

Ki te hoe: Indigenising Spaces

Ngā Ture


Rules

Wetewete Reo

Grammar

Ngā Tohuwā

Tense Markers



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 wetewete reo (grammar) examples in te reo Māori to support your growing proficiency. This resource also provides you with opportunities to increase your repertoire of huinga reo – te reo Māori vocabulary.

**Achievement Objective:**

- 3.1 Can identify routines and customs of using correct grammar conventions.
- 3.2 Can give and follow instructions.

**Hei Whakamārama – Explanation**

- The various grammar rules are written on the subsequent pages.

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

# Huinga Reo – Vocabulary List

ātaahua	beautiful
tohu	symbol
putiputi	flower
kaitiaki	guardian
pounamu	greenstone
takoto	lay
rākau	tree
tahu	ignite
ahi	fire
hanga	make
whāriki	mat
kete	basket
rongoā	remedy
mō	for
harehare	rash, skin ailments
kite	see
i tēnei pō	tonight

whiti	shine
Tama-nui-te-rā	sun
runga	on
whenua	land
o	of
mata	face
marama	moon
muri	behind
kapua	clouds
tātahi	seaside
piki	climb
pūtake	base
tihi	summit
hauhake(tia)	harvest
māra	garden
kō	digging stick
tinei(a)	extinguish
wai	water



## The Particle ‘Ko’

Te whakamahi o te kupu iti ‘**Ko**’.

The use of the word ‘ko’.

**Ko** Taupiri tōku maunga.

My mountain is Taupiri.

**Ko** Tainui tōku waka.

Tainui is my canoe.

**Ko** au te awa, **ko** te awa **ko** au.

I am the river, and the river is me.

## Ko

A particle with no English equivalent used when talking about something specific and used before proper names, pronouns and common nouns preceded by a definitive.

## The Particle ‘He’

Te whakamahi o te kupu iti ‘He’.

The use of the word ‘he’.

**He** tōtara nui tēnei.

This is a big tōtara.

**He** kōwhai ātaahua tēnei.

This is a beautiful kōwhai.

**He** harakeke tēnei, **he** tohu o te whānau.

This is a harakeke bush; it is symbolic of whānau and unity.

**He** whero te tae o ngā putiputi  
o te pōhutukawa.

The flowers of the pōhutukawa are red.

## He

A particle or determiner. Can be used as the English: A, an, some – used when referring to something that is not specific. It is not used following prepositions other than me when meaning ‘like’ or ‘if’. Can be followed by a noun or an adjective.

## The Determiner ‘Te’

Te whakamahi o te kupu iti ‘Te’.

The use of the word ‘te’.

Ko tēnei **te** taniwha Poutini,  
**te** kaitiaki o **te** pounamu.

This is the taniwha Poutini, the protector of pounamu.

Ka takoto tonu a Waitaiki ki  
**te** awa, hei pounamu.

Waitaiki remains in the riverbeds, as pounamu.

Ko **te** tāne o Waitaiki, ko Tamaāhua.

Waitaiki’s husband was Tamaāhua.

## Te

Determiner. The (singular) – used when referring to a particular individual or thing.

## The Determiner ‘Ngā’

Te whakamahi o te kupu iti ‘Ngā’.

The use of the word ‘ngā’.

Ko **ngā** rākau e pai ana mō te tahu  
ahi ko Māhoe, Tōtara, Patatē,  
me **ngā** Kaikōmako.

The trees that a good for lighting fires are Māhoe,  
Tōtara, Patatē, and the Kaikōmako.

Ko te harakeke, he pai mō te hanga  
i **ngā** whāriki me **ngā** kete.

Harakeke is good for making mats and kete.

Ko te kawakawa he rongoā  
pai mō **ngā** harehare.

Kawakawa is a good remedy to rashes and skin ailments.

## Ngā

Determiner. The (plural) – used when referring to a particular individual or thing.

## The Particle 'I'

Te whakamahi o te kupu iti 'I'.

Examples of the various uses of 'I'.

Ka kite au **i** ngā whetū i tēnei pō.

I will see the stars tonight.

### I

Particle. Used with verbs that take a direct object or experience verbs not indicating motion to mark the object or goal of the action.


Ka whiti mai a Tama-nui-  
te-rā **i** runga **i** te whenua.

The sun will shine over the land.

### I

Particle. Connects a location word with its related noun or noun phrase.





E kite ana au **i** te mata o te  
marama **i** muri **i** ngā kapua.

ı see the face of the moon behind the clouds.

**I**

Particle. Used with verbs that take a direct object or experience verbs not indicating motion to mark the object or goal of the action.

**I**

Particle. Connects a location word with its related noun or noun phrase.

## The Particle Ki

Te whakamahi o te kupu iti ‘Ki’.

Examples of the various uses of ‘i’.

I haere te whānau **ki** tātahi.

The family went to the seaside.

I piki atu rātou i te pūtake o  
te maunga **ki** te tihi.

They climbed from the based of the mountain to  
the summit.

### Ki

Particle: To, into, towards, on to, upon - indicates motion  
towards something.

Hauhaketia te māra, **ki** te kō.

Harvest the garden, with a digging stick.

Tineia te ahi, **ki** te wai.

Extinguish the fire, with water.

### Ki

Particle: With, by means of.

# Tohuwā – Tense Markers

## – How they work

**I – I te - Kua - Kei te - E.... ana - Ka**

**I kai ahau.**

I ate.

**I te kai ahau.**

I was eating.

**Kua kai ahau.**

I have eaten.

**Kei te kai ahau.**

I am eating.

**E kai ana ahau.**

I am eating.

**Ka kai ahau.**

I will eat.

- (Five tenses – tohuwā, tūmahī – verb = kai: subject = ahau)
- Rule: The verb comes after the tense marker and then the agent or subject.

# Mātakitaki: to watch

## Mātakitaki pouaka whakaata

– Watch the television

I mātakitaki te  
whānau i te pouaka  
whakaata.

The family watched the  
television.

I te mātakitaki  
te whānau i te  
pouaka whakaata.

The family have watched  
the television.

Kua mātakitaki  
te whānau i te  
pouaka whakaata.

The family have watched  
the television.

Kei te mātakitaki  
te whānau i te  
pouaka whakaata.

The family are watching  
the television.


E mātakitaki ana  
te whānau i te  
pouaka whakaata.

The family are watching the  
television.

Ka mātakitaki  
te whānau i te  
pouaka whakaata.

The family will watch the  
television.

This sentence structure needs a joining particle word in there  
'i' before you can connect to the television (object).



## Haere: go, to go, went, going, gone

I haere ahau ki te mahi.

I went to work.

I te haere ahau ki te mahi.

I was going to work.

Kua haere ahau ki te mahi.

I have gone to work.

Kei te haere ahau ki te mahi.

I am going to work.

E haere ana ahau ki te mahi.

I am going to work.

Ka haere ahau ki te mahi.

I will go to work.

The verb does not change: **haere** stays the same.  
What changes is the tense marker that sits at the very  
beginning of each sentence.



# Notes





# Notes





# 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.



**Dr Ngaroma  
Williams  
Pūkenga Matua**

Programmes:

- ECE ITE
- Primary ITE
- Post Graduate



**Dr Tracy  
Dayman  
Pūkenga**

Programmes:

- ECE ITE
- Primary ITE
- Mātauranga  
Māori ITE
- Post Graduate



**Dr Kay-Lee Jones  
Pūkenga Matua**

Programmes:

- Primary ITE
- Mātauranga
- Māori ITE



**Rāhera Cowie  
Pūkenga**

Programmes:

- Primary ITE
- Mātauranga
- Māori ITE



**For more information, contact:** [Ngaroma.Williams@canterbury.ac.nz](mailto:Ngaroma.Williams@canterbury.ac.nz)  
Te Whare Wānanga o Waitaha | University of Canterbury  
Private Bag 4800, Christchurch 8140, New Zealand