erana?

Kei muri a Mere rātou ko Kuini
ko Erana i a Mātua Henare.

Mere, Kuini and Erana a behind Matua Henare.

Kei hea....where are? Using animals/birds



Kei hea ngā manu?

Where are the birds?

Kei te taha matau ngā manu i te kurī.

The birds are to the right side of the dog.

Kei hea te kurī?

Where is the dog?

Kei te taha mauī te kurī i ngā manu.

The dog is to the left side of the birds.

Kei mua ngā manu me te
kurī i te papa rēhia.

The birds and the dog are in front of the park.

Kei hea....where are/is? Locating people



Kei hea ā Petera rāua ko Matiu?

Where are Peter and Matiu?

Kei Makitānara rāua.

They are at McDonalds.



Kei hea tōku whānau?

Where is my family?

Kei Rotorua tōku whānau.

My family are at Rotorua.

Te reo Māori Language Learning Plan

Ngā Whāinga – Goal Setting

1.

2.

3.

Ngā Whāinga Paetae – Achievement Objectives

1.

2.

He Pūtake – Rationale

1.

2.

Ngā Rauemi – Resources

- Kaiako support
- Props
- Prepared teaching environment

Huinga Reo – Vocabulary

- 1.
- 2.
- 3.
- 4.
- 5.

Ngā Rerenga Kōrero – Sentences

- 1.
- 2.
- 3.
- 4.
- 5.

He Arotake – Evaluation

- What worked well?
- What were the challenges?
- Who benefits with this new knowledge?
- How does this impact on your teaching?
- What outcomes are there for children?



Notes



Ngā Kaitito – Authors

This group of wāhine have accumulated more than a century of knowledge of initial and teacher education, designing bicultural and mātauranga Māori curriculum. Their research has te ao Māori at the forefront as they live and breathe this in their daily lives with their whānau, tamariki and mokopuna. The wero (challenge) these wāhine toa put out to all teachers is to start indigenising your teaching and learning spaces by taking your te reo Māori to the next level – your professional responsibility.



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