


Ki te hoe: Indigenising Spaces

Ngā Tūkapi Riro

Possessive Pronouns

Wetewete Reo

Grammar



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 pertaining to tūkapi riro (possessive pronouns) 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:

1.7 Use and respond to simple classroom language

2.5 Communicate about possessions

3.1 Communicate routines and customs

Hei Whakamārama – Explanations

- The various grammar rules are written on the subsequent pages.
- These possessive pronouns are written within the context of ‘the whānau’.

Authors: Williams, N.M, Dayman, T., Jones, K. & Cowie, R. (2024).

Funded by: Well-being Research Institute, University of Canterbury.

Publisher: Ako Aotearoa, New Zealand. Available Online
<https://ako.ac.nz.knowledge-centre>

Huinga Reo – Vocabulary List

tamāhine	daughter
pēhea	how
ora pai	well
aha	what
ako	study, learn
tohu paetahi	bachelor's degree
wai	who
tama	son
pērā tonu	same (as usual)
Murihiku	Southland
noho	live, reside
tēina	younger siblings (same gender)
hea	where
Ahitereiria	Australia
Piripane	Brisbane
māuiui	unwell
māmā	mother
Te Hiku o te Ika	Northland
mātua tīpuna/mātua tūpuna	grandparents
pai	good
āe	yes
ora	well, healthy
Te Matau a Māui	Hawkes Bay
pāpā	father, dad
tamariki	children

Huinga Reo – Vocabulary List

mokopuna	grandchildren
he	a/some
pene	pen
mātua	parents
tō	your
taha	side
hoa pūmau	best friend
tēnei	this
tuhinga	documents, text
nā wai?	whose?
ērā	those
ātaahua	beautiful
tērā	that (over there – away from speaker and listener)
whare	house
hū	shoes
waka hou	new car
inu	drink
wai	water
pukapuka	book
hanawiti	sandwich
nui	big
tamaiti	child
te ... rā	(indicates) over there (e.g., te tamaiti rā the child over there)
kōpaki pukapuka	book bag (folder)

Tāu (your) / Tāku (my)

Ko wai **tāu** tamāhine?

Who is your daughter?

Ko Anahera **tāku** tamāhine.

My daughter is Angel.

Kei te pēhea **tāu** tamāhine?

How is your daughter?

Kei te ora pai **tāku** tamāhine.

My daughter is quite well.

Kei te aha **tāu** tamāhine?

What is your daughter doing?

Kei te ako **tāku** tamāhine i te tohu paetahi.

She is studying a bachelor's degree.

- **Tāu: Determiner.** Your (singular – referring to one person/ thing). Using the A category.
- **Tāku: Determiner.** My (singular – referring to one person/ thing). Using the A category.

Tāna (his/ her)

Ko wai **tāna** tama?

Who is his son?

Ko Manu **tāna** tama.

His son is Manu.

Kei te pēhea **tāna** tama?

How is his son?

Kei te pērā tonu **tāna** tama.

His son is the same (as usual).

Kei hea **tāna** tama e noho ana?

Where does his son live?

Kei Murihiku **tāna** tama e noho ana.

His son lives in Southland.

- **Tāna: Determiner.** His, her (singular – referring to one item and one person) – often followed by a noun but can stand without one. A category.

Āna (his/ her)

Ko wai **āna** tama?

Who are her sons?

Ko Te Ari rātou ko Wiremu,
ko Tamehana **āna** tama.

Charles, William, and Thompson are her sons.

Kei hea **āna** tēina?

Where are her younger sisters?

Kei Ahitereiria **āna** tēina.

Her younger sisters are in Australia.

Kei hea **āna** tēina e noho ana?

Where do her younger sisters live?

Kei Piripane **āna** tēina e noho ana.

Her younger sisters live in Brisbane.

- **Āna: Determiner.** His, her (plural – referring to more than one item/ person) – often followed by a noun but can stand without one. A category.

Tōna (his/ her)

Ko wai **tōna** whaea?

Who is her mother?

Ko Manuhaea **tōna** whaea.

Manuhaea is her mother.

Kei te pēhea **tōna** whaea?

How is her mother?

Kei te māuiui **tōna** whaea.

Her mother is unwell.

Kei hea **tōna** māmā e noho ana?

Where does her mum live?

Kei Te Hiku o te Ika **tōna**

māmā e noho ana.

Her mother lives in Northland.

- **Tōna: Determiner.** His, her (singular – referring to one item/ person) – often followed by a noun but can stand without one. O category.

Ōna (his/ her)

Ko wai **ōna** mātua tīpuna?

Who are his grandparents?

Ko Tākiri rāua ko Anahera **ōna** mātua tīpuna.

Douglas and Angel are his grandparents.

Kei te pai **ōna** mātua tīpuna?

Are his grandparents good (well)?

Āe, kei te ora **ōna** mātua tīpuna.

Yes, his grandparents are well.

Kei hea **ōna** mātua tīpuna e noho ana?

Where do his grandparents reside?

Kei Te Matau a Māui **ōna**

mātua tīpuna e noho ana.

His grandparents reside in the Hawkes Bay.

- **Ōna: Determiner.** His, her (plural – referring to more than one item/ person) – often followed by a noun but can stand without one. O category.

Tōu (your) / Tōku (my)

Ko wai **tōu** pāpā?

Who is your dad?

Ko Wī **tōku** pāpā.

My father is Wī.

Nō hea **tōu** pāpā?

Where is your father from?

Nō Ngāti Porou **tōku** pāpā.

My dad is from Ngāti Porou.

Kei te pēhea **tōu** pāpā?

How is your father?

Kei te pai **tōku** pāpā.

My dad is good.

- **Tōu: Determiner.** Your (singular – referring to one person/ thing). Using the O category.
- **Tōku: Determiner.** My (singular – referring to one person/ thing). Using the O category.

Āu (your) / Āku (my)

Ko wai **āu** tamariki?

Who are your children?

Ko Hana rāua ko Hemi **āku** tamariki.

My children are Hana and Hemi.

Ko wai **āu** mokopuna?

Who are your grandchildren?

Ko Mia rātou ko Marcus, ko

Rauatua **āku** mokopuna.

Mia, Marcus and Rauatua are my grandchildren.

He pene **āu**?

Do you have some pens?

Āe, he pene **āku**.

Yes, I have some pens.

- **Āu: Determiner.** Your (plural – referring to more than one person/ thing). Using the A category.
- **Āku: Determiner.** My (plural – referring to more than one person/ thing). Using the A category.

Ōu (your) / Ōku (my)

Ko wai **ōu** mātua?

Who are your parents?

Ko Mana rāua ko Kiriana **ōku** mātua.

My parents are Mana and Kiriana.

Ko wai **ōu** mātua tūpuna ki te taha o tō pāpā?

Who are your grandparents on your dad's side?

Ko Grace Kelly rāua ko Mina Kelly **ōku**
mātua tūpuna ki te taha o tōku pāpā.

Grace Kelly and Mina Kelly are my grandparents on my
dad's side.

He hoa pūmau **ōu**?

Do you have best friends?

Āe, he hoa pūmau **ōku**.

Yes, I have best friends.

- **Ōu: Determiner.** Your (plural – referring to more than one person/ thing). Using the Ō category.
- **Ōku: Determiner.** My (plural – referring to more than one person/ thing). Using the Ō category.

Nāu (yours) / Nāku (mine)

Nāu: Belonging to you (one), yours (one) – used in this way when the possessor had control of the relationship or was/is dominant, active, or superior to what was/is possessed.

Nāku: Belonging to me, mine – used in this way when the possessor had control of the relationship or was/is dominant, active, or superior to what was/is possessed.

Nāu tēnei.

This is yours.

Nāku tēnei.

This is mine.

Nāu ēnei tuhinga?

Are these documents yours?

Āe, **nāku** ēnei tuhinga.

Yes, these are my documents.

Nā wai ērā tamariki?

Whose are those children?

Nāu ērā tamariki?

Are those children yours?

Āe, **nāku** ērā tamariki

ātaahua.

Yes, those are my beautiful children.

Nōu (yours) Nōku (mine)

Nōu: Belonging to you (one person), yours - used when the possessor did not, or does not, have control of the relationship or is subordinate, passive, or inferior to what was/is possessed.

Nōku: Belonging to me, mine - used when the possessor did not, or does not, have control of the relationship or is subordinate, passive, or inferior to what was/is possessed.

Nōu tēnei.

This is yours.

Nōku tēnei.

This is mine.

Nōu tērā whare?

Is that your house (over there)?

Āe, nōku tērā whare.

Yes, that is my house (over there).

Nō wai ērā hū?

Whose are those shoes?

Nōu ērā hū?

Are those your shoes?

Āe, nōku ērā hū.

Yes, those are my shoes.

Nōna (his/ her)

Nōna tēnei.

This is his.

Nōna tērā waka hou?

Is that her new car (over there)?

Āe, **nōna** tērā waka hou.

Yes, that is her new car (over there).

Nō wai te inu wai?

Whose drink of water?

Nōna te inu wai.

The drink of water is his.

Nōna: belonging to him or her, hers – used when the possessor did not, or does not, have control of the relationship or is subordinate, passive, or inferior to what was/is possessed. O category.

Nāna (his/ her)

Nāna tēnā pukapuka.

That book (by you) belongs to her.

Nāna te hanawiti nui.

The big sandwich belongs to him.

Nāna te tamaiti rā?

Is that child (over there) his?

Āe, **nāna** te tamaiti rā.

Yes, that child (over there) is his.

Nā wai tēnei kōpaki pukapuka?

Whose is this book bag?

Nāna tēnā kōpaki pukapuka.

That book bag (by you) is hers.

Nāna: belonging to him or her, hers – used when the possessor did not, or does not, have control of the relationship or is subordinate, passive, or inferior to what was/is possessed. A category.



Notes





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.



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