I-E-KO-KO!

An Introduction to Cook Islands Māori

Teachers’ Guide and Support Materials
Language Learning Series

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PREFACE

I-E-KO-KO! An Introduction to Cook Islands Māori
A Learning Languages Series resource

ACKNOWLEDGMENTS

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The developers of this resource want to make a special acknowledgment of Gary Ryan’s crucial contribution to this resource. Gary wrote the initial scripts for the DVD and audio components and also gave the writers of the print materials the benefit of his experience and commitment in working on the earlier multimedia kits in the International Language Series. He consulted closely with the advisory group and other Cook Islands Māori experts and was always willing to be flexible and to adapt his work to fit in with Cook Islands values and ways. Tragically, Gary passed away before this resource was completed. He was a close friend to several who worked on the DVD and is greatly missed.

The developers would like to offer their sincere thanks to the original writer, Anau Kupa, for her significant contribution to this resource. The developers would also like to thank the following organisations and individuals who assisted in this project:

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Ministry of Education staff who have guided and supported this project are:

Fatulatetele Tolo
Annette Lole Karepa.
**INTRODUCTION**

Kia orāna!

Welcome to the Learning Language Series course *I-E-KO-KO! An Introduction to Cook Islands Māori*. This course provides an integrated package of materials designed to offer flexible entry-level resources for teachers and students who are new learners of the Cook Islands Māori language.

The design of the course acknowledges the fact that, for many teachers, this may be the first association they have with a Pasifika language. It encourages teachers to adopt the role of the facilitator in the classroom, learning along with the students and potentially learning from them.

Please don’t worry, and reassure students so that they don’t worry, if you don’t understand some words throughout the course. Learners are not expected to understand every word. However, the DVD will clearly focus on the target language for you, and the presenter will identify the language focus throughout. Don’t worry about pronunciation either. You will hear everything you need to say in Cook Islands Māori on the audio CD, and there will be lots of opportunities for practice.

*The components of this resource*

**The DVDs**

The DVDs provide audio-visual material for each unit of the course. It is intended that they be played at the beginning of the first lesson of each unit – i.e., at the start of Lesson A – as a means of introducing the language for that module.

Each DVD unit runs for approximately six minutes and comprises presenter-linked sequences which include dramas based around the adventures of a student visiting family in the Cook Islands. There are six dramas in this course, and each drama is repeated three or four times, each time with a different language focus depending on which unit is being studied. Each DVD unit also provides specific instruction on that unit’s language focus and includes a glimpse of the culture and people of the Cook Islands.

Repetitive viewing of the dramas and the language points is recommended, supporting the concept “a little, often”. For example, part or all of a DVD unit might be shown before the students go to lunch or at the end of the day – outside language-learning times. The same approach might also be adopted for use of the audio CDs which are provided as part of the course materials. It is suggested that the rewind button is often very valuable when learning another language. There’s no need to review the whole unit – choose short sections.

The DVDs contain a preface and 18 units. Units 10 and 19 of the course are revision units and have no DVD material to accompany them. A DVD transcript of the drama for each unit is provided at the end of the printed version of the unit.
The printed materials

The printed material comprises this preface and 20 units of work, each with three lesson plans. Each unit has its own themes, learning outcomes and curriculum links, language targets, language structures, cultural aspects, and notes for the teacher. All the materials required are listed on the first page of each lesson. Some of these materials are OHTs, checksheets, and worksheets that are included in this resource. Other materials are also listed; you or your students will need to gather these.

This preface includes the following sections:

• an introductory section (on pages 6–8);
• an overview of the course (on pages 9–13), which could be enlarged and displayed;
• tips for learning languages (on page 14);
• some Cook Islands Māori language for use by the teacher in the classroom (on page 15);
• teacher information (on page 15) about the sociocultural material in the units;
• a glossary of the language covered in the lesson plans (on pages 16–24);
• an index of the DVD material for each unit (on pages 25–26);
• an index of the audio material for each unit and a transcript of audio tracks 1 and 2 (on pages 27–28);
• a list of references (on page 29).

The audio CD

Audio transcripts are provided at the end of each unit, except units 10 and 19.

Website link

Information to support the course is available at:
http://www.tki.org.nz/learninglanguages

This site offers additional information, links to other websites, and a range of other support materials.

The approach to learning Cook Islands Māori

I-E-KO-KO! An Introduction to Cook Islands Māori is based on levels 1 and 2 of Cook Islands Māori in the New Zealand Curriculum. This in turn is directly linked to the overarching document The New Zealand Curriculum (Ministry of Education, 2007). The statement for the Learning Languages area and the level 1 and 2 achievement objectives in The New Zealand Curriculum set the direction for students’ learning.

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.

The New Zealand Curriculum (Learning Languages foldout page)
Under the heading Communication, the statement for the Learning Languages area at levels 1 and 2 says that students will develop key competencies in selected linguistic and sociocultural contexts as they work towards the following achievement objectives:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Under the heading Language Knowledge, the statement says that students will:

- recognise that the target language is organised in particular ways;
- make connections with their own language[s].

Under the heading Cultural Knowledge, the statement says that students will:

- recognise that the target culture[s] is [are] organised in particular ways;
- make connections with known culture[s].

Cook Islands Māori in the New Zealand Curriculum, which is the basis for this course, sits beneath The New Zealand Curriculum.

The course comprises 20 units of work, each with a distinct theme. Within each unit of work, three lessons are outlined – A, B, and C.

The course has been designed to run for 20 weeks with three half-hour lessons offered per week. However, it is understood that this may not be possible, given the busy nature of many school programmes, and that it may take longer than 20 weeks to complete the course. Scheduling of the course will vary for each school, but it is suggested that “a little, often” can be the best way to learn another language, and regular timetabling is recommended.

I-E-KO-KO! An Introduction to Cook Islands Māori is a communicative language programme which promotes pair and group work, with the students speaking to each other in the target language as much as possible. Sessions are often likely to be very busy, and it is anticipated that some may be surprised that they are intended as 30-minute lessons. However, the pace at which classes work varies greatly, and there are no time limits on these activities – teachers are encouraged to view themselves as being learners themselves and to remember that students at this level can often learn languages very quickly and successfully. Teachers should set the pace of lessons accordingly.

Finally, teachers are encouraged, now, to take a moment to acquaint themselves with all the elements making up I-E-KO-KO! An Introduction to Cook Islands Māori, including viewing the DVD material produced to support the course. As you commence the course itself, you may wish to take the materials home on a regular basis to preview the upcoming unit of work. As well, it is suggested that teachers explore opportunities that may be available to them within their local community to further their study of the Cook Islands Māori language.

# OVERVIEW OF THE COURSE

<table>
<thead>
<tr>
<th>UNIT NUMBER (Theme)</th>
<th>OBJECTIVES (Learning outcomes)</th>
<th>NEW WORDS (Language targets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1 ‘Akatomo’anga Introduction</td>
<td>Recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori; find the Cook Islands on a map and name some of the main islands; identify the letters and sounds of the Cook Islands Māori alphabet; ask people’s names and say their own names; greet, farewell, and thank people.</td>
<td>kia orāna, ‘aere rā, ‘è no’o rā, pē’ea koe? meitaki, meitaki ma’ata, tōku ingoa, tō’ou ingoa, te Kūki ‘Airani, ko’ai?</td>
</tr>
<tr>
<td>UNIT 2 ‘Aka’ärāvei’anga Getting to Know You</td>
<td>Give their own name in Cook Islands Māori; give their parents’ names in Cook Islands Māori; say their family name (surname); say where their family originally comes from; say who their friend is in Cook Islands Māori; say who their friend’s mother is; say who their friend’s father is; say where their friend’s family originally comes from; introduce their friend to a group.</td>
<td>māmā, pāpā, kōpū tangata, ingoa kōpū tangata, tō’ou, tōna, tō mātou, no’e mai?</td>
</tr>
<tr>
<td>UNIT 3 Número Numbers</td>
<td>Count from 1 to 10 in Cook Islands Māori; give their phone number and ask someone for their phone number; recognise the numbers 11–20 and the pattern for counting from 11 to 20 (and from 21 to 99); say their age and ask how old someone is.</td>
<td>kāre, ta’i, rua, toru, ‘ā, rima, ono, ‘itu, varu, iva, ta’i nga’uru, ta’i nga’uru mà ta’i, ta’i nga’uru mà rua, ta’i nga’uru mà toru, rua nga’uru, ōku mata’iti, ō’ou mata’iti, ōna mata’iti, terepōni, número, ‘ea’a?, ‘è’ia?</td>
</tr>
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<tr>
<td>UNIT 4</td>
<td>Say how many brothers or sisters they have; ask others who is in their family and say who is in their own family, including their brothers or sisters, their grandparents, their parents' brothers and sisters, and their cousins (the children of their parents' brothers and sisters); ask others who is in their <strong>ngutu’are tangata</strong> (household family) and say who is in their own; and discuss (in English and/or Cook Islands Māori) the roles of <strong>teina</strong> and <strong>tuakana</strong>.</td>
<td>tua’ine, tungâné, māmā rū’au, pāpā rū’au, tamā’ine, tamaiti, tuakana, teina, ‘akametua, ‘akametua va’ine, ‘akametua tane, ‘akatua’ine, ‘akatungâné, ‘akatuakana, ‘akateina, ngutu’are tangata. Ko’ai au?</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>Describe people’s faces and hair; talk about hair and eye colours in Cook Islands Māori; ask “Who is he/she?”; identify pictures of people by listening to brief descriptions; write a description of someone; and talk about some shapes and colours.</td>
<td>tamāroa, tamā’ine, tâne, va’ine, rauru, mata, taringa, putângi’u, va’a, tīti’a mata, ‘uru’uru va’a, katu pa’ore, kara, teatea, rengarenga, matie, auika, kerekere, paraoni, re‘ure’u, muramura, rauru roroa, rauru poto, rauru mingimini, rauru tikatika, tivaevae, punupunu, pi’a, tiare, nō’ai?, mē.</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>Ask what day it is and respond to that question; ask what day it was yesterday and what day it will be tomorrow and respond; ask what month it is and respond to that question; express birth dates; tell the time using “o’clock” and “half-past” in Cook Islands Māori; use phrases for morning, afternoon, and evening; give and respond to an invitation.</td>
<td>‘āe, kāre, rā, ‘epetoma, marama, mata’iti, pōpongi, avatea, a’i’a, pō, tēia rā, āpōpō, i nana’i, Tāpati, Mōnitē, Ru’irua, Ru’itoru, Paraparau, Varaire, Ma’anākai, Tiānuare, Pēperuare, Māti, ‘Aperirā, Mē, Tiūnu, Tiurai, ‘Aukute, Tepetema, ‘Okotopa, Noema, Titema, ora, ‘āpa nō te ora, ora pure, ora kanga, ora kaikai, rā ‘anau’anga.</td>
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<tr>
<td>UNIT 7</td>
<td>Identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers; respond to simple instructions in Cook Islands Māori; respond orally by saying “‘āe /yes”, “kāre/no”, and “Kāre au i kite/I don’t know”; ask where an object is in the classroom; and say where an object is in the classroom.</td>
<td>‘āpi‘i, pī’a ‘āpi‘i, ‘ōmai, puka, pēnitara, vairanga penitara, pēni, rapa, rūra, kete, kaingākai, no’o’anga, kamupiuta, papa tātā, ngūtupa, māramarama, vairanga tītā, runga …, roto …, va’o, raro …, mua …, muri …, tei ‘ea?</td>
</tr>
<tr>
<td>UNIT 8</td>
<td>View a Cook Islands cultural celebration and choose a cultural celebration to find out about; work in groups to gather information about a specific Cook Islands celebration; work as part of a group to plan and present a specific Cook Islands celebration; and give constructive feedback on other groups’ presentations.</td>
<td>‘Aere mai!; mataora, māne, reka, rekareka, ‘imene, ‘ura, ‘apinga aro’a, kai, umukai, tūoro, pupu tāreka, pupu ‘ura, tangata rutu pa’ū, maeva nui, tāmataora, ‘ei katu, ‘ei kākī.</td>
</tr>
<tr>
<td>UNIT 9</td>
<td>Recognise and say the names of some fruits and vegetables; say the names of some other common foods and some drinks; ask for food or drink politely; ask what foods other people like; say what foods they themselves like; and say what foods they dislike.</td>
<td>‘inangaro, kai, vai, kakī vai, pongi, ‘ānani, ‘āpara, meika para, meika pī, ‘ara painapa, vī, vine, taro, kāpati, ‘ōniāni, tārāti, tōmāti, pī, kūmara, moa, ika, pata, varāoa, tīāmu, ū, tuka, kaope, tī.</td>
</tr>
<tr>
<td>UNIT 10</td>
<td>Revise units 1–9.</td>
<td>tāreka, tipōti, tu’epōro, ketepōro, pā pōro, patu pōro, tūpā’oro’oro ngaru, tūpā’oro’oro rākau, pā pōro rākau, pā pōro kīnī, kau, ‘oro, tuātau anu, tuātau ma’ana, rava</td>
</tr>
<tr>
<td>UNIT 11</td>
<td>Say the names of different sports in Cook Islands Māori and English; say what sports people play; say when people play a sport; say what sports they like and don’t like; say what sports they play in summer and winter; and say what sports are their favourites.</td>
<td>tāreka, tipōti, tu’epōro, ketepōro, pā pōro, patu pōro, tūpā’oro’oro ngaru, tūpā’oro’oro rākau, pā pōro rākau, pā pōro kīnī, kau, ‘oro, tuātau anu, tuātau ma’ana, rava</td>
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<tr>
<td>UNIT 12</td>
<td>Name and describe some traditional arts and crafts; make an ‘ei katu; and garland others with their ‘ei in the context of an appropriate role play or real life situation.</td>
<td>‘ei, tiare pēpa, nira, pākoti, taura, ‘ei tui, ‘ei taviri, ūāti, pōro, pera.</td>
</tr>
<tr>
<td>UNIT 13</td>
<td>Say that they feel hot or cold; revise saying that they feel hungry or thirsty; ask others how they feel and say how someone feels; say how they themselves feel; and demonstrate or explain their understanding of how participants in a Cook Islands celebration might feel during the occasion.</td>
<td>maromaroā, ro’iro’i, riri, vera, anu, meitaki, makimaki, ākā.</td>
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<tr>
<td>UNIT 14</td>
<td>Name subjects that they study at school; describe some of the jobs that people do in schools; say that they (or their partner) like or dislike subjects that they study at school; and talk about times, days, and feelings in relation to different sports and subjects at school.</td>
<td>tamariki, pū’āpi’i ma’ata, pū’āpi’i, tauturu pū’āpi’i, tangata tiaki i te ‘āpi’i, tēkeretere, va’ine ʻoko’oko kai, ‘āpi’i, tauturu, ‘anga’anga, tu’a, tatau (tatau puka), nūmero, ‘āpi’i nūmero, tātā, ‘āpi’i ʻakaketaketa, taieni, ‘āpi’i tūranga piri’anga, torō ʻe te pēni, ʻimene ʻe te au ‘apinga ʻakatangitangi, te ‘āpi’i ma’ani’anga ‘apinga, te reo Papa’ā.</td>
</tr>
<tr>
<td>UNIT 15</td>
<td>Give the names of the rooms of a house in Cook Islands Māori; name and describe some household furnishings and furniture and say where they are; and describe houses, rooms, and furniture in terms of colours and positions.</td>
<td>ngutu’are, pī’a moe, pī’a tunu kai, pī’a kaikai, pia no’ono’o, ‘are meangiti, pī’a pā’i, pī’a pu’u kākā’u, ro’i, ‘apinga tāmā’ana’ana, tīvī, umu (papa’ā), ārai māramarama, ārika kaingākai, tēia, tēnā, tērā.</td>
</tr>
<tr>
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<tr>
<td>UNIT 16 ‘Oko’oko Shopping</td>
<td>Discuss shopping in the Cook Islands (in English); ask to buy a food item; reply to such a request; ask whether a salesperson has specific food items at their shop or stall; respond to such a question; ask how much something costs; and say how much something costs.</td>
<td>tene, târâ, ‘oko.</td>
</tr>
<tr>
<td>UNIT 17 Reva Weather</td>
<td>Talk about weather in the Cook Islands in Cook Islands Māori; say what the weather is, was, or will be like in a certain place on a certain day; give a short weather forecast; and say what activities people do in particular types of weather.</td>
<td>reva, ua, uuaa, rā, ‘iti te rā, mānea, matangi, mātangitangi, marino, ‘uri’ia, kiona, tāpokipoki, tuātau ‘uri’ia, (Mōnitē) i topa ake nei, i te Mōnitē, a te Mōnitē.</td>
</tr>
<tr>
<td>UNIT 18 Kāka’u Clothes</td>
<td>Name items of clothing and their colours; ask for an item of clothing in a shop; specify the colour and size of an item of clothing; and talk about clothing worn by Cook Islands people on special occasions.</td>
<td>kāka’u, tōtini, tāmaka, pona (pona tāne), piripou, piripou poto, piripou roa, pona (pona va’ine), pare, pereue, pāreu, kāka’u ‘āpi‘i, váîto meangiti, váîto ma’atama’ata.</td>
</tr>
<tr>
<td>UNIT 19 Tāmoumou ‘Āpi‘i ‘Aka’ou (Revision) Units 11–18</td>
<td>Revise units 11–18.</td>
<td></td>
</tr>
<tr>
<td>UNIT 20 ‘Aere Rā Farewell</td>
<td>Understand some of what happens at a Cook Islands farewell; say some suitable things at a farewell; and take part in a farewell celebration.</td>
<td>mā’ara’ara, mi‘i, ngaropōina, ‘ārāvei, anoano, tiaki, aru, ‘inangaro’ia, viviki, ‘aka’ou, i te mea, kāre e ngaropōina āku, ‘aere rā, kia manuia koe.</td>
</tr>
</tbody>
</table>
TIPS FOR LEARNING LANGUAGES

You and your students will do well to seek out opportunities to use the language you are learning. Invite first-language speakers of Cook Islands Māori to visit. Have a lot of fun.

Homework is a good idea, but let it be short, regular, and reinforcing work done in class. Often, homework could simply be to “show off” to those at home what you have learned today – to sing them a song or teach them a new expression.

You will need to explain to students that to “learn” a word or expression means:

• knowing how to say it
• knowing what it means
• knowing how to use it
• knowing how to spell it.
**COOK ISLANDS MĀORI IN THE CLASSROOM**

**Classroom language**

Teachers can listen to these expressions on track 2 of the audio CD, practise them, and then use them in the classroom as appropriate. The students are learning to follow these simple instructions and respond to other classroom language, which means they don't have to actually produce the language listed below. Rather, they should show their understanding by responding appropriately.

- ‘Ákara mai ki āku, ‘inē? Please look at me.
- ‘Ákara mai ki te papa tātā. Please look at the whiteboard.
- ‘È tiki i tā’au pêni. Take your pen out.
- ‘È tū ki runga. Stand up.
- Kua mārama kōtou? Do you understand? (to a group)
- Meitaki ma’ata! Very good!
- Kāore atu! Fantastic, unbelievable!
- Koia ai! That’s it! Right!
- E ui’anga tā’au? Have you any questions? (to one person)
- E ui’anga tā kōtou? Have you any questions? (to a group)
- Kua mārama koe? Do you understand? (to one person)
- Kua mārama kōtou? Do you understand? (to a group)
- ‘Āe. Yes.
- Kāre. No.
- Kāre au i kite. I don't know.

**TEACHER INFORMATION ABOUT THE CULTURAL ASPECTS**

This information, which is provided with every unit, was gathered from Tupu teachers’ notes and other Ministry of Education resources, including *Te Pukapuka ‘Ua Nei Matou* and *A Cook Islands Family in New Zealand*. It also includes cultural information provided by the advisory group.
GLOSSARY

‘ā
à te Mōnītē
a’ia’i
‘āe
‘Aere mai!
‘aere rā
‘aere rā, kia manuia koe
ākā
‘aka’ou
‘akametua
‘akateina
‘akatua’ine
‘akatungāne
‘akatuakana
‘ānani
‘anga’anga
anoano
anu
‘āpa nō te ora
‘āpara
‘Āperirā
‘āpi’i
‘āpi’i ‘akaketaketa
‘āpi’i número
‘āpi’i tūranga piri’anga
‘apinga aro’a
‘apinga tāmā’ana’ana
āpōpō
‘ara painapa
ārai māramarama
‘ārāvei
‘are meangiti
‘āriki kaingākai
aro’a
āru
aulka
‘Aukute
four
on (next) Monday (future tense)
afternoon (especially late afternoon)
yes
Welcome! (Come here!)
goodbye (to someone who is going)
goodbye and good luck
very, a lot of
again, repeatedly
like a parent; aunt, uncle
like a teina; cousin
like a sister (of a boy or man); cousin
like a brother (of a girl or woman); cousin
like a tuakana; cousin
orange (the fruit)
to work
want, wish, need
cold
half past
apple
April
school; to teach
physical education
maths
social studies
a gift (literally, given with love)
heater
tomorrow
pineapple
curtains
to meet
toilet
tablecloth
love
follow, go with
blue
August
GLOSSARY (continued)

avatea  late morning and early afternoon
‘è no'o rà  goodbye (to someone who is staying)
‘Èia?  How many?
‘Èa’a?  What?
‘ei  garland of flowers
‘ei kakì  necklace or garland ‘ei
‘ei katu  head ‘ei
‘ei taviri  wrapped or bound ‘ei
‘ei tui  stitched or sewn ‘ei
‘epetoma  week
i nana’i  yesterday
i te mea  because
i te Mōnitè  last Monday (past tense)
i topa ake nei  just past
ika  fish
‘imene  songs, hymns
‘imene ‘è te au ‘apinga ‘akatangitangi  music
‘inangaro  want
‘inangaro rava atu  the ultimate, the best, (my) dream
‘inangaro’ia  need, desire
ingoa  name
ingoa kòpù tangata  family name (surname)
‘iti te rà  sunshine, sunny
‘itu  seven
iva  nine
kai  food
kaingåkai  desk, table
kåka’u  clothing
kåka’u ‘âpî’i  school uniform
kåki vai  thirsty
kamupiuta  computer
kaope  coffee
kåpati  cabbage
kara  colour
kâre  no, negative, nothing, never, zero
GLOSSARY (continued)

kâre e ngaropōina iāku
I will never forget

catu pa'ore
bald head

kau
swimming

kerekere
black

kete
bag

ketepōro
netball

kia orāna
hi, hello

kiona
snow, snowy

Ko'ai?
Who, what name?

kōpū tangata
kin, ancestral family

kūmara
kumara

Ma'anākai
Saturday

mā'ara'ara
think of, remember

ma'ata
big

maeva nui
festival

makimaki
unwell, sick

māmā
mum, mother

māmā rū'au
grandmother (informal)

māneā
attractive, appealing, beautiful, fine

manuia
lucky

marama
month

māramarama
window

marino
calm

maromaroā
sad, unhappy

mata
eye

mata'iti
year

matangi
wind

mātangitangi
windy

mataora
cheerful, happy, entertaining

Māti
March

matie
green

mē
or

Mē
May

meangiti
little, small

meika para
ripe banana
meika pì
green banana
meitaki
thank you; well, good
meitaki, ma’ata
very well, thank you
mi’i
miss, miss very much
moa
chicken
Mônitê
Monday
mua …
ahead of, in front of …
muramura
red
muri …
behind, at the back of …
graropôina
forget
ngutu'are
home, household
ngutu'are tangata
household family
ngûtupa
doors
nira
needle
Nō’ai …?
Who has …?
No’ea mai?
Where from?
no’o’anga
chair
Noema
November
número
number, maths
ō’ou mata’iti
your age
‘oko
to buy or sell
‘Okotopa
October
ōku mata’iti
my age
‘ōmai
give me
ōna mata’iti
his/her age
‘öniāni
onion
ono
six
ora
o’clock (time, hour)
ora kaikai
mealtime
ora kanga
playtime
ora pure
prayer time
‘oro
running
pà pòro
tennis
pà pòro kini
cricket
pà pòro râkau
hockey
pàkoti  scissors
pàpà  dad, father
pàpà rú’au  grandfather (informal)
papa tâtâ  whiteboard
paraoni  brown
Paraparau  Thursday
pare  hat
pàreu  wrap, printed material
pata  butter
patu pòro  volleyball
Pè’ea koe?  How are you?
pèni  pen
pènitara  pencil
Pèperuare  February
pera  toy windmill
pereue  coat
pì  bean, pea
pì’a  square; room; box
pì’a ‘ápi’i  classroom
pì’a kaikai  dining room
pì’a moe  bedroom
pì’a no’ono’o  sitting room, lounge
pì’a pà‘i  bathroom
pì’a pu’a kâka‘u  laundry
pì’a tunu kai  kitchen
piripou  pants, trousers
piripou poto  shorts
piripou roa  long trousers
pò  night
pona (pona tânë)  shirt
pona (pona va’ine)  dress
pongì  hungry
pòpongì  morning
poro  ball
pù’ápi’ì  teacher
GLOSSARY (continued)

pū'āpi'i ma'ata  principal
puka          book
punupunu      circle
dance group
pupu 'ura      group of entertainers
pupu tārekareka say grace
pure           nose
putāngi'u      sun; day
rā             birthday
rā 'ānau'anga  rubber
rapa           underneath, below …
raro …         rubber
rauru          rubber
rauru mingimigi rubber
rauru poto     rubber
rauru roroa   underneath, below …
rauru tikatika rubber
rava           rubber
re'ure'u      rubber
reka           rubber
rekareka       rubber
renga renga    rubber
reva           rubber
rima           rubber
riri           rubber
ro'i           rubber
ro'iro'i      rubber
roto …         rubber
Ru'irua       rubber
Ru'itoru      rubber
rua            rubber
rua nga'uru    rubber
runga …        rubber
rûra           rubber
ta'i           rubber
ta'i nga'uru   rubber

principal
book
circle
dance group
group of entertainers
say grace
nose
sun; day
birthday
rubber
underneath, below …
hair
curly (hair)
short (hair)
long (hair)
straight (hair)
definitely, completely, most
grey
like, enjoy
happy, pleased, excited
yellow
weather
five
angry
bed
tired
inside …
Tuesday
Wednesday
two
twenty
on top of, above …
ruler
one
ten
GLOSSARY (continued)

ta'i nga'uru mā rua

ta'i nga'uru mā ta'i
ta'i nga'uru mā toru
taieni
tamā'ine	
tamaiti
tâmaka
tamariki
tamāroa
tâmataora	
tāne
tangata rutu pa'ū
tangata tiaki i te 'āpi'i
Tāpati
tāpokipoki
tārā	
tārāti
tārekareka tipōti
taringa	
taro
tātā
tatau (tatau puka)
taura
tauturu
tauturu pū'āpi'i
te 'āpi'i ma'ani'anga 'apinga
te Kūki 'Airani
te reo Pāpā'ā
teatea
Tei 'ea …?
tēia

tēia rā

tēina
twelve
eleven
thirteen
science
daughter, girl
son, boy, child
shoes
children, students
boy
performance, entertainment
man
drummer
caretaker
Sunday
cloudy, overcast
dollar
lettuce
sport
ear
taro
writing
reading
thread
to help
teacher aide; (or deputy principal)
technology
the Cook Islands
English (language)
white
Where is …?
this (by me)
today
younger brother (or younger male cousin)
of a boy; younger sister (or younger female cousin) of a girl
GLOSSARY (continued)
tèkerere  secretary
tênä  that (by you)
tene  cent
Tepetema  September
tèrā  that (over there)
terepōni  telephone
ti  tea
tiaki  look after
tiāmu  jam
Tiānuare  January
tiare  flower
tiare pèpa  paper flower
Titema  December
titi’a mata  glasses
Tiūnu  June
Tiurai  July
tivaevae  quilt
tivi  TV set
tō mâtou  our (more than three; includes speaker and listeners)
tō’ou  your (one person)
tōku  my
tômåti  tomato
tōna  his, hers, its
torō ’e te pèni  art
toru  three
tötini  socks, stockings
tu’a  to serve
tu'epōro  football
tua’ine  sister (of a boy or man)
tuakana  older brother (or older male cousin) of a boy; older sister (or older female cousin) of a girl
tuātau ’uri’ia  hurricane season
tuātau anu  winter
tuātau ma’ana  summer
GLOSSARY (continued)

tuka          sugar
bungane      brother (of a girl or woman)
túoro         call, shout of welcome
tūpā'oro'oro ngaru      surfing
tūpā'oro'oro rākau      skateboarding
ū              milk
ua              rain
uāti         watch
uaua        rainy
umu (papa’a)     stove (modern stove, not earth oven)
umukai       feast
‘ura           dance
‘uri’ia      stormy
‘uru’uru va’a   moustache; moustache and beard
va’a         mouth
va’ine     woman
va’ine ‘oko’oko kai   lunch lady, canteen lady
va’o         outside …
vai           water, drink
vairanga pênitara   pencil case
vairanga tìtà     rubbish bin
vāito ma’atama’ata   big, very big (in measurement)
vāito meangiti    small (in measurement)
Varaire      Friday
varāoa       bread (flour)
varu         eight
vera         hot (feeling hot)
vi            mango
vine          grape
viviki      soon, quickly
DVD INDEX

The preface in the written materials is complemented by a short introduction on the DVD. Units 1–9, 11–18, and 20 each have an accompanying section on the DVD that includes progressive scenes from a narrative about Ina from New Zealand visiting her relatives in the Cook Islands, language modelling from a studio team, and some cultural footage.

Preface (Teachers’ guide)
Includes an introduction to the DVD and its uses.

Unit 1: ‘Akatomo’anga (Introduction)
Includes scene 1 of Ina’s story, hello and goodbye, the alphabet, and a brief description of the Cook Islands and their history.

Unit 2: ‘Aka’ärāvei’anga (Getting to Know You)
Includes scenes 2, 3, and 4 of Ina’s story, introductions, and a piece on daily life and activities in the Cook Islands today.

Unit 3: Número (Numbers)
Revisits scenes 2 and 4 of Ina’s story and includes numbers 1–20, ages, and phone numbers as well as presenting a hair-cutting ceremony.

Unit 4: Ngutu’are Tangata (Family)
Includes scenes 5, 6, and 7 of Ina’s story, language for family relationships, and a piece on the importance of family to Cook Islands people.

Unit 5: Tutu Akara’anga (Describing People and Things)
Revisits part of scene 5 of Ina’s story and includes descriptions of people and a piece describing animals in the Cook Islands.

Unit 6: Tuātau: te Ora, te au Rā, ‘ē te au Marama (Time, Days, and Months)
Includes scenes 8, 9, and 10 of Ina’s story, days, months, and times o’clock, and a piece on Sunday and churches in the Cook Islands.

Unit 7: Te Pi’a ‘Āpi’i (The Classroom)
Revisits scene 10 of Ina’s story and includes classroom instructions and questions about classroom objects as well as a piece on going to school in the Cook Islands.

Unit 8: Tāmataora: Īmene e te ‘Ura (Celebrations: Song and Dance)
Includes scenes 11 and 12 of Ina’s story, language about birthdays and parties, and a description of how food is cooked in an umu.

Unit 9: Kai (Food)
Includes scene 13 of Ina’s story, talking about foods, and a description of how people buy food and eat it in the Cook Islands.
Unit 10: Tāmoumou ʻĀpiʻi ʻAkaʻou (Revision) Units 1–9
[Unit 10 is revision of units 1–9 and so has no associated DVD.]

Unit 11: Tārekareka Tipōti (Sports)
Includes scene 14 of Ina’s story, talking about sports, and a description of what young people do outside school time in the Cook Islands.

Unit 12: Maʻani ʻApinga Māori (Making Māori Things)
Includes scene 15 of Ina’s story, language for making ʻei katu, and descriptions of how people make tīvaiʻe and ʻei in the Cook Islands.

Unit 13: Pēʻea Au? (How Am I Feeling?)
Includes scene 16 of Ina’s story, language for talking about our feelings, and a piece about the performing arts in the Cook Islands.

Unit 14: ʻĀpiʻi (School)
Includes scene 17 of Ina’s story, language for school subjects and school staff, and a piece with more about school in the Cook Islands.

Unit 15: Ngutuʻare (Home)
Includes scene 18 of Ina’s story, language for rooms and furnishings in houses, and a piece about houses, gardens, and plantations in the Cook Islands.

Unit 16: ʻOkoʻoko (Shopping)
Includes scene 19 of Ina’s story, some language for buying and selling, and a piece about market day in the Cook Islands.

Unit 17: Reva (Weather)
Includes scene 20 of Ina’s story, some “weather” language, and a piece about weather in the Cook Islands.

Unit 18: Kākaʻu (Clothes)
Includes scene 21 of Ina’s story, some “clothes” language, and a piece about what people wear in the Cook Islands.

Unit 19: Tāmoumou ʻĀpiʻi ʻAkaʻou (Revision) Units 11–18
[Unit 19 is revision of units 11–18 and so has no associated DVD.]

Unit 20: ʻAere Rā (Farewell)
Includes scene 22 of Ina’s story, some “farewells” language, and a scene showing Ina writing a letter from New Zealand to her family in the Cook Islands.
AUDiO CD INDEX

Preface (Teachers’ guide)
Track 1  I-E-KO-KO!
Track 2  Preface: introduction, classroom phrases, and explanation

Unit 1
Track 3  Vocabulary for unit 1; dialogue (greeting and names)
Track 4  Some cognates and transliterations
Track 5  Names of the islands in the Cook Islands group
Track 6  The Cook Islands Māori alphabet
Track 7  Girls’ and boys’ names
Track 8  Song: “Kia Orāna”

Unit 2
Track 9  Vocabulary for unit 2
Track 10 Dialogue: introducing yourself
Track 11 Introducing others

Unit 3
Track 12 Vocabulary for unit 3
Track 13 Numbers 1–10
Track 14 Numbers 11–20
Track 15 Telephone numbers
Track 16 “Who is talking?” activity in Lesson 3B
Track 17 Dialogue: asking and giving age
Track 18 Extension activity in Lesson 3C

Unit 4
Track 19 Vocabulary for unit 4
Track 20 Dialogue: asking about family members
Track 21 Who am I? Ko’ai au?
Track 22 Dialogue: extended family members
Track 23 Dialogue: Who’s in your household?
Track 24 Talking about teina and tuakana

Unit 5
Track 25 Vocabulary for unit 5
Track 26 Words for talking about faces and hair
Track 27 Song: “Oreia te Tamaiti”
Track 28 Dialogue: describing people
Track 29 Dialogue: describing details
Track 30 Dialogue: shapes and colours

Unit 6
Track 31 Vocabulary for unit 6
Track 32 Words and dialogue: days and times
Track 33 Words and dialogue: months of the year
Track 34 “Time, Days, and Months” activity in Lesson 6B
Track 35 Dialogue: birthdays

Unit 7
Track 36 Vocabulary for unit 7
Track 37 Classroom objects
Track 38 Dialogue: Tei ‘ea? (asking where things are)
Track 39 Language structures (“Where is the …?”)

Unit 8
Track 40 Vocabulary and dialogue for unit 8

Unit 9
Track 41 Vocabulary for unit 9
Track 42 Vocabulary for lesson 9A
Track 43 Vocabulary for lesson 9B
Track 44 Dialogue: asking for food and drink
Track 45 Dialogue: foods we like and dislike

Unit 11
Track 46 Vocabulary for unit 11
Track 47 Asking about sports and when we play them
Track 48 Asking about favourite and seasonal sports

Unit 12
Track 49 Vocabulary for unit 12
Track 50 Language structures (“Please pass me the …”)

Unit 13
Track 51 Vocabulary for unit 13
Track 52 Dialogue: How do they feel?
Track 53 Dialogue: asking about feelings and responding
Track 54 Dialogue: expressing how others are feeling

Unit 14
Track 55 Vocabulary for unit 14
Track 56 Dialogue: Who am I?
Track 57 Dialogue: at school
Track 58 Dialogue: Which subjects do they like?
Audio Transcript: Preface

Track 1  I-E-KO-KO!

Track 2  Preface: Introduction, Classroom Phrases, and Explanation

Kia orāna, and welcome to I-E-KO-KO! An Introduction to Cook Islands Màori. The following tracks are to help you on your way to learning Cook Islands Màori. To get started, here are a few phrases that can be used in the everyday classroom.

‘Àe. (What's your name?)
Kàre. (Hello.)
Kàre au i kite. (How are you?)

Each unit of the audio CD begins with the unit vocabulary followed by language or sentence structures used in that particular unit. Use this audio CD to help you learn new language and practise as much as possible on your journey to learning Cook Islands Màori.
REFERENCES


Unit 1: ‘Akatomo‘anga (Introduction)

Themes:
The Cook Islands, the people and languages of the Cook Islands, the Cook Islands Māori alphabet, and common greetings in Cook Islands Māori.

Learning Outcomes:
By the end of this unit, students will be able to:

• recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;
• find the Cook Islands on a map and name some of the main islands;
• identify the letters and sounds of the Cook Islands Māori alphabet;
• ask people’s names and say their own names;
• greet, farewell, and thank people.

Recognition
• be aware of the different languages and dialects of the Cook Islands;

Curriculum Links
1.1  use everyday expressions to greet, farewell, and thank people;
1.2  recognise and respond to greetings, farewells, and introductions.

Language Targets
kia orāna   hi, hello
‘aere rā   goodbye (to someone who is going)
‘è no'o rā  goodbye (to someone who is stayng)
Pē‘ea koe? How are you?
meitaki   thank you
meitaki ma’ata very well, thanks.
tōku ingoa  my name (is)
tō‘ou ingoa your name (is)
te Kūki ‘Airani the Cook Islands
ko’ai? who, what name?

Letters and sounds of the alphabet
   a, e, ng, i, k, m, n, o, p, r, t, u, v
   ā, ē, ī, ō, ū
   the glottal stop (‘)
Language Structures

Kia orāna!  Hello!
Pē‘ea koe?  How are you? (to one person only)
Meitaki ma’ata.  Very well, thanks.
Ko’ai tō’ou ingoa?  What is your name? (to one person only)
Ko __ tōku ingoa.  My name is __.

Extension

Tuatua màrie mai i tō’ou ingoa.  Sound out your name.  (to one person only)

Cultural Aspects

The Unit 1 DVD provides some information about Cook Islands history and geography. Note that when talking about the Cook Islands, the presenter (Caren) uses the colloquial expression “the Cooks.”

Greetings

Cook Islands people live in widely scattered islands and there are variations in the language and in the culture from island to island.

Saying “Kia orāna” and “‘Aere rā” are appropriate ways to greet and farewell people in most social situations. Cook Islands men generally shake hands when they meet one another. Women can greet both women and men with a hug and a kiss on the cheek.

Names

Typical Cook Islands Māori names include the following. Asterisked names can be used for both boys and girls.

<table>
<thead>
<tr>
<th>Ingoa Tamāroa/Boy’s names</th>
<th>Ingoa Tama’ine/Girl’s names</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Metua</em></td>
<td><em>Mia</em></td>
</tr>
<tr>
<td><em>Tiare</em></td>
<td><em>Teremoana</em></td>
</tr>
<tr>
<td>Ropati</td>
<td><em>Tupou</em></td>
</tr>
<tr>
<td>Mati</td>
<td><em>Kura</em></td>
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<tr>
<td>Tioni</td>
<td><em>Pani</em></td>
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<tr>
<td>Tuteru</td>
<td><em>Tetava</em></td>
</tr>
<tr>
<td>Ngatoko</td>
<td><em>Mere</em></td>
</tr>
<tr>
<td><em>Tere</em></td>
<td><em>Ioane</em></td>
</tr>
<tr>
<td>Mataa</td>
<td><em>Maara</em></td>
</tr>
<tr>
<td>Here</td>
<td><em>Taniera</em></td>
</tr>
<tr>
<td></td>
<td><em>Ngaoa</em></td>
</tr>
<tr>
<td></td>
<td><em>Tepaeru</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ingoa Tamāroa/Boy’s names</th>
<th>Ingoa Tama’ine/Girl’s names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutangata</td>
<td>Teanau</td>
</tr>
<tr>
<td>Kotiau</td>
<td><em>Nga</em></td>
</tr>
<tr>
<td>Kora</td>
<td><em>Kiri</em></td>
</tr>
<tr>
<td><em>Maui</em></td>
<td>Mareta</td>
</tr>
<tr>
<td><em>Tuaine</em></td>
<td><em>Ruta</em></td>
</tr>
<tr>
<td>Tetava</td>
<td>Ana</td>
</tr>
<tr>
<td>Mataio</td>
<td>Eteta</td>
</tr>
<tr>
<td>Ioane</td>
<td>Tepora</td>
</tr>
<tr>
<td>Taniera</td>
<td>Repeka</td>
</tr>
<tr>
<td>lakopo</td>
<td>Raera</td>
</tr>
</tbody>
</table>
**Teachers’ Notes**

The DVD includes general language teaching ideas, and authentic language that goes beyond what students will learn in this programme. The audio CD provides Cook Islands Māori classroom language (including pronunciation) for teachers to use in this and other lessons.

**Cook Islands languages, dialects, alphabet, and diacritical marks**

The following section is reprinted from pages 10–11 of *Cook Islands Māori in the New Zealand Curriculum*.

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**Te Au Reo**

**Languages**

Distinct Polynesian languages are spoken in the Cook Islands.

- Cook Islands Māori is an eastern Polynesian language, which belongs to the same language family as the languages of the New Zealand Māori, and of Hawai‘i, and Tahiti. It has a number of distinct dialects.

- The language of Pukapuka is a western Polynesian language, which belongs to the same language family as the languages of Sāmoa, Tuvalu, and Tokelau. Pukapuka’s national status within the Cook Islands means that some Cook Islands Māori terms and expressions are included in their vernacular.

- Palmerston Island has its own unique and distinctive mix of Cook Islands Māori and English.

**Te Au Reo ʻEnua Tātakita‘i**

**Dialects**

Cook Islands Māori has a number of dialects. Speakers of one dialect can understand the others. They are the dialects of:

- Aitutaki;
- Ātiu, Ma’uve, and Miti’aro (Ngāpūtoru);
- Mangaia;
- Manihiki and Rakahanga;
- Rarotonga;
- Tongareva (Penrhyn).

Rarotongan is the most widely used and standardised dialect, both in the Cook Islands and within Cook Islands communities in New Zealand. Learners of Cook Islands ancestry whose heritage language is that of Pukapuka or whose heritage dialect is other than that of Rarotonga benefit from learning the Rarotonga dialect as a lingua franca because they are part of the Cook Islands community. Learners of Cook Islands Māori who are not of Cook Islands ancestry normally begin by learning the dialect spoken in Rarotonga.
The languages and dialects of the Cook Islands are traditionally oral. However, with the advent of Christianity and publications, the written word became another way to communicate. The written form of communication had a huge impact on the spoken form of the dialects and languages of Cook Islands Māori people. The Bible was printed in the dialect of Rarotonga (Te Bibilia Tapu Ra: Koia te Korero Morotu Tai to e te Korero Morotu Ou, published in 1888) and this motivated the people on Manihiki to learn to read and write in this dialect, although they continued to speak in the Manihiki dialect (Kauraka, 1989).

Currently, advanced technology demands the introduction of new words that challenge the vocabulary of Cook Islands languages and dialects. Words like “computer” challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options: one is to transliterate the new terms (for example, “computer” becomes kamupiuta). Another way is to create new words from the existing Cook Islands Māori vocabulary (for example, the word roro-uira was coined to mean “computer”). A third option is to add a new meaning to an existing Cook Islands Māori word.

Arā-reta ‘ē Tōna ‘Akapapa’anga
Alphabets and Alphabetical Order

The alphabet of the Rarotonga dialect, used widely throughout the Cook Islands, is:

- a, e, ng, i, k, m, n, o, p, r, t, u, v and the glottal stop (‘).

This dialect uses two diacritical marks: the macron and the glottal stop.

Vowels may be either long or short. In written text, a macron placed over a vowel (à, è, ì, ò, ù) indicates that the vowel sound is long. Variation of vowel length in the pronunciation of a word can change the word’s meaning. For example, marama (moon) and màrama (daylight).

The nine consonant sounds of the Rarotonga dialect are:

- ng, k, m, n, p, r, t, v, and the glottal stop (‘).

The glottal stop is written (‘), as in the word ‘akavera.

The alphabetical order used in the Cook Islands Māori Dictionary (Buse et al., 1995) is:

- a, ‘a, ā, ē, e, ‘e, ē, ng, i, ‘i, i, ‘i, k, m, n, o, ‘o, ō, ‘ō, p, r, t, u, ‘u, ū, ‘ū, v, and the glottal stop (‘).

Learners need to know this alphabetical order so that they can use Cook Islands Māori dictionaries …

The Tongareva alphabet has two additional letters: s and h.

The dialect spoken in Manihiki and Rakahanga also has two additional letters in its alphabet: f and h.
The Pukapuka language has three additional letters in its alphabet: l, w, and y. Other letters are used as they appear in the Bible (Te Bibilia Tapu Ra: Koia te Kõreromotu Ta’ito e te Kõreromotu ‘Ôu).

**The use of macrons and glottal stops**
Cook Islands Màori is sometimes printed with macrons and glottal stops and sometimes largely without them. They are considered appropriate for some readers and not for others. At earlier levels, learners who speak Cook Islands Màori as their first and home language do not need them when they are learning to read. These learners read for context and already know how to say the words. **Cook Islands Màori in the New Zealand Curriculum** uses macrons and glottal stops. It is intended for teachers who do not speak Cook Islands Màori fluently. Macrons and glottal stops can also help learners who do not have Cook Islands Màori as their first language. As learners move to higher levels, they need to learn how to cope with macrons and glottal stops in printed text. Learners who are developing literacy in Cook Islands Màori need to be able to cope with both types of printed Cook Islands Màori since they will commonly encounter both.

For further information on the Cook Islands Màori language and alphabet, refer to Guidelines for Cook Islands Màori Language Programmes, pages 6–7 and 23.

**Cognates with New Zealand Màori and transliterations from English**
There are many words that are common to New Zealand Màori and Cook Islands Màori (that is, cognates), for example:
- *ingoa,* *hete,* *moana,* *rangi,* *rà,* *tamariki,* *vai* (*waî*)

and there are many English words that have been adapted into Cook Islands Màori (that is, transliterations) for example:
- *pèni,* *‘àpara,* *pèpa,* *‘ımene,* *‘òniani.*

Refer to OHT 1 in Lesson 1A for more examples; this OHT is intended to be used in an activity (described in Lesson 1A below) in which the students use their prior knowledge to make some of these connections for themselves. Note that the cognates on the DVD differ from those on the audio CD.

**Questions and answers**
If a question starts with *Ko’ai,* the answer will usually start with *Ko.*

**I really like...**
Note that the DVD for Unit 1 uses the form *reka roa* for “like best” or “really like”, while the form learned in Unit 11 is *reka rava.* Both forms are correct.
UNIT 1: LESSON A

This is a communicative language course. Start as you mean to go on – with Cook Islands Māori LANGUAGE! This will put a buzz in the class right from the start.

LEARNING OUTCOMES

The students will learn to:

- recognise some words common to New Zealand Māori and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;
- find the Cook Islands on a map and name some of the main islands belonging to the Cook Islands.

RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1: Links between Cook Islands Māori, New Zealand Māori, and English
- OHT 2: Map of the Pacific
- OHT 3: Map of the Cook Islands with names
- Worksheet 1: Map of the Cook Islands
- Worksheet 2: KWL sheet
- *Cook Islands Māori in the New Zealand Curriculum*
- *Guidelines for Cook Islands Māori Language Programmes*, page 6
- ‘E Au ʻImene Kūki ʻAirani nō Tātou i Aotearoa nei/Cook Islands Songs* (Ministry of Education book and CD)
- *Ko te Porotaka* by Maria Samuela (Tupu book) and the teachers’ notes.

LESSON OUTLINE

Introduction

Welcome the students to this course in Cook Islands Māori by saying *Kia orāna*. Go up to students and greet them individually, for example, “*Kia orāna, Tom.*” If a student responds, say “*Meitaki ma’ata!*” (Listen to the audio CD, track 2, to find out how to pronounce this and other appropriate examples of Cook Islands Māori language.) There is no need to show these words on an OHT or to write them on the board – the students need to trust their ears!

Share the learning outcomes for this lesson: the students will learn where the Cook Islands are on a map. They will learn to say the names of some of the main islands and to label them on a map. They will also discover some Cook Islands Māori words that may already sound familiar to them.
**Learning Activities**

1. As a class, have the students brainstorm what they know about the Cook Islands and Cook Islands Māori people. If necessary, prompt the students by suggesting weather, food, well-known people, and arts and crafts.

2. Build on what the students already know by telling them that there are some Cook Islands Māori words that they may already be familiar with. Play the first section of DVD unit 1, which gives some cognates. Now play track 4 on the CD and ask students which words they recognise — they may not know the meaning, but may have just heard the words before in some context. Then listen again, with OHT 1 to guide them. Ask the students “What other words do you know that might link?” You could write these on the board or write them on the OHT in the appropriate columns.

3. View the rest of DVD Unit 1, which finishes with an overview of Cook Islands geography and culture. There’s no need to understand all the language that the studio team uses to introduce themselves — they are giving a foretaste of what will come later in the course.

4. Show a world map and OHT 2 – the Pacific Ocean. Ask the students to locate the Cook Islands and to say their name in Cook Islands Māori — Te Kùki ‘Airani. Have them name any of the islands that they know. Write the names of these islands on the board.

5. Play track 5 of the audio CD, which gives the names of all the main islands.

6. As a class, identify the main islands in the Cook Islands group on OHT 3. Say their names out loud, following the CD (Rarotonga, Aitutaki, Tongareva (Penrhyn), Manihiki, Nāssau, Suwarrow, Palmerston, Miti’aro, Manuae, Takūtea, Rakahanga, Pukapuka, Ma’uke, Ātiu, and Mangaia). Add any missing names to the list on the whiteboard.

7. Give the students worksheet 1 (map of the Cook Islands) and ask them to label some of the main islands. Find the Cook Islands flag on the Internet and talk about what it symbolises. The Cook Islands flag has a circle of fifteen stars to represent the fifteen main islands and the Union Jack in the corner because the Cook Islands are part of the British Commonwealth.

8. Set homework (see below).

9. As the lesson started with Cook Islands Māori language, now end it by farewelling the class: “‘Aere rā.” Approach individuals again: explain that they may leave or pack up once they have responded to you — or at least attempted to — in Cook Islands Māori by saying “‘È no’o rā.

**Extension Activity**

The students can listen to CD track 7 and choose a Cook Islands Māori name for themselves (see OHT 2 for lesson 1B) and an island to identify with and find out more about. ‘E Au ‘Imene Kùki ‘Airani nò Tātou i Aotearoa nei/Cook Islands Songs includes songs from some different islands, including two in the unique language of Pukapuka.

**Homework**

Give the students worksheet 2 (KWL sheet) and ask them to go home and share with their families some of what they have learned today. They should then write in column 1 something they know about the Cook Islands and in column 2 something that they or their family would like to know. Encourage them to be ready to share the ideas in column 2 at the next lesson. As a class, discuss how they could find answers to their questions.
### Evaluation

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to recognise some words common to New Zealand and Cook Islands Māori as well as some English words adapted into Cook Islands Māori;</td>
</tr>
<tr>
<td>• to locate the Cook Islands on a map;</td>
</tr>
<tr>
<td>• to say the names of these islands and to label them on a map: ____________, ____________, and ____________.</td>
</tr>
</tbody>
</table>
# OHT 1: Links between Cook Islands Māori, New Zealand Māori, and English

<table>
<thead>
<tr>
<th>Cook Islands Māori</th>
<th>New Zealand Māori</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kia orāna.</td>
<td>Kia ora.</td>
<td>Hello.</td>
</tr>
<tr>
<td>Pē‘ea koe?</td>
<td>Kei te pēhea koe?</td>
<td>How are you?</td>
</tr>
<tr>
<td>māmā</td>
<td>whāea, māmā</td>
<td>mother, mummy</td>
</tr>
<tr>
<td>metua</td>
<td>matua</td>
<td>father, daddy</td>
</tr>
<tr>
<td>pāpā</td>
<td>pāpā</td>
<td>parent</td>
</tr>
<tr>
<td>kai</td>
<td>kai</td>
<td>food</td>
</tr>
<tr>
<td>motokā</td>
<td>motokā</td>
<td>motor car</td>
</tr>
<tr>
<td>toa</td>
<td>toa</td>
<td>store (shop)</td>
</tr>
</tbody>
</table>
OHT 2: Map of the Pacific
OHT 3: Map of the Cook Islands with names

NORTHERN COOK ISLANDS

Rakahanga
Manihiki
Pukapuka
Nassau
Suwarrow

COOK ISLANDS

Palmerston
Aitutaki
Manuae
Takutea
Atiu
Mitiaro
Ma’uke
Rarotonga
Mangaia
Write the names beside the islands.
## WORKSHEET 2: KWL SHEET

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 1: LESSON B

LEARNING OUTCOMES

The students will learn to:

• identify and say the letters and sounds of the Cook Islands Māori alphabet;
• recognise and respond to the greetings kia orāna, ‘aere rā, and e no’o rā;
• ask people’s names and give their own names.

RESOURCES

• Unit 1 DVD and transcript
• Unit 1 Audio CD and transcript
• OHT 1 – The letters of the Cook Islands Māori alphabet
• OHT 2 – Cook Islands Māori names
• OHT 3 – Question and response
• KWL sheet (worksheet 2 from lesson A)
• Cook Islands Māori in the New Zealand Curriculum, page 11
• Guidelines for Cook Islands Māori Language Programmes, page 7 and 23.

LESSON OUTLINE

Introduction and Revision

Greet the students with Kia orāna. Ask them to turn to their friends and greet each other in this way.

Revise lesson A. The students name some of the main islands and say what they have found out about their chosen island. They add what they can to their KWL sheet in the third column: What I Have Learned.

Share the learning outcomes for this lesson: the students will learn to recognise and respond to the greetings kia orāna, ‘aere rā, and e no’o rā, say the Cook Islands Māori alphabet, ask people’s names, and give their own names.

Learning Activities

1. View the section of DVD Unit 1 where the studio team says the alphabet.
2. Play audio CD track 6. Show OHT 1 and have the students chant or sing the letters and sounds along with the CD. Encourage them to get up out of their seats and move to the alphabet beat. They could create a movement sequence, perhaps using drums. The students could then make Cook Islands Māori alphabet posters, some of which could be put up around the room.
3. Use track 6 of the audio CD to introduce the sounds of the macron and the glottal stop. Discuss the difference a macron makes to the sound of a vowel and practise those sounds, following the audio CD. Practise making the sound of the glottal stop consonant before different vowels (notice that it always comes before a vowel).

4. In pairs, the students can practise the sounds of the Cook Islands Māori alphabet, for example, by reading aloud the people’s names on OHT 2 or the island names from OHT 3, Lesson 1A.

5. Have the students choose one of the Cook Islands Māori names they have just been learning. That will be their new name for the rest of the lesson.

6. Have the students listen to a model of people asking one another “Ko’ai tō’ou ingoa?” (What is your name?) and answering “Ko __ tōku ingoa” (My name is __). They could then say “Tuatua mārie mai i tō’ou ingoa / Sound out your name” and respond by sounding it out. The model could be provided by listening to track 3 on the CD while following the words on OHT 3. Have the students identify, on the OHT, where the glottal stops and the macrons occur in these two sentences.

7. The students ask each other “Ko’ai tō’ou ingoa?” (What is your name?) and respond “Ko __ tōku ingoa” (My name is __), using their own names or their chosen Cook Islands Māori names. They can add this language to the greetings they have already learned, for example, “Kia orāna – ko’ai tō’ou ingoa?” (Hello – what is your name?) They can practise this new language by walking around the class greeting each other and asking each other’s names.

8. The students write these two sentences, filling in their own names and using the macron and the glottal stops in the appropriate places.

9. Farewell the class – ‘Aere ra and have them respond ‘È no’o rā.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• recognise and respond to the greetings kia orāna, ‘aere rā and ‘È no’o rā;</td>
</tr>
<tr>
<td>• identify and say the letters and sounds of the Cook Islands Māori alphabet;</td>
</tr>
<tr>
<td>• ask someone’s name and give my name.</td>
</tr>
</tbody>
</table>
### OHT 1: The letters of the Cook Islands Māori alphabet

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>e</td>
<td>ng</td>
<td>i</td>
<td>k</td>
<td>m</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>o</td>
<td>p</td>
<td>r</td>
<td>t</td>
<td>u</td>
<td>v</td>
</tr>
<tr>
<td>ā</td>
<td>ē</td>
<td>ī</td>
<td>ō</td>
<td>ū</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**the glottal stop (ʻ)**
Typical Cook Islands Māori names include the following.

Asterisked names can be used for both boys and girls.

Note that macrons and glottal stops are not generally used for people’s names, so they are not used here. However, the audio CD (track 7) gives the correct pronunciation for all these names.

<table>
<thead>
<tr>
<th>Ingoa Tamāroa/Boy’s names</th>
<th>Ingoa Tamaʻine/Girl’s names</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Metua</td>
<td>*Mii</td>
</tr>
<tr>
<td>*Tiare</td>
<td>*Teremoana</td>
</tr>
<tr>
<td>Ropati</td>
<td>*Tupou</td>
</tr>
<tr>
<td>Mati</td>
<td>*Kura</td>
</tr>
<tr>
<td>Tioni</td>
<td>*Ina</td>
</tr>
<tr>
<td>Tuteru</td>
<td>*Maara</td>
</tr>
<tr>
<td>Ngatoko</td>
<td>*Tepora</td>
</tr>
<tr>
<td>*Tere</td>
<td>*Repeka</td>
</tr>
<tr>
<td>Mataa</td>
<td>*Raera</td>
</tr>
<tr>
<td>*Here</td>
<td></td>
</tr>
</tbody>
</table>
OHT 3 – Question and response

Koʻai tōʻou ingoa?
What is your name?

Ko _____ tōku ingoa.
My name is __________.

For example:

Ko Tiare tōku ingoa.
Ko Kiri tōku ingoa.

Tuatua mārie mai i tōʻou ingoa.
Sound out your name.
UNIT 1: LESSON C

LEARNING OUTCOMES

The students will learn to:

• greet, farewell, and thank people.

RESOURCES

• Unit 1 DVD and transcript
• Unit 1 Audio CD and transcript
• OHT 1 – Greetings and responses
• OHT 2 – words of song: Kia Orâna
• ‘E Au ‘Imene Kūhi ‘Airani nō Tātau i Aotearoa nei/Cook Islands Songs (Ministry of Education book and CD) which includes the song Kia Orâna.

LESSON OUTLINE

Introduction and Revision

Greet the students – Kia orâna. Do the students remember their Cook Islands Māori names? Approach some students and ask “Ko’ai tō’ou ingoa?” (What is your name?)

Revise lesson B. In pairs, the students can quickly practise the letters and sounds of the alphabet. Or you could play the drum beat and have the students sing the alphabet as they move to the rhythm again.

Share the learning outcome for this lesson: the students will learn some simple greetings in Cook Islands Māori.

Learning Activities

1. Review unit 1 on the DVD. Ask the students to notice the spoken language and body language of the participants.

2. Ask the students to identify any words or phrases in the DVD that might be a greeting. List these words or phrases on the whiteboard.

3. Show OHT 1. As a class, read the phrases aloud along with track 3 on the CD. Kia orâna. ‘Aere rā. ‘È no’o rā. Meitaki. Pe’ea koe? Meitaki, ma’ata. You could extend the learning with Kia orâna, _____ (student’s name). Kia orâna, e Māmā _______ (woman’s name).

4. Demonstrate the new dialogues by approaching students and asking “Kia orâna. Pe’ea koe?” In pairs, the students can practise greeting – Kia orâna – and thanking each other – Meitaki, ma’ata. They could record their role play on a computer “sound file” or a video camera (so they can see themselves as well as hear themselves).
5. The students could make cartoons showing different people greeting each other in Cook Islands Māori.

6. Listen to, learn, and sing the song “Kia Orāna” together, using OHT 2 and track 8 on the CD (from the resource ‘E Au ‘Imene Kūki ‘Airani nō tātau i Aotearoa nei).

7. Thank the class and farewell them – Meitaki, ‘aere rā.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today, I learned:
• to greet my friends in Cook Islands Māori;
• to say “Pē‘ea koe? (How are you?)” and “Meitaki, ma‘ata (Fine, thank you)” in Cook Islands Māori.
```
Kia orāna. Hi, hello.

‘Aere rā. Goodbye. (to someone who is going)

‘Ē no‘o rā. Goodbye. (to someone who is staying)

Meitaki. Thank you.

Pē‘ea koe? How are you? (to one person only)

Meitaki, ma‘ata. Very well, thank you.
Kia Orāna

Tiare, tiare Rarotonga
Tiare, tiare Rarotonga

Chorus

Kia ora, kia orāna
Kia ora, kia orāna
E tēnā mai te ‘ei
Tiare, tiare Rarotonga

Verse

Kia ora kōtou tō mātou au metua
Kia ora kōtou tō mātou au taeake
Tēnā mai te ‘ei tiare e
Tiare, tiare Rarotonga

Sing through as above, and then sing the chorus and verse together. Then sing the chorus on its own and repeat its last line.
**Track 3**  Vocabulary for Unit 1; Dialogue  
(Greeting and Names)

kia orāna  
‘āere rā  
‘ē no‘o rā  
meitaki  
Pē‘ea koe?  
Meitaki, ma‘ata.  
tōku ingoa  
tō‘ou ingoa  
te Kūki ‘Airani  
kō‘ai?

Listen to the following conversation between Tamati and Sarai. Listen carefully for the pronunciation of the vowels.  
TAMATI: Kia orāna! Pē‘ea koe?  
SARAI: Meitaki, ma‘ata. Ko’ai tō‘ou ingoa?  
TAMATI: Ko Tamati tōku ingoa.  
SARAI: Tuatua mārie mai i tō‘ou ingoa.  

**Track 4**  Some Cognates and Transliterations

You will have probably heard by now a few words that sound similar to New Zealand Māori. Many Cook Islands Māori and New Zealand Māori words share a common root word. Words with a common root word are called “cognates”. Listen to the following words and see which sound familiar to you.

Kia orāna.  
‘Aere ra.  
Pē‘ea koe?  
māmā  
pāpā  
metua  
kai

Some Cook Islands Māori and New Zealand Māori words are based on an English word that has been adapted into their language. Such words are called “transliterations.” Listen to these two examples.

motokā  
toa

**Track 5**  Names of the Islands in the Cook Islands Group

Rarotonga  
Aitutaki  
Tongareva  
Manihiki  
Nāssau  
Suwarrow  
Palmerston  
Miti‘aro  
Manu ae  
Takutea  
Rakahanga  
Pukapuka  
Ma‘uke  
‘Atiu  
Mangaia

**Track 6**  The Cook Islands Māori Alphabet

There are thirteen letters in the Cook Islands Māori alphabet, fourteen including the glottal stop. Listen carefully to how each letter is pronounced.

a, e, ng, i, k, m, n, o, p, r, t, u, v (repeats)

The glottal stop always comes before a vowel. It sounds like this with the 5 vowels:  
‘a, ‘e, ‘i, ‘o, ‘u

Written Cook Islands Māori uses a macron to indicate long vowels, like this:  
ā, ē, ī, ō, ū

When a glottal stop comes before a long vowel, it sounds like this:  
**Track 7  Girls’ and Boys’ Names**

Many children are named after family members. Here is a list of typical Cook Islands Māori names. Listen to the examples of boys’ names and then the examples of girls’ names. But some of these names can be used for both boys and girls.

<table>
<thead>
<tr>
<th>Male names</th>
<th>Female names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metua</td>
<td>Mii</td>
</tr>
<tr>
<td>Tiare</td>
<td>Teremoana</td>
</tr>
<tr>
<td>Ropati</td>
<td>Tupou</td>
</tr>
<tr>
<td>Mati</td>
<td>Kura</td>
</tr>
<tr>
<td>Tioni</td>
<td>Pani</td>
</tr>
<tr>
<td>Tuteru</td>
<td>Ina</td>
</tr>
<tr>
<td>Ngatoko</td>
<td>Mere</td>
</tr>
<tr>
<td>Tere</td>
<td>Maara</td>
</tr>
<tr>
<td>Mataa</td>
<td>Ngaoa</td>
</tr>
<tr>
<td>Here</td>
<td>Tepaeru</td>
</tr>
<tr>
<td>Tutangata</td>
<td>Teanau</td>
</tr>
<tr>
<td>Kotiau</td>
<td>Nga</td>
</tr>
<tr>
<td>Kora</td>
<td>Kiri</td>
</tr>
<tr>
<td>Maui</td>
<td>Mareta</td>
</tr>
<tr>
<td>Tuaine</td>
<td>Ruta</td>
</tr>
<tr>
<td>Tetava</td>
<td>Ana</td>
</tr>
<tr>
<td>Mataio</td>
<td>Eteta</td>
</tr>
<tr>
<td>Ioane</td>
<td>Tepora</td>
</tr>
<tr>
<td>Taniera</td>
<td>Repeka</td>
</tr>
<tr>
<td>Iakopa</td>
<td>Raera</td>
</tr>
</tbody>
</table>

**Track 8  Song: Kia Orana**

(Words of song are on OHT 2 in lesson 1C.)
Note: The English language in the scenes below is the focus, and is provided to enable teachers (and students) to follow what is said when the Cook Islands Māori language used goes beyond what is learned in this resource. The DVD story is intended to show students how first-language speakers of Cook Islands Māori (and a few new learners of Cook Islands Māori) talk to each other. The story also provides an engaging context in which students will increasingly recognise most of the language they are learning. Many of the words needed for authentic flow of Cook Islands Māori in the DVD story are not intended to be taught at this level.

Because the focus below is on the meaning in English, the Cook Islands Māori words are presented as a fluent speaker would write them, that is, without macrons or glottal stops unless these are needed to avoid confusion with another word spelt similarly. (For example, the word ta‘i (one) retains its glottal stop to distinguish it from tai (sea), the word ‘ā (four) retains its macron and glottal stop to distinguish it from a variety of other short words spelled a, ‘ā, or ā, and the word Inā, used at the beginning of a sentence and meaning “Well”, “Now”, or “Let’s see”, retains its macron to distinguish it from the name Ina).

SCENE 1
MUM
Wake up Ina, wake up Ina …
E Ina, e tu e Ina, e Ina, e tu …
A sleepy Ina walks down the hall and into the kitchen. Her bags can be seen, partly packed.
In the kitchen are MUM, DAD, and brother NGATOKO. INA sits at the table and MUM brings her breakfast to her.

INA
Thank you, Mum.
Meitaki, e Mama.

MUM
Have you practised your greetings for when you get there (to Rarotonga)?
Kua tamou koe i taau tuatua akaaravei?

INA
Yes, Mum.
Ae, e Mama.

NGATOKO
Go on then … Hello?
Tuatuaia mai i taau tuatua akaaravei?

INA
Hello.
Kia orana.

NGATOKO
Goodbye?
Aere ra?

INA
Goodbye.
E noo ra.
NGATOKO
o
INA
o p r t v
NGATOKO
u
INA
u v
MUM
Good, Ina. Now your turn, Ngatoko.
Meitaki, e Ina. Ngatoko, noou teia taime.
NGATOKO
Me?
Ko au?
ALL
Yes, you!
Ae, ko koe!
NGATOKO
Ummm ... a e ... m n ... p r t u v.
INA
Almost as good as me!
Vaitata ra te meitaki mei taku.
Unit 2: ‘Akaʻārāveiʻanga
(Getting to Know You)

Themes:
Personal information and introductions.

Learning Outcomes:
By the end of this unit, students will be able to:
• give their own name in Cook Islands Māori;
• give their parents’ names in Cook Islands Māori;
• say their family name (surname);
• say where their family originally comes from;
• say who their friend is in Cook Islands Māori;
• say who their friend’s mother is;
• say who their friend’s father is;
• say where their friend’s family originally comes from;
• introduce their friend to a group.

Curriculum Links
1.12 Ask a partner for personal information and give personal information;
1.3 Introduce a friend.

Revision
Kia orâna Hello
tōku my
Ko _____ tōku ingoa. My name is _____.

Language Targets
māmā mum, mother
pāpā dad, father
kōpū tangata kin, ancestral family
ingoa kōpū tangata family name (surname)
tō’ou your (one person)
tōna his, hers
tō mātou our
nō’ea mai? where from?
Language Structures

**Exchanging personal information**

Ko’ai tò’ou ingoa?  What is your name?
Ko ___ tòku ingoa.  My name is ______.
Ko ___ tòku màmà.  My mother is ______.
Ko ___ tòku pàpà.  My father is ______.
Ko’ai tò’ou ingoa kòpū tangata?  What is your family name?
Ko ___ tò màtou ingoa kòpū tangata.  Our family name is ____.
Nò’ea mai tò’ou kòpū tangata?  Where is your family originally from?
Nò Aitutaki mai màtou.  We come from Aitutaki.

**Introducing your friend**

Ko ______ tèia.  This is ______.
Ko ______ tōna màmà.  His/her mother is ______.
Ko ______ tōna pàpà.  His/her father is ______.
Ko _____ tò ràtou ingoa kòpū tangata.  Their family name is ______.
Nò Rarotonga mai ràtou.  They come from Rarotonga.

**Cultural Aspects**

To help students learn about language and culture, it is important to make connections with them and their own lives. This could be done in the context of discussion, for example, about their names, the names of important family and friends, where their family came to New Zealand from, family reunions, and organisations that are part of their lives, such as churches. (The majority of Cook Islands people attend or have some affiliation with churches.)

**Introducing people**

Cook Islands people do not generally introduce or talk about themselves, and Cook Islands children may be reluctant to talk with a focus on themselves. In a Cook Islands setting, most people know all the local families and everyone in them. In general, there is no need to introduce local people who live on a small island, because they all know each other. At a big family reunion, where people come from far away, family members are always ready to introduce those who have not met before. The DVD and the audio CD each give some examples of appropriate introductions, in the Cook Islands and in New Zealand. Note that on the DVD, Kiwa uses the singular form “Nò Poneke mai au/1 come from Poneke”, but the audio CD uses the plural “mai màtou/we come”.

2
There are significant communities of Cook Islands people living in many other countries as well as in New Zealand, for example, in Australia and the United States. However, the list below is not of countries where Cook Islands people live; it is intended to enable class members to name their own ancestors’ country of origin in Cook Islands Māori.

Nū Tirēni (New Zealand), ‘Āmoa (Sāmoa), Tokerau (Tokelau), Viti (Fiji), Tinitō (China), Tiāpani (Japan), Inītia (India), Paratāne (Britain; the UK), Marike (America, the USA) Autereria (Australia), Kanata (Canada)

These countries’ names are the same in English and Cook Islands Māori: Tonga, Niue, Korea.

**Possessive adjectives**

The following chart gives some common possessive adjectives in the first, second, and third person. These adjectives all relate to a single object or person; see Unit 3 teachers’ notes for a chart giving some possessive adjectives for plurals. Some of these adjectives are in the “o” form and some are in the “a” form; see below for information about these forms.

<table>
<thead>
<tr>
<th>First person</th>
<th>Two people’s</th>
<th>3 or more people’s</th>
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<tr>
<td>tōku/taku (mine)</td>
<td>tō māua [tàua]/tà māua [tàua] (ours)</td>
<td>tō mātou [tàtou]/tà mātou [tàtou] (ours)</td>
</tr>
<tr>
<td>tō’ou/ta’āu (yours)</td>
<td>tō kōrua/tā kōrua (yours)</td>
<td>tō kōtou/tā kōtou (yours)</td>
</tr>
<tr>
<td>tōna /tāna (his/hers)</td>
<td>tō rāua/tā rāua (theirs)</td>
<td>tō rātou/tā rātou (theirs)</td>
</tr>
</tbody>
</table>

The first person possessive for two or more people includes two forms: When the concept of “ours” includes the listener(s) as well as the speaker, the forms tāua and tātou are used. When the speaker is referring to a group that includes the speaker but not the listener(s) as, for example, in the responses on the OHT 1 for lesson 2B, the forms māua (two of us) or mātou (more than two of us) are used. (See the extension activity in lesson 16C for example using māua and mātou.)

**The “a” and “o” categories**

Asking others to do things involves learning when to use “o” and “a” categories, which indicate possession and relationship. (These categories are also used in New Zealand Māori.)

The rules for using the a form (as in *taku*) or the o form (as in *tōku*) with particular nouns are complex. **It’s best for students to learn these as formulaic phrases for now.** For further information, teachers can refer to *Kai Kōrero: A Cook Islands Māori Language Coursebook*, by T. Carpentier (Auckland: Pasifika Press, 1995).

The “a” category is used to describe a person’s possession or relationship with certain things or people, including ‘āpi’i (school), manu (animals and birds), tamariki (children), puka (books), teina (younger sibling), and rau rākau (plants). For example, “taku ‘āpi’i” is how to say “my school”.

The “o” category is used to describe a person’s possession or relationship with other things or people, including ‘are (buildings), ‘enua (land), metua (parents), tuakana (older sibling), and kōpapa (the body); for example, “tōku metua” is how to say “my parent”.

The following chart gives some common possessive adjectives in the first, second, and third person. These adjectives all relate to a single object or person; see Unit 3 teachers’ notes for a chart giving some possessive adjectives for plurals. Some of these adjectives are in the “o” form and some are in the “a” form; see below for information about these forms.

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<tr>
<td>tō’ou/ta’āu (yours)</td>
<td>tō kōrua/tā kōrua (yours)</td>
<td>tō kōtou/tā kōtou (yours)</td>
</tr>
<tr>
<td>tōna /tāna (his/hers)</td>
<td>tō rāua/tā rāua (theirs)</td>
<td>tō rātou/tā rātou (theirs)</td>
</tr>
</tbody>
</table>
UNIT 2: LESSON A

LEARNING OUTCOMES
The students will learn to:
• give their own name in Cook Islands Māori;
• give their parents’ names in Cook Islands Māori.

RESOURCES
• Unit 2 DVD and transcript
• Unit 2 Audio CD and transcript
• OHT 1 – Ko au e ōku ngā metua (My parents and me)
• Worksheet 1: Structures – activity for students
• Character flashcards (teacher can make flashcards with Cook Islands Māori people’s names on them – perhaps the names on OHT 2 from Lesson 1B)
• OHT 2 from Lesson 1B.

LESSON OUTLINE

Introduction
Greet the students and ask them each to greet a partner informally.

Share the learning outcomes for this lesson: the students will learn how to give their own name and to give their parents’ names, speaking in Cook Islands Māori. The students already know how to say kia orāna; this lesson will add to their language for giving personal information.

Revision
Greet a class member, tell them your name, and ask them for their name: “Kia orāna, ko Sue tōku ingoa. Ko’ai tō’ou ingoa?” The students can then do the same with others in the class – this will get them up out of their seats and walking around.

Learning Activities
1. Show the DVD. Encourage the students to discuss what the people might be saying. Have them practise saying the target words and sentences.

2. Show OHT 1 and play track 10 on the CD where one boy (or girl) is giving another personal information – their own first name and their parents’ first names, using the structures on the OHT. The students can repeat the sentences after the speakers on the CD.

   Ko’ai tō’ou ingoa? What is your name?
   Ko __ tōku ingoa. My name is __.
   Ko ____ tōku pāpā. ____ is my father.
   Ko ____ tōku māmā. ____ is my mother.
3. Have the students give their name and their parents’ names to their partners in Cook Islands Māori, using the same structures as on the CD. There’s no need to use the OHT again, as they have already spoken and read the phrases. The students should not constantly seek the reassurance of seeing the words before saying them – they must trust their ears!

4. Use the names on OHT 2 from Lesson 1B to make flashcards with the names of characters (several boys, girls, women, and men) on them. (These flashcards can be used again and again throughout the course). Set out the flashcards where the students can access them in order to “mix ‘n match” families. For example, a student selects a flashcard of a girl called Mi‘i and then selects a mother called Mere and a father called Kora. The student then takes the flashcard of Mi‘i and holds it in front of herself – she now becomes Mi‘i. She gives her own name (Mi‘i), and then points to her parents’ names as she says: “Kia orāna. Ko Mi‘i tōku ingoa. Ko Kora tōku pāpā. Ko Mere tōku māmā”. The next student chooses a different “mix ‘n match” family and introduces themself and their family accordingly.

5. Give students Worksheet 1 with Ko _______ tōku ingoa and the other sentence structures. Each student can put their own name and their parents’ names in the spaces.

6. In pairs, the students can practise giving a partner personal information by saying Kia orāna, and then giving their name and their parents’ names.

7. Ask the students to write down their partner’s details and to read these back to their partner.

8. Thank the students and say goodbye – Meitaki, ‘aere rā.

**Homework**

- For homework, ask the students to bring photos of either their parents or their “imaginary parents” (that is, they may bring magazine pictures of famous people who they can pretend are their parents) to class next time. They will be asked to name these parents at the start of the next language lesson.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to give my name in Cook Islands Māori;</td>
</tr>
<tr>
<td>to give my parents’ names in Cook Islands Māori.</td>
</tr>
</tbody>
</table>
OHT 1: Ko au e ōku ngā metua  
(My parents and me)

Below is a list of phrases and structures that people use when giving personal information.

Ko’ai tō‘ou ingoa?    What is your name?
Ko _______ ōku ingoa.  My name is _______.
Ko _______ ōku māmā.  My mother is _______.
Ko _______ ōku pāpā.  My father is _______.
Fill in the missing spaces with your name and your parents’ names.

Koʻai tōʻou ingoa?

Ko __________ tōku ingoa.

Ko __________ tōku māmā.

Ko __________ tōku pāpā.
UNIT 2: LESSON B

LEARNING OUTCOMES

The students will learn to:
• say their family surname;
• say where their family originally comes from.

RESOURCES

• Unit 2 DVD and transcript
• Unit 2 Audio CD and transcript
• OHT 1 – Structures
• Worksheet 1 – Sentences to complete
• Flashcards (on the back of the character flashcards used in previous lesson, write the names of various places in the Cook Islands that the characters come from).

LESSON OUTLINE

Introduction and Revision

Revise lesson A by having each student show the photos they have brought (of either their parents or their imaginary famous parents – see lesson A). Ask them to tell a partner these parents’ names.

Share the learning outcomes for this lesson: the students will learn to say their family surname and where the family originally comes from. This information will be added to the personal information practised in Lesson A.

Learning Activities

1. Show the section of the DVD where the studio team talks about their family names and where their families come from, and ask the students to identify any phrases they are familiar with.

2. Use track 10 of the CD to demonstrate the following phrases, in the context of dialogues that include language already learnt (Kia orāna. Ko Kiri tōku ingoa);

   Ko‘ai tō’ou ingoa kōpū tangata?  What is your family name?
   Ko __ tō màtou ingoa kōpū tangata.  Our family name is ____ .
   Nō‘ea mai tō’ou kōpū tangata?  Where is your family originally from?
   Nō __ mai màtou.  We come from ____ .
3. Set out the flashcards where the students can access them in order to “mix ‘n match” families, including surnames and information about where each family comes from. For example, a student selects a flashcard and then gives her own name and surname and her parents’ names as she says: “Kia orāna. Ko Kiri Pamatatau tōku ingoa. Ko Mati Pamatatau tōku pāpā. Ko Mere Pamatatau tōku māmā. Nō Aitutaki mai mātou.” The next student chooses a different “mix ‘n match” family and introduces themself and their family accordingly.

4. Give the students an opportunity to practise giving each other these personal details orally. Then show, discuss, and read together the structures, on OHT 1, for asking and giving one’s surname or family name and for saying where one’s family comes from. Then hand out worksheet 1. The students can fill these in with details of their real family and also their imaginary families.

   Ko __ tō mātou ingoa kōpū tangata. (Say and write a sentence giving your family surname.)

   Nō _______ mai mātou. (Say and write where your family is originally from.)

5. In pairs, the students can practise these structures. Encourage them to help one another to pronounce the language correctly.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say what my family name (surname) is;</td>
</tr>
<tr>
<td>• to say where my family originally comes from.</td>
</tr>
</tbody>
</table>

**Names of Countries**

Nū Tirēnī (New Zealand), ‘Āmoa (Sāmoa), Tokerau (Tokelau), Viti (Fiji), Tinitō (China), Tiāpani (Japan), Iniitia (India), Paratāne (Britain; the UK), Marike (America, the USA) Autereria (Australia), Kanata (Canada)
These are the structures for asking and giving one’s surname or family name, and for introducing a friend.

Ko’ai tō’ou ingoa kōpū tangata?
What is your family name?
Ko ______ tō mātou ingoa kōpū tangata.
Our family name is ____ .

Nō’ea mai tō’ou kōpū tangata?
Where is your family originally from?
Nō ______ mai mātou.
We come from ______.

**Introducing your friend**

Ko ______ tēia.
This is ____ .
Ko ______ tōna pāpā.
His/her father is ____ .
Ko ______ tōna māmā.
His/her mother is ____ .
Ko _____ tō rātou ingoa kōpū tangata.
Their family name is ______.
Nō Rarotonga mai rātou.
They come from Rarotonga.
WORKSHEET 1: SENTENCES TO COMPLETE

Write the answers to (1) and (2).

1. Fill in the spaces.
a) Ko __________ tō mātou ingoa kōpū tangata.
   (Say and write a sentence giving your family surname.)
b) Nō ____________________________.
   (Say and write where your family is originally from)

2. Now write the same sentences again for your imaginary family.
a) ____________________________
   ____________________________
   ____________________________

b) ____________________________
   ____________________________
   ____________________________
UNIT 2: LESSON C

LEARNING OUTCOMES

The students will learn to introduce a friend to a group by:

• saying who their friend is in Cook Islands Māori;
• saying who their friend’s mother is;
• saying who their friend’s father is;
• saying where their friend’s family originally comes from.

RESOURCES

• Unit 2 DVD and transcript
• Unit 2 Audio CD and transcript
• OHT 1 – structures for introducing others
• Tennis ball or koosh ball
• Character flashcards (from previous lesson).

LESSON OUTLINE

Introduction and Revision

Revise lesson B by revisiting the DVD segment shown at the last lesson, talking about surnames and where people come from. Then throw the tennis ball round the class: a student catches it and says their name and where they are from. They may even say the names of their parents (encourage the use of ALL language learnt to date).

Share the learning outcomes for this lesson: the students will learn to introduce others by saying what their name and surname is, who their father and mother are, and where their family is from.

Learning Activities

1. Play track 11 on the audio CD and show the following structures on OHT 1.
   Ko Mere Pamatatau tēia. This is Mere Pamatatau.
   Ko Tangi tōna pāpā. Her father is Tangi.
   Ko Mii tōna māmā. Her mother is Mii.
   Ko Pamatatau tō rātou ingoa kōpū tangata. – Their family name is Pamatatau.
   Nō Aitutaki (mai rātou). – (The family comes) from Aitutaki.

2. In pairs, the students can introduce each other. Each student can make notes about their partner as they did before, in lesson 2A (activity 7).
3. Have the students write sentences using the learned structures with their partners’ information.

| Ko _______ tēia. (partner’s name) |
| Ko _______ tōna pāpā. (father’s name) |
| Ko _______ tōna māmā. (mother’s name) |
| Nō ———— mai rātou. (place name) |

4. In pairs, the students can practise introducing each other using their Cook Islands Māori names and islands. Give every student the opportunity to introduce their partner to a group.

5. The students make portraits of their partners to put up on the walls and label them “Her/his name is …” and other details in Cook Islands Māori.

**Game**

Bring out the character flashcards again and display them for all to see. Introduce them again one by one, for example, for the card Mere, say: “Ko Mere tēia”; then turn over the card to see where she is from and say: “Nō Aitutaki.” Then stand back, choose one of the characters and introduce them by name again, but this time the students try to remember where that character came from and call out, for example, “Nō Pukapuka!” Turn over the flashcard to see if they are right. The game continues in this manner – just a simple memory game, but one that enables them to use the language they have learnt.

**Evaluation**

Have the students fill in checklists similar to the model below.

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<td>• to say who my friend is in Cook Islands Māori;</td>
</tr>
<tr>
<td>• to say who my friend’s mother is;</td>
</tr>
<tr>
<td>• to say who my friend’s father is;</td>
</tr>
<tr>
<td>• to say where my friend’s family originally comes from.</td>
</tr>
</tbody>
</table>
OHT 1: Structures for introducing others

Ko ___________ tēia. (partner’s name)

Ko ___________ tōna māmā. (mother’s name)

Ko ___________ tōna pāpā. (father’s name)

Ko ___________ tō rātou ingoa kōpū tangata.

Nō ___________ mai rātou. (place name)
Track 9  **Vocabulary for Unit 2**
māmā
pāpā
kōpū tangata
ingoa kōpū tangata
tōku
tō’ou
tōna
tō mâtou
nō ‘ea mai

Track 10  **Dialogue: Introducing Yourself**
INTERVIEWER: Ko’ai tō’ou ingoa?
INTERVIEWER: Ko’ai tō’ou ingoa kōpū tangata?
SARAI: Ko Kiriau tō mâtou ingoa kōpū tangata.
INTERVIEWER: Nō ‘ea mai tō’ou kōpū tangata?
SARAI: Nō Rarotonga mai mâtou.

Track 11  **Introducing Others**
SPEAKER 1: Ko Tamati tēia.
TAMATI: Kia orāna!
SPEAKER 2: Ko Sarai tēia.
SARAI: Kia orāna!
SCENE 2
Ina and her family are about to head to the airport for her trip to Rarotonga.

DAD
Ngâtoko! How many bags does Ina have?
Ngâtoko! È ia o Ina kiri kakau?

NGATOKO
1 … 2 … 3 … 4 … so far!
Ta’i … rua … toru … ‘à! Eia aau inangaro?

INA
And this one, 4!
E ‘à ki teia!

NGATOKO
OK, 1 … 2 … 3 … 4. How many do you need?
Ta’i … rua … toru … ‘à. Eia aau i inangaro?

INA
All four. I’m going for three months!
E ‘à pouroa. E toru marama it te roa!

DAD
And you won’t get there at all unless we leave now, so let’s go.
Kare koe e tae ki reira, mari ua kia aere tatou i teta nei, Mama taviviki mai.

MUM
I’m coming, I’m coming.
Tenei, tenei.
The family pack the car with the bags, and drive off to the airport.

SCENE 3
After the car pulls into the airport parking place, NGATOKO jumps out to get a trolley. Dad opens the boot and counts the bags onto the trolley when it arrives.

DAD
OK now, 1 … 2 … 3 …. Where’s your small bag, Ina?
Ina, ta’i … rua … toru …. E Ina, tei ea toou kiri kakau meangitika?

INA
Ummm …

MUM
Here it is. You left it in the car.
Teia. Kua akaruke koe i roto i te motoka.

NGATOKO
1 … 2 … 3 … 4 … got that, Ina?
Ta’i … rua … toru … ‘à … kua tano tena, e Ina?

INA
Yes thanks! I have to go to Terminal 5 to check in
Ae! Ka aere au ki te Pia rima paunu i toku au apinga.

DAD
Let’s go!
Aere mai ra. Ka aere tatou.

SCENE 4
The family approach the check-in counter at Air New Zealand. The check-in queue is long, and NGATOKO counts the number of people waiting.

NGATOKO
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and four of us, that’s fourteen! This is going to take a long time!

DAD
Let’s go!
Aere mai ra. Ka aere tatou.

CHECK-IN OPERATOR
Next. … Where are you going today?
Aere mai. … Ka aere koe ki ea i teia ra?

INA
To Rarotonga.
Ki Rarotonga.

CHECK-IN OPERATOR
Just you travelling?
Ko koe anake ua te ka aere ?

INA
Yes, just me. I am Ina Nooroa, this is my mother, Rautini Nooroa, and my father Tuteru Nooroa.

NGATOKO
Ahem …

INA
Oh, and my brother, Ngatoko.
O, e toku tungane, ko Ngatoko.
CHECK-IN OPERATOR
OK, that will be the plane leaving at one pm today. Flight 361. Where are you from?
Ae, ko te pairere tera ka akaruke i te ora ta'i i teia atai. Pairere toru ono ta'i. Noea mai koe?
INA
I am from Auckland.
No Akaranga mai.
CHECK-IN OPERATOR
How many bags do you have, Ina?
Eia oou kiri kakau, e Ina?
NGATOKO
Too many!
Maata roa!
INA
Four bags altogether.
E 'à te katoatoanga.

Ngatoko puts 3 bags on the conveyor, reading the weight of each one.

NGATOKO
Urrgh! … 3 kilos … 5 kilos … 11 kilos.
Urrgh! … e toru kiro … e rima kiro … e ta'i ngauru ma ta'i kiro.
CHECK-IN OPERATOR
That’s fine thanks, you have 19 kilos. Your flight leaves at one pm, but you must be in the lounge by twelve midday.
Meitaki, e ta'i ngauru ma iva kiro. Ka rere toou pairere i te ora ta'i, inara kia tae ki roto i te pia noonoo i te tuaero.
Here you are, seat 18A, have a nice flight.
Teia toou, noooanga ta'i ngauru ma varu A, kia manuia toou tere.
INA
Thank you.
Meitaki.

Ina prepares to go through to the departure lounge. There are goodbyes, hugs, and kisses.
# Unit 3: Nūmero (Numbers)

**Theme**

Numbers

**Learning Outcomes**

By the end of this unit, students will be able to:

- count from 1 to 10 in Cook Islands Māori;
- give their phone number and ask someone for their phone number;
- recognise the numbers 11–20 and the pattern for counting from 11–20 (and from 21 to 99);
- say their age and ask how old someone is.

**Curriculum Links**

1.5 use basic words and expressions for numbers;
1.12 give simple personal information.

**Language Targets**

<table>
<thead>
<tr>
<th>Cook Islands Māori</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta'i</td>
<td>one</td>
<td>zero</td>
</tr>
<tr>
<td>rua</td>
<td>two</td>
<td>my age</td>
</tr>
<tr>
<td>toru</td>
<td>three</td>
<td>your age</td>
</tr>
<tr>
<td>'à</td>
<td>four</td>
<td>his/her age</td>
</tr>
<tr>
<td>rima</td>
<td>five</td>
<td>telephone</td>
</tr>
<tr>
<td>ono</td>
<td>six</td>
<td>number</td>
</tr>
<tr>
<td>'ìtu</td>
<td>seven</td>
<td>what?</td>
</tr>
<tr>
<td>varu</td>
<td>eight</td>
<td>how many?</td>
</tr>
<tr>
<td>iva</td>
<td>nine</td>
<td></td>
</tr>
<tr>
<td>ta'i nga'uru</td>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>ta'i nga'uru mā ta'i</td>
<td>eleven</td>
<td></td>
</tr>
<tr>
<td>ta'i nga'uru mā rua</td>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>ta'i nga'uru mā toru</td>
<td>thirteen</td>
<td></td>
</tr>
<tr>
<td>and so on, up to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rua nga'uru</td>
<td>twenty</td>
<td></td>
</tr>
</tbody>
</table>
Structures

‘Ea’a tō’ou nūmero terepōni?  
What is your phone number?

‘E 8564179 tōku nūmero terepōni.  
My phone number is 8564179.

‘E nūmero 8564179.  
The number is 8564179.

‘È’ia ō’ou mata’iti?  
How old are you? (how many years?)

‘È ta’i nga’uru mā rua ōku mata’iti.  
I am 12 years old.

‘È’ia ēna mata’iti?  
How old is he/she?

‘È ta’i nga’uru mā rua ēna mata’iti.  
He/she is 12 years old.

Extension

Recognise the pattern for counting from 21 to 99:

rua nga’uru mā ta’i        twenty-one
iva nga’uru mā iva          ninety-nine

(The pattern is simply two tens plus one (21), two tens plus two (22) and so on up to nine tens plus nine (99).

Cultural Aspects

People’s age

Reaching a particular age can be a milestone. Milestone birthdays include: a child’s first birthday; the birthday when they start school (age 5 in New Zealand, age 6 in the Cook Islands); a young person’s twenty-first birthday, when they may celebrate reaching adulthood; and an older person’s fiftieth, sixtieth, seventieth, eightieth, ninetieth, or one hundredth birthday, when they celebrate their long life with their family.

The DVD material for unit 3 presents a special kind of Cook Islands birthday ceremony – the haircutting ceremony.

Telephones

People use phones and cellphones (as well as email and the postal service) in the Cook Islands and in Cook Islands communities in New Zealand to keep in touch, for example, with relatives who live far away.

• The international dial code for the Cook Islands is 00682.
• Cook Islands time is twenty-two hours behind New Zealand time.
• Students could do research to find out the emergency numbers for police, ambulance, and so on, in the Cook Islands.

The question ‘Ea’a tō’ou nūmero terepōni? (What is your phone number?) is usually answered by simply giving the number.

Telephone numbers should be broken down into groups of three or fewer digits, for example, 333 666 1.
Teachers’ Notes

The concept of zero is expressed by kare, which also means no, none, and nothing.

Giving one’s telephone number

When giving a string of separate numbers, as in a telephone number, the speaker would usually preface each number with ‘è (‘è ta‘i, ‘è toru, ‘è iva). Alternately, the speaker can pause between numbers, to mark the divisions.

Possessive adjectives with age and telephone numbers

Mata‘iti (age; literally, years) is a plural noun, so the possessive adjective used with it takes a different form from that used with the singular term “telephone number”. For example:

Ko têia tõku númeroterepôni. (This is my telephone number.)

‘È iva õku mata‘iti. (My years are nine.)

It may be best for the students to learn how to say their own and others’ ages as formulaic phrases at this stage. The following chart gives the possessive adjectives (for the first, second, and third person) that are used for one person’s age and telephone number.

<table>
<thead>
<tr>
<th></th>
<th>One person’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>tõku – my (phone number)</td>
</tr>
<tr>
<td></td>
<td>õku – my (age/years)</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>tõ‘ou – your (phone number)</td>
</tr>
<tr>
<td></td>
<td>ō‘ou – your (age/years)</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>tõna – his/her (phone number)</td>
</tr>
<tr>
<td></td>
<td>ōna – his/her (age/years)</td>
</tr>
</tbody>
</table>

See OHT 2 (3B) and OHT 2 (3C) for examples of sentences.
UNIT 3: LESSON A

LEARNING OUTCOMES

The students will learn to:
• count from 1 to 10 in Cook Islands Māori.

RESOURCES

• Unit 3 DVD and transcript
• Unit 3 Audio CD and transcript
• OHT 1: What numbers do these words represent?
• OHT 2: Numbers 1–10
• Flashcards for 1 to 10 with words on one side and numerals on the other (teacher or students can make these).

LESSON OUTLINE

Introduction and Revision

Greet the students with Kia orāna and ask them how they are. Revise previous language – if the portrait-drawing activity suggested for the last unit was done, students could be asked to stand next to the portrait that they drew of their friend on the wall and to introduce their friend.

Share the learning outcome for this lesson: the students will learn to count from 1 to 10 in Cook Islands Māori. Ask the students the purpose of learning the words for numbers. When do they use numbers in day-to-day conversations? They may need some prompting. Some suggestions are to give each other a phone number; to tell the time, to ask a person’s age, and to ask the cost of an item when buying something.

Learning Activities

1. Show OHT 1. Ask the students to work in pairs to predict what numbers each word might mean. Ask them to report back how they made these predictions. What language links did they use? For example, rima is the same as the New Zealand Māori word for number 5. Ask some pairs to share their predictions.

2. Show OHT 2 and check their predictions. Look for similarities to and differences from the words for numbers in any other languages that the students know.

3. View DVD Unit 3 (includes numbers from 1–10).

4. Play track 13 on the audio CD (numbers from 1 to 10) as the students view OHT 2. Ask the students to repeat each number aloud as they listen to the speaker. Help the students to identify and use the macrons and glottal stops to assist their reading.
5. Use the flashcards for the vocabulary-teaching sequence Mind Games at:
   
   – Go through the numbers 1 to 10 again. Pause for five seconds before saying each
     number to allow the students to predict the word in their heads before you say it.
   – Go through the numbers again, keeping the same order. As you show each flashcard,
     give the students a choice of two numbers. For example, show the flashcard with the
     numeral 1 and ask, “Is this number ta’i or iva?” (The students should call out “ta’i”.)
   – Hold up each flashcard again, one at a time, for the students to produce the correct
     numbers in order. Then hold them up in random order.

6. View unit 3 DVD again to identify the numbers from 1 to 10. You could sing the song
   “E Ono Mokorâ” (Six [little] ducks) to the familiar tune, in Cook Islands Māori.

7. Play the counting game ‘Ö’ö, as follows. Ask the students to stand in a circle. One student
   says “ta’i”, then the student on their right says “rua”, then the one on their right says “toru”,
   and so on around the circle until the number ta’i nga’uru is reached. Instead of saying “ta’i
   nga’uru”, that student says “’ö’ö” and sits down. The next student begins again with “ta’i”,
   and the game continues until only one student is left standing. That student then begins
   the next round of the game. (This game is adapted from page 16 of the Guidelines for Cook
   Islands Māori Language Programmes.)

Revision Activity

Students make their own vocabulary cards. They write the Cook Islands Māori word on
one side and the English word on the other (see below). They can keep these words in an
envelope and use them in partner work to check each other’s progress in recalling what they
have learnt. Ask them to revise first from Cook Islands Māori into English and then from
English into Cook Islands Māori.

Evaluation

EITHER: Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to count from 1 to 10 in Cook Islands Māori.</td>
</tr>
</tbody>
</table>

OR: Have each student assess their own learning progress and record it on a chart like this:

<table>
<thead>
<tr>
<th>I need more practice</th>
<th>I can count from 1 to 5</th>
<th>I can count from 1 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OHT 1: What numbers do these words represent?

‘ā  rua

‘itu  toru

ta‘i nga‘uru  varu

iva  ta‘i

ono  rima
OHT 2: Numbers 1–10

1 taʻi

2 rua

3 toru

4 ‘ā

5 rima

6 ono

7 ‘itu

8 varu

9 iva

10 taʻi ngaʻuru
UNIT 3: LESSON B

LEARNING OUTCOMES

The students will learn to:
• give their phone number;
• ask someone for their phone number;
• recognise and use the numbers 11 to 20 in Cook Islands Māori.

RESOURCES

• Unit 3 DVD and transcript
• Unit 3 Audio CD and transcript
• OHT 1: What is your phone number?
• OHT 2: Who is talking?
• Teacher Checksheet 1: Answers to “Who is talking?”
• OHT 3: Numbers 11–20
• OHT 4: Numbers 21–30
• Worksheet 1: Find the numbers
• Teacher checksheet 2: Answers to “Find the numbers” activity
• Resource sheet 1
• Tennis ball or koosh ball.

LESSON OUTLINE

Introduction and Revision

View OHT 2 from lesson A to revise the numbers 1 to 10. Turn off the OHP. Use a tennis ball or koosh ball to revise 1 to 10 with the students.

Share the learning outcomes for this lesson: the students will learn to give their phone number and ask someone for their phone number. They will recognise and use the numbers 11 to 20 in Cook Islands Māori.

Learning Activities

1. Revisit the Unit 3 DVD section on telephone numbers. Then show OHT 1 and play track 15 of the audio CD to model pronunciation of the target language.

   ‘Ea’a tò’ou nùmero terepōni?  What is your phone number?
   ‘E 8913547 tòku nùmero terepōni.  My phone number is 8564179.
   ‘E nùmero 0264179.  The number is 8564179.

2. Introduce the word for zero (kāre) and talk about the other meanings of kāre (no, not, nothing).
3. Ask the students to identify how you ask for someone’s phone number and say what your phone number is. Write the question pattern and the answer pattern from OHT 1 on the board. Practise them several times. Draw attention to the macrons and glottal stops in the question and discuss what these tell you about the pronunciation. The students can practise saying the patterns aloud several times, using different phone numbers in their answers. Display OHT 2 from lesson 3A (and add kāre) as a reference for saying the Cook Islands Māori numbers up to 10.

4. Have the students complete Worksheet 1, a number find activity using the words for 1 to 10.

5. View OHT 2: “Who is talking?” and listen to track 16 on the audio CD. The students can say the numbers along with the speakers on the CD as each speaker repeats their telephone number. Then the students (working individually or in pairs) match the telephone numbers in figures, which accompany each pictured speaker on the OHT (for example, Anau, 123 4567), to the matching number above, which is written out in full in Cook Islands Māori. They go on to write the correct name in the “answer” space. Use Teacher checksheet 1 to read out the correct answers, which are listed by the Cook Islands Māori alphabet (a, e, ng, i, k, m ...).

6. Speaking Activity: Ask the students to say their own phone numbers using Cook Islands Māori. They can share their phone numbers in pairs or groups.

7. Speaking Activity using Resource Sheet 1. Make three sets of the same series of phone numbers and cut them out, ensuring you have one phone number per student. Ask each student to take one phone number. The students then ask each other, in Cook Islands Māori, what their phone number is, and then give their own numbers. The goal is to find who shares your phone number (without showing the card) while speaking entirely in Cook Islands Māori. If necessary, display OHT 2 from lesson 3A (and add kāre) as a reference for saying the Cook Islands Māori numbers up to 10.

8. Play track 14 of the audio CD (numbers from 11 to 20). Play it several times. Ask the students to identify the pattern used to form the numbers 11 to 20. View OHT 3 to confirm the patterns. Can they predict how it might go on for numbers over 20? Play the audio CD again, asking the students to repeat the words as they hear them. Then have the students work in pairs to write out the numbers 21 to 30. Compare the results as a class. View OHT 4 to check the answers.

9. Ask the students, “How do we say “twelve” in Cook Islands Māori?” “Ta’i nga’uru mà rua.” Write this phrase on the whiteboard. Then write “20” (or use a flashcard) and ask the students, “‘Ea a tèia número?” Write the students’ responses in words on the whiteboard. Then confirm: “20? – Rua nga’uru.” (Have the students say this phrase.) Write “21” and ask “‘Ea a tèia número?” “Rua nga’uru mà ta’i.” “The structures are simple. For example, “___ nga’uru mà ___. “ Write this on the whiteboard. “So, toru nga’uru mà ta’i is 31.” Write this on the whiteboard.
10. Speaking activity: Play the game Fly Swat (as described at www.tki.org.nz/r/language/lls/oui/introduction/video_e.php) using the numbers 1 to 20. Model the activity several times with the class, then ask the students to work in small groups with one student calling out the numbers to that group.

11. Review DVD Unit 3 to enable the students to enjoy it in light of what they have learned.

**Optional Activity: A cellphone role play**

You will need to ensure that there are at least two cellphones in the class for this activity. Alternatively, model phones or imaginary phones could be used.

The role-play scenario could be that four students bump into each other on the street, introduce their friends to one another, and then punch each other's phone numbers into their phones. Finally, they check each other's phones to see if they got it right.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to give my phone number;</td>
</tr>
<tr>
<td>• to ask someone for their phone number;</td>
</tr>
<tr>
<td>• to use and recognise the numbers 11 to 20.</td>
</tr>
</tbody>
</table>
OHT 1: What is your phone number?

Kāre

Zero

‘Ea'a tō‘ou nūmero terepōni?

What is your phone number?

‘E 8564179 tōku nūmero terepōni.

My phone number is 8564179.

‘E nūmero 8564179.

The number is 8564179.
OHT 2: Who is talking?

- Listen to six sentences read aloud.
- Each sentence includes a phone number that belongs to one of the people shown in the box below.
- Write the name of the person speaking in each sentence. The first one is done for you.

a. ‘È ta’i rua toru ‘ā rima ono ‘itu tōku nūmero terepōni.  
Answer: Anau

e. ‘È ono ono ‘itu iva rua toru ‘ā tōku nūmero terepōni.  
Answer: _____________

ng. ‘È ‘ā toru ono rima rima rima rima tōku nūmero terepōni.  
Answer: _____________

i. ‘È rua ‘ā rima iva varu iva varu tōku nūmero terepōni.  
Answer: _____________

k. ‘È toru rima rima ‘itu rima ta’i toru tōku nūmero terepōni.  
Answer: _____________

m. ‘È toru toru rima ono rua ta’i iva tōku nūmero terepōni.  
Answer: _____________
Answers to “Who is talking?”

Answers: a = Anau, e = Mere, ng = Ropati, i = Tiare, k = Teremoana, m = Mati
Ta‘i nga‘uru mā ta‘i  eleven
Ta‘i nga‘uru mā rua  twelve
Ta‘i nga‘uru mā toru  thirteen
Ta‘i nga‘uru mā ‘ā  fourteen
Ta‘i nga‘uru mā rima  fifteen
Ta‘i nga‘uru mā ono  sixteen
Ta‘i nga‘uru mā ‘itu  seventeen
Ta‘i nga‘uru mā varu  eighteen
Ta‘i nga‘uru mā iva  nineteen
Rua nga‘uru  twenty
OHT 4: Numbers 21–30

21  rua nga‘uru mā ta‘i
22  rua nga‘uru mā rua
23  rua nga‘uru mā toru
24  rua nga‘uru mā ‘ā
25  rua nga‘uru mā rima
26  rua nga‘uru mā ono
27  rua nga‘uru mā ‘itu
28  rua nga‘uru mā varu
29  rua nga‘uru mā iva
30  toru nga‘uru
• Circle the hidden words for 1–10. One has been done for you.
• Compare your answers with your partner when you have finished.
Which numbers have more than one entry?

<table>
<thead>
<tr>
<th>t</th>
<th>m</th>
<th>i</th>
<th>k</th>
<th>ū</th>
<th>r</th>
<th>i</th>
<th>m</th>
<th>a</th>
<th>k</th>
</tr>
</thead>
<tbody>
<tr>
<td>u</td>
<td>a</td>
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<td>g</td>
<td>v</td>
<td>i</td>
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<td>ng</td>
<td>p</td>
<td>ū</td>
<td>n</td>
<td>‘</td>
</tr>
</tbody>
</table>
• Circle the hidden words for 1–10. One has been done for you.
• Compare your answers with your partner when you have finished.
  Which numbers have more than one entry?
<table>
<thead>
<tr>
<th>3987 416</th>
<th>3987 416</th>
<th>3987 416</th>
</tr>
</thead>
<tbody>
<tr>
<td>4780 555</td>
<td>4780 555</td>
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</tr>
<tr>
<td>9876 721</td>
<td>9876 721</td>
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<tr>
<td>4435 098</td>
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</tr>
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<td>9723 464</td>
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</tr>
<tr>
<td>3887 416</td>
<td>3887 416</td>
<td>3887 416</td>
</tr>
<tr>
<td>4790 555</td>
<td>4790 555</td>
<td>4790 555</td>
</tr>
<tr>
<td>9870 721</td>
<td>9870 721</td>
<td>9870 721</td>
</tr>
<tr>
<td>2435 098</td>
<td>2435 098</td>
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</tr>
<tr>
<td>8723 464</td>
<td>8723 464</td>
<td>8723 464</td>
</tr>
</tbody>
</table>
UNIT 3: LESSON C

LEARNING OUTCOMES

The students will learn to:

• count from 11 to 20 in Cook Islands Māori;
• say how old they are;
• ask how old someone else is.

RESOURCES

• Unit 3 DVD and transcript
• Unit 3 Audio CD and transcript
• OHT 1: What numbers do these words represent?
• OHT 2: How old are you?
• Worksheet 1: A bit of maths
• Teacher checksheet 1: A bit of maths
• Worksheet 2: How old are you?
• Teacher checksheet 2: How old are you?
• Flashcards for 11 to 20 with words on one side and numbers on the other (teacher or students can make these).

LESSON OUTLINE

Introduction and Revision

View OHT 1 to revise the pattern for the numbers 1 to 10.

View OHT 3 from lesson 3B to revise the pattern for the numbers 11 to 20 and/or use the optional cellphone role-play speaking activity from lesson 3B.

Share the learning outcomes for this lesson: the students will learn to count from 11 to 20 in Cook Islands Māori. They will learn to say how old they are and to ask how old someone is.

Learning Activities

1. Use the flashcards to model the “Mind Games” as in lesson 3A.
   - Go through the numbers 11 to 20 again. Pause for five seconds before saying each number to allow the students to predict the word in their heads before you say it.
   - Go through the numbers again, keeping the same order. As you show each flashcard, give students a choice of two numbers. For example, show the flashcard with the numeral 12 and ask, “Is this number ta'i nga’uru mā rua or ta'i nga’uru mā iva?” (The students should call out, “ta'i nga’uru mā rua!”)
   - Hold up each flashcard one at a time again for the students to produce the correct numbers in order. Then hold them up in random order.
2. Speaking Activity: Play Noughts and Crosses (as described at www.tki.org.nz/r/language/lls/oui/introduction/video_e.php), using the numbers 11 to 20. Model the activity several times with the class, then ask students to work in small groups, with one student calling out the numbers to that group.

3. Individually or in pairs, the students complete Worksheet 1: A bit of maths.

4. Review DVD Unit 3. Ask the students to identify people who are saying their age and/or asking how old someone is.

5. Then play track 17 on the CD to model pronunciation of the target language. Practise this language several times, using OHT 2.

6. Look at the question and answer pattern on OHT 2. Draw attention to the use of macrons and glottal stops.

7. Have the students complete Worksheet 2: How old are you? by writing a sentence that tells the age of each person.

8. Speaking Activity: Play the following “chain game”. Ask the students to sit in groups. Each student picks an age between 10 and 20. The first student gives their age, for example, “Ê ta'i nga'uru mā 'itu ōku mata'iti/I am twelve years old”, and then asks their neighbour: “Êia ō'ou mata'iti?/How old are you?” and so on around the group. To make the task more interesting, ask the students to note down everyone’s age and then find out what the most “popular” age is.

Extension Activity

- Listen to the following numbers on track 18 of the audio CD:

- Now write the expressions for those numbers on the board:
  ta'i nga'uru – rua nga'uru – toru nga'uru; 'rua nga'uru mā rima – ‘toru nga'uru mā rima – ‘ā nga'uru mā rima; 'rima nga'uru mā toru – ‘ono nga'uru mā toru – ‘itu nga'uru mā toru

- Ask the students to identify the language patterns. Have them write down how they would say the following numbers:

- Have the students count or skip-count in Cook Islands Māori from 30 to 99.
**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today I learned:
• to count from 11 to 20 in Cook Islands Māori;
• to say how old I am;
• to ask how old someone is.
```
OHT 1: What numbers do these words represent?

rua  taʻi ngaʻuru

toru  ono

rima  varu

ʻitu  ʻā

iva  taʻi
OHT 2: How old are you?

‘È‘ia ő‘ou mata‘iti?  How old are you?  (how many years?)

‘È ta‘i nga‘uru mā ‘itu őku mata‘iti.  I am 17 years old.

‘È‘ia ōna mata‘iti?  How old is he/she?

‘È ta‘i nga‘uru mā ‘itu ōna mata‘iti.  He/she is 17 years old.
Activity 1:

Finish these equations

a. Ta’i nga‘uru mā ono + rua = _______________________

b. Rua nga‘uru + rima = ______________________

c. Ono nga‘uru mā ono + rima = ______________________

d. ‘Ā nga‘uru mā varu + ta’i = ______________________

e. Rima nga‘uru mā ono + ono = ______________________

f. Ta’i nga‘uru mā ono + iva = ______________________

Activity 2:

Add one more number to each of these series

a. Ta’i, toru, rima, ______________

b. Rima, ta’i nga‘uru, ta’i nga‘uru mā rima, ______________

c. Rua nga‘uru, ta’i nga‘uru mā ono, ta’i nga‘uru mā rua, ______________

d. Ta’i, rua, ‘ā, varu, ______________

e. Ta’i, rua, ‘ā, ‘itu, ______________

f. Rua nga‘uru, ta’i nga‘uru mā iva, ta’i nga‘uru mā ‘itu, ta’i nga‘uru mā ‘ā

____________________
TEACHER CHECKSHEET 1: A bit of maths

Activity 1:

Finish these equations

a. Ta’i nga’uru mā ono + rua = ta’i nga’uru mā varu
b. Rua nga’uru + rima = rua nga’uru mā rima
c. Ono nga’uru mā ono + rima = ‘itu nga’uru mā ta’i
d. ‘Ā nga’uru mā varu + ta’i = ‘ā nga’uru mā iva
e. Rima nga’uru mā ono + ono = ono nga’uru mā rua
f. Ta’i nga’uru mā ono + iva = rua nga’uru mā rima

Activity 2:

Add one more number to each of these series

a. Ta’i, toru, rima, ‘itu,
b. Rima, ta’i nga’uru, ta’i nga’uru mā rima, rua nga’uru
c. Rua nga’uru, ta’i nga’uru mā ono, ta’i nga’uru mā rua, varu
d. Ta’i, rua, ‘ā, varu, ta’i nga’uru mā ono
e. Ta’i, rua, ‘ā, ‘itu, tai nga’uru mā ta’i
f. Rua nga’uru, ta’i nga’uru mā iva, ta’i nga’uru mā ‘itu, ta’i nga’uru mā ‘ā, tai nga’uru
WORKSHEET 2: How old are you?

To say how old you are in Cook Islands Māori, you say how many years you have. So, if you are eleven years old, you say, ‘È ta‘i nga‘uru mā ta‘i ōku mata‘iti (I have 11 years).

Look at the examples below and fill in the speech bubbles, giving each person’s name and age. The first is done for you, and the last is for you to write your own name and age in.

Kiri, 11

*Ko Kiri tōku ingoa.
‘È ta‘i nga‘uru mā ta‘i ōku mata‘iti.*

Tiare, 15

Tu, 10

Me, (my age)

Ropati, 12
To say how old you are in Cook Islands Māori, you say how many years you have. So, if you are eleven years old, you say, ‘È ta’i nga’uru mā ta’i ōku mata’iti (I have 11 years).

Look at the examples below and fill in the speech bubbles, giving each person’s name and age. The first is done for you, and the last is for you to write your own name and age in.

Kiri, 11

Ko Kiri tōku ingoa.
‘È taʻi ngaʻuru mā taʻi ōku mataʻiti.

Tiare, 15

Ko Tiare tōku ingoa.
‘È taʻi ngaʻuru mā rima ōku mataʻiti.

Tu, 10

Ko Tu tōku ingoa.
‘È taʻi ngaʻuru ōku mataʻiti.

Me, (my age)

Ropati, 12

Ko Ropati tōku ingoa.
‘È taʻi ngaʻuru mā rua ōku mataʻiti.
Vocabulary for Unit 3

Track 12
- òku mata’iti
- ò’ou mata’iti
- òna mata’iti
- terepòni
- numero
- ‘ea’a?
- ‘ê’ta?

Track 13
Numbers 1–10
- ta’i
- rua
- toru
- ‘à
- rima
- ono
- ‘itu
- varu
- iva
- ta’i nga’uru

Numbers 11–20
- ta’i nga’uru mā ta’i
- ta’i nga’uru mā rua
- ta’i nga’uru mā toru
- ta’i nga’uru mā ‘à
- ta’i nga’uru mā rima
- ta’i nga’uru mā ono
- ta’i nga’uru mā ‘itu
- ta’i nga’uru mā varu
- ta’i nga’uru mā iva
- rua nga’uru

Track 14
Telephone Numbers

Track 15
Telephone numbers – número terepòni

Track 16
“Who is Talking?” Activity in Lesson 3B

Track 17
Dialogue: Asking and Giving Age

Track 18
“Extension Activity” in Lesson 3C
SCENE 2
Ina and her family are about to head to the airport for her trip to Rarotonga.

DAD
Ngātoko! How many bags does Ina have?
Ngātoko! È ia o Ina kiri kakau?

NGATOKO
1 ... 2 ... 3 ... so far!
Ta'i ... rua ... toru ... i konei!

INA
And this one, 4!
E 'à ki tēia!

NGATOKO
OK, 1 ... 2 ... 3 ... 4. How many do you need?
Ta'i ... rua ... toru ...‘à. Eia aau i inangaro?

INA
All four. I’m going for three months!
E 'à pouroa. E toru marama it te roa!

SCENE 4
The family approach the check-in counter at Air New Zealand. The check-in queue is long, and NGATOKO counts the number of people waiting.

NGATOKO
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and four of us, that’s fourteen! This is going to take a long time!
Ta'i, rua, toru, ‘à, rima, ono, itu, varu, iva, ki te ngauru ma ‘à. Ta'i ngauru ma ‘à te katoatoaanga. Ka roa te taimo!
The family come to the head of the queue.

CHECK-IN OPERATOR
Next. ... Where are you going today?
Aere mai. ... Ka aere koe ki ea i teia ra?

INA
To Rarotonga.
Ki Rarotonga.

CHECK-IN OPERATOR
How many bags do you have, Ina?
Eia ouu kiri kakau, e Ina?

NGATOKO
Too many!
Maata roa!

INA
Four bags altogether.
E ‘à te katoatoaanga.
Unit 4: Ngutu‘are Tangata (Family)

Note that a lot of new language has to be learned to cover concepts that are different in English and Cook Islands Māori. You may want to extend the time for this unit.

Theme
Family

Learning Outcomes
By the end of this unit, students will be able to:

• say how many brothers or sisters they have;
• ask others who is in their family and say who is in their own family, including their brothers or sisters, their grandparents, their parents’ brothers and sisters, and their cousins (the children of their parents' brothers and sisters);
• ask others who is in their ngutu‘are tangata (household family) and say who is in their own;
• discuss (in English and/or Cook Islands Māori) the roles of teina and tuakana.

Curriculum Links
1.3 introduce themselves and others;
1.12 give simple personal information …

Revision
numbers 1–20
māmā mother
pāpā father

Language Targets
tua‘ine sister (of a boy or man)
tungāne brother (of a girl or woman)
māmā rū‘au grandmother (informal)
pāpā rū‘au grandfather (informal)
tamā‘ine daughter, girl
tamaiti son, boy, child
tuakana older brother of a boy
tuakana older sister of a girl
teina younger brother of a boy
teina younger sister of a girl
'akametua like a parent; aunt, uncle
'akametua va'ine like a mother; aunt
'akametua tâne like a father; uncle
'akatu'a'ine like a sister (of a boy or man); cousin
'akatungâne like a brother (of a girl or woman); cousin
'akatuakana like a tuakana; cousin
'akateina like a teina; cousin
ngutu'are tangata household family
Ko'ai au? Who am I?

Language Structures

'È'ia ō'ou tua'ine? How many sisters do you have? (to a male)
'È _____ ō'ku tua'ine. I have ______ sisters.

'È'ia ō'ou tungâne? How many brothers do you have? (to a female)
'È ____ ō'ku tungâne. I have ____ brothers.

Ko'ai têia? Who is this?
Ko tōku tu'a'ine têia. This is my sister.
Ko tōku tungâne têia. This is my brother.
Ko tōku tungâne têia, ko Joe. This is my brother Joe.
Ko Māmā Rū'au têia. This is Grandma. (informal)
Ko Pāpā Rū'au têia. This is Grandpa. (informal)

'È _____ ō'ku tua'ine. I have ___ sisters.
'È ____ ō'ku tungâne. I have ___ brothers.

Ko ______ tōku tua'ine. My sister is ______.
Ko ______ tōku tungâne. My brother is ____.
Ko ______ tōku māmā rū'au. My grandma is ____.
Ko ______ tōku pāpā rū'au. My grandpa is ____.
Ko ______ tōku teina. My teina is ____.
Ko ______ tōku tuakana. My tuakana is ____.
Ko tōku tua'ine têia, ko Kiri. This is my sister, Kiri.
Ko tōku tungâne têia, ko Tere. This is my brother, Tere.
Ko tōku tuakana têia, ko Maui. This is my tuakana, Maui.
Ko tōku teina têia, ko Joe. This is my teina, Joe.
Ko Kura têia. This is Kura.
Ka 'akametua va'ine au i à ia. She is my aunt. (She is like a mother to me.)
Ko Pokoina tèia. This is Pokoina.
Ka 'akametua tāne au i à ia. He is my uncle. (He is like a father to me.)
‘È rua ò tòku Māmā tungâne. My mother has two brothers.
Ko Tere tèia, tōna tungâne. This is her brother, Tere.
‘È toru ò tòku Pāpā tua'ine. My father has three sisters.
Ko Kiri tèia, tōna tua'ine. This is his sister, Kiri.

Ko Joe tèia. Ka 'akametua tāne au i à ia. E tungâne āia nō tōku māmā. This is Joe. He is like a father to me. He's my mother's brother.
Ko Teremoana tèia. Ka 'akatua'ine au i à ia. E tamā'ine āia nā Joe. [boy speaking]
This is Teremoana. She is like a sister to me. She's Joe's daughter.
Ko Metua tèia. Ka 'akatunungâne au i à ia. E tamaiti āia nā Kiri. [girl speaking]
This is Metua. He is like a brother to me. He's Kiri's son.
Ko Teremoana tèia. Ka 'akatuakana au i à ia. E tamā'ine āia nā Joe. [girl speaking]
This is Teremoana. She is like a tuakana to me. She's Joe's daughter.
Ko Metua tèia. Ka 'akateina au i à ia. E tamaiti āia nā Joe. [boy speaking]
This is Metua. He is like a teina to me. He's Joe's son.

Ko'ai tei roto i tō'ou ngutu'are tangata?
Who is in your household family?
Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Mere, ‘ē au.
My mother, my grandfather, my older sister Mere, and me.

‘È’ia tangata i roto i tō’ou ngutu’are tangata?
How many people are in your household family?
‘È rima tangata i roto i tōku ngutu’are tangata.
There are five people in my household family.

**Cultural Aspects**

**Family roles**
The kōpū tangata (extended family) is important in the Cook Islands. There are few small families. The kōpū tangata embraces all the immediate members of the family – uncles, aunts, cousins, distant cousins, and all who have married into the family.

All are recognised as relations, and are accorded the same warmth and hospitality.

Members of the kōpū tangata work within a set structure which forms a strong network of shared responsibilities.

Each person in the home has clearly defined responsibility, and everyone is expected to help with chores.
The principle of collective responsibility in the kōpū tangata means that it is quite normal for children to be brought up by uncles, aunts, or by other members of the family. These adults take the role of parents. All the members of the household – including the older children – help to care for the needs of the young children. Grandparents are part of the household. They play an active part in advising and teaching family members and are an important link with the home island and the past.

Each family member knows his or her responsibility in helping care for elderly relatives.

The eldest child is always special, particularly if it’s a boy. This emphasis on the eldest son is probably more so than in many Papa’a (Pākehā) families. But if you happen to be second or third or tenth in the family, it doesn’t mean you feel less loved. The emphasis on the firstborn is not just a matter of love; there are also unspoken obligations and responsibilities – sometimes heavy responsibilities.

Teenage daughters, whether by choice or by expectation, appear to do a lot of the domestic work around the house. The boys may do, say, the dishes but don’t do the cooking or anything like that. This is a Cook Islands custom relating to respect between brothers and sisters. Girls care for their brothers – do their washing, ironing, cleaning, cooking. The boys, in turn, show their love and respect for their sister by looking after her, especially when they go out. It’s a two-way thing. You’ll hear mothers say to their daughters, “Don’t talk like that in front of your brother.” A girl might say it in front of her friends, but her brothers are special. This applies to any brother, not just the eldest, and may apply to first cousins. Many of these customs are changing now.

Boys are taught to look after their sisters.

A younger brother is taught to respect his sisters, not only because they are older but because they are his sisters. A younger brother has to listen to his sister, for instance, to keep his bedroom tidy when she tells him to. By the time he’s an adult, he knows how to behave; he doesn’t need anyone to tell him.

This bond between brother and sister often continues, even if they’ve married and left home.

In Cook Islands culture, showing respect towards older people is particularly important. For example, at a twenty-first birthday celebration, a person’s grandparents and other senior relatives and the ministers will sit at the highest table. Another way of showing respect is choosing a respectful way to address older people – for example, an elderly woman named Mere Ropati could be addressed as Māmā Mere (using her first name) or Māmā Ropati (using her family name).

The teina–tuakana relationship

The teina–tuakana relationship between older and younger siblings or cousins of the same gender is an essential part of Cook Islands Māori (and New Zealand Māori) family organisation. The older brother or sister (the tuakana) supports and guides the younger one (the teina), who respects and looks up to their tuakana. This concept is extended into adult life and tribal organisation. For example, the descendants of a tuakana are the senior family line and may take precedence over the descendants of their teina on formal occasions. The concept is also extended into educational settings; the expert who shares their knowledge with a novice or apprentice is taking a tuakana role, and the apprentice takes a teina role.
(The terms are also sometimes used to describe older and younger siblings or cousins who are not of the same gender, if they take teina–tuakana roles in their relationship.)

If possible, teachers should discuss the terms ngutu‘are tangata, teina, and tuakana with local Cook Islands people who speak Cook Islands Māori as their first language.

**Genealogy**

Before the time of the missionaries John Williams and Papeiha, there were no written records in the Cook Islands. All history, stories, and tribal histories were handed down orally from generation to generation, many being kept alive through chants and songs.

Knowledge of one’s ancestry was – and is – of utmost importance. Therefore, genealogical knowledge was carefully learnt. In the old days, the high-born child would be taught special sacred chants and genealogies. It’s important to know the language, and through it one’s tribal and family ties, as land rights and rights to traditional tribal titles are claimed through one’s genealogical ties. These genealogical ties may link three or more different islands. Each link is highly valued, and families in New Zealand try to keep this knowledge intact.

**Teachers’ Notes**

Note that some of the structures taught in this unit are chosen for consistency and may not be exactly what a native speaker would usually say.

**Words for family members**

The word for sister, tua‘ine, is only used for the sisters of boys or men, and the word for brother, tungâne, is only used for the brothers of girls or women. Siblings of the same gender are described as teina (if they are younger) and tuakana (if they are older) by both boys and girls.

The word for girl or young woman, tamâ‘ine, is also the word for daughter, but the word for boy or young man, tamâroa, is not the usual word for son. In Cook Islands Māori, the word tamaiti (child) is generally used for son.

Cook Islands Māori has its own way of referring to the relatives who in English are called aunt, uncle, niece, nephew, or cousin. These relatives are generally addressed by their given names. They can be introduced by giving their name and saying whose child or whose brother or sister they are. Uncles and aunts may be described as “pseudo-parents”. For example, “Ko Joe teia. Ka ‘akametua tane au i á ia. E tungâne á ia nò tòku Màmà. Ko Mere teia, tana tamà‘ine./This is Joe. He is like a father to me. He’s the brother of my mother. This is Mere, his daughter.” In the same way, cousins may be described as “like a brother (or sister, or tuakana, or teina) to me”.

The terms màmà râ‘au and pàpà râ‘au are used in this resource to refer to “grandmother” and “grandfather” informally. They are not used to address grandparents directly – the words màmà and pàpà are commonly used for this.

The word tupuna can mean grandparent or any ancestor. The formal terms for grandmother and grandfather are tupuna va‘ine and tupuna tâne respectively. Tutua tupuna means old saying or proverb – the talk of the ancestors.
Questions and answers

Questions that start with “ʻĒʻia …?/How many …?” are usually answered by a sentence that begins with “ʻĒ …”, for example:

ʻĒʻia ʻo‘ou tungâne? How many brothers do you have? (to a female)
ʻĒ toru ʻōku tungâne. I have three brothers.

The word “tēia”

Tēia, meaning “This; this by me; this is …” (or sometimes “Is this …?”), can be used as part of formulaic phrases at this level; there is no need to try to teach the various ways of talking about “this” and “that” in Cook Islands Māori yet.

Words for “and”

The word ʻē is the usual word for “and”, but in counting, with the first two digits mā is used.
UNIT 4: LESSON A

LEARNING OUTCOMES

The students will learn to:

• say how many brothers they have (if they are girls);
• say how many sisters they have (if they are boys);
• give their grandparents’ names.

RESOURCES

• Unit 4 DVD and transcript
• Unit 4 Audio CD and transcript
• OHT 1 – Family members
• Photos of your family (and the students could bring photos of their families to the lesson too)
• Worksheet 1 – Family trees
• OHT 2 – Family tree template
• Kā Kite Katoa te Tamariki Tumā’ine i te Tūpā’oro’oro Papa/Girls Can Skate Too by Joanne Bowler – Tupu book, audio recording, and teachers’ notes
• Ko e Vemipaea he ‘Uapou/The Vampire at the ‘Uapou by Tāria Kingstone and Ko Māmā Rū’au te Tumā’ine Mou Tiare/The Granny Flower Girl, by Johnny Frisbie – Tupu books, audio recordings, and teachers’ notes (with stories featuring grandfather and grandmother relationships with a child).

LESSON OUTLINE

Introduction and Revision

Revise the vocabulary for naming one’s mother and father, using the character flashcards suggested in Unit 2 (Kia orāna. Ko Kiri tōku ingoa. Ko Pere tōku pāpā. Ko Mere tōku māmā.). Quickly revise numbers 1–10 using a tennis ball or koosh ball.

Share the learning outcomes for this lesson: the students will learn to say how many sisters or brothers they have and to identify and name their grandparents, perhaps referring to photos they have brought.

Learning Activities

1. Show the DVD and try to identify which member of the family each person that Ina meets might be. Talk about Moeroa. How many brothers does she have?
2. Listen to the audio CD (tracks 19, 20, and 21) and use OHT 1 to hear and practise first the words for brother, sister, grandmother, and grandfather, and then the following sentence structures. Then show OHT 1 and practise the language again. If the students have photographs of their families, this is an opportunity for them to use these to talk
about their family members. (Note that only boys can talk about their “sisters” and only girls about their “brothers”; you may need to introduce some information about the teina–tuakana relationship of girls to their sisters and boys to their brothers here – refer to the teachers’ notes above and to lesson 4C.)

‘Èia o’ou tua’ine? How many sisters do you have? (to a male)
‘È _____ őku tua’ine. I have ______ sisters.
‘Èia o’ou tungåne? How many brothers do you have? (to a female)
‘È _____ őku tungåne. I have ______ brothers.
Ko’ai tèia? Who is this?
Ko tòku tungåne tèia, ko Joe. This is my brother, Joe.
Ko tòku tua’ine tèia, ko Ripeka. This is my sister, Ripeka.
Ko Mâmâ Rù’au tèia. This is Grandma. (informal)
Ko Pàpà Rù’au tèia. This is Grandpa. (informal)

Who am I?
‘È _____ őku tua’ine. I have ___ sisters.
‘È _____ őku tungåne. I have ___ brothers.
Ko ______ tòku tua’ine. My sister is _______.
Ko ______ tòku tungåne. My brother is _____.
Ko ______ tòku màmà rù’au. My grandma is _____.
Ko ______ tòku pàpà rù’au. My grandpa is _____.

3. These structures lend themselves to a good writing activity – “Match the person to their family”. Using Worksheet 1 and working in pairs, the student take turns to write, for example:

‘È toru őku tua’ine. I have three sisters.
Ko Ma’ara tòku màmà rù’au. My grandma is Ma’ara.
Ko’ai au? Who am I? [KO'TIAU]
‘È rua őku tungåne. I have two brothers.
Ko Tiàre tòku pàpà rù’au. My grandfather is Tiàre.
Ko’ai au? Who am I? [PANI]

4. Using the Family tree template on OHT 2, the teacher fills in their own family tree with their own name and the names of their parents, brothers or sisters, and grandparents, leaving blank the spaces for names of their same-sex siblings (tuakana or teina). Teachers can add more lines for more siblings. Then, referring to the teacher’s family tree (leave the OHT up), the students can draw and label their own real or imaginary family trees with their own names and the names of their parents, brothers or sisters (but not tuakana or teina), and grandparents. These can then be put up on the classroom wall. They could also revise/recycle ages and fill these in for some or all of the people, if appropriate.

5. Go through the pictures of one of the Tupu books in the resources list. In pairs, the students use the Cook Islands Màori language they know to say who they think might be whose brother, father, grandmother, and so on.
6. Students and teacher could listen to the tapes or CDs of Ko e Vemipaea he ‘Uapou/ The Vampire at the ‘Uapou and Ko Māmā Rū’au te Tamā’ine Mou Tiare/The Granny Flower Girl with stories featuring grandfather and grandmother relationships with a child, or Kā Kite Katoa te Tamariki Tamā’ine i te Tūpā’oro’oro Papa/Girls Can Skate Too featuring a brother–sister relationship, and discuss cultural aspects of these stories. (Refer to the teachers’ notes for each Tupu book to find an English translation of the story; the Cook Islands Māori language will probably be too advanced for the students to read at this level.)

**Homework**

Ask the students to bring in photos of their parents and some or all of their parents’ brothers and sisters, as well as their children (the students’ cousins), if possible.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say how many brothers I have; [<strong>girls only</strong>]</td>
</tr>
<tr>
<td>• to say how many sisters I have; [<strong>boys only</strong>]</td>
</tr>
<tr>
<td>• to give my grandparents’ names.</td>
</tr>
</tbody>
</table>
OHT 1: Family members

tua’ine sister (of a boy or man)
tungâne brother (of a girl or woman)
mâmâ rû’au grandmother (informal)
pâpâ rû’au grandfather (informal)

‘È’ia ō’ou tua’ine? How many sisters do you have? (to a male)
‘È ____ ōku tua’ine. I have ______ sisters.

‘È’ia ō’ou tungâne? How many brothers do you have? (to a female)
‘È ____ ōku tungâne. I have ______ brothers.

Ko’ai tēia? Who is this?
Ko tòku tungâne tēia, ko Joe. This is my brother, Joe.
Ko tòku tu’aiine tēia, ko Ripeka. This is my sister, Ripeka.
Ko Mâmâ Rû’au tēia. This is Grandma. (informal)
Ko Pâpâ Rû’au tēia. This is Grandpa. (informal)

Ko’ai au? Who am I?
‘È ____ ōku tua’ine. I have ___ sisters.
‘È ____ ōku tungâne. I have ___ brothers.
Ko ______ tòku tua’ine. My sister is ________.
Ko ______ tòku tungâne. My brother is ____.
Ko ______ tòku mâmâ rû’au. My grandma is ____.
Ko ______ tòku pâpâ rû’au. My grandpa is ____.
Pani’s family tree

- Pāpā: Rū‘au
- Māmā: Rū‘au
- Pāpā: Rū‘au
- Māmā: Rū‘au

- NGAOA
- MII
- TIARE
- NGA

- ISABEL
- KURA
- ROPATI
- MERE
- HERE
- TUPOU
- MAUI

- Tōku tumāne
- TIONE
- Ko au
- PANI
- Tōku tumāne
- TERE

Kotiau’s family tree

- Pāpā: Rū‘au
- Māmā: Rū‘au
- Pāpā: Rū‘au
- Māmā: Rū‘au

- MAUI
- MAARA
- TIATAVA
- TEREMOANA

- KOKOA
- MERE

- Tōku tua‘ine
- KIRI
- Ko au
- KOTIAU
- Tōku tua‘ine
- METUA
- Tōku tua‘ine
- MII
OHT 2: Family tree template

**Girl’s**

```
Pāpā Rū'au
NAME

Māmā Rū'au
NAME

Pāpā Rū'au
NAME

Māmā Rū'au
NAME

Pāpā
NAME

Māmā
NAME

Tōku tuakana
NAME

Ko au
NAME

Tōku tūnage
NAME

Tōku teina
NAME
```

**Boy’s**

```
Pāpā Rū'au
NAME

Māmā Rū'au
NAME

Pāpā Rū'au
NAME

Māmā Rū'au
NAME

Pāpā
NAME

Māmā
NAME

Tōku tuakana
NAME

Ko au
NAME

Tōku tua'ine
NAME

Tōku teina
NAME
```
UNIT 4: LESSON B

LEARNING OUTCOMES

The students will learn to:
• talk about their parents’ brothers and sisters;
• talk about the children of their parents’ brothers and sisters.

RESOURCES

• Unit 4 DVD and transcript
• Unit 4 Audio CD and transcript
• OHT 1: More family members
• Family tree template (OHT 2 from lesson 4A, to add to).

LESSON OUTLINE

Introduction and Revision

Revise Lesson A by asking the students to say how many brothers they have (if they are girls) or how many sisters they have (if they are boys). They can show this information to a partner on the family trees that they drew in lesson 4A.

Share the learning outcomes for this lesson: the students will learn to say how many brothers and sisters their parents have and to talk about these relatives and their children.

Learning Activities

1. Ask the students if they have brought photographs of their parents’ brothers and sisters and their children. Those who have not could draw simple figures or cut pictures out of magazines and name them, to represent these relatives. In pairs, the students can use the photographs or drawings to introduce these members of their families to their partners.

2. Show the DVD: the students could gather information to enable the class to build a family tree for Ina or Moeroa (on the whiteboard).

3. Listen to the CD (track 22) and follow along, saying these sentences aloud. Later, repeat using OHT 1.

‘È rua o tòku màmà tungåne. My mother has two brothers.
Ko Tere tèia, tòna tungåne. This is her brother, Tere.
‘È toru o tòku pàpà tua’ine. My father has three sisters.
Ko Kiri tèia, tòna tua’ine. This is his sister, Kiri.
Ko Joe tèia. Ka ‘akametua tåne au i à ia. E tungåne aia nò tòku màmà.
This is Joe. He is like a father to me. He’s the brother of my mother.
Ko Teremoana tēia. Ka ‘akatua‘ine au i à ia. E tamâ‘ine àia nà Joe. [boy speaking] This is Teremoana. She is like a sister to me. She’s the daughter of Joe.

Ko Metua tēia. Ka ‘akatungâne au i à ia. E tamaiti àia nà Kiri. (girl speaking) This is Metua. He is like a brother to me. He’s the son of Kiri.

4. Talk about these Cook Islands ways of describing relatives. The relatives who in English are called aunt, uncle, niece, nephew, or cousin are generally addressed by their given names. They can be introduced by giving their name and saying whose child or whose brother or sister they are. Uncles and aunts may be described as “pseudo-parents”. For example, “Ko Joe tēia. Ka ‘akametua tâne au i à ia. E tungâne àia nò tōku màmâ. Ko Mere tēia, tana tamâ‘ine./This is Joe. He is like a father to me. He’s the brother of my mother. This is Mere, his daughter.” In the same way, cousins may be described as “like a brother (or sister, or tuakana, or teina) to me”.

5. The students practise saying the sentences in pairs. They then write the sentences in their books, changing the names to those of members of their own real or imaginary families.

6. Using the Family tree template OHT 2 from lesson 4A, the teacher adds their aunts, uncles, and maybe some cousins to their own family tree to demonstrate and reinforce the language for talking about these family members.

7. Using their own family tree diagrams from lesson 4A, the students add their own aunts, uncles, and maybe some cousins to their own existing family trees.

Extension
The students write about their classmate’s or their own family and add these descriptions to the family trees and portraits on the wall.

Evaluation
Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to talk and write about my parents’ brothers and sisters;</td>
</tr>
<tr>
<td>• to talk and write about the children of my parents’ brothers and sisters.</td>
</tr>
</tbody>
</table>
OHT 1: More family members

tamā‘ine daughter, girl

tamaiti son, boy, child

‘akametua like a parent

‘akametua va‘ine like a mother

‘akametua tāne like a father

‘akatua’ine like a sister (of a boy or man)

‘akatungāne like a brother (of a girl or woman)

‘È rua o tōku māmā tungāne. My mother has two brothers.

Ko Tere tēia, tōna tungāne. This is her brother, Tere.

‘È toru o tōku pāpā tua‘ine. My father has three sisters.

Ko Kiri tēia, tōna tua‘ine. This is his sister, Kiri.

Ko Joe tēia. Ka ‘akametua tāne au i ā ia. E tungāne āia nō tōku māmā. This is Joe. He is like a father to me. He’s the brother of my mother.

Ko Teremoana tēia. Ka ‘akatua’ine au i ā ia. E tamā‘ine āia nā Joe. (boy speaking) This is Teremoana. She is like a sister to me. She’s the daughter of Joe.

Ko Metua tēia. Ka ‘akatungāne au i ā ia. E tamaiti āia nā Kiri. (girl speaking) This is Metua. He is like a brother to me. He’s the son of Kiri.
UNIT 4: LESSON C

LEARNING OUTCOMES

The students will learn to:

• talk about their ngutu’are tangata (household family);
• discuss (in English and/or Cook Islands Māori) the roles of teina and tuakana.

RESOURCES

• Unit 4 DVD and transcript
• Unit 4 Audio CD and transcript
• Worksheet 1 – Family roles
• OHT 1 – Household family members
• OHT 2 – More family members
• OHT 3 – Venn diagram and discussion questions
• Guidelines for Cook Islands Māori Language Programmes, pages 36 and 37.

LESSON OUTLINE

Introduction and Revision

Revise Lesson 4B by having some students tell the class who their mothers’ and fathers’ sisters and brothers are, using their family tree diagrams to illustrate what they say.

Share the learning outcomes for this lesson: the students will learn to talk about the people in their ngutu’are tangata (household family) and about the complementary roles of teina and tuakana.

Learning Activities

1. Watch the DVD. Ask the students to identify the roles of family members and to describe what older and younger sisters or female cousins and older and younger brothers are doing together. Encourage the students to discuss why they might be doing these things. For example, why does Moeroa introduce Ina to her brothers?

2. As a class, discuss the kinds of roles the students have in their own families, especially in relation to older or younger siblings.

3. Hand out Worksheet 1 and read together the definition of the teina–tuakana relationship. Make connections to the kinds of roles the students have in their own families. Have students talk, in pairs, about their own (real or imagined) tuakana and teina or one another’s.

4. Listen to track 24 on the audio CD and practise the sentences:
   
   Ko ___ tōku teina.  My teina is ______.
   Ko ___ tōku tuakana.  My tuakana is ______.
Discuss the definition of **tuakana** and **teina** on worksheet 1, drawing out the fact that cousins are just as important as brothers and sisters in Cook Islands culture. Use OHT 1 to practise the language. Show the DVD again, asking the students again to watch the older and younger sisters and older and younger brothers (and same-sex cousins) and then to write down, in the appropriate columns on worksheet 1, the roles they saw different family members taking.

5. Have the students discuss their answers in pairs. The pair could prepare a short written description of what they saw **tuakana** and **teina** doing together.

6. Revise the sentences from lesson 4B about cousins:

   Ko Teremoana tèia. Ka ‘akatua’ine au i à ia. E tamâ’ine àia nà Joe.
   This is Teremoana. She is like a sister to me. She’s the daughter of Joe.

   Ko Metua tèia. Ka ‘akatungâne au i à ia. E tamaiti àia nà Kiri.
   This is Metua. He is like a brother to me. He’s the son of Kiri.

   Write these sentences on the board. Ask the students how they might talk about an older or younger cousin of the same sex as themselves. Then display and read together the first and last sentences on OHT 2 (lesson 4C):

   Ko Teremoana tèia. Ka ‘akatuakana au i à ia. E tamà’ine àia nà Joe. (*girl speaking*)
   This is Teremoana. She is like a tuakana to me. She’s Joe’s daughter.

   Ko Metua tèia. Ka ‘akateina au i à ia. E tamaiti àia nà Joe. (*boy speaking*)
   This is Metua. He is like a teina to me. He’s Joe’s son.

7. Go through the same steps for the other two sentences on OHT 2. More examples are on track 24 of the CD.

8. Discuss the concept of a **ngutu'are tangata** (household family), using OHT 3 (Venn diagram). As a class, find the answers to the “questions to discuss”. [1: ‘ä; 2. toru; 3. varu; 4. ‘itu]

9. Use track 23 of the audio CD and OHT 1 to practise the following structures:

   Ko’ai tei roto i tò’ou ngutu'are tangata?
   Who is in your household family?

   Ko tòku mâmâ, ko tòku pâpâ rû’au, ko tòku tuakana ko Kiri, ̀ë au.
   My mother, my grandfather, my older sister Kiri, and me.

   ‘È’ia tangata i roto i tò’ou ngutu'are tangata?
   How many people are in your household family?

   ‘È rima tangata i roto i tòku ngutu'are tangata.
   There are five people in my household family.

10. The students could work in pairs again and add **teina** and **tuakana** to complete their own and their partner’s family trees from lessons 4A and 4B. These family trees could then be put on the wall with the portraits done in lesson 2C.

**Extension**

Consider using one or more ideas from the unit on roles in *Guidelines for Cook Islands Māori Language Programmes* (pages 36 and 37).

Ask a community member to visit and talk about family roles in the Cook Islands.
**Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:
- to talk about my *ngutu’are tangata* (household family);
- to discuss (in English and/or Cook Islands Māori) the roles of *teina* and *tuakana*.
**Definition of teina-tuakana relationship**

The *teina–tuakana* relationship between older and younger siblings of the same gender is a very important part of Cook Islands Māori (and New Zealand Māori) family organisation. The younger brother or sister (the *teina*) respects and looks up to their *tuakana*, the older brother or sister who supports and guides them. This idea is extended to include cousins and into adult life and tribal organisation. For example, the descendants of a *tuakana* are the senior family line and may take precedence over the descendants of their *teina* on formal occasions. The idea is also extended into educational settings: the expert who shares their knowledge with a beginner or apprentice is taking a *tuakana* role and the apprentice takes a *teina* role.

**Writing activity**

Identify ways in which you saw different people in the DVD helping each other. Who provided help or advice? How did the person who was helped respond? What about in your family? Who provided help or advice? How does the person who is helped respond?

<table>
<thead>
<tr>
<th>Family member</th>
<th>Role in the DVD</th>
<th>Role in my family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pāpā rū‘au</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māmā rū‘au</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pāpā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Māmā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tua‘ine/tungāne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ko au</td>
<td></td>
<td></td>
</tr>
<tr>
<td>teina</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tuakana</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OHT 1: Household family members

Ko ___ tōku teina. My teina is ______.

Ko ___ tōku tuakana. My tuakana is ______.

Ko Mii tēia. Ko tōku teina. This is Mii. She’s my teina.

Ko Kiri tēia. Ko tōku tuakana. This is Kiri. She’s my tuakana.

Ko Pere tēia. Ko tōku teina. This is Pere. He’s my teina.

Ko Iakopa tēia. Ko tōku tuakana. This is Iakopa. He’s my tuakana.

Ko'ai tei roto i tō'ou ngutu'are tangata?
Who is in your household family?

Ko tōku māmā, ko tōku pāpā rū'au, ko tōku tuakana ko Kiri, 'ē au.
My mother, my grandfather, my older sister Kiri, and me.

'Ē'ia tangata i roto i tō'ou ngutu'are tangata?
How many people are in your household family?

'Ē rima tangata i roto i tōku ngutu'are tangata.
There are five people in my household family.
OHT 2: More family members

‘akatuakana    like a tuakana

‘akateina     like a teina

Ko Teremoana tēia. Ka ‘akatuakana au i á ia. E tamā'ine āia nā Joe. [girl speaking]
This is Teremoana. She is my cousin (like a tuakana to me). She’s Joe’s daughter.

Ko Ruta tēia. Ka ‘akateina au i á ia. E tamā'ine āia nā Mareta. [girl speaking]
This is Ruta. She is my cousin (like a teina to me). She’s Mareta’s daughter.

Ko Ioane tēia. Ka ‘akatuakana au i á ia. E tamā'ine āia nā Nga. [girl speaking]
This is Ioane. He is my cousin (like a tuakana to me). He’s Nga’s son.

Ko Metua tēia. Ka ‘akateina au i á ia. E tamaiti āia nā Joe. [boy speaking]
This is Metua. He is my cousin (like a teina to me). He’s Joe’s son.
OHT 3: Venn diagram

On the DVD, we see Ina living in two different ngutu'are, one in the Cook Islands and one in New Zealand.

Questions to discuss:

1. How many people are there in Ngatoko’s ngutu’are when Ina is at home?
   ‘È _____ tangata.

2. How many people are there in Ngatoko’s ngutu’are when Ina is staying in the Cook Islands?
   ‘È _____ tangata.

3. How many people are there in Moeroa’s ngutu’are when Ina is staying with them?
   ‘È _____ tangata.

4. How many people are there in Moeroa’s ngutu’are when Ina goes home?
   ‘È _____ tangata.
Track 19  Vocabulary for Unit 4

- tau'a'ine
- tungâne
- màmà rù'au
- pàpà rù'au
- tamâ'ine
- tamaiti
- tuakana
- teina
- 'akametua
- 'akametua va'ine
- 'akametua tâne
- 'akatua'ine
- 'akatungâne
- 'akatuakana
- 'akateina
- ngutu'are tangata

Ko'ai au?

Track 20  Dialogue: Asking About Family Members

SARAI: 'È'ia ò'ou tua'ine?
TAMATI: 'È rua òku tua'ine.  'È'ia ò'ou tungâne?
SARAI: 'È toru òku tungâne.
TAMATI: Ko'ai tèia?
SARAI: Ko tòku tungâne tèia, ko Joe.  Ko Màmà rù'au tèia e ko Pàpà rù'au tèia.  Ko'ai tèia?
TAMATI: Ko tòku tua'ine tèia, ko Ripeka.

Track 21  Who am I?

Ko'ai au?

'È rua òku tua'ine.
'È toru òku tungâne.
Ko Kate tòku tua'ine.
Ko Joe tòku tungâne.
Ko Kura tòku màmà rù'au.
Ko Pokoina tòku pàpà rù'au.

Track 22  Dialogue: Extended Family Members

TAMATI: 'È rua ó tòku màmà tungâne.  Ko Tere tèia, tôna tungâne.

Track 23  Dialogue: Who’s in your Household?

TAMATI: Ko'ai tei roto i tò'ou ngutu'are tangata?
SARAI: Ko tòku màmà, ko tòku pàpà rù'au, ko tòku tuakana ko Kiri, e au.  'È'ia tangata i roto i tò'ou ngutu'are tangata?
TAMATI: E rima tangata i roto i tòku ngutu'are tangata.

Track 24  Talking about Teina and Tuakana

SARAI: Ko Mere tòku teina.
TAMATI: Ko Jason tòku tuakana.
TAMATI: Ko Metua tèia.  Ka 'akateina au i à ia.  E tamaiti àia nà Joe.
SCENE 5
Aunty Kura gets out of the passenger seat as the children, Moeroa (13), Teariki (15), and Tuteru (17) start to get out of the back of the car. Moeroa has an ei katu for Ina.

AUNTY KURA
Let’s go everybody, Ina will be here soon.
Aere mai, kare e roa ia atu ana ka tae mai a Ina.

MOEROA
Do you remember what she looks like?
Te maara nei ia koe tona tutu mata?

AUNTY KURA
I met her when I went to New Zealand. You have seen her photograph, 13 years old, brown eyes, black hair, 160 cm tall.
Ae, kua aravei au i toku aereanga ki Niu Tireni. Kua kite ana koe i tona tutu, te ta’i ngauru ma toru ona mataiti, mata paraoni, rouru kerekere, oko ta’i anere ono ngauru tenemita te roa.

MOEROA
Yes, just like me … 13 years old, brown eyes, and black hair.
Ae, mei iaku rai … ta’i ngauru ma toru mataiti, mata paraoni, e te rouru kerekere.

TEARIKI
I hope she’s not like you!
Irinaki au e kare a ia i to korua tutu!

AUNTY KURA
Moeroa, you can introduce Ina to our Rarotongan family. Teariki, you can carry Ina’s bags.
Moeroa, me aere mai a Ina ki wao, noou e akaaravei kopu tangata ki a ia. E Teariki, naou e amo mai koe i tona kiri kakau, ine?

TEARIKI
Why me?
Eaa ko au ei?

AUNTY KURA
I am your mother, you do what I say!
Ko au toou matua vaine, akarongo mai koe kiaku.

MOEROA
Yeah Teariki, do what Mum says.
Ae e Teariki, akarongo koe kia Mama.

PAPA POKOINA
Moeroa!
Moeroa!

INA
Aunty Kura!
Mama Kura!

She runs to Kura and gives her a big hug.
Uncle Pokoina!
Papa Pokoina!

POKOINA
Hello, Ina. Welcome to Rarotonga!
Kia orana, Ina. Aere mai ki Rarotonga!

KURA
Yes Ina, welcome to Rarotonga, come and meet Moeroa.
Aere mai e Ina, aere mai Moeroa.

MOEROA
Hello Ina, I am Moeroa. (She puts the ei katu on Ina.) This is my brother Teariki and my brother Tuteru. Your Rarotongan family

INA
Hello Tuteru.
Kia orana e Tuteru.

TUTERU
Hello Ina.
Kia orana e Ina.

INA
Hello Teariki.
Kia orana e Teariki.

TEARIKI
Hello.
Kia orana.

INA
Where are Grandma and Grandpa?
Tei ea a Mama e Papa Ruau?
UNCLE POKOINA
They are at our house. It’s not far. Let’s go.
Tei te kainga kare e aere mai. Aere mai ka aere tatou. Kare e mamao roa ana.
AUNTY KURA
Teariki, please bring Ina’s bags.
Teariki, aere mai. Mauria mai te kiri kakau o Ina.
TEARIKI
OK, OK.
Ae. Ae.

SCENE 6
INA
How far to the village?
Eaa te mamao ki te tapere?
TUTERU
Not far, everything is close in Rarotonga!
Kare e mamao ana, waitata ua te au aopinga i Rarotonga nei.
TEARIKI
Yes our school, our church, the beach …
Ae, ta matou apii, to matou are pure, e te tapa taatala …
TUTERU
Grandma and Grandpa …
Mama e Papa Ruau …
MOEROA
Aunties and uncles …
Au metua vaine e te au metua tane kopu tangata …
TUTERU
Kids and more kids!
Tamariki e teta’i atu tamariki!

SCENE 7
The car pulls into a driveway.
GRANDPA
Hey Grandma, come welcome our granddaughter!
Mama Ruau, kua tae mai toou mokopuna!
UNCLE POKOINA
Here we are, home.
Teia tatou tei te kainga.
INA
Grandma, Grandpa!
Mama, Papa Ruau!
GRANDMA
Hello granddaughter, welcome.
Kia orana e te mokopuna tamaine.

INA
Hello Grandpa and Grandma.
Kia orana, Mama e Papa Ruau.
GRANDPA
Hello Ina.
Kia orana e Ina.
GRANDMA
Hello Ina. It is so good to have you here in Rarotonga!
Kia orana e Ina. Mataora te araveianga ia koe i Rarotonga nei!
INA
Thank you. It is so good to be here, and so hot!
Meitaki maata. Mataora kua tae mai au ki konei.
E vera tikai!
MOEROA
The boys sleep over there in the sleepout. We will sleep in the house with Grandpa, Grandma, Mum, and Dad.
Ka moe te au tamaroa ki ko. Ko matou, Mama e Papa Ruau e Mama e Papa ka moe ki roto i te are.
UNCLE POKOINA
And we will all go to bed early tonight, it’s been a big day.
Ka moe vave tatou i teia po, e ra maata tikai teia.
MOEROA
Has it ever! You can say that again.
Ae! Tika rava tena.
Unit 5: Tutu Akara‘anga  
(Describing People and Things)

Theme
Describing People and Things

Learning Outcomes
By the end of this unit, students will be able to:

- describe people's faces and hair;
- talk about hair and eye colours in Cook Islands Māori;
- ask “Who is he/she?”;
- identify pictures of people by listening to brief descriptions;
- write a description of someone;
- talk about some shapes and colours.

Extension
- Talk about the colours, sizes, and shapes in tīvaevae patterns.

Curriculum Links
2.1 identify people … and things
1.7 use basic expressions for shapes, sizes … and colours

Revision
Talk about people’s ages.
Ko’ai tēia? Who is this?

Language Targets

<table>
<thead>
<tr>
<th>Tamāroa</th>
<th>Boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamā'ine</td>
<td>Girl</td>
</tr>
<tr>
<td>Tāne</td>
<td>Man</td>
</tr>
<tr>
<td>Va’ine</td>
<td>Woman</td>
</tr>
<tr>
<td>Rauru</td>
<td>Hair (of the head)</td>
</tr>
<tr>
<td>Mata</td>
<td>Eye</td>
</tr>
<tr>
<td>Taringa</td>
<td>Ear</td>
</tr>
<tr>
<td>Putāngi'u</td>
<td>Nose</td>
</tr>
<tr>
<td>Va'a</td>
<td>Mouth</td>
</tr>
<tr>
<td>Titi’a mata</td>
<td>Glasses</td>
</tr>
</tbody>
</table>
‘uru’uru va’a  moustache and beard
katu pa’ore  bald head
kara  colour
teatea  white
rengarenga  yellow
matie  green
auika  blue
kerekere  black
paraoni  brown
re’ure’u  grey
muramura  red
rauru roroa  long (hair)
rauru poto  short (hair)
rauru mingimangi  curly (hair)
rauru tikatika  straight (hair)
tiavaevae  quilt
punupunu  circle
pi’a  square
tiare  flower
nò’ai?  who has?
mè  or

Language Structures
‘E tamâroa tèia, mè e tamâ’ine?  Is this a boy or a girl?
‘E tamâroa tèia.  This is a boy.
‘E tamâ’ine tèia.  This is a girl.
Ko’ai tèia?  Who is it?/Who is this?
Ko Kiri tèia.  It’s Kiri.
‘Ea’a te kara i te mata ò Kiri?  What colour are Kiri’s eyes?
‘E mata re’ure’u tô Kiri.  Kiri has grey eyes.
Nò’ai te rauru roroa?  Who has long hair?
Nò Maui te rauru roroa.  Maui has long hair.
Nò’ai te rauru poto kerekere?  Who has short black hair?
Nò Tere te rauru poto kerekere.  Tere has short black hair.
‘Ea’a tēia kara?  
What colour is this?

‘E muramura.  
It’s red.

‘Ea’a te kara o te pī’a?  
What colour is the square?

‘E autika te kara o te pī’a.  
The square is blue.

‘Ea’a te kara o te punupunu?  
What colour is the circle?

‘E matie te kara o te punupunu.  
The circle is green.

‘È’ia tiare muramura i runga i te tīvaevae?  
How many red flowers on the quilt?

‘È ono tiare muramura.  
There are six red flowers.

Te kite nei au i te ‘apinga rengarenga.  
I see something that is yellow.

Te karanga nei a Simona, mou i tō’ou …  
“Simon says, touch your …”

## Cultural Aspects

A very popular Cook Islands craft is *tīvaevae* making. In this craft, women sew flower patterns onto fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy *tīvaevae* making.

Making *tīvaevae* is an important Cook Islands craft and a social activity for the women involved. *Tīvaevae* are given as gifts at important occasions such as weddings (see unit 12 for more details about *tīvaevae*).

## Teachers’ Notes

### Question words

Question words used in this unit include “*Ko’ai* … (who …)”, “*Nō’ai* … (who has …)”, “*‘Ea’a* … (What …)”, and “*‘È’ia* … (How many …)”.

### Questions giving a choice of answer

The structure “Is it this or this?” uses “‘*E ___ tēia, mē e ____*?”, for example, “‘*E tamāroa tēia, me e tamā’ine?*/Is this a boy or a girl?”

### Words for flower

*Tiare* is the word for any flower. *Pu’era* is the word for an open bloom or blossom.

### Words for people’s hair

This resource uses the word *rauru* for hair. The word *rouru* is also correct.

### Words for square

*Pī’a* (box) is one term for a square; *kuea* is another.

### The colour brown

The word *paraoni* is a transliteration of the English “brown”. It can also be spelled *paraone*, which links it to the brown earth or soil (*one*).
UNIT 5: LESSON A

LEARNING OUTCOMES

The students will learn to:

• describe people’s faces and hair.

RESOURCES

• Unit 5 DVD and transcript
• Unit 5 Audio CD and transcript
• OHT 1 – Describing faces and hair
• Worksheet 1 – Describing faces and hair
• OHT 2 – Describing faces and hair (solution)
• ‘E Au Īmene Kūki ‘Airani nō Tātou i Aotearoa nei/Cook Islands Songs
• OHT 3 – words of ‘Ōreia te Tamaiti.

LESSON OUTLINE

Introduction

Share the learning outcomes for this lesson: the students will learn to talk about people’s faces and hair.

Learning Activities

1. Show the DVD. Ask the students to notice any language used by Moeroa and Aunty Kura that they think describes what someone looks like. In discussion, they can attempt to suggest what the language might mean.

2. Listen to the audio CD (track 26) and practise saying the words. Listen again, following along and saying the words on OHT 1.
   
   rauru    hair
   mata     eye
   taringa  ear
   putāngi’u nose
   va’a      mouth
   tīti’a mata glasses
   ‘uru’uru va’a moustache; moustache and beard
   katu pa’ore bald head

3. Listen to, learn, and sing the song “‘Ōreia te Tamaiti” (on CD track 27 and OHT 3) together. Point to or move the body parts in the song as you sing their names.
4. Ask the students to complete Worksheet 1, labelling each part of the figure’s head with the correct word from the word list. Then show OHT 2 to confirm their labels.

5. Play Simon Says, using the words for some facial features and body parts. For example, “Te karanga nei a Simona, mou i tō‘ou …/Simon says, touch your …”

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to talk about people’s faces and hair.</td>
</tr>
</tbody>
</table>
OHT 1: Describing faces and hair

“Te karanga nei a Simona, mou i tō'ou …”  “Simon says, touch your …”
OHT 2: Describing faces and hair (Solution)
OHT 3: ‘Ōreia te Tamaiti

ʻŌreia te Tamaiti

ʻŌreia te pāpāringa o te tamaiti e
ʻŌreia te mata o te tamaiti e
ʻŌreia te taringa o te tamaiti e
ʻŌreia te turi o te tamaiti e
ʻŌreia te rauru o te tamaiti e
ʻŌreia te mokotua o te tamaiti e
ʻŌreia te kōpū o te tamaiti e
ʻŌreia te vaevae o te tamaiti e

Ka papa te tamaiti nō te moeʻanga.

*(English version of the words)*

Wash the cheeks of the child.
Wash the eyes of the child.
Wash the ears of the child.
Wash the knees of the child.
Wash the hair of the child.
Wash the back of the child.
Wash the stomach of the child.
Wash the legs of the child.
The child is ready for bed.
UNIT 5: LESSON B

LEARNING OUTCOMES

The students will learn to:

• talk about hair and eye colours in Cook Islands Māori;
• ask “Who is he/she?”;
• identify pictures of people by listening to brief descriptions.

RESOURCES

• Unit 5 DVD and transcript
• Unit 5 Audio CD and transcript
• OHT 1: People and colours
• Worksheet 1: Colour the pictures
• Coloured pencils or felt-tip pens.

LESSON OUTLINE

Introduction and Revision

Revise Lesson 5A by having the students play Simon Says, in Cook Islands Māori, using the words for some facial features.

Share the learning outcomes for this lesson: the students will learn to use the words for colours to describe people, using whole sentences.

Learning Activities

1. Show the DVD. Ask the students to notice and attempt to say any words used by the studio crew that they think are about colours.

2. Listen to the audio CD (track 28) and practise saying the questions and answers and the words and sentence structures. Use OHT 1 to guide them through this after listening a few times.

‘E tamâroa tēia, mē e tamâ’ine? Is this a boy or a girl?
‘E tamâroa tēia. This is a boy.
‘E tamâ’ine tēia. This is a girl.
Ko’ai tēia? Who is it/?Who is this?
Ko Kiri tēia. It’s Kiri.
‘Ea’a te kara i te mata ō Kiri? What colour are Kiri’s eyes?
‘E mata re’ure’u tō Kiri. Kiri has grey eyes.

3. Ask the students to complete Worksheet 1, colouring the items in as indicated.
4. In pairs, the students ask each other questions, for example “′Ea’a te kara i te mata o Mata?/What colour are Mata’s eyes?” and respond with a sentence or a word, for example, “′E mata paraoni tò Mata/Mata’s eyes are brown” or “paraoni/brown”.

5. The students could create cards with pictures of three or four named people with different combinations of hair and eye colour. They could then write “mystery descriptions” relating to the people in these pictures for other students to guess. For example, “′E rauru paraoni tòna/He has brown hair”; “′E mata matie tòna/He has green eyes”; Ko’ai tèia?/Who is it?”. The other student answers by giving a name or saying “Ko Tom tèia”/It’s Tom.

**Extension**

Use magazine pictures and make a fun competition. The students are assigned “secret” pictures of people to describe. They write their descriptions in Cook Islands Māori and then put their descriptions (each with a different number) up on the wall. Then the students have to work out, in pairs, which picture (these are also numbered and put up on the wall) each description matches and write their guesses down. The winners are the pairs with the most correct matches. Writing the descriptions could also be a homework assignment.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to talk about people’s hair and eye colours in Cook Islands Māori;</td>
</tr>
<tr>
<td>• to ask who someone is and to answer a question about who someone is by giving a name.</td>
</tr>
</tbody>
</table>
OHT 1: People and colours

tamāroa  boy  matie  green
tamā'ine  girl  auìka  blue
tâne  man  kerekere  black
va'ine  woman  paraoni  brown
kara  colour  re'ure'u  grey
teatea  white  muramura  red
rengarenga  yellow

Language Structures

‘E tamāroa tēia, mē ē tamā'ine?  Is this a boy or a girl?
‘E tamāroa tēia.  This is a boy.
‘E tamā'ine tēia.  This is a girl.
Ko'ai tēia?  Who is it?/Who is this?
Ko Kiri tēia.  It's Kiri.
‘Ea'a te kara i te mata ō Kiri?  What colour are Kiri’s eyes?
‘E mata re'ure'u tō Kiri.  Kiri has grey eyes.

| ‘Ea'a te kara i te mata ō Māmā Rū'au? | What colour are Grandma’s eyes? |
| ‘E mata paraoni tō Māmā Rū'au. | Grandma has brown eyes. |
| ‘Ea'a te kara i te rauru ō Māmā Rū'au? | What colour is Grandma’s hair? |
| ‘E rauru teatea tō Māmā Rū'au. | Grandma has white hair. |
WORKSHEET 1: COLOUR THE PICTURES

- teatea
- rengarenga
- matiē
- auīka
- kerekere
- paraoni
- re'ure'u
- muramura
UNIT 5: LESSON C

LEARNING OUTCOMES

The students will learn to:

• write a description of someone;
• talk about some shapes and colours.

RESOURCES

• Unit 5 DVD and transcript
• Unit 5 Audio CD and transcript
• OHT 1 – Describing people
• Worksheet 1 – Who is it?
• OHT 2 – Describing tīvaevae
• Worksheet 2 – Tīvaevae patterns
• Activity sheet 1 – Who is it?
• Teacher Checksheet 1 (for Activity sheet 1)
• Coloured pencils or felt-tip pens.

LESSON OUTLINE

Introduction and Revision

Revise Lesson 5B by having the students play I Spy in Cook Islands Māori, using colours instead of alphabet letters. For example, “Te kite nei au i te ‘apinga rengarenga/I see something that is yellow”. (Students can answer by pointing if they don’t know the Cook Islands Māori word for their answer.)

Share the learning outcomes for this lesson: the students will learn to describe people and things in more detail.

Learning Activities

1. Show the DVD. Ask the students to notice and attempt to say any language that they think is used to describe people.

2. Listen to the audio CD, track 29, follow along on OHT 1, and practise saying the words and sentence structures.

rauru roroa long (hair)
rauru poto short (hair)
rauru mingimangi curly (hair)
rauru tikatika straight (hair)
nō’ai? who has?
Ko’ai tèia? Who is it?/Who is this?
Ko Tere tèia. It’s Tere.
Nò’ai te rauru roroa? Who has long hair?
Nò Maui te rauru roroa. Maui has long hair.
Nò’ai te rauru poto kerekere? Who has short black hair?
Nò Tere te rauru poto kerekere. Tere has short black hair.

3. Look at worksheet 1 and discuss the pictures and written descriptions on it. As a class, match up two or three people to their descriptions, saying the language aloud together. Ask the students to complete worksheet 1, working in pairs.

4. Listen to the audio CD, track 30, follow along on OHT 2, and practise saying the words and sentence structures.

tìvaevae quilt
punupunu circle
pi’a square
tiare flower

‘Èa’a tèia kara? What colour is this?
‘È muramura. It’s red.
‘Èa’a te kara o te pi’a? What colour is the square?
‘È aulka te kara o te pi’a. The square is blue.
‘Èa’a te kara o te punupunu? What colour is the circle?
‘È matie te kara o te punupunu. The circle is green.
‘È’ia tiare muramura i runga i te tìvaevae? How many red flowers on the quilt?
‘È ono tiare muramura. There are six red flowers.
Te kite nei au te ‘apinga rengarenga. I see something that is yellow.

5. Give the students copies of worksheet 2. Read and discuss the description of tìvaevae in the Cook Islands and tell the students that they will be learning more about tìvaevae later on in the course. In pairs, the students ask their partners to colour their tìvaevae patterns by saying, for example, “‘È matie te kara o te punupunu/The circle is green.” “‘È muramura te kara o te tiare/The flower is red.”

6. Give students copies of activity sheet 1 with named pictures and ask the questions from the teacher checksheet, for example, “Nò’ai te titi’a mata e te rouru mingimini? Who has glasses and curly hair?” The students check their answers in pairs.

7. Review the DVD section on animals in the Cook Islands. Ask the students to try writing descriptions of some animals, for example, in terms of their colours and their “hair”. Give them the words puaka (pig), moa (chicken), puakani’o (goat), puakaoa (dog), puakatoro (cow), and kiorengiao (cat).
**Evaluation**

Have the students fill in checklists similar to the model below.

---

**Today I learned:**

- to write a description of someone;
- to talk about some shapes and colours.
OHT 1: Describing people

rauru roroa  long (hair)
rauru poto  short (hair)
rauru mingimangi  curly (hair)
rauru tikatika  straight (hair)
nō’ai?  who has?

Language Structures

Ko’ai tēia?  Who is it?/Who is this?
Ko Tere tēia.  It’s Tere.
‘E rouru poto kerekere tōna.  She (he) has short black hair.
Nō’ai te rauru roroa?  Who has long hair?
Nō Maui te rauru roroa.  Maui has long hair.
Nō’ai te rauru poto kerekere?  Who has short black hair?
Nō Tere te rauru poto kerekere.  Tere has short black hair.
OHT 2: Describing tīvaevae

tīvaevae  quilt
punupunu  circle
pi’a    square
tiare    flower

‘Èa’a tēia kara?  What colour is this?
‘È muramura.  It’s red.
‘Èa’a te kara o te pi’a?  What colour is the square?
‘È auika te kara o te pi’a.  The square is blue.
‘Èa’a te kara o te punupunu?  What colour is the circle?
‘È matie te kara o te punupunu.  The circle is green.
‘È'ia tiare muramura i runga i te tīvaevae?  How many red flowers on the quilt?
‘È ono tiare muramura.  There are six red flowers.

Te kite nei au i te ‘apinga rengarenga.  I see something that is yellow.
• Draw a line to connect each picture to the right description.

‘E tamā’ine tēia.
‘E rouru mingimangi tōna.
Ko’ai tēia?

‘E tamāroa tēia.
‘E tīti’a mata tōna.
Ko’ai tēia?

‘E tamāroa tēia.
‘E rouru poto kerekere tōna.
Ko’ai tēia?

‘E tāne tēia.
‘E ‘uru‘uru va’a tōna.
Ko’ai tēia?

‘E tamā’ine tēia.
‘E rauru poto kerekere tōna.
Ko’ai tēia?

‘E va’ine tēia.
‘E rauru teatea tōna.
Ko’ai tēia?
Tīvaevae in the Cook Islands

Arts and crafts are important to the Cook Islands people. Flowers are commonly used for dressing the body. For example, head ‘ei are worn not only during a performance, but also during special events. Costumes for cultural occasions are made using flowers, leaves, and other natural materials.

A very popular traditional method of arts and crafts is tīvaevae making. In this craft, women sew flower patterns on to fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy tīvaevae making.

Tīvaevae are often used in traditional gift giving. For example, if a wedding is planned, the women in the bride’s family will sew tīvaevae. These are presented to the bride at the wedding reception.

Ask your partner how to colour in the tīvaevae pattern, e.g., by saying:

‘Ea’a te kara o te pi’a/punupunu? What colour is the square/circle?

Your partner could respond:

‘E auīka te kara o te pi’a. The square is blue.
‘E matie te kara o te punupunu. The circle is green.
ACTIVITY SHEET 1: WHO IS IT?

Answers
1.
2.
3.
4.
5.
6.
1. Nō‘ai te tītī‘a mata e te rauru mingimingi?  Who has glasses and curly hair?
2. Nō‘ai te ‘uru‘uru va‘a?  Who has a moustache and beard?
3. Nō‘ai te tītī‘a mata e te rauru roroa?  Who has long hair and glasses?
4. Nō‘ai te rauru poto mingimingi kerekere?  Who has short black curly hair?
5. Nō‘ai te rauru teatea, kāre e ‘uru‘uru va‘a?  Who has white hair and no beard?
6. Nō‘ai te rauru poto tikatika kerekere?  Who has short straight black hair?

**Answers**
1. Maui
2. Tiatava
3. Kiri
4. Kura (and Maui)
5. Teremoana
6. Tiare
Track 25  Vocabulary for Unit 5

tama’oa
tama’ine
tâne
va’ine
rauru
mata
taringa
putângi’u
va’a
titi’a mata
‘uru’uru va’a
katu pa’ore
kara
teatea
rengarenga
matie
auïka
kerekere
paraoni
re’ure’u
muramura
rauru roroa
rauru poto
rauru mingimingi
rauru tikatika
tivaevae
punupunu
pi’a
tiare
nô’ai?
mê

Track 26  Words for Talking about Faces and Hair

rauru
mata
taringa
putângi’u
va’a
titi’a mata
‘uru’uru va’a
katu pa’ore

Track 28  Dialogue: Describing People

‘E tamâroa têia, mê e tamâ’înê?
‘E tamâroa têia. ‘E tamâ’înê têia.
Ko’ai têia?
Ko Kiri têia. ‘Ea’a te kara i te mata ô Kiri?
‘E mata re’ure’u tô Kiri.

Track 29  Dialogue: Describing Details

rauru roroa
rauru poto
rauru mingimingi
rauru tikatika
nô’ai?
Ko’ai têia?
Ko Tere têia.
Nô’ai te rauru roroa?
Nô Maui te rauru roroa. Nô’ai te rauru poto kerekere?
Nô Tere te rauru poto kerekere.

Track 30  Dialogue: Shapes And Colours

tivaevae
punupunu
pi’a
tiare
‘Ea’a têia kara?
‘E muramura. ‘Ea’a te kara o te pi’a?
‘E auïka te kara o te pi’a. ‘Ea’a te kara o te punupunu?
‘E matie te kara o te punupunu.
‘E ia tiare muramura i runga i te tivaevae?
‘E ono tiare muramura.
Te kite nei au i te ‘apinga rengarenga. (Repeats)
Te kite nei au i te ‘apinga muramura. (Repeats)
Te kite nei au i te ‘apinga re’ure’u. (Repeats)
Unit 5 revisits part of scene 5, already shown in Unit 4, with a focus on describing people.

AUNTY KURA
Let’s go everybody, Ina will be here soon.
Ae re mai, kare e roa ia atu ana ka tae mai a Ina.

MOEROA
Do you remember what she looks like?
Te maara nei ia koe tona tutu mata?

AUNTY KURA
I met her when I went to New Zealand. You have seen her photograph, 13 years old, brown eyes, black hair, 160 cm tall.
Ae, kua aravei au i toku aereanga ki Niu Tireni. Kua kite ana koe i tona tutu, e ta’i ngauru ma toru ona mataiti, mata paraoni, rouru kerekere, oko ta’i anere ono ngauru tenemita te roa.

MOEROA
Yes, just like me … 13 years old, brown eyes, and black hair.
Ae, mei iaku rai … ta’i ngauru ma toru mataiti, mata paraoni, e te rouru kerekere.

TEARIKI
I hope she’s not like you!
Irinaki au e kare a ia i to korua tutu!
Unit 6: Tuātau – te Ora, te au Rā, ‘ē te au Marama
(Time, Days, and Months)

Theme
Time, Days, and Months

Learning Outcomes
By the end of this unit, students will be able to:
• ask what day it is and respond to that question;
• ask what day it was yesterday and what day it will be tomorrow and respond;
• ask what month it is and respond to that question;
• express birth dates;
• tell the time using “o’clock” and “half past” in Cook Islands Māori;
• use phrases for morning, afternoon, and evening.

Extension
• give and respond to an invitation.

Curriculum Links
1.6, 2.2 Ask and say what day of the week it is;
1.6, 2.2 Ask and say what month it is;
1.6, 2.2 Give the date of their birthday and ask others when their birthday is;
2.2 Tell the time of day;
1.5 Recognise and use numbers.

Revision
numbers 1–31
thanks
### Language Targets

<table>
<thead>
<tr>
<th>English</th>
<th>Rarotongan</th>
</tr>
</thead>
<tbody>
<tr>
<td>'aë</td>
<td>yes</td>
</tr>
<tr>
<td>kare</td>
<td>no</td>
</tr>
<tr>
<td>rà</td>
<td>day</td>
</tr>
<tr>
<td>’epetoma</td>
<td>week</td>
</tr>
<tr>
<td>marama</td>
<td>month</td>
</tr>
<tr>
<td>mata’iti</td>
<td>year</td>
</tr>
<tr>
<td>pōpongi</td>
<td>morning</td>
</tr>
<tr>
<td>avatea</td>
<td>late morning and early afternoon</td>
</tr>
<tr>
<td>a’ia’i</td>
<td>afternoon (especially late afternoon)</td>
</tr>
<tr>
<td>pō</td>
<td>night</td>
</tr>
<tr>
<td>tēia rà</td>
<td>today</td>
</tr>
<tr>
<td>āpōpō</td>
<td>tomorrow</td>
</tr>
<tr>
<td>i nana’i</td>
<td>yesterday</td>
</tr>
<tr>
<td>Tāpati</td>
<td>Sunday</td>
</tr>
<tr>
<td>Mōnitē</td>
<td>Monday</td>
</tr>
<tr>
<td>Ru’irua</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Ru’itoru</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Paraparau</td>
<td>Thursday</td>
</tr>
<tr>
<td>Varaire</td>
<td>Friday</td>
</tr>
<tr>
<td>Ma’anâkai</td>
<td>Saturday</td>
</tr>
<tr>
<td>Tīaniuare</td>
<td>January</td>
</tr>
<tr>
<td>Pēperuare</td>
<td>February</td>
</tr>
<tr>
<td>Māti</td>
<td>March</td>
</tr>
<tr>
<td>‘Āperirā</td>
<td>April</td>
</tr>
<tr>
<td>Mē</td>
<td>May</td>
</tr>
<tr>
<td>Tiūnu</td>
<td>June</td>
</tr>
<tr>
<td>Tiurai</td>
<td>July</td>
</tr>
<tr>
<td>‘Aukute</td>
<td>August</td>
</tr>
<tr>
<td>Tepetema</td>
<td>September</td>
</tr>
<tr>
<td>‘Okotopa</td>
<td>October</td>
</tr>
<tr>
<td>Noema</td>
<td>November</td>
</tr>
<tr>
<td>Tītīma</td>
<td>December</td>
</tr>
<tr>
<td>ora</td>
<td>o’clock (time, hour)</td>
</tr>
<tr>
<td>‘apa nō te ora</td>
<td>half-past</td>
</tr>
<tr>
<td>ora pure</td>
<td>prayer time</td>
</tr>
<tr>
<td>ora kanga</td>
<td>play time</td>
</tr>
<tr>
<td>ora kaikai</td>
<td>meal time</td>
</tr>
<tr>
<td>rā ‘ānau’anga</td>
<td>birthday</td>
</tr>
</tbody>
</table>

### Language Structures

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Ea’a tēia rà?</td>
<td>What day is it today?</td>
</tr>
<tr>
<td>‘E Mōnitē tēia rà.</td>
<td>Today is Monday.</td>
</tr>
<tr>
<td>‘Ea’a te rà i nana’i?</td>
<td>What day was yesterday?</td>
</tr>
<tr>
<td>‘E Tāpati te rà i nana’i.</td>
<td>Yesterday was Sunday.</td>
</tr>
<tr>
<td>‘Ea’a te rà āpōpō?</td>
<td>What day will tomorrow be?</td>
</tr>
<tr>
<td>‘E Ru’irua te rà āpōpō.</td>
<td>Tomorrow will be Tuesday.</td>
</tr>
<tr>
<td>Ko’ai tēia marama?</td>
<td>What is this month?</td>
</tr>
<tr>
<td>Ko Tiūnu tēia marama.</td>
<td>This is the month of June.</td>
</tr>
<tr>
<td>‘Ea’a te ora?</td>
<td>What time is it?</td>
</tr>
</tbody>
</table>
‘E ora rima.  
It is five o’clock.

‘E ‘àpa nò te ora rima.  
It is half-past five.

‘E ora kanga.  
It’s playtime.

‘Ea’a tò’ou rà ‘ànau’anga?  
What date is your birthday?

Ko te rà ta’i nga’uru mà toru o Titema.  
It is on the 13th of December.

Ko tèia rà, tòku rà ‘ànau’anga.  
Today is my birthday.

Kia mataora tò’ou rà ‘ànau’anga!  
Happy birthday!

**Extension**

‘Aere mai koe ki tòku rà ‘ànau’anga, ‘inê?  
Please come to my birthday party.

‘Åe, meitaki, ma’ata!  
Yes, thanks, great!

‘Ea’a te ora?  
What time is it?

‘E ora rima i te a’i’a’i.  
It is at 5 o’clock in the afternoon.

Ka ‘aere ki ‘ea?  
Where is it?

Ka ‘aere ki toru Puka Street.  
It is at 3 Puka Street?

**Cultural Aspects:**

There are many special times in the year for Cook Islands people. They include:

- Gospel Day (26 October)
- White Sunday
- Constitution Day
- Pure ‘Epetoma (see Unit 17)
- the Maeva Nui week-long festival
- Koni Ràoni – a dance celebration in Aitutaki
- Christmas Day.

Students could research one of these special times. For example, Gospel Day is celebrated differently on different islands. On Gospel Day in Rarotonga, whole villages get together to produce a major drama (a nuku) based on a biblical story.

*Traditional knowledge about the moon*

Fishing and planting were usually guided by the phases of the moon. People knew what kind of fishing to do according to how big the moon was and what way it was curving. The expert fishermen taught the younger ones which part of the island to go to and what sort of tide it would be. With fishing out in the ocean, it is important to know which way the tide is running, and whether there will be a rip. If the moon is at a certain phase, it may not be much good going out there the next day. It may be better to go lagoon fishing with spears.

The moon and the stars also guided people as to which crop to plant and when. People planted their vegetables, bananas, flowers – everything – by the phases of the moon.
Daily events

Prayers (pure) are an important part of Cook Islands culture, so there is ora pure (prayer time) as well as ora kanga (playtime), ora kaikai (mealtime), and ora 'āpi'i (school time).

There are prayer times in the morning and evening, and opening prayers at events.

Many Cook Islands people have family prayers in the morning. The children are taught to say their prayers at their own bed.

There are usually prayers when someone is travelling, especially if there’s a group – there are prayers before they board the train, plane, or their cars. When they arrive, prayer is a formal part of the greeting.

Grace is said before meals. In the mornings, when everyone gets their own breakfast, they say their own grace.

Teachers’ Notes

Note that the following question and answer do not follow the usual rule that the answer begins the same way as the question.

‘Ea’a tō’ou rā ‘ānau’anga? What date is your birthday?
Ko te rā ta’i nga’uru mā toru o Titema. It is on the 13th of December.

Cardinal numbers

Cook Islands Māori expresses cardinal numbers by adapting the ordinal number words, so (for example) the 13th of December is expressed as “te rā ta’i nga’uru mā toru o Titema (the day 13 of December)”.  

Ten o’clock

When counting, ten is ta’i nga’uru, but when telling the time, the ta’i is dropped. So “10 o’clock” is ‘e ora nga’uru, “11 o’clock” is ‘e ora nga’uru mā ta’i, and “12 o’clock” is tuaero i te avatea (midday) or tuero i te pō (midnight).

Referring to the English language

In this resource, the term students learn for “the English language” is te reo Papa’a. However, the teacher on the DVD sometimes uses an alternative term, reo Ingariti.
UNIT 6: LESSON A

LEARNING OUTCOMES

The students will learn to:

• ask what day it is and respond to that question;
• ask what day it was yesterday and what day it will be tomorrow and respond.

RESOURCES

• Unit 6 DVD and transcript
• Unit 6 Audio CD and transcript
• OHT 1: Days of the week
• Worksheet 1: Find the days of the week
• Teacher checksheet: find the days of the week
• OHT 2: What day is it today?
• Worksheet 2: Days of the week
• Ko e Vemipaea he ‘Uapou/The Vampire at the ‘Uapou Tupu book and teachers’ notes
• Flashcards with the days of the week in Cook Islands Māori on them.

LESSON OUTLINE

Introduction and Revision

Try a game to kick off the lesson and revise colour names. The teacher brings some items in a bag and pulls them out and asks, “‘Ea’a tēia kara?/What colour is this?” The students have to answer in Cook Islands Māori, for example, “E muramura/It’s red.” Then the teacher puts the items back in the bag and asks the students if they can remember what colour each one is.

Share the learning outcomes for this lesson: the students will learn to ask what day of the week it is and to say what day it was yesterday, what day it is today, and what day it will be tomorrow.

Learning Activities

1. Show the DVD and then discuss what happens on the various days of the week. For example, from Monday to Friday, many adults go to work and children go to school. On Saturdays, people often play sport. On Sundays, many people attend church. Discuss the fact that the Cook Islands teacher shown in the DVD does not use macrons or glottal stops when writing on the blackboard in Cook Islands Māori. This is because fluent speakers of Cook Islands Māori (such as the students in his class) can recognise the words in context and know how to pronounce them.

2. Listen to the audio CD (the first part of track 32), look at OHT 1, and practise saying the names of the days of the week. Use flashcards while listening to the CD and emphasise the
days which sound similar to their New Zealand Māori or English equivalent, such as Mōnitē. Help the students to remember the days by making up silly stories. For example, on Ru’irua we play rugby, on Varaire we do a variety of things.

3. After the students have had the chance to hear, repeat, and say the new words several times, give them worksheet 1 to complete the wordfind.

4. Next, introduce the first words at the top of OHT 2 and then the target question “’Ea’a teia rā?/What day is it today?” Ask this every lesson from now on. Start by listening with the CD (the end of track 32) and OHT 2. Repeat and practise together.

   ‘Ea’a teia rā?  What day is it today?
   ‘E Monite teia rā.  Today is Monday.
   ‘Ea’a te rā i nana’i?  What day was yesterday?
   ‘E Tāpati te rā i nana’i.  Yesterday was Sunday.
   ‘Ea’a te rā āpōpō?  What day will tomorrow be?
   ‘E Ru’irua te rā āpōpō.  Tomorrow will be Tuesday.

5. Use the flashcards and hold up a random day of the week. Ask “’Ea’a teia rā?/What day is it today?” and have the students respond. The students can then have a go at holding up a flashcard and asking.

6. Use worksheet 2 and ask the students to write the days of the week next to their English equivalents and then work with partners. One partner points to, say, Monday, while covering the word Mōnitē and asks the other “’Ea’a teia rā?/What day is it today?”

7. Add yesterday and tomorrow, using similar steps – CD, OHT 2, flashcards, and worksheet 2.

8. Finish the lesson with the days of the week chant to the drum beat.

Extension Activity
Talk about Sunday and the place of church in Cook Islands culture. Read the English version of Ko e Vemipaea he ‘Uapou/The Vampire at the ‘Uapou (available in the teachers’ notes for the Tupu book) and discuss this story.

Evaluation
Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to ask what day it is and respond to that question;</td>
</tr>
<tr>
<td>• to talk about yesterday and tomorrow.</td>
</tr>
</tbody>
</table>
# Days of the week

<table>
<thead>
<tr>
<th>Tongan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tāpati</td>
<td>Sunday</td>
</tr>
<tr>
<td>Mōnitē</td>
<td>Monday</td>
</tr>
<tr>
<td>Ru‘irua</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Ru‘itoru</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Paraparau</td>
<td>Thursday</td>
</tr>
<tr>
<td>Varaire</td>
<td>Friday</td>
</tr>
<tr>
<td>Ma’anākai</td>
<td>Saturday</td>
</tr>
</tbody>
</table>
What day is it today?

rā day

‘epetoma week

tēia rā today

āpōpō tomorrow

i nana‘i yesterday

‘Ea‘a tēia rā? What day is it today?

‘E Mōnitē tēia rā. Today is Monday.

‘Ea‘a te rā i nana‘i? What day was yesterday?

‘E Tāpati te rā i nana‘i. Yesterday was Sunday.

‘Ea‘a te rā āpōpō? What day will tomorrow be?

‘E Ru‘irua te rā āpōpō. Tomorrow will be Tuesday.
- Circle the hidden words for the days of the week. One has been done for you.
- Compare your answers with your partner’s when you have finished.

<table>
<thead>
<tr>
<th>a</th>
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• Circle the hidden words for the days of the week. One has been done for you.

• Compare your answers with your partner’s when you have finished.

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</tr>
</tbody>
</table>
Write the days of the week in Cook Islands Māori.

<table>
<thead>
<tr>
<th>Day</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Tuesday</td>
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<td>Thursday</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 6: LESSON B

LEARNING OUTCOMES

The students will learn to:
• ask what month it is and respond to that question;
• express birth dates.

RESOURCES

• Unit 6 DVD and transcript
• Unit 6 audio CD and transcript
• OHT 1: Months of the year
• OHT 2: What month is this?
• OHT 3: Numbers 21 to 31
• OHT 4: What date is your birthday?
• Worksheet 1: Match each person to their birthday
• Flashcards: Months of the year.

LESSON OUTLINE

Introduction and Revision

Revise lesson A by chanting the days of the week to the drum beat. Use the flashcards from lesson 6A to ask “What day is it today?” Invite a student to write the actual day of the week on the board in Cook Islands Māori. This could become a custom for every lesson from now on.

Share the learning outcomes for this lesson: the students will learn to ask and say what month of the year it is, to express birth dates, and to respond to a written invitation.

Learning Activities

1. Show the section of the DVD that gives the months of the year in Cook Islands Māori. Ask students if they can say the names of any months in Cook Islands Māori.
2. Listen to the audio CD (on track 33), look at OHT 1, and practise the new vocabulary (the months of the year), using flashcards.
3. Listen to the audio CD (on track 33), look at OHT 2, and practise the new structures.
   Ko’ai tēia marama? What is this month?
   Ko Tipu tēia marama. This is the month of June.
4. Ask the students to remember their number work. As a class, count up to 20 in Cook Islands Māori and record the numbers on the board. Now extend the pattern to include numbers 21–31, using OHT 3 (or flashcards with numbers). Use these...
numbers to give birth dates, using the structures that you will hear on track 34 of the CD. Several voices are heard giving their birthday dates. The students complete worksheet 1 and match each person to their birthday.

5. The students work out their own birth date in Cook Islands Māori. Go around the class asking for these dates and writing the birthdays on the board quickly, using numerals (5/7; 16/10). Does anyone in the class share a birthday? Or come close to it?

6. Listen to the audio CD (on tracks 34 and 35), look at OHT 4, and practise the structures.

‘Ea’a tō‘ou rā ‘ānau‘anga? What date is your birthday?
Ko te rā ta‘i nga‘uru mā toru o Titema. It is on the 13th of December.
Ko tēia rā, tōku rā ‘ānau‘anga. Today is my birthday.
Kia mataora tō‘ou rā ‘ānau‘anga! Happy birthday!

7. Have the students fill in a template showing which month every class member’s birthday is in. In pairs, they ask their partner questions based on this. For example, “Ko Pita: ‘Ea’a tōna rā ‘ānau‘anga? You know Pita: What date is his birthday?”, “Ko te rā ta‘i nga‘uru o Māti/It is on March 10”; ‘Ko Kiri: ‘Ea’a tōna rā ‘ānau‘anga? You know Kiri: What date is her birthday?”, “Ko te rā toru nga‘uru o Tiūnu/It is on June 30.”

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to ask what month it is and respond to that question;</td>
</tr>
<tr>
<td>to express birth dates.</td>
</tr>
</tbody>
</table>
## OHT 1: Months of the year

<table>
<thead>
<tr>
<th>Tiānuare</th>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pēperuare</td>
<td>February</td>
</tr>
<tr>
<td>Māti</td>
<td>March</td>
</tr>
<tr>
<td>‘Āperirā</td>
<td>April</td>
</tr>
<tr>
<td>Mē</td>
<td>May</td>
</tr>
<tr>
<td>Tiūnu</td>
<td>June</td>
</tr>
<tr>
<td>Tiurai</td>
<td>July</td>
</tr>
<tr>
<td>‘Aukute</td>
<td>August</td>
</tr>
<tr>
<td>Tepetema</td>
<td>September</td>
</tr>
<tr>
<td>‘Okotopa</td>
<td>October</td>
</tr>
<tr>
<td>Noema</td>
<td>November</td>
</tr>
<tr>
<td>Tītema</td>
<td>December</td>
</tr>
</tbody>
</table>
OHT 2: What month is this?

marama  month

mata'iti  year

Ko'ai tēia marama?  What is this month?

Ko Tiūnu tēia marama.  This is the month of June.

Ko'ai tēia marama?  What month is this?

Ko Tiānuare tēia marama.  This is the month of January.

Ko'ai tēia marama?  What month is this?

Ko Māti tēia marama.  This is the month of March.

Ko'ai tēia marama?  What month is this?

Ko Noema tēia marama.  This is the month of November.
OHT 3: Numbers 21–31

21 rua nga’uru mā ta’i
22 rua nga’uru mā rua
23 rua nga’uru mā toru
24 rua nga’uru mā ‘ā
25 rua nga’uru mā rima
26 rua nga’uru mā ono
27 rua nga’uru mā ‘itu
28 rua nga’uru mā varu
29 rua nga’uru mā iva
30 toru nga’uru
31 toru nga’uru mā ta’i
WORKSHEET 1: MATCH EACH PERSON TO THEIR BIRTHDAY

Birth dates
1. Ko te rā ta'i nga'uru mā toru o Tītema.
2. Ko te rā rua nga'uru mā rua o Tiānuare.
3. Ko te rā ta'i o Pēperuare.
4. Ko te rā ta'i nga'uru mā ono o Māti.
5. Ko te rā toru nga'uru o Āperirā.
6. Ko te rā ta'i nga'uru mā ta'i o Mē.

Names
1. Kaivai
2. Tamati
3. Sarai
4. Tuaine
5. Anne
6. Manu
OHT 4: What date is your birthday?

‘Ea’a tō‘ou rā ‘ānau‘anga?  What date is your birthday?
Ko te rā ta‘i nga‘uru mā toru o Titema. It is on the 13th of December
Ko tēia rā, tōku rā ‘ānau‘anga. Today is my birthday.
Kia mataora tō‘ou rā ‘ānau‘anga! Happy birthday!
UNIT 6: LESSON C

LEARNING OUTCOMES

The students will learn to:

• tell the time using “o’clock” and “half past” in Cook Islands Māori;
• use phrases for morning, afternoon, and evening.
• give and respond to an invitation.

RESOURCES

• Unit 6 DVD and transcript
• Unit 6 audio CD and transcript
• OHT 1: What’s the time?
• Worksheet 1: What’s the time?
• Teacher checksheet: What’s the time?
• Activity sheet 1: Morning, afternoon, and evening
• OHT 2: Invitations
• OHT 3: Invitation to a party
• Worksheet 2: Responding to an invitation.

LESSON OUTLINE

Introduction and Revision

Remember to have a student write the day of the week on the board! Then revise lesson B by getting the students to write the date of their birthdays, in English (for example, 6 April), on a small piece of paper and collect these papers in a hat or box. Have each student draw out a date and translate it into Cook Islands Māori. Each student must identify their own birthday and call out their name when they hear it.

Share the learning outcomes for this lesson: the students will learn to tell the time on a clock and to say whether it is morning, afternoon, or evening. As extension work, they may also learn to give and respond to invitations for a certain day and time.

Learning Activities

1. Watch the DVD material and listen for the language about times of day that is used before school and at school.

2. Put up OHT 1, which shows 10 clock faces and some words and sentence structures. Play the end of track 33 on the CD, giving the same structures. Listen once and then say, aloud, the times in Cook Islands Māori. Explain that, in telling the time, the ta’i before nga’uru is dropped in 10 o’clock.

‘Ea’a te ora?    What time is it?
‘E ora rima.     It is five o’clock.
‘E ‘apa nō te ora rima. It is half past five.
3. Revise saying the numbers 1–12 quickly, using a koosh ball.

4. Ask each student to draw a large clock face on an A4 sheet of paper and to use two pencils as its movable hands. Have them work in pairs, one partner showing a time on the hour and the other saying it aloud in Cook Islands Māori. For example, “‘E ora rima”; “‘E ora rua”; or “‘E ora ta’i nga’uru mā rua.” When they have each had a turn, they can add some “half past” times. For example, “‘E ‘āpa nō te ora rima”; “‘E ‘āpa nō te ora tua”; or “‘E ‘āpa nō te ora ta’i nga’uru mā rua.”


6. In groups, the students can practise telling the time by playing What’s the Time, Mr Wolf? in Cook Islands Māori.

7. The students complete worksheet 1, writing the time for each of 12 clock faces under the clock in Cook Islands Māori words.

8. In groups, have the students complete activity sheet 1, saying and writing questions and answers about times in the morning, in the middle of the day, later in the afternoon, and at night.

**Extension activity**

Review the DVD section where Tamati invites Kiri to his birthday party. Use OHT 2 and the end of track 35 on the CD to read and practise the language for inviting a friend to a birthday party.

‘Aere mai koe ki tōku rā ‘anau’anga, ‘inē? Please come to my birthday party.
‘Åe, meitaki, ma’ata! Yes, thanks, great!
‘Ea’a te ora? What time is it?
‘E ora rima i te a’ia’i. It is at 5 o’clock in the afternoon.
Ka ‘aere ki ‘ea? Where is it?
Ka ‘aere ki toru Puka Street. It is at 3 Puka Street.

Then use OHT 3 to “invite the students to a party”. Have the students complete the invitation response activity on Worksheet 2.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• to tell the time using “o’clock” and “half past” in Cook Islands Māori;</td>
<td></td>
</tr>
<tr>
<td>• to use phrases for morning, afternoon, and evening</td>
<td></td>
</tr>
</tbody>
</table>

**Extension**

• to give and respond to an invitation.
OHT 1: What’s the time?

<table>
<thead>
<tr>
<th>Time</th>
<th>English Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ora</td>
<td>o’clock (time, hour)</td>
</tr>
<tr>
<td>‘àpa nò te ora</td>
<td>half past</td>
</tr>
<tr>
<td>ora pure</td>
<td>prayer time</td>
</tr>
<tr>
<td>ora kanga</td>
<td>playtime</td>
</tr>
<tr>
<td>ora kaikai</td>
<td>mealtime</td>
</tr>
<tr>
<td>rà ‘anau’anga</td>
<td>birthday</td>
</tr>
<tr>
<td>i te pòpongi</td>
<td>in the morning</td>
</tr>
<tr>
<td>i te avatea</td>
<td>in the middle of the day</td>
</tr>
<tr>
<td>i te a’ia’i</td>
<td>in the late afternoon</td>
</tr>
<tr>
<td>i te pò</td>
<td>at night</td>
</tr>
</tbody>
</table>

Language Structures

What time is it?—It is five o’clock.

What time is it?—It is half-past five.

What time is it?—It’s playtime.
Write the correct time in Cook Islands Māori.

1. 

6. 

8. 

11. 

10. 

2. 

5. 

12. 

3. 

9. 

4. 

7.
TEACHER CHECKSHEET: WHAT’S THE TIME?

1. ‘E ora toru (3)
2. ‘E ‘āpa nō te ora toru (3.30)
3. ‘E ora ‘ā (4 o’clock)
4. ‘E ‘āpa nō te ora ‘ā (4.30)
5. ‘E ora nga’uru mā ta’i (11)
6. ‘E ‘āpa nō te ora varu (8.30)
7. ‘E ora ‘itu (7)
8. ‘E ora rua (2)
9. ‘E ‘āpa nō te ora nga’uru mā ta’i (11.30)
10. ‘E tuaero (12)
11. ‘E ‘āpa nō te ora nga’uru (10.30)
12. ‘E ‘āpa nō te ora rua (2.30)
• Draw the time as it would appear on a digital watch.

‘E ora ‘ā i te a’ia‘i.
‘E ora ‘ā i te pōpongi.
‘E ora nga‘uru i te pō.
‘E ora nga‘uru i te pōpongi.
‘E ‘āpa nō te ora rima i te pōpongi.
‘E ‘āpa nō te ora rima i te a’ia‘i.
‘Aere mai koe ki tōku rā ‘ānau'anga, ‘inē?
Please come to my birthday party.

‘Āe, meitaki, ma'ata!
Yes, thanks, great!

‘Ea'a te ora?
What time is it?

‘E ora rima i te a'ia'i.
It is at 5 o'clock in the afternoon.

Ka ‘aere ki ‘ea?
Where is it?

Ka ‘aere ki toru Puka Street.
It is at 3 Puka Street.
OHT 3: Invitation to a party

INGOA: ________________

‘Aere mai koe ki tōku rā ‘ānau’anga
3 Maire Road

Ora rima i te a’ia’i
Varaire, ta’i nga’uru mā rua o Mē
• Write your name and a response to the party invitation.

INGOA: _____________

____________________
____________________
____________________
____________________
Track 31  Vocabulary for Unit 6

'āe
kāre
rā
'ēpetoma
marama
mata'iti
pōpongi
avatea
a'ia'i
pō
tēia rā
āpōpō
i nana'i
Tāpati
Mōnitē
Ru'irua
Ru'i'rōru
Paraparau
Varaire
Ma'a'nākai
rā
'ēpetoma
tēia ra
āpōpō
i nana'i
'Ea'a tēia rā?
'E Mōnitē tēia rā.
'Ea'a te rā i nana'i?
'E Tāpati te rā i nana'i. 'Ea'a te rā āpōpō?
'E Ru'irua te rā āpōpō.

Track 32  Words and Dialogue: 
Days and Times

Tāpati
Mōnitē
Ru'irua
Ru'i'rōru
Paraparau
Varaire
Ma'a'nākai
rā
'ēpetoma
tēia ra
āpōpō
i nana'i
'Ea'a tēia rā?
'E Mōnitē tēia rā.
'Ea'a te rā i nana'i?
'E Tāpati te rā i nana'i. 'Ea'a te rā āpōpō?
'E Ru'irua te rā āpōpō.

Track 33  Words and Dialogue:
Months of the Year

Ti'a'nuare
Pēperuare
Māti
'Āperirā
Mē
Ti'ūnu
Tiurai
'Aukute
Te'petema
'Oko'topa
Noema
Titema
ora
'āpa nō te ora
ora pure
ora kanga
ora kāka'i
rā 'ānau'anga

Ti'a'nuare
Pēperuare
Māti
'Āperirā
Mē
Ti'ūnu
Tiurai
'Aukute
Te'petema
'Oko'topa
Noema
Titema
Ko'ai tēia marama?
Ko Ti'ūnu tēia marama.
'Ea'a te ora?
'E ora rima.
'E 'āpa nō te ora rima. 'E ora kanga.
Track 34  “Time, Days, and Months”
Activity in Lesson 6B

SPEAKER: ‘Ea’a tō’ou rā ‘ānau’anga, e Sarai?
SARAI: Ko te rā ta’i nga’uru mā toru o Titema. ‘Ea’a tō’ou rā ‘ānau’anga, e Tamati?
TAMATI: Ko te rā rua nga’uru mā rua o Tiānuare. ‘Ea’a tō’ou rā ‘ānau’anga, e Kaivai?
KAIVAI: Ko te rā ta’i o Pêperuare. ‘Ea’a tō’ou rā ‘ānau’anga, e Anne?
ANNE: Ko te rā ta’i nga’uru mā ono o Màti. ‘Ea’a tō’ou rā ‘ānau’anga, e Tuaine?
TUAIN: Ko te rā toru nga’uru o ‘Àperira. ‘Ea’a tō’ou rā ‘ānau’anga, e Manu?
MANU: Ko te rā ta’i nga’uru mā ta’i o Mē.

Track 35  Dialogue: Birthdays

TAMATI: Ko tēia rā, tōku rā ‘ānau’anga.
SARAI: Kia mataora tō’ou rā ‘ānau’anga!
TAMATI: ‘Aere mai koe ki tōku rā ‘ānau’anga, ‘īne?
SARAI: ‘Āe, meitaki ma’ata! ‘Ea’a te ora?
TAMATI: ‘E ora rima i te a’ia’i.
SARAI: Ka ‘aere ki ‘ea?
TAMATI: Ka ‘aere ki toru Puka Street.
SCENE 8

AUNTY KURA
It’s time to go. It’s half past seven, time for
school.
E kotou ma. E apa no te ora itu teia e taime teia
no te aere ki te apii.
INA
What time does school start?
Eaa te ora e akamata ana te apii?
MOEROA
Eight o’clock. Or if you are Teariki, when you
wake up, about ten o’clock.
E ora varu. Me ko koe ra Teariki ka ara mai koe
i te ora ngauru.
AUNTY KURA
Teariki, have you forgotten something? Your
school bag, your lunch?
E Teariki, e Teariki, kare au apiŋa i ngaropoina?
Taau kiri apiŋi e taau kai?
MOEROA
Your pencil case, your books, your homework?
Your …
Taau kiri penitara, taau puka, taau apiŋi ngutuare?
Taau …
AUNTY KURA
Moeroa!
E Moeroa! E Moeroa!
MOEROA
’Bye Mum.
E noo ra e Mama.
INA
’Bye Aunty Kura.
E noo ra e Mama Kura.
TEARIKI
’Bye Mum.
E noo ra e Mama.
TUTERU
’Bye Mum.
E noo ra e Mama.
They all head off down the road to school.

SCENE 9

INA
Today is Monday. What is the schedule?
E Monite teia ra. Eaa te porokaramu?

MOEROA
Monday … maths then English, morning tea,
then science, then …
Monite … numero, reo Ingariti, kapu kaiti,
taeni, i te aru mai …
TEARIKI
Lunch break, yeeha!
Ora kaikai, i e ko ko!

Pere (14) is waiting by the school entrance with
his sister Tanga (13).

TEARIKI
Hi Pere, hi Tanga.
Kia orana e Pere, kia orana e Tanga.
PERE
Hi.
Kia orana.
TANGA
Hi Teariki, hi Moeroa, hi Tuteru.
Kia orana e Teariki, kia orana e Moeroa, kia
orana e Tuteru.

TUTERU
Hi. This is Ina from New Zealand.
Kia orana. Ko Ina teia no Niu Tireni mai.
INA
Hello Pere, hello Tanga, I’m Ina from New
Zealand.
Kia orana e Pere, kia orana e Tanga. Ko Ina au.
No Niu Tireni mai.
PERE
Wow! New Zealand. Hi, I’m Pere from
Rarotonga!
Aue! Niu Tireni. Kia orana. Ko Pere au no
Rarotonga nei!

MOEROA
More like Pere from outer space!
Ae, no vao mai paa a Pere i teia ao.
INA
Nice to meet you Pere, and nice to meet you
Tanga.
Mataora tikai au i te araveianga i a korua.

MOEROA
Come on everyone, it’s nine o’clock!
Ae, aere mai te katoatoa, e ora iva teia.
SCENE 10

MR TANGAROA
Children, come inside
E te au tamariki, tomo mai ki roto.

MOEROA
Sit at this desk, Ina, here is a chair.
Noo ki teia kaingakai, e Ina, teia toou nooanga.

INA
Thanks, Moeroa.
Meitaki, e Moeroa.

MR TANGAROA
Good morning children!
Kia orana kotou e te au tamariki i teia popongi!

CLASS
Good morning Mr Tangaroa.
Kia orana Tangaroa Tane.

MR TANGAROA
Today we have a new student. Moeroa, please
stand up and introduce Ina.
I teia ra e tamaine ou ta tatou. Moeroa, tu mai ki
runga akaaraveia mai a Ina.

MOEROA
This is Ina.
Ko Ina teia.

INA
Hello, everyone. I’m Ina from New Zealand.
Kia orana kotou. Ko Ina au no Niu Tireni mai.

CLASS
Kia orana e Ina!

MR TANGAROA
Ina is with us for twelve weeks and is learning
[Cook Islands] Māori. Before maths, we will
help her with her language. What do we use in
the class that Ina will need to know?
Ka noo a Ina ki konei ia tatou e ta’i ngauru ma
rua epetoma. E ka apiu a ia i te reo Māori. Eaa
ta tatou e rave ana i roto i to tatou pupu, te ka
anoano ia a Ina kia kite?

MOEROA
Desk
Kaingakai

INA
Desk
Kaingakai

PERE
Ruler
Rura

TEARIKI
Reading book
Puka tatau

STUDENT
Writing book
Puka tata

INA
Writing book
Puka tata

STUDENT
Pen
Peni

INA
Pen
Peni

TEARIKI
Reading book
Puka tatau

PERE
Door
Ngutupa

INA
Door
Ngutupa

MR TANGAROA
Good, very good. And what about school times?
Meitaki, meitaki. Aka peea te au o o te apiu?

MOEROA
Eight o’clock, school starts.
Akamata te apiu i te ora varu.

STUDENT
Ten o’clock, morning tea.
Ora ngauru – katikati.

STUDENT
Twelve noon, lunch time.
Tuaero – ora kaikai.

TEARIKI
One o’clock, school again.
Ora tā’i – apiu akaou.

PERE
Three o’clock, home time!
Ora toru – kua tere te apiu!

MR TANGAROA
Yes, three o’clock’s home time. What a surprise,
Pere, that you remembered that one!
Ae, ora toru kua tere te apiu. Poitirere tikai a Pere
kua maara ia koe ora toru kua tere te apiu!
Unit 7: Te Piʻa ‘Āpiʻi (The Classroom)

Theme

The Classroom

Learning Outcomes

By the end of this unit, students will be able to:

- identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers;
- respond to simple instructions in Cook Islands Māori;
- respond orally by saying ‘āe /yes, kāre/no, and Kāre au i kite/I don't know.
- ask where an object is in the classroom;
- say where an object is in the classroom.

Curriculum Links

2.3 offer, accept, refuse, and deny things;
2.1 identify people, places, and things;
1.4 recognise and respond to classroom expressions and simple instructions.

Revision

‘āe   yes
kāre   no

Language Targets

‘āpiʻi school
piʻa ‘āpiʻi classroom
ʻōmai give me
puka book
pēnitara pencil
vairanga pēnitara pencil case
pēni pen
rapa rubber
rūra ruler
kete bag
kaingākai desk, table
noʻoʻanga chair
kamupiuta computer
papa tātā whiteboard
ngūtupa door
māramarama window
vairanga tītā rubbish bin
runga …
roto …
vaʻo
raro …
mua …
muri …
tei ‘ea?
don top of, above …
inside …
outside …
derneath, below …
behind, at the back of …
where is?
Language Structures

Tei 'ea te pèni?  Where is the pen?
Kàre au i kite.  I don't know.
Tèia, tènà mai.  Here it is.
Tei 'ea tâ'au puka?  Where is your book?
Tei roto i te kaingakai.  It's inside the desk.
Tei roto i tôku kaingakai.  It's in my desk.
Tei 'ea te vairanga tìtà?  Where is the rubbish bin?
Tei raro i te mâramarama.  It's under the window.
E pèni auìka tâ'au?  Have you got a blue pen?
'Òmai i tèta'i puka.  Will you give me the book?
'Òmai i tèta'i pèni auìka.  Will you give me the blue pen?
'Àe, tèia.  Yes, here it is.

Classroom instructions

The students are learning to follow these simple instructions, which means they don't have to actually produce the language listed below. Rather, they should show their understanding by responding appropriately.

'Aere mai ki roto, 'inè?  Please come inside.
'Aere atu ki va'o, 'inè?  Please go outside.
'Àkara mai ki àku, 'inè?  Please look at me.
'Àkara mai ki te papa tátà.  Please look at the whiteboard.
'Akarongo mai, 'inè?  Please listen.
'È tiki i tâ'au pèni.  Get your pen out. (to one person)
'È no'o, 'inè?  Please sit.
'È tû ki runga.  Stand up.
Meitaki ma'ata!  Very good!
Kàore atu!  Fantastic, unbelievable!
Koia ai!  That's it! Right!
E ui'anga tâ'au?  Have you any questions? (to one person)
E ui'anga tâ kòtou?  Have you any questions? (to a group)
Kua màrama koe?  Do you understand? (to one person)
Kua màrama kòtou?  Do you understand? (to a group)
Cultural Aspects

A school in the Cook Islands can be seen on the DVD, so students will be able to compare a school in the Cook Islands with their own school in New Zealand.

One point of difference is that children in the Cook Islands have school chores, just as they have home chores; these may involve cleaning the classroom and keeping the grounds neat. There is often a roster for these chores.

In Cook Islands schools, drums or bells are used for the lunch signal. Suggestion: every language class from now on could start and finish with the sound of drums.

In the Cook Islands, many students and teachers get to and from school in the same ways as New Zealanders – by walking or by bus. But one of the most popular modes of transport is the motorbike.

School starts at 8.15 a.m. and finishes at 2.40 p.m. This is because by the afternoon, the sun is scorching hot, making it hard for students to concentrate.

Most primary schools go from year 1 up to year 8. Many of these schools have an attached preschool or kindergarten. Primary school students are in composite classes. The teachers teach all subjects, including both Cook Islands Māori and English. Practically all schools have school uniforms.

Teachers’ Notes

Some of the teacher instructions listed in Unit 7 are also in the preface and can be used throughout the course as appropriate, so students may already be familiar with them.

A note on the use of ‘inē’

This word means “if you please” or “do you agree?”, and makes a sentence more polite.

A note on the use of mai and atu

As in New Zealand Māori, the word mai has the connotation of movement towards the speaker, and atu conveys movement away from the speaker.

Prepositions of position

These prepositions tell us where something is in relation to something else. For example:

It’s on the computer.
It’s under the chair.
It’s inside the desk.
Words for computer

The following section is reprinted from pages 10–11 of *Cook Islands Māori in the New Zealand Curriculum*.

Words like “computer” challenge Cook Islands people to agree on an acceptable term in their language. There are a number of options: one is to transliterate the new terms (for example, “computer” becomes “kamupiuta”). Another way is to create new words from the existing Cook Islands Māori vocabulary (for example, the word “roro-uiira” was coined to mean “computer”). A third option is to add a new meaning to an existing Cook Islands Māori word.
UNIT 7: LESSON A

LEARNING OUTCOMES

The students will learn to:

• identify classroom items, including books, pencils, rubbers, rulers, bags, desks, chairs, rubbish bins, doors, windows, and computers.

RESOURCES

• Unit 7 DVD and transcript
• Unit 7 Audio CD and transcript
• OHT 1: Classroom objects
• Worksheet 1: Wordfind
• Teacher Checksheet: Wordfind
• Worksheet 2: Memory Game
• Worksheet 3: Memory Game
• Copysheet 1: Classroom Objects (some of these are in Guidelines for Cook Islands Māori Language Programmes, page 62)
• Activity sheet 1: “Snap” Cards.

LESSON OUTLINE

Introduction and Revision

Have a student write the day of the week and the month of the year on the board. Share the learning outcomes for this lesson: the students will learn to name some basic classroom items.

Learning Activities

1. Show the DVD. Ask the students to notice any Cook Islands Māori words that they think name classroom objects.
2. Listen to the audio CD (track 37) and practise saying the words and pointing to the object. Then practise briefly with the OHT up.
3. Ask the students to look around the room and identify the labels that you have written in Cook Islands Māori beforehand, using Copysheet 1. Ask the students to read the labels aloud. Alternatively, the students themselves could make the labels and place them around the room.
4. Have the students close their eyes while you remove the label from one classroom item. When the students open their eyes, they say which label is missing, using the Cook Islands Māori word. Then replace the label so that the class can check the word. Do this with all the labels.
5. Provide blank sets of 10 cards and have the students work in pairs to make two sets of “Snap” cards, referring to Activity sheet 1. In one set, each card has a drawing of a classroom item on one side and in the other set, each card has the Cook Islands Māori word/s for the same items. The students then play the card game “Snap” in pairs. They shuffle the two sets of cards, deal them into two piles, face down, and the students take turns to put their top card into a central pile, face up. If a card is placed on another card where the word/s and the picture represent the same item, the first student to say “Snap” and put their hand over the central pile wins that pile and adds it to their own pile. The piles will become a mixture of words and pictures, so the students can also say “Snap” if they see two matching pictures or two matching words. The winner is the one who ends up with most cards.

6. Ask the students to work in pairs to complete the wordfind on Worksheet 1. For homework, they could create their own wordfind featuring classroom items or other Cook Islands Māori words that they have learned. They can then swap their wordfinds with another student and do the other student’s wordfind.

7. Have students play the memory game on Worksheets 2 and 3 in pairs or groups.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today I learned:
• to identify _____ classroom items.  *(give number)*
```
<table>
<thead>
<tr>
<th>English</th>
<th>Maori</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>puka</td>
</tr>
<tr>
<td>pencil</td>
<td>pēnitara</td>
</tr>
<tr>
<td>pencil case</td>
<td>vairanga pēnitara</td>
</tr>
<tr>
<td>pen</td>
<td>pēni</td>
</tr>
<tr>
<td>rubber</td>
<td>rapa</td>
</tr>
<tr>
<td>ruler</td>
<td>rūra</td>
</tr>
<tr>
<td>bag</td>
<td>kete</td>
</tr>
<tr>
<td>desk, table</td>
<td>kaingākai</td>
</tr>
<tr>
<td>chair</td>
<td>no'o'anga</td>
</tr>
<tr>
<td>computer</td>
<td>kamupiuta</td>
</tr>
<tr>
<td>whiteboard</td>
<td>papa tātā</td>
</tr>
<tr>
<td>door</td>
<td>ngūtupa</td>
</tr>
<tr>
<td>window</td>
<td>māramarama</td>
</tr>
<tr>
<td>rubbish bin</td>
<td>vairanga tītā</td>
</tr>
</tbody>
</table>
Make a line around the words for things in the classroom. One has been done as an example. How many can you find?

<table>
<thead>
<tr>
<th>n</th>
<th>m</th>
<th>k</th>
<th>a</th>
<th>i</th>
<th>ng</th>
<th>ā</th>
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<td>‘ā</td>
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</tr>
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</tbody>
</table>
Make a line around the words for things in the classroom. One has been done as an example. How many can you find?

<table>
<thead>
<tr>
<th>n</th>
<th>m</th>
<th>k</th>
<th>a</th>
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<th>ng</th>
<th>ā</th>
<th>k</th>
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<td>‘ā</td>
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</tbody>
</table>
You have one minute to look at this picture of a classroom and try to remember where everything is. Then write the names of the missing objects in Cook Islands Māori in the correct spaces on Worksheet 3.
Write the names of the missing objects in Cook Islands Māori in the correct spaces or on the lines below, with arrows to show where they go.
Cut out these labels in Cook Islands Māori and place them around the classroom or on the whiteboard to identify classroom objects in the classroom.

<table>
<thead>
<tr>
<th>Object</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>puka</td>
<td>noʻoʻanga</td>
</tr>
<tr>
<td>pēnitara</td>
<td>kamupīuta</td>
</tr>
<tr>
<td>pēni</td>
<td>papa tātā</td>
</tr>
<tr>
<td>rapa</td>
<td>ngūtupa</td>
</tr>
<tr>
<td>rūra</td>
<td>māramarama</td>
</tr>
<tr>
<td>kete</td>
<td>vairanga tītā</td>
</tr>
<tr>
<td>kaingākai</td>
<td>vairanga pēnitara</td>
</tr>
</tbody>
</table>
Examples of what two “Snap” cards could look like

Set A

Set B

Instructions:
On each of your 10 cards, for set A, draw a simple line picture of a different classroom object from the list on OHT 1 and for set B, write the name of one of the different classroom objects from the list on OHT 1 in Cook Islands Māori, as in the examples shown above. Draw or write clearly, using a felt-tip pen in a dark colour.
UNIT 7: LESSON B

LEARNING OUTCOMES

The students will learn to:

• respond to simple instructions in Cook Islands Māori;
• respond orally by saying “āe /yes”, “kāre/no”, and “Kāre au i kite/I don’t know”.

RESOURCES

• Unit 7 DVD and transcript
• Unit 7 and track 2 of the Audio CD
• Activity sheet 1: Classroom instructions
• Activity sheet 2: Similarities and differences
• Supplementary material on Similarities and differences (between New Zealand schools and Cook Islands schools)
• OHT 1: Classroom instructions
• OHT 2: Common responses.

LESSON OUTLINE

Introduction and Revision

Review the learning from the previous lesson by playing I Spy, naming classroom objects in Cook Islands Māori. Share the learning outcomes for this lesson: the students will learn to follow simple instructions in Cook Islands Māori.

Learning Activities

1. Show the DVD and try to identify teacher instructions and student responses.

2. Listen to track 2 of the audio CD together. You have probably been using these instructions with your students for some time. Then put up OHT 1 and give the students some of the classroom instructions (orally) to respond to. These could include:

‘Aere atu ki va’o, ‘inē? Please go outside.
‘Àkara mai ki àku, ‘inē? Please look at me.
‘Àkara mai ki te papa tātā. Please look at the whiteboard.
‘È tiki i tā’au pēni. Get your pen out. (to one person)
‘È tū ki runga. Stand up.
E ui'anga tā'au? Have you any questions? (to one person)
E ui'anga tā kōtou? Have you any questions? (to a group)
Kua mārama koe” Do you understand? (to one person)
Kua mārama kōtou? Do you understand? (to a group)

After listening to the instructions on track 2 and following on OHT 1 a couple of times, remove the OHT, and the students then follow each instruction that they hear you give. The instructions can then be repeated in random order and get faster and faster (but not so fast that the students can’t carry them out). It could be agreed beforehand that the signal for “Please listen” is a hand cupped to an ear, and that the signal for “Please look at me” is fingers over eyes in the shape of binoculars.

3. Give the students copies of activity sheet 1 and ask them to read the instructions and draw someone following each instruction (in the box beside the instruction).

4. Introduce or revise the following everyday responses used in dialogue on the CD (on track 39), using OHT 2: Common responses: “‘āe /yes”, “kāre /no”, and “Kāre au i kite/l don’t know”.

**Extension activity**

Have the students discuss the similarities and differences between their school and a school in the Cook Islands. The students then work in pairs or groups to read the supplementary material and complete activity sheet 2.

**Evaluation**

Have the students fill in checklists similar to the model below.

Today I learned:

- to respond to simple instructions in Cook Islands Māori by following the instructions;
- to respond orally by saying “‘āe /yes”, “kāre /no”, “Kāre au i kite/l don’t know”, and “‘Āria ana, ‘inē?/Just a minute, please”.

7B
OHT 1: Classroom instructions


‘Ākara mai ki āku, ‘inē? Please look at me.

‘Ākara mai ki te papa tātā. Please look at the whiteboard.


‘Ē tiki i tā’au pēni. Get your pen out.
(to one person)


‘Ē tū ki runga. Stand up.

E ui‘anga tā‘au? Have you any questions?
(to one person)

E ui‘anga tā kōtou? Have you any questions?
(to a group)

Kua mārama koe? Do you understand?
(to one person)

Kua mārama kōtou? Do you understand?
(to a group)
OHT 2: Common responses

‘āe  yes
kāre  no
Kāre au i kite.  I don’t know.
• Draw a simple picture of someone following the instruction.

‘Aere mai kī roto, ‘inē?

‘Aere atu kī va‘o, ‘inē?

‘Ākara mai ki āku, ‘inē?

‘Ākara mai ki te papa tātā.

‘Akarongo mai, ‘inē?

‘Ē tiki i tā‘au pēni.

‘Ē no‘o, ‘inē?

‘Ē tū ki runga.
One point of difference is that children in the Cook Islands have school chores, just as they have home chores; these may involve cleaning the classroom and keeping the grounds neat. There is often a roster for these chores.

In Cook Islands schools, drums or bells are used for the lunch signal.

In the Cook Islands, many students and teachers get to and from school in the same ways as New Zealanders – by walking or by bus. But one of the most popular modes of transport is the scooter (motorbike).

School starts at 8.15 a.m. and finishes at 2.40 p.m. This is because by the afternoon, the sun is scorching hot, making it hard for students to concentrate.

Most primary schools go from year 1 up to year 8. Many of these schools have an attached preschool or kindergarten. Primary school students are in composite classes. The teachers teach all subjects, including both Cook Islands Māori and English.
Similarities and differences between New Zealand and Cook Islands schools

1. Work in pairs to complete the sentences in English.
   a. In New Zealand, school usually starts at 9 a.m.
      In the Cook Islands, school usually starts __________.
   b. In New Zealand, students go to school by __________.
      In the Cook Islands, students go to school by __________.
   c. In New Zealand, the schools are cleaned by __________.
      In the Cook Islands, the schools are cleaned by __________.

2. With your partner, decide whether the words from the box below fit best into the “similarities” column or the “differences” column, and write them there. (Some words may fit in both columns.)

<table>
<thead>
<tr>
<th>subjects</th>
<th>uniforms</th>
<th>starting time</th>
<th>teachers</th>
<th>cleaners</th>
<th>transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>friends</td>
<td>sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>similarities</th>
<th>differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 7: LESSON C

LEARNING OUTCOMES

The students will learn to:

• ask where an object is in the classroom;
• say where an object is in the classroom.

RESOURCES

• Unit 7 DVD and transcript
• Unit 7 Audio CD and transcript
• Worksheet 1: Where is it?
  OHT 1: Where is it? (questions and answers)
  OHT 2: Structures.

LESSON OUTLINE

Introduction and Revision

Revise Lesson B by playing Simon Says, using classroom instructions. In addition, you could repeat the CD-based game from the previous lesson – the instructions get faster and faster and students have to respond to them faster and faster.

Share the learning outcomes for this lesson: the students will learn to ask and say where classroom items are in relation to others.

Learning Activities

1. Show the DVD and try to identify language that says WHERE something is. For example, prepositions such as … runga, … raro, and … roto.
2. Put up OHT 1. Then listen to the audio CD (track 38) and practise asking and saying where other classroom items are.
3. Practise asking and saying where hidden classroom objects are. For example, “Tei ēa te pēni?/Where is the pen?” “Tei roto i te kaingākai/It’s inside the desk.” The students show their understanding by, for example, putting their pen inside the desk.
4. Have the students work in pairs. Each pair has a photocopy of Worksheet 1, a pair of scissors, some glue or paste, and 2–3 sheets of plain A4 paper. Explain the activity in Worksheet 1. Have the students cut out the pictures and match them to the words by placing items over, under, and so on, as stated in the answers to the questions about each item.
5. Using the CD (track 39) and OHT 2, introduce these phrases using the possessive adjectives tāku/my and tā'au/your as well as the article te/the.

<table>
<thead>
<tr>
<th>English</th>
<th>Cook Islands Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tei 'ea te pēni?</td>
<td>Where is the pen?</td>
</tr>
<tr>
<td>Kāre au i kite.</td>
<td>I don't know.</td>
</tr>
<tr>
<td>Tēia, tēnā mai.</td>
<td>Here it is.</td>
</tr>
<tr>
<td>Tei 'ea tā'au puka?</td>
<td>Where is your book?</td>
</tr>
<tr>
<td>Tei roto i te kaingākai.</td>
<td>It's inside the desk</td>
</tr>
<tr>
<td>Tei 'ea te vairanga tītā?</td>
<td>Where is the rubbish bin?</td>
</tr>
<tr>
<td>Tei raro i te māramarama.</td>
<td>It's under the window.</td>
</tr>
<tr>
<td>E pēni aulka tā'au?</td>
<td>Have you got a blue pen?</td>
</tr>
<tr>
<td>‘Ōmai i tēta'i puka.</td>
<td>Will you give me the book?</td>
</tr>
<tr>
<td>‘Ōmai i tēta'i pēni aulka.</td>
<td>Will you give me the blue pen?</td>
</tr>
<tr>
<td>‘Āe, tēia.</td>
<td>Yes, here it is.</td>
</tr>
</tbody>
</table>

The teacher could move an item and ask “Tei ‘ea te …/Where is the …?” and the students respond with “Tei …/It’s …”

6. In pairs, the students can incorporate the names of classroom objects into phrases.

For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Cook Islands Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tei ‘ea te ___________?</td>
<td>Where is the ________?</td>
</tr>
<tr>
<td>Tei _____ i te kaingākai.</td>
<td>It’s _____ the desk.</td>
</tr>
</tbody>
</table>

7. The students can now write sets of sentences asking where four things are, and pass these to their partners, who can write the answers. The students could each hide four items while their partner is not looking. Then they could pass on their questions, and the partner has to find the objects and write the answers.

Alternatively, the students work in groups and take turns hiding things in the classroom. The groups work together writing their sentences, then hide the objects in the places described while the other group waits outside. The group outside comes in and listens to or reads the sentences and finds the objects. This could be timed, and the fastest group wins.

**Extension activities**

- Students can choose to create and perform a role play or rap using their new language.
- The teacher or some students could construct a treasure hunt with clues in Cook Islands Māori.
**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to ask where an object is in the classroom;</td>
</tr>
<tr>
<td>• to say where an object is in the classroom.</td>
</tr>
</tbody>
</table>
Activity

Read or listen to the questions and answers. Cut out the pictures and stick them onto another A4 sheet of paper, placing items over, under, or in front of others as described in the list below.

1. Tei ‘ea te pēni?
   Tei raro i te kaingākai.

2. Tei ‘ea te vairanga tītā?
   Tei mua i te māramarama.

3. Tei ‘ea te rapa?
   Tei runga i te kaingākai.

4. Tei ‘ea te rūra?
   Tei muri i te kete.

5. Tei ‘ea te pēnitara?
   Tei va’o i te ngūtupa.
OHT 1: Where is it?

Tei ‘ea te vairanga tītā?  
Where is the rubbish bin?
Tei raro i te kaingākai.  
It’s under the desk.

Tei ‘ea te rapa?  
Where is the rubber?
Tei runga i te kaingākai.  
It’s on top of the desk.

Tei ‘ea te rūra?  
Where is the ruler?
Tei muri i te kete.  
It’s behind the bag.
OHT 2: Structures

Tei ‘ea te pēni?  Where is the pen?
Kāre au i kite.  I don’t know.
Tēia, tēnā mai.  Here it is.
Tei ‘ea tā‘au puka?  Where is your book?
Tei roto i te kaingākai.  It’s inside the desk.
Tei ‘ea te vairanga tītā?  Where is the rubbish bin?
Tei raro i te mārama.  It’s under the window.
E pēni auīka tā‘au?  Have you got a blue pen?
‘Ōmai i tēta‘i puka.  Will you give me the book?
‘Ōmai i tēta‘i pēni auīka.  Will you give me the blue pen?
‘Āe, tēia.  Yes, here it is.
Track 36  Vocabulary for Unit 7

‘āpi‘i
pi‘a ‘āpi‘i
‘ōmai
puka
pēnitara
vairanga pēnitara
pēni
rapa
rūra
kete
kaingākai
no‘o‘anga
kamupiuta
papa tātā
ngūtupa
māramarama
vairanga titā
runga
roto
va‘o
raro
mua
muri
tei ‘ea?

Track 37  Classroom Objects

puka
pēnitara
vairanga pēnitara
pēni
rapa
rūra
kete
kaingākai
no‘o‘anga
kamupiuta
papa tātā
ngūtupa
māramarama
vairanga titā

Track 38  Dialogue: Tei ‘Ea? (Asking Where Things Are)

Tei ‘ea te vairanga titā?
Tei raro i te kaingākai. Tei ‘ea te rapa?
Tei runga i te kaingākai. Tei ‘ea te rūra?
Tei muri i te kete.

Track 39  Language Structures (‘Where Is the …?’)

Tei ‘ea te pēni?
Kāre au i kite.
Tei ‘ea te vairanga titā?
Tei raro i te māramarama.
Tei ‘ea te pēni auīka tā‘au?
‘Ōmai i tēta‘i puka.
‘Ōmai i tēta‘i pēni auīka.
‘Āe, tēia.
Unit 7 revisits most of scene 10, already shown in Unit 6, with a focus on classroom words.

MR TANGAROA
Children, come inside
E te au tamariki, tomo mai ki roto.

MOEROA
Sit at this desk, Ina, here is a chair.
Noo ki teia kaingakai, e Ina, teia toou nooanga.

INA
Thanks, Moeroa.
Meitaki, e Moeroa.

MR TANGAROA
Good morning children!
Kia orana kotou e te au tamariki i teia popongi!

CLASS
Good morning Mr Tangaroa.
Kia orana Tangaroa Tane…

MR TANGAROA
What do we use in the class that Ina will need to know?
Eaa ta tatou e rave ana i roto i to tatou pupu, te ka anoano ia a Ina kia kite?

MOEROA
Desk
Kaingakai

INA
Desk
Kaingakai

PERE
Ruler
Rura

INA
Ruler
Rura

STUDENT
Writing book
Puka tata

INA
Writing book
Puka tata

STUDENT
Pen
Peni

INA
Pen
Peni

TEARIKI
Reading book
Puka tatau

INA
Reading book
Puka tatau

PERE
Door
Ngutupa

INA
Door
Ngutupa

MR TANGAROA
Good, very good. And what about school times?
Meitaki, meitaki. Aka peea te au ora o te apii?

MOEROA
Eight o’clock, school starts.
Akamata te apii i te ora varu.

STUDENT
Ten o’clock, morning tea.
Ora ngauru – katikati.

STUDENT
Twelve noon, lunch time.
Tuaero – ora kaikai.

TEARIKI
One o’clock, school again.
Ora ta’i – apiitakaou.

PERE
Three o’clock, home time!
Ora toru – kua tere te apiit!

MR TANGAROA
Yes, three o’clock’s home time. What a surprise,
Pere, that you remembered that one!
Ae, ora toru kua tere te apiit. Poitrere tikai a Pere kua maara ia koe ora toru kua tere te apiit!
Unit 8: Tāmataora: Āmene e te ‘Ura
(Celebrations: Song and Dance)

Theme
Celebrations: Song and Dance

Learning Outcomes
By the end of this unit, students will be able to:
• view a Cook Islands cultural celebration and choose a cultural celebration to find out about;
• work in groups to gather information about a specific Cook Islands celebration;
• work as part of a group to plan and present a specific Cook Islands celebration;
• give constructive feedback on other groups’ presentations.

Curriculum Links
2.5  express interest and enjoyment;
2.7  express feelings, emotions, and needs;
2.10  express concepts of quality.

Revision
birthdays and people’s ages
times, months, and days of the week
‘aere rà  farewell, goodbye (to someone who is going)
e no'o rà  farewell, goodbye (to someone who is staying)

Language Targets
‘Aere mai!  Welcome! (Come here!)
manaora  cheerful, happy, entertaining
mànea    attractive, appealing, beautiful
reka     like, enjoy
rekareka happy, pleased, excited
‘ìmene  songs, hymns, sing
‘ura        dance
‘apinga aro’a  gift
kai        food
umukai  feast
tūoro  call, shout of welcome
pupu tārekareka  group of entertainers
pupu ‘ura  dance group
tangata rutu pa’ù  drummer
maeva nui  festival
tāmataora  performance, entertainment
‘ei katu  head ‘ei
‘ei kākī  necklace ‘ei (garland)

Language Structures

‘Aere mai ki tā mātou tāmataora!  Welcome to our performance!
Tēia tō’ou no’o’anga.  Here is your seat.
Tēia tō’ou ‘ei kātū.  Here is an ‘ei for you. (Here is your ‘ei.)

Cultural Aspects

The DVD shows many aspects of a Cook Islands party, including music, gifts, and ‘ei katu, in the relatively informal context of a birthday party. The DVD also shows an umu being used to prepare food. This umu is a modern variety used by a Cook Islands hotel. Note that the food here is in baskets, although traditionally food was wrapped in banana leaves.

If a special group is being welcomed, then it’s done in a formal fashion, with a traditional chant. For formal occasions, one of the older men does the traditional chant.

If we have to welcome people for rare occasions, such as a dedication ceremony of the pa’u or set of drums, then the names of the main guests, including those who are not there but who were invited, are announced.

On a less formal occasion, we start off with kia orāna, or with a hymn and a prayer.

A lot of the history of the Islands is wrapped up in stories, chants, and songs. In fact, singing is so much a part of our being that it would almost be as if something was missing if there was no song included when a story or legend is being told.

In the old days, the uapou was a training ground for debaters and composers. Today, a more competitive element has crept into the uapou. It seems as though people give of their best when they’re encouraged in an enthusiastic way, especially when the event involves several islands or villages. It’s a kind of celebrating, participating competition. While we might say, “We won! We’re better!”, in the end, the important thing is that people took part, that they made an attempt to compose for the occasion. If your village was the only one that didn’t compose, how shameful that would be! It’s to do with mana and status.

Cook Islands dancing reflects the environment. The movements convey the message of the lyrics. Different islands have distinct movements. You can pick out which island people come from by the movements they make. This can cause a lot of merriment.
When everybody is up and dancing away, suddenly someone will do something special with their hips, and everybody will laugh. It’s the surprise element.

Music and dancing are an integral part of Cook Islands events. Cook Islanders don’t just listen to records or watch a dancer perform. Invariably, they are active participants.

This feeling for music, for rhythm, comes about from mothers singing to their children right from when they are babes in arms. Children also pick it up from those around them. A group may be chatting away and then somebody will start singing, and they’ll all join in. Then the conversation will pick up again. A bit later, somebody else will start singing and away they’ll go again. The kids are encouraged to join in and to get up and dance.

Cook Islanders appreciate humour; they like their clowns. But clowns have to be really funny for other people to appreciate the humour, especially if they are someone in authority. But such people will act as clowns – like two male church elders doing an ‘ura together, one taking the part of a woman. They don’t mind being comical, though normally they have to be very dignified. Everyone loves it when they perform.

**Tere parties**

The aim of a Cook Islands tere party is to present a concert, at one or more venues away from their home village, in order to raise funds for a particular project in the home village – for example, building a church or a community hall or buying equipment for a band. The tere party plans and rehearses a programme, which will include traditional and contemporary Cook Islands items, to entertain the Cook Islands Māori communities who will be their hosts and their audiences.

Cook Islands dancers express themselves through graceful, flowing movements. The regular swaying of the hips, sometimes very fast, demonstrates the dancer’s skill and poise as they follow the various beats of the pātē (a Cook Islands drum).

The audience responds with enjoyment and participation, dancing and swaying their hips, laughing, singing, calling out, and making donations. The family members of a particular performer often shower that performer with money to show their pride in their relative. This money may be kept by the individual or used for the fundraising purpose, depending on the arrangements that have been made.

**Tere** party trips can provide excellent opportunities for family members in different places to reunite. This is very important to people whose families have moved to different parts of the world, because it enables them to catch up with their loved ones and to maintain family connections and traditions.

**Party food: the umu**

In pre-European times, the most common way to cook food in the Cook Islands was the umu. Like a New Zealand hāngi, the umu is an underground oven that cooks the food slowly, using hot rocks and steam. Now they are used more for special occasions such as birthdays, weddings, and hair-cutting ceremonies.
Early in the day a fire is lit in a big hole in the ground. Rocks are placed among coals or wood before the fire is lit (the rocks have to be the right kind). The fire is left for a few hours to burn down to glowing embers.

Meanwhile the food is prepared. Taro, kumara, and breadfruit are washed or peeled and wrapped in banana leaves, along with seasoned whole chickens, fish, and joints of pork.

When the flames have died down, strips of banana tree trunk are laid over the coals or wood to diffuse the heat, and the kai (food) is lowered into the pit. More palm leaves cover the food, then mats and finally soil. The umu is complete. Now it’s left to steam away for several hours.

**Resources**

Teachers may like to use:

- supplementary material on Cook Islands celebrations, for example, DVDs from Rarotonga of the constitutional celebrations held in the first week of August each year;
- *Kātini* (Tupu book with pictures and teachers’ notes on tere party performances);
- *Isabelle’s Wedding* picture pack and notes (with descriptions and pictures of dancing).

**Teachers’ Notes**

This unit is about getting the feel of Cook Islands celebrations more than learning specific language.
UNIT 8: LESSON A

LEARNING OUTCOMES

The students will:

- view and discuss some Cook Islands celebrations and choose a cultural celebration to find out about;
- begin to plan a presentation about a Cook Islands cultural celebration.

RESOURCES

- Unit 8 and Unit 3 DVD and transcripts
- Unit 8 Audio CD and transcript
- OHT 2 from lesson 1C: “Kia Orana”
- Supplementary Material: Having a good time
- Kātini (Tupu book and teachers notes; includes notes on tere party performances)
- Isabelle’s Wedding picture pack and notes.

LESSON OUTLINE

Introduction
Share the learning outcomes for this lesson: the students will view and discuss a Cook Islands birthday celebration, choose a cultural celebration to find out about, and begin planning their presentation.

Learning Activities

1. In groups, the students can discuss any celebrations that they have attended or participated in, including birthday parties. Encourage the students to discuss the things that happen during a celebration, why these things happen, who is involved, and the reasons for celebrations. Refer back to the hair-cutting ceremony shown on the Unit 3 DVD.

2. Have the groups share their ideas with the class. On the whiteboard, list the kinds of cultural celebrations the students have identified, for example, welcomes, birthdays, weddings, graduations, reunions. As a class, discuss what happens during each kind of celebration and how they may vary in different cultures.

3. Show the DVD, compare Pere’s birthday celebration with Huripapa’s in Unit 3, and discuss what common features they share.

4. Read the 8A Supplementary material together.
5. Play celebration music on the CD, including the welcome song “Kia Orâna” (track 8). Put up OHT 2 from lesson 1C with the words of “Kia Orâna” and have the students join in and sing along with the CD.

6. The students move into groups and choose a specific kind of Cook Islands celebration to find out about and describe to the class. Each group needs to choose a different celebration – for example, a welcome, a hair-cutting ceremony, a church opening. When each group has chosen, they can begin planning to gather information about their celebration, organise it effectively for the audience, and present it – and have fun in the process!

7. As a class, brainstorm likely sources of information on Cook Islands celebrations. These could include commercial and family videos, Ministry of Education resources including Tupu books and the School Journal, local Cook Islands people, the school library, the Internet, and even travel agents.

8. Each group of students can now begin planning to gather their information, perhaps organising it using 4Ws and an H – When? Who? Where? What? and How? Different students could follow up the different questions.

**Homework**

Each student could volunteer to bring particular information about their group’s celebration to the next lesson.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today my group:
- chose a cultural celebration to find out about some ways that Cook Islands people celebrate;
- began to plan our presentation about a Cook Islands cultural celebration.
```
SUPPLEMENTARY MATERIAL: HAVING A GOOD TIME

Dancing
Cook Islands dancers express themselves through graceful, flowing movements. They avoid showing the palms of their hands. The regular swaying of the hips, sometimes very fast, demonstrates the dancers’ skill and poise as they follow the various beats of the pātē (a Cook Islands drum).

Tere parties
The aim of a Cook Islands tere party is to present a concert, at one or more venues away from their home village, in order to raise funds for a particular project in the home village – for example, building a church or a community hall or buying equipment for a band. The tere party plans and rehearses a programme, which will include traditional and contemporary Cook Islands items, to entertain the Cook Islands Māori communities who will be their hosts and their audiences.

The audience responds with enjoyment and participation, dancing and swaying their hips, laughing, singing, calling out, and making donations. The family members of a particular performer often shower that performer with money to show their pride in their relative. This money may be kept by the individual or used for the fundraising purpose, depending on the arrangements that have been made.

Tere party trips can provide excellent opportunities for family members in different places to reunite. This is very important to people whose families have moved to different parts of the world, because it enables them to catch up with their loved ones and to maintain family connections and traditions.

Party food: the umu
In pre-European times, the most common way to cook food in the Cook Islands was the umu. Like a New Zealand hāngi, the umu is an underground oven that cooks the food slowly, using hot rocks and steam. Now they are used more for special occasions such as birthdays, weddings, and hair-cutting ceremonies.

Early in the day a fire is lit in a big hole in the ground. Rocks are placed among coals or wood before the fire is lit (the rocks have to be the right kind). The fire is left for a few hours to burn down to glowing embers.

Meanwhile the food is prepared. Taro, kumara, and breadfruit are washed or peeled and wrapped in banana leaves, along with seasoned whole chickens, fish, and joints of pork.

When the flames have died down, strips of banana tree trunk are laid over the coals or wood to diffuse the heat, and the kai (food) is lowered into the pit. More palm leaves cover the food, then mats and finally soil. The umu is complete. Now it’s left to steam away for several hours.
UNIT 8: LESSON B

LEARNING OUTCOMES

The students will:
- work in groups to gather information about a specific Cook Islands celebration;
- plan their presentation for the next lesson.

RESOURCES

- Unit 8 DVD and transcript
- Unit 8 Audio CD and transcript
- OHT 1: Language for presentations
- Isabelle’s wedding picture pack and notes.

LESSON OUTLINE

Introduction and Revision

Review lesson A by going over what the class now knows about Cook Islands celebrations in general. Share the learning outcomes for this lesson: the students will work in groups to gather information about a specific Cook Islands celebration, such as a wedding, a birthday, or Cook Islands Day. Discuss ways of organising the information, for example, about food, entertainment, clothes, speeches …

Learning Activities

1. In their groups, the students can work to synthesise the information each student gathered as homework, to note any gaps in their material, and to plan to fill those gaps.

2. The students should now begin to plan their actual presentation, which could be a poster and talk, a mini-play, a computer-assisted presentation, a role play based on the DVD, or whatever they think would best convey the feeling of their celebration (and key information about it) in the time available.

3. Give each group an opportunity to review parts of the DVD that are relevant to their research. Revisit Huripapa’s hair-cutting ceremony in unit 3 as well as Pere’s birthday party and the part about preparing an umu in unit 8. Suggest that they observe the way people are behaving, the clothing they are wearing, and the food they are eating. Ask the students to notice any speeches, when they are given, and whom the speaker seems to be addressing.
4. Put up OHT 1 and listen to the audio CD (track 40). Suggest that the students consider including some of this language in their presentations, as appropriate. (In this lesson, though, it’s not important that all the students learn all the language – they should select the language that they want to use.)

5. In their groups, the students should continue with their research and plan their presentations, so that these are ready for the next lesson.

**Homework**

Each student could prepare part of any support material needed for their group’s celebration at the next lesson, or arrange to take part in any rehearsals needed.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today my group:
• put together our information about a specific Cook Islands celebration;
• finished planning our presentation.
```
OHT 1: Language for presentations

‘Aere mai! Welcome! (Come here!)
mataora cheerful, happy, entertaining
mànea attractive, appealing, beautiful
reka like, enjoy
rekareka happy, pleased, excited
‘imene song, hymn, sing
‘ura dance
‘apinga aro’a gift
kai food
umukai feast
tūoro call, shout of welcome
pupu tārekareka group of entertainers
pupu ‘ura dance group
tangata rutu pa’ū drummer
maeva nui festival
tāmataora performance, entertainment
‘ei katu head ‘ei
‘ei kakī necklace ‘ei (garland)

‘Aere mai ki tā mātou tāmataora! Welcome to our performance!
Tēia tō’ou no’o’anga. Here is your seat.
Tēia tō’ou ‘ei katu. Here is an ‘ei for you.
UNIT 8: LESSON C

LEARNING OUTCOMES

The students will:

• work as part of a group to present a particular kind of Cook Islands celebration;
• give constructive feedback on other groups’ presentations.

RESOURCES

• Feedback form
• Food, costumes, etc, as appropriate (students to bring).

LESSON OUTLINE

Introduction

Review lesson B by revisiting the kind of celebration that each group will cover. Share the learning outcomes for this lesson: the students will work in groups to present information about a specific kind of Cook Islands Māori celebration and will give constructive feedback on other groups’ presentations. Agree on criteria for the feedback, for example, did the presentation tell the audience when the celebration takes place, who is involved, and what happens? Did the presentation give the audience the feel of the celebration?

Learning Activities

The sequence of this lesson will vary depending on how each group chooses to present its material.

After the presentations, the students give each other oral or written feedback, perhaps using the Feedback form, on their performances. You may know a Cook Islands Māori speaker who could provide formulaic feedback phrases in the language.

Each group could use this feedback to reflect on their own presentation and to note things that were very effective and things that they could do to improve a presentation next time.

Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

• to work as part of a group to present a particular kind of Cook Islands celebration;
• to give constructive feedback on other groups’ presentations.
FEEDBACK FORM

To give feedback, complete the following sentences. Add more statements to give feedback on any other criteria you agreed on for evaluating your performances.

I enjoyed this presentation because …

This presentation was interesting because …

I learned the following things about this Cook Islands celebration …

I would like to know more about …

Something that really gave me the feel of this celebration was …
Track 40  Vocabulary and Dialogue for Unit 8

'Aere mai!
mataora
mânea
reka
rekareka
'imene
'ura
'apinga aro'a
kai
umukai
tūoro
pupu tārekareka
pupu 'ura
tangata rutu pa'ū
maeva nui
tâmataora
'ei katu
'ei kāki
'Aere mai ki tā mátou tâmataora!
Tēia tō'ou no'o'anga.
Tēia tō'ou 'ei katu.
DVD STORY TRANSCRIPT UNIT 8

SCENE 11

INA
How old is Pere today?
Eia o Pere mataiti i teia ra?
MOEROA
He is fifteen today. How old are you, Ina?
E tai ngauru ma rima a ia i teia ra. Eia oou, e Ina?
INA
I’m thirteen but will be fourteen in March.
E ta’i ngauru ma toru, inara ka ta’i ngauru ma ‘a au, i roto ia Mati.
TEARIKI
My birthday is in September.
Toku ra anauanga tei roto te reira ia Tepetema.
TUTERU
My birthday is in April. I will be eighteen.
Tei roto ia Aperira toku ra anauanga. Ka ta’i ngauru ma varu i reira oku mataiti.
INA
What will Pere’s birthday be like?
Ka akapeea ra te ra anauanga o Pere?
MOEROA
There will be lots of food.
Ka maata te kai.
TEARIKI
There will be lots of fun.
Ka mataora.
TUTERU
There will be lots of family!
Maata te kopu tangata!

SCENE 12

Pere is greeting his friends and relatives outside in the garden.

PERE
Hi Ina, hi Teariki, hi Tuteru, hi Moeroa. Thanks for coming to my birthday. Welcome Ina, it’s your party too!
Kia orana e Teariki, kia orana e Tuteru, kia orana e Moeroa. Kia orana e Teariki, kia orana e Ina, kia orana e Moeroa, kia orana e Tuteru. Meitaki no tei aere mai ki toku ra anauanga. Aere mai e Ina, noou katoa teia pati!
INA
Happy birthday, Pere.
Kia mataora toou ra anauanga, e Pere.
TEARIKI
Happy birthday, Pere.
Kia mataora toou ra anauanga, e Pere.
TUTERU
Yes, happy birthday.
Ae, kia mataora.
MOEROA
Happy birthday, fifteen-year-old.
Kia mataora toou ra anauanga e ta’i ngauru ma rima mataiti.
TEARIKI
You are really old!
Ae pakari rai koe!
The children meet others, and are introduced to Pere’s relatives.

MAKATEA
Hello, I am Pere’s Uncle Makatea.
Kia orana, ko Papa Makatea au, Ko te metua tane kopu tangata o Pere.
PERE
Ina, this is Makatea, he plays the guitar really well.
E Ina, ko Makatea teia, e reka tikai tana akatangi kita.
INA
Hello Makatea, nice to meet you.
Kia orana e Makatea, mataora i te aravei ia koe.
MAKATEA
Hello Ina, welcome.
Kia orana Ina, aere mai.
PERE
Are you going to play the guitar for us?
Ka akatangi mai koe te kita kia matou?
MAKATEA
Maybe, after the food.
Penei kia oti te kaikai.
Unit 9: Kai (Food)

Theme
Food

Learning Outcomes
By the end of this unit, students will be able to:
• recognise and say the names of some fruits and vegetables;
• say the names of some other common foods and some drinks;
• ask for food or drink politely;
• ask what foods other people like;
• say what foods they themselves like;
• say what foods they dislike.

Curriculum Links
2.6  describe food, drinks, and meals;
2.2  offer, accept, refuse, and deny things;
1.10 simply express their wants and needs and briefly state their likes and dislikes;
1.12 use language and positioning to show respect, eg., by saying please, thank you, excuse me, I'm sorry.

Revision
‘āe     yes
reka    like
meitaki (ma’ata) thank you (very much)
‘ōmai ana … please give me …

Language Targets
‘inangaro want meîka pi green banana
kai  food ‘ara painapa pineapple
vai  water, drink vi mango
kakì vai thirsty vine grape
pongì hungry taro
tarì    tara
‘ànani orange (the fruit) kâpati cabbage
‘àpara apple ‘ōnìani onion
meika para ripe banana târâti lettuce
tômâti tomato
pl bean, pea
kûmara kumara
moa chicken
ika fish
pata butter
varâoa bread
tiâmu jam
û milk
tuka sugar
kaope coffee
ti tea

Language Structures

‘E reka ana au … I like …
Kâre au e reka ana … I don’t like …
‘E kâkî vai au. I’m thirsty.
‘E pongi au. I’m hungry.
Ka ‘inangaro koe i têta’i vai? Do you want some water?
Kâre au e ‘inangaro i têta’i vai. No, I don’t want any water.
Ka ‘inangaro koe i têta’i kai? Do you want some food?
‘Àe, ka ‘inangaro au i têta’i kai. Yes, I want some food.
‘Àe, ka ‘inangaro au i têta’i varâoa. Yes, I would like some bread.
‘Ômai i te varâoa ‘e te pata, ‘inê? Pass me the bread and butter, please.
Ka ‘inangaro koe i têta’i kûmara? Would you like some kumara?
‘Àe, e pongi (tikâi) au! Yes, I’m (really) hungry!
‘Àe, e kâkî vai (tikâi) au! Yes, I’m (really) thirsty!
Kâre. No, thanks.
‘Ea’a tâ’au kai reka? What food do you like?
‘E reka ana koe i te ‘àpara? Do you like apples?
‘E reka ana au i te ‘àpara. I like apples.
‘E reka ana koe i te ‘õniâni? Do you like onions?
Kâre au ‘e reka ana i te ‘õniâni. I don’t like onions.
Cultural Aspects

Many Cook Islands customs centre around sharing food, whether it is an evening meal with the household family or a celebration involving hundreds of people.

Traditionally, food was cooked in an earth oven or *umu*. To make an *umu*, a pit is dug and a fire is lit at the bottom of the pit. Stones are piled into the pit and heated in the fire. When the stones are hot, the embers are removed. The wrapped food is placed on the hot stones and covered over with leaves or sacks and then with earth, so that the food is steamed. Traditionally, the food was wrapped in leaves, but today foil is used, and sheets of corrugated iron and heavy paper are used to cover the *umu* over. (See also unit 8.)

The organising of large family functions or *umukai* requires meetings of senior members of the *kōpū tangata*. Friends will offer to provide particular food items, and accommodation for visitors. Usually the bulk of the food is prepared and cooked in a large umu in the back yard. Menfolk work together with much loud talk, storytelling, and friendly teasing, so the whole occasion is one of sharing and enjoying each other's company.

Everyone in the network takes part in preparing for a special occasion such as a birthday – grandparents, other relatives, friends. All they've got to know is what day, what time, and where.

Many families in the Cook Islands have garden plots. Popular root vegetables grown are the taro, kumara, and yam. One of these vegetables is always included in the menu. People also enjoy eating taro leaves, lettuces, peas, and beans, capsicums, and Chinese cabbages … Growers take their vegetables into the shop to sell, or export them to Rarotonga and New Zealand. There is an abundance of luscious tropical fruits. These include oranges, pawpaw, coconuts, pineapples, bananas, avocados, mangoes, and many other fruits not seen in New Zealand, such as the custard apple. People prefer eating fruit fresh. Anyone is welcome to pick the ripe mangoes off wild trees.

Many Cook Islands people think the best way of eating fish is *ika mata* – the freshly caught fish is cut up into thick chunks and eaten with lemon juice and *tai* (coconut cream). Fish may also be cut up into very small pieces, and marinated with lemon juice and a little vinegar. Finely chopped onions, tomatoes, and *tai* mixed together are then added. *Nu* (coconut water) is used as a refreshing drink. The white flesh of the matured nut is grated, then squeezed for the juice to make the coconut sauce. This sauce is always a part of the main meal.

Other foods, including *eke* (octopus), *māniota ōro* (arrowroot bread), *pa'ua* (clams), *maroro* (flying fish), and *rimu* (an edible seaweed) are described on the DVD.

**Cook Islands recipes**

*Poke*

To make *poke*, overripe bananas are cooked and mashed with arrowroot powder. The mixture is then baked. When cooked, it is cut into sections and served in cooked coconut cream.

*Rūkou*

To make *rūkou*, soft young taro leaves and onions are cut up and boiled together with water and salt. When the mixture is boiling, tinned corned beef and coconut cream are added.
Teachers’ Notes

Re “a” and “o” categories (refer back to Unit 2). Foods are in the “a” category.

I want/I like

The word reka is the habitual “like”. ‘Inangaro has the connotation of an immediate need or desire. So, for example,

Ka ‘inangaro koe i tēta’i kūmara? means “Would you (right now) like some kumara?”, but ‘E reka ana koe i te ‘āpara? means “Do you (always) like apples?”

Short answers

In this resource, students learn to answer in full sentences. However, in real life, people often give short answers using only one or two words, for example, Kāre au.

The term for “pineapple”

This resource uses the authentic term ‘ara, which includes other fruit as well as pineapple, along with the transliteration painapa.
UNIT 9: LESSON A

LEARNING OUTCOMES
The students will learn to:
• recognise and say the names of some foods, including fruits and vegetables.

RESOURCES
• Unit 9 DVD and transcript
• Unit 9 Audio CD and transcript
• OHT 1: Foods
• Resource sheets A and B: Food cards
• OHT 2: Food pictures
• Worksheet 1: What is it?
• Rūkou nō te rā ‘Ānau’anga Tupu book and teachers’ notes.

LESSON OUTLINE

Introduction and Revision
Discuss the students’ presentations, drawing their attention to the role played by food at the celebrations they described.

Share the learning outcomes for this lesson: the students will learn to say the words for some foods, including some fruits and vegetables.

Learning Activities
1. Show the DVD. Discuss what foods the students see and ask whether they can hear any words for the foods.

2. Listen to the CD (track 42) and have the students say aloud the words for the foods on OHT 1.

3. Give the students copies of resource sheets A and B, and ask them to colour and then cut out the picture of each food. When all the students have done this, begin calling out the names of each food (in random order) and the students hold up the appropriate pictures. This could get faster and faster!

4. Have the students form four teams. Explain that you are going to play a game identifying fruits and vegetables. Put up OHT 2 and point to a picture. The student at the front of each team says the word that matches the picture. The students must use the correct word and pronounce it correctly to receive one point. Keep score on the whiteboard.
5. Pair activity – the students put up a book or some other divider between their desks so they can’t see each other's desks. Student A selects five pictures of different foods and lays them out flat on their desk. Student B says the name of a food. If student A has that one on their desk they say “‘âe/yes”. Student B then puts their picture of that food out flat on their desk. The game carries on until student B believes they have all 5 of the foods that student A selected. The divider between their desks is taken down and the students compare their pictures.

6. Have the students complete the matching task on the worksheet.

7. Have the students get into pairs. They could then write a shopping list for each other, and then go get those food items (plastic ones or pictures).

**Extension activity**

Read *Rûkou nô te râ ʻĀnauʻanga* and talk about the different uses of taro.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to recognise and say the names of some foods, including fruits and vegetables.</td>
</tr>
</tbody>
</table>
OHT 1: Foods

‘ânani  vine  tômâti

‘âpara  taro  pi

meika para  kâpati  kûmara

meika pi  ‘ôniâni  moa

‘ara painapa  târâti  ika

vî
OHT 2: Food pictures
• Draw lines to match each picture to the correct word in Cook Islands Māori.

ʻōniāni
kūmara
taro
ʻara painapa
meika pī
ʻānani
vine
tōmāti
kāpati
ʻāpara
tārāti
meika para
moa
ika
pī
vī
• Photocopy the pictures of the foods and distribute them to the class. Ask them to colour them in and cut them out as cards.
• Photocopy the pictures of the foods and distribute them to the class. Ask them to colour them in and cut them out as cards.
UNIT 9: LESSON B

LEARNING OUTCOMES

The students will learn to:
• say the names of some common foods and drinks;
• ask for food or drink politely at the table.

RESOURCES

• Unit 9 DVD and transcript
• Unit 9 Audio CD and transcript
• OHT 1: Foods and drinks
• OHT 2: Table talk.

LESSON OUTLINE

Introduction
Revise Lesson A by having students brainstorm the names of some foods. Share the learning outcomes for this lesson: the students will learn to say the names of some more foods and to ask for something at the table politely.

Learning Activities
1. Show the DVD. Ask the students to note down the names of as many different foods as they can.

2. Introduce and practise the names for some new foods, using track 43 of the CD and OHT 1:

- pata   butter
- varāoa  bread
- tiāmu   jam
- ū   milk
- tuka   sugar
- koape   coffee
- tī   tea

3. Use the CD (track 44) and OHT 2 to demonstrate the following sentence structures:

- Ka ‘inangaro koe i tēta’i vai? Do you want some water?
- Kāre au e ‘inangaro i tēta’i vai. No, I don’t want any water.
- Ka ‘inangaro koe i tēta’i kai? Do you want some food?
- ‘Āe, ka ‘inangaro au i tēta’i kai. Yes, I want some food.
Yes, I would like some bread.
Pass me the bread and butter, please.
Would you like some kumara?
Yes, I’m (really) hungry!
Yes, I’m (really) thirsty!
No, thanks.

4. Ask the students to practise saying these phrases with a partner, using words for other foods that they know.

5. Watch the section on the DVD where the studio team offer each other food and drink. The students could then work in groups to prepare their own “family at table” role play to be presented at the next lesson, using their cut-out food from Lesson 9A as props. They could use their Cook Islands Māori names and/or take on the roles of family members – mother, father, older brother, younger sister, and so on.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say the names of some common foods and drinks;</td>
</tr>
<tr>
<td>• to ask for food or drink politely at the table.</td>
</tr>
</tbody>
</table>
OHT 1: Foods and drinks

- pata: butter
- varāoa: bread
- tiāmu: jam
- ū: milk
- tuka: sugar
- kaope: coffee
- tī: tea
Ka ‘inangaro koe i tēta’i vai?  Do you want some water?

Kāre au e ‘inangaro i tēta’i vai.  No, I don’t want any water.

Ka ‘inangaro koe i tēta’i kai?  Do you want some food?

‘Āe, ka ‘inangaro au i tēta’i kai.  Yes, I want some food.

‘Āe, ka ‘inangaro au i tēta’i varāoa.  Yes, I would like some bread.

‘Ōmai i te varāoa ‘e te pata, ‘inē?  Pass me the bread and butter, please.

Ka ‘inangaro koe i tēta’i kūmara?  Would you like some kumara?

‘Āe, e pongi (tikāi) au!  Yes, I’m (really) hungry!

‘Āe, e kakī vai (tikāi) au!  Yes, I’m (really) thirsty!

Kāre.  No, thanks.
UNIT 9: LESSON C

LEARNING OUTCOMES

The students will learn to:

• ask what foods other people like;
• say what foods they themselves like;
• say what foods they dislike.

RESOURCES

• Unit 9 DVD and transcript
• Unit 9 Audio CD and transcript
• OHT 1: What foods do you like?
• Worksheet 1: What foods do they like?
• CD – Kiwi Kidsongs 5.

LESSON OUTLINE

Introduction and Revision

Revise lesson B by having the students perform the role plays they planned in the previous lesson.

Share the learning outcomes for this lesson: the students will learn to ask and say what foods they like and what foods they dislike.

Learning Activities

1. Show the DVD. As a class, discuss the foods that the people in the DVD (both those in the Cook Islands and those in the studio team) like or dislike.

2. Listen to the following sentence structures on the CD (track 45) and practise them using OHT 1. Students can say what foods they like and dislike.

‘Ea’a tā’au kai reka? What food do you like?
‘E reka ana koe i te ‘apara? Do you like apples?
‘E reka ana au i te ‘apara. I like apples.
‘E reka ana koe i te ‘onîāni? Do you like onions?
Kāre au ‘e reka ana i te ‘onîāni. I don’t like onions.
3. Encourage the students to practise these sentence structures, using other words from the food list, for example:

‘Ea’a tā’a’u kai reka?  What food do you like?
‘E reka ana koe i te moa?  Do you like chicken?
‘E reka ana au i te moa.  I like chicken.
‘E reka ana koe i te ika?  Do you like fish?
Kāre au ‘e reka ana i te ika.  I don’t like fish.

4. Listen to the DVD, where different members of the studio team say what foods they like and don’t like. The students use Worksheet 1 to match the characters to the foods they like.

5. Ask the students to write phrases, based on structures in activities 2 and 3 above, that identify the foods they like and the foods they dislike.

**Extension Activity**

Learn the contemporary Cook Islands song “Tòtíti, Chop-chop” (in Kiwi Kidsongs 5). This is a fun song about cooking on a barbecue.

**Homework**

Try making a dish using a traditional Cook Islands recipe and bring it to class to share next time.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• how to ask what foods people like;</td>
</tr>
<tr>
<td>• how to say what foods I like;</td>
</tr>
<tr>
<td>• how to say what foods I dislike.</td>
</tr>
</tbody>
</table>
OHT 1: What foods do you like?

‘Ea’a tā’au kai reka?  What food do you like?
‘E reka ana koe i te ‘āpara?  Do you like apples?
‘E reka ana au i te ‘āpara.  I like apples.
‘E reka ana au i te _____.  I like _____.

‘E reka ana koe i te ‘ōniāni?  Do you like onions?
Kāre au ‘e reka ana i te ‘ōniāni.  I don’t like onions.
Kāre au ‘e reka ana i te _____.  I don’t like _____.

9C
**WORKSHEET 1: WHAT FOODS DO THEY LIKE?**

- Listen to and watch the DVD.
- Match each person to the foods that they like

<table>
<thead>
<tr>
<th>Names</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarai</td>
<td>moa</td>
</tr>
<tr>
<td>Tamati</td>
<td>‘āpara</td>
</tr>
<tr>
<td>Kiwa</td>
<td>tōmāti</td>
</tr>
<tr>
<td>Meghan</td>
<td>varāoa ‘e te pata</td>
</tr>
</tbody>
</table>
Track 41  Vocabulary for Unit 9
‘inangaro
kai
kakì vai
pongi
‘änani
‘âpara
meika para
meika pì
‘ara painapa
vi
vine
taro
kàpati
‘öniâni
târâti
tomâti
pì
kùmara
moa
ika

Track 43  Vocabulary for Lesson 9B
pata
varàoa
tiâmu
ù
tuka
kaope
tì
tàràti
tomâti
pì
kùmara
moa
ika

Track 42  Vocabulary for Lesson 9A
‘änani
‘âpara
meika para
meika pì
‘ara painapa
vi
vine
taro
kàpati
‘öniâni

Track 44  Dialogue: Asking for Food And Drink
Ka ‘inangaro koe i tèta’i vai?
Kâre au e ‘inangaro i tèta’i vai.
Ka ‘inangaro koe i tèta’i kai?
‘Àe, ka ‘inangaro au i tèta’i kai. Ka ‘inangaro au i tèta’i varâoa. ‘Omai i te varâoa ‘e te pata, ‘iné?
Ka ‘inangaro koe i tèta’i kùmara?
‘Àe, e pongi tikai au! Ka ‘inangaro koe i tèta’i vai?
‘Àe, e kakì vai au!
Ka ‘inangaro koe i tèta’i kùmara?
Kâre.

Track 45  Dialogue: Foods We Like and Dislike
‘Ea’a tà’au kai reka? ‘E reka ana koe i te ‘âpara?
‘E reka ana au i te ‘âpara.
‘E reka ana koe i te ‘öniâni?
Kâre au ‘e reka ana i te ‘öniâni.
‘Ea’a tà’au kai reka?
‘E reka ana koe i te moa?
‘E reka ana au i te moa.
‘E reka ana koe i te ika?
Kâre au ‘e reka ana i te ika.
SCENE 13

INA
The food looks great.
Akaraanga reka tikai te kai.

PERE
Wait until you taste it. What is your favourite food?
Ae, tiaki kia kaikai koe. Eaa taau kai reka tikai?

INA
I like raw fish.
Reka ana au i te ika mata.

PERE
OK, we have raw fish in coconut cream, kumara, taro, clams, and arrowroot bread!
Ae, e ika mata, kùmara, te taro, pà’ua, e te maniota oro!

MOEROA
I thought your favourite was hamburgers?
Te manako nei au e e reka ana koe i te varaoa punupunu?

PERE
That was when I was fourteen; now that I am fifteen …
I te taime e tai ngauru ma a oku mataiti; i teia nei ra kua tai ngauru ma rima oku mataiti …

MOEROA
Yeah right!
Tika rava!

INA
Well, I would like to try everything!
Inà, ka inangaro au i te tongi i te au apinga katoatoa.

TUTERU
I like poke as well.
E reka katou ana au i te ruku.

TEARIKI
I don’t like chop suey. I like ika mata best.
Yummm!
Kare au e reka ana i te kai tinito. E reka ana au i te ika mata. Mmmmm!

INA
What’s that?
Eaa tera?

FRIEND
It’s clams in coconut cream, it’s delicious
E pà’ua, e reka tikai!

Pere’s GRANDAD says grace.

PERE
Now let’s eat.
I teia nei ka kaikai tatou.

Everyone enjoys the food. Bits of conversation can be heard as they eat. Then Pere’s Grandad stands up to make a short speech.

PERE’s GRANDAD
Thank you all for coming to this special day. Thank you to Pere’s friends for coming to his birthday, and for the presents. And special thanks to Ina for coming all the way from New Zealand to be with her family here in Rarotonga and to celebrate Pere’s birthday with us!
Kia orana tatou katoatoa i roto i teia ra. Ko tatau i taea mai ki te akamaara i te ra anauanga o Pere.
Kia koe e Ina, ko koe tei aere mei no Niu Tireni roa mai ki te akaamaaraanga i te ra anauanga o Pere i teia ra.

ALL
Happy birthday to you!
Kia manuia koe too ra anauanga!
Unit 10: Tāmoumou ‘Āpi‘i ‘Aka‘ou
(Revision) Units 1–9

Theme
Revision

Objectives
The students will revise topics covered in Units 1–9 as follows:

Unit 1: ‘Akatomo’anga (Introduction)
Unit 2: ‘Aka‘ārāvei’anga (Getting to Know You)
Unit 3: Nùmero (Numbers)
Unit 4: Ngutu‘are Tangata (Family)
Unit 5: Tutu Akara‘anga (Describing People and Things)
Unit 6: Tuàtau: te Ora, te au Rà, ë te au Marama (Time, Days, and Months)
Unit 7: Te Pi’a ‘Āpi‘i (The Classroom)
Unit 8: Tāmataora: ‘Ìmene ‘ë te ‘Ura (Celebrations: Song and Dance)
Unit 9: Kai (Food)

Language Targets and Structures
The vocabulary needed for this unit has been covered in Units 1–9. There are, therefore, no new language targets or structures.
UNIT 10: LESSON A

RESOURCES

- Your own selection of OHTs from Units 1 to 10 for revision purposes.

LESSON OUTLINE

1. Using your own selection of OHTs from Units 1–9, go over the main points of each unit to check understanding. Pay particular attention to those language points that your students found challenging.

2. Use your koosh/tennis ball to revise vocabulary from each unit. Alternatively, try the following game, based on Noughts and Crosses. You could play it using an OHT or on the whiteboard.

<table>
<thead>
<tr>
<th>Family</th>
<th>Colours</th>
<th>Days of the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom</td>
<td>Food or drink (not fruit or vegetables)</td>
<td>Faces and hair/People</td>
</tr>
<tr>
<td>Fruit</td>
<td>Months</td>
<td>Vegetables</td>
</tr>
</tbody>
</table>

The teacher covers the squares with pieces of paper with numbers. The students form teams. Each team picks one of the numbers. The first team to give five relevant vocabulary items correctly wins their square, and their symbol goes into the square. This kind of Noughts and Crosses can be played in various ways, for example, trying to get a line or trying to get the most squares. If it is too easy, then the group that has the most words that other groups do not have can win the square. The game can also be played on boards in groups.

3. Ask students a variety of familiar questions, as appropriate, to respond to in Cook Islands Māori. For example:

   Pē‘ea koe?     How are you?
   Ko’ai tō‘ou ingoa? What is your name?
   ‘Èi‘a o‘ou mata‘iti? How old are you?
   Nō‘ea mai tō‘ou kōpū tangata? Where is your family from?
   ‘Èi‘a o‘ou tua‘ine/tungåne? How many sisters/brothers have you?
   ‘Èa‘a tō‘ou número terepōni? What is your phone number?

Alternatively, the students could ask the questions and throw a ball to another student who gives a correct response.
4. Have your students work in pairs or small groups. They are to choose one of the units of language that they have studied so far and devise a role play around it to present to the class. They will take responsibility for the rest of the class’s revision of this unit, so they must make a thorough presentation that the other students can follow and which will serve to help them revise the language.

The role plays should be no longer than 3 minutes and must be oral-based, for example, a role play in which all members of the group are involved and are heard speaking the target language. It may include a song that the group has made up and invites the rest of the class to sing! At the end of each presentation, each group could be invited to question other members of the class on the language points just revised for them, to check their understanding of the presentation.

With ten units of work completed to this point, try to make sure that all units are covered and none are ‘duplicated’. In other words, nine small groups each covering a different unit would be ideal.

Allow this lesson as time for working out a plan of action. Lesson B this week will be devoted to script writing, rehearsal, and any props preparation. Lesson C will be presentation time.

**Some Ideas**

- Units 1 and 2: ‘Akatomoi’anga (Introduction) and ‘Aka’aravei’anga (Getting to Know You): The students meet on the street three times in the same day and greet each other appropriately. The props could need to indicate the time of day and the age and interests of the characters. Or, two students could meet and introduce themselves to each other, and then when a third student comes, the first two could introduce each other to the third student (this provides a variety of language production).

- Units 3 and 7: Nûmero (Numbers) and Te Pi’a ‘Àpi’i (The Classroom): A new maths teacher has arrived at a school and is giving a maths test on their first day. After saying some equations out loud, the teacher must ask the names of the students before asking them for the answers. They could also ask where classroom objects are.

- Unit 4 and Unit 5: Ngutu’are Tangata (Family) and Tutu Akara’anga (Describing People and Things): All the members of a family are standing frozen on the spot pretending to be a photo. One by one, they come to life and introduce themselves and things about themselves before “stepping” back into the “photo”. They could introduce other family members, saying what that person likes to do while the one being introduced acts out their part.

- Unit 6: Tuàtau: te Ora, te au Rà, ʻè te au Marama (Time, Days, and Months): A man is sitting on the park bench reading a newspaper, and at intervals throughout the day he is approached by strangers and asked the time. He is the only one in town with a watch, it seems!
**LESSON B**

**RESOURCES**

- Materials for the students to make simple props to support their role plays.

**LESSON OUTLINE**

The lesson time will be devoted to preparation for the role plays introduced in Lesson A. The students should use the time to practise and rehearse their dialogues and set up any props.

Note: Make sure the students understand that the focus of the exercise is to meet the language-related purpose of the actual role play. This means that they shouldn’t put too much time into prop making. Props should be as simple as possible. Encourage them to improvise.

Spend time moving around the room checking each group’s “plan of action” and script, encouraging them and making sure that time is being used well and that the students are aware of their purpose. With the students, agree on criteria on which their performances will be assessed.

**Assessment Option**

You may like to make these role plays the basis of an oral assessment of some or all students. In this case, it would be a good idea to videotape the role plays so that you and your class can revisit them and assess each student’s performance to agreed criteria, if possible using the Cook Islands Maori language.
LESSON C

RESOURCES

• Video camera and tape
• Space cleared for role plays to be performed.

LESSON OUTLINE

The students present their role plays and act as audiences for one another’s role plays. Give each group a few minutes to set up and have a final practice before their performances. This will give you time to set up the camera as well.

It's a good idea to set a listening task for the members of the audience. This could be based on peer assessment, using the agreed criteria, or could mean that the role players ask questions of the audience, after their performance, in Cook Islands Māori, and audience members answer in Cook Islands Māori.

Note: You may need to allow more time than usual for this lesson for the setting up and delivery of all role plays.

Evaluation

Have the students discuss, in groups, how they think this revision unit has helped them, and have each student identify any further revision they want or need to do.
Unit 11: Tārekareka Tipōti (Sports)

Theme

Sports

Learning Outcomes

By the end of this unit, students will be able to:

• say the names of different sports in Cook Islands Māori and English;
• say what sports people play;
• say when people play a sport;
• say what sports they like and don’t like;
• say what sports they play in summer and winter;
• say what sports are their favourites.

Curriculum links

1.6 use basic expressions to indicate time and place;
1.8 express agreement and disagreement;
1.10 simply express their wants and needs and briefly state their likes and dislikes;
2.5 express interest and enjoyment;
2.12 express and understand expressions of order, such as first, second …

Revision

Days of the week

reka like

tārekareka tipōti   sport
   tu’epōro   football (rugby)
   ketepōro   netball
   pā pōro   tennis
   patu pōro   volleyball
   tūpā‘oro’oro ngaru   surfing
   tūpā‘oro’oro rākau   skateboarding
   pā pōro rākau   hockey
   pā pōro kini
   kau
   ‘oro
   tuātau anu
   tuātau ma’ana
   rava
   cricket
   swimming
   running
   winter
   summer
   definitely, completely, most
Language Structures

What sport do you (one person) like?
I like football.

What sport do you (one person) dislike?
I don’t like hockey.

On what day do you play football?
I play football on Mondays.

On what day does Kiri play netball?
Kiri plays netball on Mondays.

What sport do you play in winter?
I play football in winter.

What sport do you play in summer?
I play tennis in summer.

What sport do you like the best?
Tennis is my favourite sport.

Cultural Aspects

Cook Islands people like to play cricket, rugby, netball, tennis, soccer, touch rugby, and basketball. Other popular sports in the Cook Islands include canoe racing, bowling, and weight lifting. The choice of sports for people in the Cook Islands has increased dramatically over recent years.

Netball, tennis, and rugby are played at school, and adults play similar sports. Village teams compete against one another on Saturday afternoons. No games are played on Sundays because most people go to church.

In New Zealand, Cook Islanders become involved in a variety of sports, like other New Zealanders. But once a year, at Labour Weekend, Cook Islanders from four areas – Auckland, Tokoroa, Hawkes Bay, and Wellington – compete at sports such as tennis, rugby, and netball. This is a time to meet up with relatives and old friends. Now and again a sports club will visit the Islands to complete at rugby, netball, or other sports.
Traditional Cook Islands games and activities

Traditional Cook Islands games and activities include: pē’i pua (disk throwing); pē’i kāka’o or pē’i teka (dart throwing); tipana or ‘ipana (stick flipping); patapata (marbles); pataka angaanga (spinning coconut shells); pē’i tōpi (spinning tops); pere tupa kere (originally a form of fortune-telling, now a counting game); pere kapokapo toka (knuckle bones); pere ko’iko’i (removing stones one by one from a pile without moving the others, as in “Pick up Sticks”); rere vai (diving); ouaoua or ‘ura piāni (folk dancing); ‘akarere manu (kite flying); ‘aka’eke ngaru or tūpā’oro’oro (surfing); pā’eke anu or tūpā’oro’oro (sliding on hillsides); rere mōari (swinging); rere kikau or rere tākiri, tākiri/rere kākā (skipping); rere rākau (hopscotch); tō (traditional wrestling); tipi rore (stilt-walking); tukituki teniteni (coconut-shell games); uma rima (arm wrestling); and uma vaevae (leg wrestling).

Traditional games are played less and less in the Cook Islands, and very rarely in New Zealand. They have been replaced, to a great extent, by cricket, rugby, netball, soccer, and basketball. However, there are still occasions when people who know the old ways find opportunities to share the traditional games and toys with today’s children.

Finding your way around Rarotonga

The DVD shows the main road that circles the island (mata’ara ma’ata) and also mentions the back roads – these are the traditional roads (ara metua).

Teachers’ Notes

In this resource, tārekareka tipōti is the term used for sports. Tārekareka is an authentic Cook Islands Māori term that covers all kinds of recreation. The transliteration tipōti (sport) is added to make it more specific.

‘E reka ana au … is “I like …”, and Kāre au ‘e reka ana … is “I don’t like”.

The phrase reka rava atu … “I absolutely love …” is a way of saying “my favourite ….”

Note that the DVD uses an alternative phrase, reka roa, for this.
UNIT 11: LESSON A

LEARNING OUTCOMES
The students will learn to:
• say the names of different sports in Cook Islands Māori and English.

RESOURCES
• Unit 11 DVD and transcript
• Unit 11 Audio CD and transcript
• OHT 1: Sports and physical activities
• Worksheet 1: What is it?

LESSON OUTLINE

Introduction
Share the learning outcomes for this lesson: the students will learn words for various sports that are played in the Cook Islands and New Zealand.

Learning Activities
1. Show the DVD, after first writing the following questions up on the whiteboard, to focus the students’ viewing.
   – What sports are played in the Cook Islands?
   – What are the names of these sports in Cook Islands Māori?
2. Now listen to the word list on track 47 of the CD. Practise these words then put up OHT 1, say the term for each sport in Cook Islands Māori, and link it to the picture.
3. In pairs, the students practise saying these words and giving each other feedback on their pronunciation.
4. Give each student worksheet 1 to complete, drawing a line to join up the term for each sport with its visual.
5. Finish the lesson with Charades, as follows: A volunteer stands up, and another student calls out, in Cook Islands Māori, the name of a sport in Cook Islands Māori, which the volunteer must mime. The other students say if the mimed sport is the one named or not. If it is correct, the same volunteer could stay up front and mime a number of sports that are named. This could be done in small groups, to give more students turns miming.
Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:
• the names of _______ sports in Cook Islands Māori and English. (Give the number.)
OHT 1: Sports and physical activities

tuʻepōro  football
ketepōro  netball
patu pōro  volleyball
tūpāʻoroʻoro ngaru  surfing
tūpāʻoroʻoro rākau  skateboarding
pā pōro rākau  hockey
pā pōro kīnī (kirikiti)  cricket
kau  swimming
ʻorio  running
• Match each picture or symbol to the term for the same sport or activity in Cook Islands Māori.

patu pōro

pā pōro kīnī (kirikiti)

pā pōro rākau

tūpā‘oro‘oro ngaru

‘oro

kau

tūpā‘oro‘oro rākau

ketepōro

tu‘epōro
UNIT 11: LESSON B

LEARNING OUTCOMES

The students will learn to:

• say what sports people play;
• say when people play a sport;
• say what sports they themselves like and don’t like.

RESOURCES

• Unit 11 and Unit 1 DVD and transcripts
• Unit 11 Audio CD and transcript
• OHT 1: What sports do you like?
• Worksheet 1: What sports do they like?
• Worksheet 2: What sports do you like or dislike?
• Worksheet 3: When do they play it?
• Teacher checksheet: When do they play it?

LESSON OUTLINE

Introduction and Revision

Revise lesson A by playing Charades again, as in lesson A, to remind the students of the words for various sports. Revise “I like” and “I don’t like” from Unit 9.

Share the learning outcomes for this lesson: the students will learn to say what sports people play, when they play them, and what sports they themselves like and don’t like.

Learning Activities

1. Review the first parts of the DVD for Unit 1, where first Ina and her friends and then the studio crew talk about sports they like and dislike. Listen to the Unit 1 DVD where members of the studio team each identify a sport they like. The students then match the people with the sports that they like on Worksheet 1.

2. Listen to the dialogue on track 47 of the CD and view the top of OHT 1, focusing on the questions “What sport do you like?” and “What sport do you dislike?” The teacher asks the students the questions.

‘Ea'a tā'a tārekareka tipōti reka?  What sport do you (one person) like?
E reka ana au i te (tu'epōro).  I like (football).

‘Ea'a tā'a tārekareka tipōti kāre koe e reka ana?  What sport do you (one person) dislike?
Kāre au 'e reka ana i te (pā pōro rākau).  I don't like (hockey).
3. Hand out worksheet 2. Students work as pairs and tell each other what they like and dislike. They share with the class, then fill in the worksheet (writing activities).

4. Revise the days of the week that the students already know.

5. Using the last part of track 47 on the CD and the bottom half of OHT 1, introduce the sentence structure “I play rugby on Saturdays.”

   ‘Ea'a tò'ou rà e tu'epôro ana? On what day do you play football?
   ‘E tu'epôro ana au i te Mônitê. I play football on Mondays.
   ‘Ea'a te rà e ketepôro ana a Kiri? On what day does Kiri play netball?
   ‘E ketepôro ana a Kiri i te Mônitê. Kiri plays netball on Mondays.

6. Hand out worksheet 3 for the students to complete. In pairs, students tell their partners who (on the worksheet) plays each sport on each day.

7. Put the words for the days of the week and the names of sports on small bits of paper into two separate hats or boxes. Go up to a pair of students with the two boxes and ask one to select a day of the week and the other to select a sport. They must then use the two words to produce a sentence in Cook Islands Māori. For example, “I play netball on Wednesday.”

8. Students write their own sentences about what sports they play on what days.

**Extension Activity**

The students could say what time as well as what day they play their sport, for example, “E tu’epôro ana au i te Mônitê, i te ora toru./I play football on Monday at 3 o’clock.”

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say what sports people play;</td>
<td></td>
</tr>
<tr>
<td>• to say when people play a sport;</td>
<td></td>
</tr>
<tr>
<td>• to say what sports I like and don’t like.</td>
<td></td>
</tr>
</tbody>
</table>
OHT 1: What sports do you like?

‘Ea’a tā’au tārekareka tipōti reka?  What sport do you (one person) like?

‘E reka ana au i te (tu'epōro).  I like (football).

‘Ea’a tā’au tārekareka tipōti kāre koe e reka ana?  What sport do you (one person) dislike?

Kāre au ‘e reka ana i te (pā pōro rākau).  I don’t like (hockey).

‘Ea’a tō’ou rā e tu'epōro ana?  On what day do you play football?

‘E tu'epōro ana au i te Mōnitē.  I play football on Mondays.

‘Ea’a te rā e ketepōro ana a Kiri?  On what day does Kiri play netball?

‘E ketepōro ana a Kiri i te Mōnitē.  Kiri plays netball on Mondays.
WORKSHEET 1: WHAT SPORTS DO THEY LIKE?

- View the DVD (Unit 1). Match each person with the sports that they like.

<table>
<thead>
<tr>
<th>Names</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiwa</td>
<td>🏈</td>
</tr>
<tr>
<td>Meghan</td>
<td>🏐</td>
</tr>
<tr>
<td>Nurul</td>
<td>🩳</td>
</tr>
<tr>
<td>Kiri</td>
<td>🛹</td>
</tr>
<tr>
<td>Tamati</td>
<td>🎾</td>
</tr>
<tr>
<td>Sarai</td>
<td>🐰</td>
</tr>
</tbody>
</table>
WORKSHEET 2: WHAT SPORTS DO YOU LIKE OR DISLIKE?

LIKES
1. ‘E reka ana au i te …
2. ‘E reka ana au i te …
3. ...................
4. ...................

DISLIKES
5. Kāre au ‘e reka ana i te …
6. Kāre au ‘e reka ana i te …
7. ...................
8. ...................

<table>
<thead>
<tr>
<th>tu‘epōro</th>
<th>ketepōro</th>
<th>kau</th>
<th>pā pōro kīnī</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘tūpā‘oro‘oro ngaru</td>
<td>tūpā‘oro‘oro rākau</td>
<td>pā pōro rākau</td>
<td></td>
</tr>
<tr>
<td>tārekareka tipōti</td>
<td>‘oro</td>
<td>patu pōro</td>
<td>pā pōro</td>
</tr>
</tbody>
</table>
Questions

1. ‘Ea’a te rā e pōro rākau ana a Kiri?
[On what day does Kiri play hockey?]

<table>
<thead>
<tr>
<th>T</th>
<th>M</th>
<th>Rr</th>
<th>Rt</th>
<th>P</th>
<th>V</th>
<th>M</th>
</tr>
</thead>
</table>

‘E pōro rākau ana a Kiri i te __________.
[Kiri plays hockey on __________.]

2. ‘Ea’a te rā e ketepōro ana a Pani?
[On what day does Pani play netball?]

<table>
<thead>
<tr>
<th>T</th>
<th>M</th>
<th>Rr</th>
<th>Rt</th>
<th>P</th>
<th>V</th>
<th>M</th>
</tr>
</thead>
</table>

‘E ketepōro ana a Pani i te __________.
[Pani plays netball on __________.]

3. ‘Ea’a te rā e pōro kīnī ana a Ioane?
[On what day does Ioane play cricket?]

<table>
<thead>
<tr>
<th>T</th>
<th>M</th>
<th>Rr</th>
<th>Rt</th>
<th>P</th>
<th>V</th>
<th>M</th>
</tr>
</thead>
</table>

‘E pōro kīnī ana a Ioane i te __________.
[Ioane plays cricket on __________.]
Questions and answers

1. ‘Ea’a te rā e pōro rākau ana a Kiri?
   On what day does Kiri play hockey?

   ‘E pōro rākau ana a Kiri i te Ru’irua.
   Kiri plays hockey on Tuesday.

2. ‘Ea’a te rā e ketepōro ana a Pani?
   On what day does Pani play netball?

   ‘E ketepōro ana a Pani i te Paraparau.
   Pani plays netball on Thursday.

3. ‘Ea’a te rā e pōro kīnī ana a Ioane?
   On what day does Ioane play cricket?

   ‘E pōro kīnī ana a Ioane i te Ma’anākai.
   Ioane plays cricket on Saturday.
UNIT 11: LESSON C

LEARNING OUTCOMES

The students will learn to:

- say what sports they play in summer and in winter;
- say what sports are their favourites.

RESOURCES

- Unit 1 DVD and transcript
- Unit 1 Audio CD and transcript
- OHT 1: Words and structures
- OHT 2: What do you like best?
- Worksheet 1: What do you like best?

LESSON OUTLINE

Introduction and Revision

Revise lesson B by asking students to say the names of the sports they like and dislike.

Share the learning outcomes for this lesson: the students will be learning to talk about what sports they play in summer and winter and which is their favourite.

Learning Activities

1. Show the DVD. Ask what the weather is like and what kinds of sports are best in that kind of weather. Discuss the sports we play in summer and winter in New Zealand.

2. Use the end of track 46 on the CD to introduce the terms tuātau anu/winter and tuātau ma'ana/summer. Write these terms as headings on a T-chart on the whiteboard. Have the students list the sports words that they have learned under the appropriate seasons. For example:

<table>
<thead>
<tr>
<th>tuātau anu</th>
<th>tuātau ma'ana</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu'epōro</td>
<td>pā pōro</td>
</tr>
<tr>
<td>ketepōro</td>
<td></td>
</tr>
</tbody>
</table>

3. Put up OHT 1 and practise the new words and structures, using track 48 on the CD to guide pronunciation.

4. In pairs, the students say sentences to each other, using the lists on the whiteboard to vary the structures in OHT 1.
5. Show the DVD again. Ask the students what sports certain characters like and don’t like, and which they like the best.

6. Practise the structures: “E reka au i te tu’eporo/I like …”; “Kāre au ‘e reka ana i te …/I don’t like …”, and “E … tāku tārekareka tipōti reka rava atu/I like best …” (“My favourite is …”) in Cook Islands Māori, using the sports words from lessons A and B.

7. Use the end of track 48 on the CD and OHT 2 to introduce the question: “‘Ea’a tā’au tārekareka tipōti reka rava atu?/What sport do you (one person) like best?” and to practise the response

“E … tāku tārekareka tipōti reka rava atu/I like best …”

8. In pairs, have the students complete worksheet 1.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say what sports I play in summer and in winter.</td>
</tr>
<tr>
<td>• to say which sports are my favourites.</td>
</tr>
</tbody>
</table>
WORKSHEET 1: WHAT DO YOU LIKE BEST?

Write a sentence in Cook Islands Māori beneath each picture to say whether you like or dislike that sport. One of the sentences should say which activity you like best.
tuātau anu: winter

What sport do you play in winter?

I play football in winter.

tuātau ma'ana: summer

What sport do you play in summer?

I play tennis in summer.
OHT 2: What do you like best?

What sport do you like the best?

Tennis is my favourite sport.

Netball is my favourite sport.

Surfing is my favourite sport.

Swimming is my favourite sport.
**Track 46  Vocabulary for Unit 11**

tārekareka tipōti
tu'epōro
ketepōro
pā póro
patu póro
tupā'oro'oro ngaru
tupā'oro'oro rākau
pā póro rākau
pā póro kini
kau
ō'oro
tuātau anu
tuātau ma'ana
rava

**Track 47  Asking about Sports and When We Play Them**

tu'epōro
ketepōro
patu póro
tupā'oro'oro ngaru
tupā'oro'oro rākau
pā póro rākau
pā póro kini
kau
ō'oro

‘Ea’a tā’au tārekareka tipōti reka?
‘E reka ana au i te tu'epōro. ‘Ea’a tā’au tārekareka tipōti kāre koe ‘e reka ana?
Kāre au ‘e reka ana i te pā póro rākau. ‘Ea’a tō’ou rā e tu‘epōro ana?
‘E tu‘epōro ana au i te Mōnitē. ‘Ea’a te rā e ketepōro ana a Kiri?
‘E ketepōro ana a Kiri i te Mōnitē.

**Track 48  Asking About Favourite and Seasonal Sports**

‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau anu?
‘E tu‘epōro tāku tārekareka tipoti e kanga ana i te tuātau anu.
‘Ea’a tā’au tārekareka tipōti e kanga ana i te tuātau ma’ana?
‘E pā póro tāku tārekareka tipōti e kanga ana i te tuātau ma’ana.
‘Ea’a tā’au tārekareka tipōti reka rava atu?
‘E pā póro tāku tārekareka tipōti reka rava atu.
SCENE 14
Moeroa, Tanga and Ina have just finished a swim in the lagoon. They talk as they walk up the beach, while the boys – Teariki, Tuteru and Pere – toss a rugby ball around.

TUTERU
Yours, Pere … mark it!
Naau e Pere … akairoia!

PERE
Mine … mine. Mark!
Naku … naku. Kapo’ia!

MOEROA
I like swimming in the sea.
E reka ana au i te pai tai.

TANGA
So do I, I like swimming and diving.
Ae, e au rai. E reka au i te kau e te pou.

INA
Mmm, me too, the sea water here is so clear and warm, I could swim all day.
Mmm, e au rai e ma e te maana i te vai ka rauka au i te pai tai i teia ra katoa.

MOEROA
What other sports do you like, Ina?
Eaa teta’i au tarekareka e reka ana koe, e Ina?

INA
I like netball and softball in New Zealand and swimming in the sea and fishing in Rarotonga.
E reka ana au i te kete poro e te pa poro rakau i Niu Tireni e te pai tai e te tautai i Rarotonga nei.

MOEROA
What sports don’t you like?
Eaa taau tarekareka kare koe e reka ana?

INA
I don’t like running and I don’t like skateboarding.
Kare au e reka ana i te oro e te tupaorooro rakau.

MOEROA
I don’t like rugby!
Kare au e reka ana i te tueporo!

INA
I really like rugby! Why don’t you like rugby?
Mataora ana tikai au i te tueporo. Eaa koe kare e reka ana i te tueporo?

MOEROA
Well, I like the game, I just don’t like the silly show-off players!
Ina, e reka ana au i te kemu, kare au e reka ana i te au tangata tarekareka akaparau!

TANGA
Yes, I agree. I like the game, but the players …
Ae, akatika au e reka ana au i te kemu, inara ko te tangata tarekareka …

PERE
Moeroa, Tanga, Ina, look at me!
E Moeroa, e Tanga, e Ina, akara mai i au!

He races to get the ball, but misses it.

INA
I see what you mean!
Kua marama au taau e akakite mai ana!
Unit 12: Ma‘ani ‘Apinga Māori
(Making Māori Things)

Theme
Arts and crafts

Learning Outcomes
By the end of this unit, students will be able to:

• name and describe some traditional arts and crafts;
• make an ‘ei katu;
• garland others with their ‘ei in the context of an appropriate role play or real life situation.

Curriculum links

2.3 offer, accept, [and] refuse … things;
2.4 ask others to do something;
2.8 express concepts of amount;
2.9 express concepts of ownership and relationship;
2.10 express concepts of quality;
2.12 express and understand expressions of order, such as first, second …

Revision

Colours
‘òmai give me
meitaki thank you
‘ei katu head ‘ei
‘ei kakì necklace ‘ei (garland)
tiare flower
‘apinga aro’a gift

Language Targets
‘ei headband or garland
tiare pēpa paper flower
nira needle
pākoti scissors
taura thread
Extension
‘ei tui    stitched or sewn ‘ei
‘ei taviri wrapped or bound ‘ei
uàti   bracelet ("watch")
pòro   ball
pera   toy windmill

Language Structures
‘Òmai i te pàkoti, ‘inè?  Pass me the scissors, please.
‘Òmai i te nira, ‘inè?  Pass me the needle, please.
‘Òmai i te taura, ‘inè?  Pass me the thread, please.
Tèia te taura.    Here’s the thread.
‘Òmai aka ‘òu i tèta’i tiare nàku?  Can I have some more flowers?
Te tiare muramura me ko te tiare auìka?  The red flowers or the blue flowers?
Muramura.  Red.

Cultural Aspects
Arts and crafts are important to the Cook Islands people. Flowers are commonly used for dressing the body. For example, ‘ei katu (head ‘ei) and ‘ei kakì (garlands) are worn not only during a performance but also during special events. Costumes for cultural occasions are made using flowers, leaves, and other natural materials. On the DVD, particular flowers are discussed.

A very popular Cook Islands craft is tìvaevae making. In this craft, women sew flower patterns onto fabric to make a bedspread. Women in both the Cook Islands and New Zealand enjoy tìvaevae making.

Tìvaevae are often used in traditional gift giving. For example, if a wedding is planned, the women in the bride’s family will sew a tìvaevae. This is presented to the bride at the wedding reception.

Tìvaevae making is an introduced craft. Women took up tìvaevae making because it is an easy way of using traditional patterns, and it can be done in a working bee, or pange or ou. With the weaving of presentation mats and baskets, there are months of preparation. To prepare the rau’ara (pandanus) for traditional mats, you have to go into the plantation or bush, cut the pandanus leaves, bundle them together for easier handling, and carry them home. In the morning, you have to hang them out in the sun to dry, and you have to bring them in again at night. This goes on for week after week, until the rau’ara is well dried.

To make tìvaevae, you only have to go to the shops to buy the pieces of material and needles and cotton. The main difficulty is having the money. The preparation time for a group to make a tìvaevae is about a quarter of that for a group to make a rau’ara mat. There’s a lot in the design and cutting of tìvaevae.
Certain women have a talent for arranging and folding the material — it’s similar to appliqué. The group then comes together and divides up how many flowers, petals, and buds each person will make for this one tīvaoa. When they’ve embroidered their bits and pieces, they have another working bee to sew the pieces together.

Young girls were usually taught these skills in the home. Bought goods have largely replaced handmade ones. Girls today learn these skills for their own satisfaction and pride, to add to their own basket of skills.

Some of the crafts boys can learn today are the making of Cook Islands ukuleles, kumete (bowls), and reru (pounders). The making of drums is being revived.

Nowadays in the Cook Islands, rau’ara (pandanus) and kikau (coconut frond) are used to weave functional objects (such as mats, hats, baskets, fans, trays, wallets, purses, table mats, fishing traps, modern fashion garments, and plates) and also toys, including goggles, balls, whistles, rings, watches, and windmills.

The students should learn about the occasions on which ‘ei and other sewn, wrapped, plaited, or woven items are used as well as how to make and wear them. They should enjoy making their ‘ei, which will become useful resources for role plays as well as for decorating the classroom.

**Teachers’ Notes**

The focus in this unit is on culture.
UNIT 12: LESSON A

LEARNING OUTCOMES

The students will learn:

- about some Cook Islands traditional arts and crafts, including ‘ei making.

RESOURCES

- Unit 12 DVD and transcript
- Unit 12 Audio CD and transcript
- OHT 1: Structures
- OHT 2: Instructions for making ‘ei
- Books featuring flowers and ‘ei being worn on cultural occasions, for example, E ‘Akapē‘ea ana te Tiare mē Moe/How Flowers Sleep (Tupu book and teachers’ notes); ‘E Tīvaevae nō Rōpati (Tupu book and teachers’ notes); A Quilt for Kiri (in English) and Te Tīvaevae o Kiri (in Cook Islands Māori).

LESSON OUTLINE

Introduction and Revision

Revise what the students know about how Cook Islands people celebrate. Talk about the cultural artefacts that are part of Cook Islands celebrations, and list these on the board.

Share the learning outcomes for this lesson: the students will learn about some traditional arts and crafts that are an important part of Cook Islands culture.

Learning Activities

1. As a class, discuss any crafts that class members or their families are involved in.
2. Show the DVD and focus on the ‘ei that are often worn during Cook Islands celebrations. What do they represent? When are they worn? How are they made and what of? Watch the people making ‘ei. How do they go about it? Talk about the steps in the process.
3. Listen to the CD (track 50) and view OHT 1. Practise the structures; students can use these as they make their ‘ei together.
4. Show OHT 2 with instructions in English for making garlands, and explain that the students will begin making their own ‘ei today.
5. Give each student some flowers, a needle, and some cotton thread. Go through the instructions together. Have the students thread the needle, making sure the cotton is long enough to fit over their head or around their neck. They thread the flowers
through the bottom stem or continue adding more flowers. Encourage them to vary the colours. When it is long enough, they will tie both ends together. They may only begin to make their first ‘ei today.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• about some Cook Islands traditional arts and crafts, including making ‘ei.</td>
</tr>
</tbody>
</table>
OHT 1: Structures

‘Ōmai i te pākoti, ‘inē?
Pass me the scissors, please.

‘Ōmai i te nira, ‘inē?
Pass me the needle, please.

‘Ōmai i te taura, ‘inē?
Pass me the thread, please.

Tēia te taura.
Here’s the thread.

‘Ōmai aka ‘ōu i tēta’i tiare nāku?
Can I have some more flowers?

Te tiare muramura me ko te tiare auīka?
The red flowers or the blue flowers?

Muramura.
Red.
OHT 2: Instructions for making ‘ei

1. Thread the needle with cotton and put it through the bottom stem of a flower.
2. Move the flower down to the knot at the end of the thread.
3. When you have enough flowers on, measure round your head, then tie the loose end to the knot.
4. You could tie on some ribbon (not traditional).

Now your ‘ei is ready for someone to wear.
UNIT 12: LESSON B

LEARNING OUTCOMES

The students will learn:

• more about traditional Cook Islands arts and crafts.

RESOURCES

• Unit 12 DVD and transcript
• Unit 12 and unit 1 Audio CD and transcripts
• Ko te Porotaka (Tupu book and teachers’ notes), and/or the Ready to Read book A Gift for Aunty Ngā (in English)
• Materials for making ‘ei: paper flowers, needles, scissors, and cotton thread
• ‘E Au ‘Imene Kūki ‘Airani nō Tātau i Aotearoa nei/Cook Islands Songs (Ministry of Education book and CD) which includes the song Kia Orana
• E ‘Akapē'ea ana te Tiare mē Moe/How Flowers Sleep (Tupu book and audio resource with song).

LESSON OUTLINE

Play the flower song Kia Orana on track 8, which the class already knows, and sing along. Then have the CD playing quietly in the background as the students continue to make their garlands. Encourage them to sing along softly as they work.

Students who have finished their ‘ei can either research a Cook Islands craft of their choice or make a traditional windmill, following the instructions in the Ko Te Porotaka resource. Students who want to research tīvaevae making could revisit the DVD for Unit 12 and/or the picture pack Isabelle’s Wedding.

Extension Activity

Have the students create additional garlands that are intended for a particular occasion.

Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

• more about Cook Islands arts and crafts.
UNIT 12: LESSON C

LEARNING OUTCOMES

The students will:
- complete their ‘ei;
- garland others with their ‘ei in the context of an appropriate role play or real life situation.

RESOURCES

- Unit 6 DVD and transcript
- Unit 12 Audio CD and transcript
- ‘E Tivaevae nō Rōpati (Tupu book and teachers’ notes), and/or the Ready to Read book A Gift for Aunty Ngā
- Materials for making ‘ei: paper flowers, needles, scissors, and cotton thread
- ‘E Au ‘Imene Kūki ‘Airani nō Tātau i Aotearoa nei/Cook Islands Songs (Ministry of Education book and CD) which includes the song Kia Orāna

LESSON OUTLINE

Sing the flower songs and complete the garlands. Then have the students garland one another with their ‘ei or give them to visitors.

Review the “arrival in the Cook Islands” scene on the DVD (Unit 6). Then the students could role-play an arrival where people are welcomed by being given an ‘ei and are then introduced to the group they have come to meet, as happens to the girl on the DVD.

Suggestion

Invite a group of younger students to visit the class and give them a class presentation about Cook Islands arts and crafts, focusing on their garlands and showing how they are used by presenting role plays.

Evaluation

Have the students fill in checksheets similar to the model below, for example,

Today I:
- gave the ‘ei that I made to somebody else.


**Track 49  Vocabulary for Unit 12**

'ei
tiare pēpa
nira
pākoti
taura
'e tui
'e taviri
uāti
pōro
pera

**Track 50  Language Structures (“Please pass me the …”)**

'Ōmai i te pākoti, 'inē?
'Ōmai i te nira, 'inē?
'Ōmai i te taura, 'inē?
Tēia te taura. ‘Ōmai aka 'ōu i tēta'i tiare nāku?
Te tiare muramura me ko te tiare auïka?
Muramura.
SCENE 15

INA
These flowers are beautiful. What are they?
E au tiare manea teia. Eaa teia au tiare?

MOEROA
These flowers are gardenias, these are frangipani, these are hibiscus, and these are double gardenias. And these ones are maire, and these are rau-ti.

INA
Gardenias, frangipani, hibiscus, and double gardenias. And these ones are maire, and these are rau-ti. What are these ei katu for?

MOEROA
They are for Tuteru and Teariki to wear at the dance competition.
No Tutere e Teariki kia ei no te tarere ura.

INA
When is the competition?
Aea te tarere ura?

MOEROA
Tomorrow, after school, at 3.30.
Apopo, me tere te api, i te apa no te ora toru.

AUNTY KURA
Moeroa, Ina, it is six o’clock. Time to help the women’s group with the tivaevae.
E Moeroa korua ko Ina, kua ora ono teia.
Taviviki mai aere mai tauturu ki te au Vaine Tini.

MOEROA
Hello everyone.
Kia orana te katoatoa.

LADIES
Hello.
Kia orana.

MOEROA
Hello, Grandma.
Kia orana, e Mama Ruau.

INA
Hello, Grandma.
Kia orana, e Mama Ruau.

GRANDMA
Hello Moeroa, Ina.
Kia orana e Moeroa, kia orana e Ina.

GRANDMA
This tivaevae is for Kimi’s wedding. It will be a gift from our family. And this one is another very special one.
E tivaevae teia no te akaipoipoanga o Kimi. E apinga aroa teia na matou na te kopu tangata, ko tera e ko i apinga takake teia.

INA
They are beautiful. Can I help?
Manea. Ka tauturu atu au?

GRANDMA
Moeroa, show Ina how to prepare the cloth.
E Moeroa, akaari atu koe kia Ina ka akapeea me ka ‘akano’o i te tivaevae.

MOEROA
I like making tivaevae.
E reka ana au i te tuitui tivaevae.

INA
Why is that?
Eaa ra?

MOEROA
No boys allowed!
Kare e akatika ia te au tamaroa!
Unit 13: Pē‘ea Au?
(How Am I Feeling?)

Theme
Feelings

Learning Outcomes
By the end of the unit, students will be able to:
• say that they feel hot or cold;
• revise saying that they feel hungry or thirsty;
• ask others how they feel and say how someone feels;
• say how they themselves feel;
• demonstrate or explain their understanding of how participants in a Cook Islands
  celebration might feel during the occasion.

Curriculum Links
1.6 use basic expressions to indicate time and place
2.2 understand and use time expressions …
2.5 express interest and enjoyment
2.6 describe food, drinks, and meals
2.7 express their feelings, emotions, and needs
2.11 express concepts of state

Revision
mataora cheerful, happy
kakì vai thirsty
pongi hungry
Pè‘ea koe? How are you?
Meitaki, ma’ata. Fine, thanks.

Language Targets
maromaroà sad, unhappy
ro’iro’i tired
riri angry
vera hot (feeling hot)
anu cold
meitaki well, good
makimaki unwell, sick
àkà very, a lot of
Language Structures

Te pè'ea ana koe?  How are you feeling?
Te meitaki 'ua nei.  I'm very well.
Kàre au e meitaki ana.  I'm not feeling very (well) good.
Te no'ono'o 'ua nei.  I'm just sitting around.
Te mataora 'ua nei.  I'm happy.
'E ro'iro'i.  Tired.
'E maromaroà.  Sad.
'E àkà riri!  Very angry!
'E vera au.  I'm hot.
'E anu au.  I'm cold.
Te pè'ea ra a Tere?  How is Tere feeling?
'Àkara'anga maromaroà a Tere.  Tere looks sad.
Te pè'ea ra àia?  How is he/she feeling?
Te mataora ua ra àia.  He/she is happy.
Kàre àia e mataora ana.  He/she is not happy.
'Àkara'anga mataora àia.  He/she looks happy.

Cultural Aspects

Expressing one’s feelings in Cook Islands culture

Feelings are often quite openly shown within Cook Islands families. They talk it all out, and then they can start afresh. You’ll quite often see children being hugged by their parents – sometimes quite big boys or girls of twelve or thirteen.

If you’re sitting with a group of Cook Islanders, you can often read signs to get the feeling of the people there. Pleasure is usually shown by nodding, smiling, or laughing. But if you see someone half-turning their back towards a speaker, you’ll know that person is snubbing the speaker. Someone who’s rolling their eyes upwards or setting their mouth immovably is showing they’re angry, and anyone who’s continually mumbling and moving about as though sitting on a pin is showing displeasure. Absolute silence usually indicates annoyance.

If you’re talking to someone and they raise their eyebrows, you know they’re agreeing with you – “Yes, I did visit Tere yesterday.” The fleetingly furrowed brow means, “I really don’t know.” The silent hand on the shoulder indicates, “Hullo, nice to see you here,” and the raised eyebrow, “Good to see you again.” If you see a child hand-signalling or making head movements, it can mean. “Over here. I need your help.”
Teachers’ Notes

Cook Islands people may give a full sentence when expressing a positive feeling; if the feeling is negative, they are likely to use a short phrase or one word, for example;

Te meitaki ua nei. I’m very well.
Te mataora ua nei. I’m happy.
‘E ro‘iro‘i. Tired.
‘E maromaroā. Sad.
‘E ākā riri! Very angry!

How are you?

Pē‘ea koe and Te Pē‘ea ana koe are literally the same, but the longer version is used in this resource to emphasise the “feeling” in “How are you feeling?”

Many Cook Islands people say “Te Pē‘ea rā koe.”
UNIT 13: LESSON A

LEARNING OUTCOMES

The students will learn to:
• say that they feel hot or cold;
• revise saying that they feel hungry or thirsty.

RESOURCES

• Unit 13 DVD and transcript
• Unit 13 Audio CD and transcript
• OHT 1: I'm cold
• Activity sheet 1: How do they feel?
• Kooshball
• Props: a fan, a coat, a glass, a spoon.

LESSON OUTLINE

Introduction and Revision

Revise the expressions in Unit 1 for asking and answering “P'e'a koe?/How do you feel?” “Meitaki, ma'ata/Fine, thanks”, using the Unit 1 OHT. Throw a Koosh ball round the class asking “P'e'a koe?/How do you feel?” so that all the students have a chance to respond.

Share the learning outcomes for this lesson: the students will revise saying they feel hungry or thirsty and learn to say they feel hot or cold.

Learning Activities

1. Watch the DVD for interest only at this stage. Then introduce Te p'e'a ana koe?/How do you feel? and revise ‘E pongi au/I’m hungry and ‘E kaki vai au/I’m thirsty, using track 52 of the CD and OHT 1. Using the same OHT and audio track, introduce the expressions “‘E anu au/I’m cold” and “‘E vera au/I’m hot”. The students listen again and repeat the expressions.

2. Writing activity. The students complete Activity sheet 2, writing what the person says in each speech bubble.

3. Display the props at the front of the class and asks for a volunteer. Call out one of the new expressions – “‘E vera au/I’m hot”, or “‘E pongi au/I’m hungry”, or “‘E kaki vai au/I’m thirsty”, or “‘E anu au/I’m cold”. The volunteer student shows understanding by choosing and picking up the right prop, for example, the coat for anu/cold, the glass for kaki vai/thirsty, the fan for vera/hot or the spoon for pongi/hungry. Other students can then have a go at calling out the expressions and responding by choosing the right props. This could get faster and faster!

4. In pairs, students could play the same game but mime the answers rather than using props.
5. Finish with the Emotional Rollercoaster game (a variation on musical chairs). The students are put into groups representing different feelings or emotions: the cold group; the hungry group; and so on. All the students then form one large group sitting in a circle on chairs, except one student who stands in the middle. When you call out “‘E vera ou!/I’m hot”, all the “hot group” students must get up and find another chair, competing with the student in the middle who is also looking for a chair. The student left without a chair goes into the middle and calls out another feeling, for example, “‘E pongi au!/I am hungry!” Then all the “hungry group” students must get up and find another chair and so it goes on.

Evaluation

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say that I feel hot, cold, hungry, or thirsty.</td>
</tr>
<tr>
<td>Te pēʻea ana koe?</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>‘E kakī vai au.</td>
</tr>
<tr>
<td>‘E pongi au.</td>
</tr>
<tr>
<td>‘E vera au.</td>
</tr>
<tr>
<td>‘E anu au.</td>
</tr>
</tbody>
</table>
ACTIVITY SHEET 1: HOW DO THEY FEEL?

• Fill in the speech bubbles by writing sentences according to the expression or body language of characters.
UNIT 13: LESSON B

LEARNING OUTCOMES

The students will learn to:

- ask others how they feel;
- say how a person feels;
- say how they themselves feel.

RESOURCES

- Unit 13 DVD and transcript
- Unit 13 Audio CD and transcript
- OHT 1: Feelings
- OHT 2: How do you feel?
- OHT 3: How does he/she feel?
- Template 1: Feelings flashcards
- Worksheet 1: How do they feel?

LESSON OUTLINE

Introduction and Revision

Revise the structure from unit 1 by asking some students “Pē’ea koe?/How are you?” and having the students answer “Meitaki, ma’ata./Fine, thanks.” Also revise “’E pongi au./I’m hungry.” and “’E kaki vai au./I’m thirsty.”

Share the learning outcomes for this lesson: the students will learn to ask others how they feel and to say how they themselves feel.

Learning Activities

1. Show the DVD. Ask the students how they think the characters are feeling at different times. Identify the Cook Islands Māori words for those feelings using the CD (track 51) along with OHT 1. Revise mataora. Talk about the flashcards. Decide which face represents tired, happy, sad, hot, angry, and well.

2. Reading exercise: the students draw a line to match each person to their emotion or feeling on Worksheet 1.

3. Play Emotions Charades. The students stand and shut their eyes. Say the word for an emotion or feeling in Cook Islands Māori, and students must mime that emotion or feeling to show they understand the word. When they are all using their faces and bodies to express the feeling, during the charade, let them open their eyes. This adds a bit more fun. The students can then take turns to choose an emotion or feeling and call it out.
4. Listen to and practise the questions and answers on the CD (track 53) while reading OHT 2. The students can work in pairs, asking each other how they are feeling AND/OR they can walk round the room greeting each other, asking how they feel, and responding.

Pè'ea koe? How are you?
Meitaki, ma'ata Fine, thanks.
Te pè'ea ana koe? How are you feeling?
Te meitaki ‘ua nei. I’m very well.
Kàre au e meitaki ana. I’m not feeling very (well) good.
Te no'ono'o ‘ua nei. I’m just sitting around.
Te mataora ‘ua nei. I’m happy.
‘E ro'iro'i. Tired.
‘E maromaroà. Sad.
‘E àkà riri! Very angry!
‘E vera au. I’m hot.
‘E anu au. I’m cold.

5. Show OHT 3 and listen to these structures in the audio CD (track 54). The students can then complete a written exercise: the students describe the expressions on the faces of some flash-card characters, using the structures below.

Te pè'ea ra a Tere? How is Tere feeling?
‘Àkara'anga maromaroà a Tere. Tere looks sad.
Te pè'ea ra àia? How is he/she feeling?
Te mataora ua ra àia. He/she is happy.
Kàre àia e mataora ana. He/she is not happy.
‘Àkara'anga mataora àia. He/she looks happy.

6. Play the game Emotional Rollercoaster again to finish this lesson, including the new words.

_Evaluation_

Have the students fill in checklists similar to the model below.

**Today I learned:**
- to ask others how they feel;
- to say how a person feels;
- to say how I feel.
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mataora</td>
<td>happy</td>
</tr>
<tr>
<td>maromaroa</td>
<td>sad, unhappy</td>
</tr>
<tr>
<td>ro‘iro‘i</td>
<td>tired</td>
</tr>
<tr>
<td>riri</td>
<td>angry</td>
</tr>
<tr>
<td>vera</td>
<td>hot</td>
</tr>
<tr>
<td>anu</td>
<td>cold</td>
</tr>
<tr>
<td>meitaki</td>
<td>well, good</td>
</tr>
<tr>
<td>makimaki</td>
<td>unwell, sick</td>
</tr>
<tr>
<td>ākā</td>
<td>very, a bit of</td>
</tr>
</tbody>
</table>
OHT 2: How do you feel?

Pē‘ea koe? How are you?
Meitaki, ma‘ata. Fine, thanks.
Te pē‘ea ana koe? How are you feeling?
Te meitaki ‘ua nei. I’m very well.
Kāre au e meitaki ana. I’m not feeling very (well) good.
Te no‘ono‘o ‘ua nei. I’m just sitting around.
Te mataora ‘ua nei. I’m happy.
‘E ro‘iro‘i. Tired.
‘E maromaroā. Sad.
‘E ākā riri! Very angry!
‘E vera au. I’m hot.
‘E anu au. I’m cold.
OHT 3: How does he/she feel?

Te pē‘ea ra a Tere?  How is Tere feeling?
‘Ākara‘anga maromaroā a Tere.  Tere looks sad.

Te pē‘ea ra āia?  How is he/she feeling?
Te mataora ua ra āia.  He/she is happy.

Kāre āia e mataora ana.  He/she is not happy.
‘Ākara‘anga mataora āia.  He/she looks happy.
• Match the characters’ faces and their feelings, by drawing a line (or two).

(Pē’ea koe?)
Meitaki, ma’ata.

(Te pē’ea ana koe?)
Te meitaki ‘ua nei.

Kāre au e meitaki ana.

Te no’ono’o ‘ua nei.

Te mataora ‘ua nei.

‘E ro’iro’i.

‘E maromaroā.

‘E ākā riri!

‘E vera au.

‘E anu au.
UNIT 13: LESSON C

LEARNING OUTCOMES

The students will learn to:

- demonstrate or explain their understanding of how participants in a Cook Islands celebration might feel during the occasion.

RESOURCES

- Unit 13 DVD and transcript
- Unit 13 Audio CD and transcript
- Isabelle’s Wedding picture pack
- Tupu series book and teachers’ notes – Te Rà Ma’ata o Kare
- A Gift for Aunty Ngà (Ready to Read book)
- Supplementary material: the story of “Gary’s Special Day”
- Worksheet 1: How would you feel if …
- Flashcards: Feelings flashcards (from lesson 13B).

LESSON OUTLINE

Introduction and Revision

Explain to the students that this lesson is for thinking about how participants feel during a Cook Islands cultural celebration. Revise the expressions asking and answering “Te pè’ea ra à ia?/How does he/she feel?” from lesson B, using flashcards.

Share the learning outcomes for this lesson: the students will re-enact a Cook Islands celebration and in doing so they will demonstrate or explain how participants in that celebration might feel.

Learning Activities

1. In groups, ask the students to discuss any special ceremonies or events they have attended. Ask them what happened and what was special about the event.

2. Show the DVD and then discuss the special event (the dance competition) that Ina and her cousins discuss before it happens and after it is over.

3. Remind the students of the haircutting ceremony that they saw on DVD in Unit 3. Ask them to recall what happened, and record the events they describe on the whiteboard, in sequence if possible. The introduce the book Te Rà Ma’ata o Kare (Gary’s Special Day), explaining that this story covers another hair-cutting ceremony, but this time, their focus is on words that describe people’s feelings. Read the story in English aloud from the supplementary materials while the students follow the pictures in the Cook Islands Māori book. As you read, write up on the board any key Cook Islands Māori cultural terms that are included in the English version, for example, ‘ei, katu, mākue. At intervals, for
example, at the end of pages 6, 8, and 11, ask the students, “Te pē’e’a ra à ia? /How is Gary feeling?”, and encourage them to reply, for example, “ro’iro’i/tired” or “Te ro’iro’i ua ra à ia/He is tired.”

4. When you have finished reading, ask the students if they have any questions about the story. Discuss what happens in the story and why.

5. In groups, have the students make a flow chart of the events, beginning with Gary getting ready at the house. Discuss what happened first, in the middle, and at the end. How are these events like those at other celebrations that the students know about, for example, birthday parties? How are they different?

6. Talk about some of the roles of the family members, for example, his uncle, his aunties, his cousins, and his mum. How are these roles like those that students’ families take at birthday parties? How are they different?

7. Students complete Worksheet 1, which asks “How would you feel if you were: Gary? his mother? his auntie? Father Joachim? Gary’s cousins?

8. In groups, the students role play the parts of the people in the story. They could add some language when possible, for example, (Gary) “E maromaroa au/I feel sad”; (a cousin) “E pongi au!/I feel hungry!”

**Suggestion**

This could be another opportunity for students to share their learning with younger students in the school. Consider presenting the story of “Gary’s Special Day” (or another similar story) as a short drama by the class. There’s no need to follow the book word for word; the students’ actions along with the Cook Islands Māori language that they know can tell the story, and perhaps a narrator could fill in any gaps.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• show and describe how participants in a Cook Islands celebration might feel.</td>
</tr>
</tbody>
</table>
GARY’S SPECIAL DAY

Today is Gary Terepō’s hair-cutting ceremony.
Up until now, Gary has never had his hair cut.
2
It has taken Gary and his family months
to get ready. Their guests have come from
the Cook Islands, Australia,
and all over New Zealand.
3
Māmā Lucy helps to set up the hall.
She prepares a special chair for Gary to sit on.
It’s decorated with tīvāevae (quilts),
pūtē urunga (pillows),
and kūtini (cushions).
4
Back at home, Māmā Feura and Aunty ‘Ina
get Gary’s hair ready.
5
Once Gary’s hair is all tied up,
he finishes getting dressed.
He puts on an ‘ei katu (floral headpiece).
Aunty ‘Ina made it for him.
6
When Gary arrives at the hall,
Uncle Joachim and Gary’s mum
proudly lead him inside.
All the guests are waiting.
7
Gary sits on his special chair.
Father Brookman says a prayer for him.
Then he cuts the first mākave (lock).
8
Next, the guests take turns
at cutting mākave too.
They give pākoti rouru (donations) to Gary
and his family as they do so.
9
Gary’s aunties are so happy
they do an ‘ura tāmataora (dance)
while they wait for their turn
to cut a mākave.
10
Once all the mākave have been cut, a special coconut frond (rito) hat is placed on Gary’s head. Gary’s head feels light and funny. He’s a bit sad that all his long hair is gone.

Then comes the moment his cousins always enjoy – the umukai (feast). Before everyone eats, Gary says grace. Uncle Robert says it with him.

There’s lots of food. There’s ika (fish), moa (chicken), puaka (pork), and chop suey. But Gary’s cousins enjoy the ice cream the most.

After the umukai, the tables are cleared from the middle of the hall. It’s time for the gift-giving ceremony. People give tīvaevae, pūtē, urunga, kūtini, moenga (mats), and kāka’u moe (sheets).

Some families perform kapa rima (action songs). The guests are so impressed with the kapa rima they break into song.

Finally, after all the laughter and excitement, everyone heads home with some of the food. Now it’s just a matter of waiting for the next hair-cutting ceremony.
Write a sentence in Cook Islands Māori describing how you think each person feels during the hair-cutting ceremony.

How would you feel if you were:

1. Gary?
   ____________________________

2. His mother?
   ____________________________

3. His auntie?
   ____________________________

4. Father Joachim?
   ____________________________

5. Gary’s cousins?
   ____________________________
Track 51  Vocabulary for Unit 13
maromaroa
ro’iro’i
rirī
vera
anu
meitaki
makimaki
ākā

Track 52  Dialogue: How Do They Feel?
Te pè’eа ana koe?
‘E kaki vai au. Te pè’eа ana koe?
‘E pongi au. Te pè’eа ana koe?
‘E vera au. Te pè’eа ana koe?
‘E anu au.

Track 53  Dialogue: Asking about Feelings and Responding
Pè’eа koe?
Meitaki, ma’ata. Te pè’eа ana koe?
Te meitaki ua nei. Te pè’eа ana koe?
Kāre au e meitaki ana.
Te no’ono’o ua nei. Te mataora ‘ua nei.
‘E ro’iro’i.
‘E maromaroa.
‘E ākā rirī!
‘E vera au.
‘E anu au.

Track 54  Dialogue: Expressing How Others Are Feeling
Te pè’eа ra a Tere?
‘Ākara’anga maromaroa a Tere.
Te pè’eа ra āia?
Te mataora ua ra āia.
Kāre āia e mataora ana.
‘Ākara’anga mataora āia.
SCENE 16

TEARIKI
We are going to win today!
Ka re matou a teia ra.

TUTERU
Your house team! I don't think so.
Toou pupu! Kare au i manako.

PERE
Ye,s our house team. I feel lucky today.
Ae, to matou pupu. E ra manuia teia noku.

TUTERU
You will need more than luck.
Ka anoano maata ia atu toou manuia.

PERE
Yes, talent, skills, and good looks! We have
everything.
Ae, e karape kare e te maneа. Tei a matou te au
apinga katoatoa,

TUTERU
Except the trophy. We have that!
Kare ra e kapu. Tei a matou te reira!

MOEROA
Well, I'll be happy if either of you win.
Ae, inara ka mataora au me re mai tetatia korua.

INA
Yes, I am so excited. I have never seen a dance
competition before.
Ae, rekareka au. Kare au i kite ake i tetatia tarere
ura i mua ana.

After the competition

MOEROA
That was an exciting competition.
Mataora tikai tarere ura.

INA
Yes, it was great.
Ae, apinga tikai.

TUTERU
Yes, it was GREAT!
Ae, e APINGA!

TEARIKI
Yeah. Great!
Ae. E apinga.
Unit 14: ‘Āpi‘i (School)

Theme

School

Learning Outcomes

By the end of the unit, students will be able to:

• name subjects that they study at school;
• describe some of the jobs that people do in schools;
• say that they (or their partner) like or dislike subjects that they study at school;
• talk about times, days, and feelings in relation to different sports and subjects at school.

Curriculum Links

1.6 use basic expressions to indicate time and place
2.1 identify people, places, and things
2.5 express interest and enjoyment
2.7 express their feelings, emotions, and needs
2.9 express concepts of ownership and relationship

Revision

feelings
mataora cheerful, happy
reka like
kàre no
puka book
Ko’ai au? Who am I?

sports

foods

‘āpi‘i school

Language Targets

tamariki children, students
pū‘āpi‘i ma‘ata principal
ta‘ūapi‘i teacher
tauturu pū‘āpi‘i teacher aide
tangata tiaki i te ‘āpi‘i caretaker
tékeretere secretary
va‘ine ‘oko‘oko kai canteen lady

‘āpi‘i to teach
tauturu to help
‘anga‘anga to work
tu‘a to serve
<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tatau (tatau puka)</td>
<td>reading</td>
</tr>
<tr>
<td>númeru, ‘āpī’i númeru</td>
<td>maths</td>
</tr>
<tr>
<td>tātā</td>
<td>writing</td>
</tr>
<tr>
<td>‘āpī’i ‘akaketaketa</td>
<td>physical education</td>
</tr>
<tr>
<td>taini</td>
<td>science</td>
</tr>
<tr>
<td>‘āpī’i tūranga piri‘anga</td>
<td>social studies</td>
</tr>
<tr>
<td>torō ‘ē te pēni</td>
<td>art</td>
</tr>
<tr>
<td>‘imene ‘ē te au ‘apringa</td>
<td>music</td>
</tr>
<tr>
<td>‘akatangitangi</td>
<td></td>
</tr>
<tr>
<td>te ‘āpī’i ma’anī‘anga ‘apringa</td>
<td>technology</td>
</tr>
<tr>
<td>te reo Papa‘a</td>
<td>English</td>
</tr>
</tbody>
</table>

**Language Structures**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ‘āpī’i ana au i te tamariki.</td>
<td>I teach the students.</td>
</tr>
<tr>
<td>E tauturu ana au i te pū‘āpī’i.</td>
<td>I help the teacher.</td>
</tr>
<tr>
<td>E tu’a ana au i te kai.</td>
<td>I serve the food.</td>
</tr>
<tr>
<td>E ‘anga‘anga ana au i roto i te ‘ōpati.</td>
<td>I work in the office.</td>
</tr>
<tr>
<td>E reka ana au i te tatau puka.</td>
<td>I like reading.</td>
</tr>
<tr>
<td>Kāre au e reka ana i te ‘āpī’i númeru.</td>
<td>I don’t like maths.</td>
</tr>
<tr>
<td>Mataora au i te ‘āpī’i númeru i tēia pōpongi.</td>
<td>I enjoyed maths this morning.</td>
</tr>
</tbody>
</table>

**Cultural Aspects**

Refer to Unit 7 for information about schools in the Cook Islands. Information about schools in the Cook Islands is also available on the DVD, so students will be able to compare schools in the Cook Islands with their own school in New Zealand.

New Zealand schools could contact Cook Islands schools direct.

**Teachers’ Notes**

The construction “E [verb] ana …” indicates that the action is habitual. For example:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ‘āpī’i ana au i te tamariki.</td>
<td>I teach the students.</td>
</tr>
<tr>
<td>E tauturu ana au i te pū‘āpī’i.</td>
<td>I help the teacher.</td>
</tr>
</tbody>
</table>
The words for school subjects

Some people use transliterations of English words for school subjects (for example, ‘te reo Ingilisi” for “the English language”) and some people try to use authentic Cook Islands Māori as much as possible (for example, “te reo Papa’a” for “the English language”). The term “Ora ara tangata” which the teachers in the DVD writes on the board could be translated as either “Health” or “Social Studies”, so this resource uses a different term for “Social Studies”.

In this resource, we have retained transliterations that are very commonly used by teachers (nûmero and taieni). However, where there was not an accepted term, we have used a term in authentic Cook Islands Māori that covers the essential meaning of the subjects in the New Zealand Curriculum as well as possible. Some of these terms may be a bit long for daily use; for example, the term for music, which means “singing and musical instruments”, could be shortened to ‘ìmene but users should be aware that the literal meaning would then be only “singing”.

Helping the teacher or the principal?

In this resource, the term tauturu pû’àpi’i means “teacher aide”. However, this term can also mean “deputy principal”.
UNIT 14: LESSON A

LEARNING OUTCOMES

The students will learn to:
• describe some of the jobs that people do in schools.

RESOURCES

• Unit 14 DVD and transcript
• Unit 14 Audio CD and transcript
• OHT 1: Who am I?
• Worksheet 1: Who am I?

LESSON OUTLINE

Introduction and Revision

Revise saying how you feel by throwing a Koosh ball round the room or talking about the unit 13 flashcards for various emotions.

Share the learning outcomes for this lesson: the students will be learning to name the jobs people do at school.

Learning Activities

1. As a class, brainstorm the various jobs of adults who work in schools.
2. Show the first section of Unit 14 of the DVD, where the studio crew act out some subjects and people at school. Ask the students to tick the two adults who they see in the DVD.
3. Introduce the Cook Islands Māori words for people who work at school, using the CD (track 55) and later on showing OHT 1 to support this.

<table>
<thead>
<tr>
<th>Cook Islands Māori</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tamariki</td>
<td>students</td>
</tr>
<tr>
<td>pū’āpi’i ma’ata</td>
<td>principal</td>
</tr>
<tr>
<td>pū’āpi’i</td>
<td>teacher</td>
</tr>
<tr>
<td>tauturu pū’āpi’i</td>
<td>teacher aide</td>
</tr>
<tr>
<td>tangata tiaki i te ‘api’i</td>
<td>caretaker</td>
</tr>
<tr>
<td>tēkeretere</td>
<td>secretary</td>
</tr>
<tr>
<td>va’ine ‘oko’oko kai</td>
<td>lunch/canteen lady</td>
</tr>
</tbody>
</table>

After this, they could watch the DVD again and call out the Cook Islands Māori words when they see the people. The teacher could freeze the picture and elicit language from students.
4. After listening to the new words a couple of times and repeating them along with the CD, volunteers can stand in front of the class and ask in Cook Islands Māori, “Ko‘ai au?/Who am I?” before miming one of the new words for the class to guess. Alternatively, they could use the statements on the bottom of OHT 1 (and track 56 on the CD).

   E ‘āpi‘i ana au i te tamariki. I teach the students.
   E tauturu ana au i te pū‘āpi‘i. I help the teacher.
   E tu‘a ana au i te kai. I serve the food.
   E ‘anga‘anga ana au i roto i te ‘ōpati. I work in the office.

5. Students complete worksheet 1, working in pairs.
6. Divide the students into pairs. Have one person explain what someone does in a school and have the other person name the job in Cook Islands Māori. The students can then swap roles.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to describe some of the jobs that people do in schools.</td>
</tr>
</tbody>
</table>
OHT 1: Who am I?

E 'āipi'i ana au i te tamariki.  I teach the students.
E tauturu ana au i te pū'āipi'i.  I help the teacher.
E tu'a ana au i te kai.  I serve the food.
E 'anga'anga ana au i roto i te 'ōpati.  I work in the office.
• Match the people to their jobs.

pū'āpi'i ma'ata

va'ine 'oko'oko kai

tangata tiaki i te 'āpi'i

tēkeretere

pū'āpi'i

tauturu pū'āpi'i
UNIT 14: LESSON B

LEARNING OUTCOMES

The students will learn to:

• name subjects that they study at school;
• say that they (or their partner) like or dislike subjects that they study at school.

RESOURCES

• Unit 14 DVD and transcript
• Unit 14 Audio CD and transcript
• OHT 1: At school
• Worksheet 1: Which subjects do they like?

LESSON OUTLINE

Introduction and Revision

Revise lesson A. In groups, practise the words for school jobs in Cook Islands Māori by asking and answering questions about people who do those jobs or by miming the various jobs in pairs.

Share the learning outcomes for this lesson: the students will learn how to say they like or dislike subjects that they study at school.

Learning Activities

1. Show the DVD, asking the students to notice when they think the characters at Ina’s school are discussing their school subjects. What did they think the characters were saying? Did the students pick up any new language?

2. Use the CD (track 55) with OHT 1 to introduce the new vocabulary (the words for school subjects). Listen again and repeat the words along with the CD.

3. Revise the expressions “E reka ana au/ I like _____”, and “Kāre au e reka ana i te /I don’t like _____”, talking about foods.

4. Use track 58 of the audio CD and Worksheet 1: the students hear four characters saying that they like a subject and dislike another one. They write the names on the worksheet in the “like” and “dislike” columns of subjects.

5. Have students listen to the CD (track 57), with OHT 1 to support them, and say aloud the statements below, filling in the names of the appropriate subjects.

   E reka ana au … I like …

   Kāre au e reka ana i te … I dislike …
6. Now ask the students to work with a partner to find out what their partner does and doesn’t like studying at school. Share the information with another pair, each partner telling which subjects their partner does and doesn’t like.

7. Class survey: Find out the most popular and least popular subjects by doing a class survey. Write the names of all the subjects on the whiteboard in Cook Islands Māori and put ticks and crosses by each subject, responding to the students’ show of hands for each.

**Homework**

Using Worksheet 1 again, the students write three sentences for subjects they like and three for subjects they don’t like.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to name subjects that I study at school;</td>
</tr>
<tr>
<td>• to say that I (or my partner) like or dislike subjects that we study at school.</td>
</tr>
</tbody>
</table>
OHT 1: At school

tatau (tatau puka)  reading
número, ‘āpi‘i número  maths
tātā  writing
‘āpi‘i ‘akaketaketa  physical education
taieni  science
‘āpi‘i tūranga piri‘anga  social studies
torō ‘ē te pēni  art
‘imene ‘ē te au ‘apinga ‘akatangitangi  music
te ‘āpi‘i ma‘ani‘anga ‘apinga  technology
te reo Papa‘ā  English

E reka ana au i te …  I like …
Kāre au e reka ana i te …  I dislike …
E reka ana au i te tatau puka.  I like reading.
Kāre au e reka ana i te ‘āpi‘i número.  I don’t like maths.
Mataora au i te ‘āpi‘i número  I enjoyed maths this morning.
i tēia pōpongi.
### WORKSHEET 1: WHICH SUBJECTS DO THEY LIKE?

- Listen to what the students on the CD (Manu, Tamati, Sarai, Kaivai, and Pere) say about the subjects at school that they like or dislike.
- Put their names into the LIKE or DISLIKE columns for the subjects they mention.

<table>
<thead>
<tr>
<th>Subject</th>
<th>LIKE</th>
<th>DISLIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>tatau puka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘āpi‘i nūmero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tātā</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘āpi‘i ‘akaketaketa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>taieni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>torō ‘ē te pēni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘āpi‘i tūranga piri‘anga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘īmene ‘ē te au ‘apinga ‘akatangitangi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>te ‘āpi‘i ma‘ani‘anga ‘apinga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>te reo Papaʻā</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 14: LESSON C

LEARNING OUTCOMES

The students will learn to:
- talk about times, days, and feelings in relation to different sports and subjects at school.

RESOURCES

- Unit 14 DVD and transcript
- Materials for making posters or picture stories.

LESSON OUTLINE

Introduction and Revision

Revise lesson B by asking students who catch the koosh ball to say that they like or dislike a school subject.

Share the learning outcomes for this lesson: the students will talk about what they do and how they feel at school, using the language for times and days of the week, sports, and feelings as well as for the subjects that they study at school.

Learning Activities

1. Show the DVD. Ask the students to identify any language that shows when the students learn different subjects and how they feel about them. (Note that when Pere talks about his “best” subject, this is not necessarily his “favourite” subject.)

2. Have the class, working individually or in pairs, make up their own posters or picture stories that include a subject or sport, the time it takes place, and a feeling about it. For example, the text for a poster with a picture of someone reading could be: “I te ora tatau/It’s reading time” “Te mataora ua nei/I’m happy!” “E reka ana au i te tatau puka/I like reading”.

   Or a comic strip could show a student first joining a phys ed group, with a speech bubble saying “E ora ‘āpī’i ‘akaketaketa/It’s phys ed time”. The next picture could show the student running and saying “Ka ‘oro au/I go for a run”, and the next could show the student sweating and saying “E vera au/I’m hot!”.

3. Play “Ea’a te ora, Pū‘āpī’i?” (What’s the time, Teacher?) with the students. This is based on “What’s the time, Mr Wolf?”. All the players except the one at the front who is Pū‘āpī’i chant together “Ea’a te ora, Pū‘āpī’i?” and the Pū‘āpī’i answers with times like “E ora nga’uru – E ora ‘āpī’i ‘akaketaketa” (10 o’clock – phys ed time) or “E ora rua – E ora torō ‘e te pēni” (2 o’clock – art time). Each time, the players must take one step closer to the Pū‘āpī’i, acting out the subject referred to. But when the Pū‘āpī’i finally says “E ora toru – E ora kainga” (3 o’clock – home time), the students all run away. The first one that the Pū‘āpī’i catches becomes the next Pū‘āpī’i.
Variation: This could be played using days of the week, with the players asking “Ea’a tēia rā?/What day of the week is it?” and the Pū’āpi’i answering with a day and a subject or sport for that day. (The cue for running away could be mention of either Friday or Saturday.)

4. In groups, the students could script and role-play a school story to record on audio or video tape and share with the other groups.

Extension suggestion
Some schools might like to make contact with a school in the Cook Islands. Look on the Internet and have the teacher make first contact via email to see if they would like to either communicate with the students via a class email address, or if they would be willing to receive letters in the post. Students could put in a photo, introduce themselves in Cook Islands Māori, and discuss what they do at their school and how they feel about different sports and subjects.

Evaluation
Have the students fill in checklists similar to the model below.

Today I learned:
• to talk about when I do subjects and sports at school and how I feel about them.
Track 55  Vocabulary for Unit 14

tamariki
pū'āpi'i ma'ata
pū'āpi'i
tauturu pū'āpi'i
tangata tiaki i te ʻāpi'i
tēkeretere
vaʻine ʻokoʻoko kai
ʻāpi'i
tauturu
ʻanga'anga
tu'a
tatau
número, ʻāpi'i número
tātā
ʻāpi'i ʻakaketaketa
taeni
ʻāpi'i tūranga piri'anga
torō ʻe te pēni
ʻimene ʻe te au ʻapinga ʻakatangitangi
te ʻāpi'i ma'ani'anga ʻapinga
te reo Papaʻā

Track 56  Dialogue: Who am I?

Ko'ai ia?
E ʻāpi'i ana au i te tamariki. (Repeats)
E tauturu ana au i te pūʻāpi'i. (Repeats)
E tu'a ana au i te kai. (Repeats)
E ʻanga'anga ana au i roto i te ʻōpati. (Repeats)

Track 57  Dialogue: At School

ʻE reka ana au i te tatau puka.
Kāre au 'e reka ana i te ʻāpi'i número.
Mataora au i te ʻāpi'i número i tēia pōpongi.

Track 58  Dialogue: Which Subjects Do They Like?

KAIVAI: Koa Kaivai tōku ingoa. ʻE reka ana au i te tātā. Kāre au 'e reka ana i te ʻāpi'i número. (Repeats)
TAMATI: Ko Tamati tōku ingoa. ʻE reka ana au i te taieni. Kāre au 'e reka ana i te ʻāpi'i tūranga piri'anga. (Repeats)
SARAI: Ko Sarai tōku ingoa. ʻE reka ana au i te ʻāpi'i número. Kāre au 'e reka ana i te reo Papaʻā. (Repeats)
PERE: Ko Pere tōku ingoa. ʻE reka ana au i te tatau puka. Kāre au 'e reka ana i te ʻāpi'i ma'ani'anga ʻapinga. (Repeats)
MANU: Ko Manu tōku ingoa. ʻE reka ana au i te ʻimene ʻe te au ʻapinga ʻakatangitangi. Kāre au 'e reka ana i te ʻāpi'i ʻakaketaketa. (Repeats)
SCENE 17

MR TANGAROA
OK, homework is on the board. Maths homework due on Wednesday, English homework due on Thursday, science homework on Friday. And remember your social studies assignment is due in next week, on Monday! I know you all like doing homework, so no moaning, just do it! Good afternoon Room 5!

Ae, tei runga ta kotou apiŋ ngutuare i te papa tata. Kia oti ta kotou apiŋ numero a te Ruitoru, apiŋ reo Papaa a te Paraparau, tainen a te Varaire. E akamaara kotou kia oti ta kotou apiŋ oraanga tangata a teia epetoma ki mua, Monite. Kua kite au e, e reka ana kotou i te apiŋ ngutuare, no reira auraka e kopekope, rave ua ia. Aere ra, e te pia rima!

ALL
Good afternoon Mr Tangaroa/See you tomorrow/etc.
E noo ra e Tangaroa Tane/Ka oravei tatou apopo/etc.

MR TANGAROA
Please stand.
E tu ra ki runga.

TEARIKI
I like doing homework.
E reka au i te apiŋ ngutuare.

MOEROA
Yeah, right.
Me e tika.

TEARIKI
I do, it’s just thinking about it that’s hard.
Ka rave au, tera ua ko te manakoanga te mea teimaa.

MOEROA
Thinking about anything is hard for you!
Ko te manakoanga te mea teimaa ai ia koe!

INA
Well, I like English homework, but I don’t like maths homework.
Inā, e reka ana au i te reo Papaa i te apiŋ ngutuare, inara kare au e reka ana i te apiŋ numero no te ngutuare.

PERE
I can help you with maths.
Ka rauka iaku i te tauturu ia koe no te apiŋ numero.
Unit 15: Ngutuʻare (Home)

Theme
Home

Learning Outcomes
By the end of the unit, students will be able to:
• give the names of the rooms of a house in Cook Islands Māori;
• name some household furnishings and furniture and say where they are;
• describe houses, rooms, and furniture in terms of colours and positions.

Curriculum Links
1.6 use basic expressions to indicate time and place;
1.7 use basic expressions for shapes, sizes, weights, and colours;
2.4 ask others to do something;
2.8 express concepts of amount;
2.9 express concepts of ownership and relationship;
2.10 express concepts of quality.

Revision
colours
inside, outside, etc.
no'o'anga chair
kaingākai table, desk
ngūtupa door
māramarama window
vairanga tītā rubbish bin

Language Targets
ngutu'are home, household
pi'a moe bedroom
pi'a tunu kai kitchen
pi'a kaikai dining room
pi'a no'ono'o lounge, sitting room
'are meangiti toilet
Language Structures

‘E pi’a moe tèia. This is the bedroom.
Ko tòku pi’a moe tèia. This is my bedroom.
Nò Pàpà ’è Màmà tèia pi’a. This is Mum and Dad’s room.
‘E pi’a pà’i tèia. This is the bathroom.
‘E pi’a pà’i tèrā. That (over there) is the bathroom.
‘E pi’a pà’i tènā. That (by you) is the bathroom.
Tei ‘ea te no'o’anga? Where is the chair?
Tèrā te no'o’anga. There is the chair.
Tei roto te no'o’anga i te pi’a tunu kai. The chair is in the kitchen.
Tei ‘ea te āriki kaingākai? Where is the tablecloth?
Tei runga i te kaingākai. It is on the table.
‘ Ea’a te kara o te ārai màramarama? What colour is the curtain?
‘E muramura te ārai màramarama. The curtain is red.

Cultural Aspects

This unit is not about traditional houses in the Cook Islands. The language activities are based on the idea of talking about modern houses and what is in them. However, the students could look at the pictures of houses in Tupu books set in the Cook Islands and notice anything that indicates their Cook Islands culture, such as tìvaevae or ‘ei.

Most people in the Cook Islands live in villages. People take great pride in keeping their lawns neat – it’s important not to leave rubbish lying around – a discarded drink can could fill with rainwater and became a breeding ground for mosquitoes.
It’s so hot most of the year, in the Cook Islands, that often the whole family sleep out on the verandah together, where the gentle sea breezes keep them cool. Many families sleep on mats on the ground and pull a pareu (a length of cloth that can be used as a sheet or a wrap) over them. The verandah offers both fresh air at night and shade during the day, so the families do many things there.

**Teachers’ Notes**

This unit includes the other two “this/that” terms that go with the now familiar tēia.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tēia</td>
<td>here, this, by me</td>
</tr>
<tr>
<td>tēnā</td>
<td>there, that, by you</td>
</tr>
<tr>
<td>tērā</td>
<td>that, over there</td>
</tr>
</tbody>
</table>

**Sleeping place**

Note that the word pi’a can only be used for a room inside a house. The place where Moeroa’s brothers sleep, on the DVD, is not really a bedroom (pi’a moe) but a sleeping place (ngā’i moe), in spite of the fact that the girls call it a pi’a.
UNIT 15: LESSON A

LEARNING OUTCOMES

The students will learn to:

• say the names of the rooms of a house in Cook Islands Māori.

RESOURCES

• Unit 15 DVD and transcript
• Unit 15 Audio CD and transcript
• OHT 1: My House
• OHT 2: Moeroa’s House
• Worksheet 1: Houses.

LESSON OUTLINE

Introduction and Revision

Revise the language about school subjects by going round the class. Start on one side of the classroom and work round, with every first student saying a subject they like and every other student saying one they dislike.

Share the learning outcomes for this lesson: the students will learn the names of the rooms of a house in Cook Islands Māori.

Learning Activities

1. Show unit 15 DVD, asking the students to look for the name of rooms in a house.
2. Listen to and say the Cook Islands Māori words for various rooms, using OHT 1 and tracks 59 and 60 of the CD.
3. Replay the DVD scene where Moeroa shows us some rooms in her Cook Islands house, for example, by saying “Te pi’a tumu kai/Here is the kitchen”. The house plan is on OHT 2, with each room labelled, including some that Moeroa hasn’t named. Then have students repeat the room names.
4. Have the students fill in the rooms on Worksheet 1, following the instructions.
5. They can then draw a quick plan of their own home and label each room in Cook Islands Māori. They can then show a partner around “their house”. To make it more fun, students can then erase the labels and ask another student to fill them in.

Evaluation

Have the students fill in checklists similar to the model below.

Today I learned:

• to say the names of the rooms of a house in Cook Islands Māori.
OHT 1: My house

ngutu'are  
home, household

pi'a moe  
bedroom

pi'a tunu kai  
kitchen

pi'a kaikai  
dining room

pi'a no'ono'o  
lounge, sitting room

‘are meangiti  
toilet

pi’a pā’i  
bathroom

pi’a pu’a kāka’u  
laundry

‘E pi’a moe tēia.  
This is the bedroom.

Ko tōku pi’a moe tēia.  
This is my bedroom.

Nō Pāpā ‘ē Māmā tēia pi'a.  
This is Mum and Dad’s room.

‘E pi’a pā’i tēia.  
This is the bathroom.

‘E pi’a pā’i tērā.  
That (over there) is the bathroom.

‘E pi’a pā’i tēnā.  
That (by you) is the bathroom.
OHT 2: Moeroa’s house

ngutu'are  home, household
pi'a moe  bedroom*
pi'a tunu kai  kitchen
pi'a kaikai  dining room
pi'a no'ono'o  lounge, sitting room
'are meangiti  toilet
pi'a pā'i  bathroom
pi'a pu'a kāka'u  laundry

* Note that in the house on the DVD, the “boys’ bedroom” is not really a room – the boys sleep on the verandah
Activity

Look at the pictures of the rooms and label each one.
UNIT 15: LESSON B

LEARNING OUTCOMES

The students will learn to:
• name some household furnishings and furniture and say where they are.

RESOURCES

• Unit 15 DVD and transcript
• Unit 15 and unit 7 Audio CD and transcripts
• OHT 1: In a house
• OHT 2: Language structures
• Worksheet 1: Where is it?
• Activity sheet 1: Where is it?
• Small pieces of paper with names of furniture written on them in Cook Islands Māori and a hat or box.

LESSON OUTLINE

Introduction and Revision

Revise lesson A by having the students compare their house plans in pairs.

Share the learning outcomes for this lesson: the students will be learning to describe household furniture and appliances in Cook Islands Māori.

Learning Activities

1. Show Unit 15 DVD, asking the students to look for the names of household furnishings and for language that tells where they are.

2. Use track 61 of the CD and OHT 1 to introduce the words for bed, heater, TV set, stove, curtains, and tablecloth. They can also use track 37 to revise some familiar words.

3. Use track 62 of the CD and OHT 2 to introduce and practise the statements:

   Tei ‘ea te no’o’anga? Where is the chair?
   Tērā te no’o’anga. There is the chair.
   Tei roto te no’o’anga i te pi’a tunu kai. The chair is in the kitchen.
   Tei ‘ea te ‘āriki kaingākai? Where is the tablecloth?
   Tei runga i te kaingākai. It is on the table.
4. In pairs, have the students use Worksheet 1 to ask and answer questions to say what furniture or furnishings are in each room. They could add more furniture to some rooms.

5. Have the students complete the sentences on Activity sheet 1.

6. Have available a hat or box with small pieces of paper with names of furniture or furnishings written on them in Cook Islands Māori and some magazines with pictures of houses and furnishings in them. The students draw out a paper with the name of a piece of furniture, read it aloud, and then point to the picture of it, saying “Tērā te ____ / There is the ____”. The class decides if the answer is correct or not.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to name household furnishings and furniture and to say where they are.</td>
</tr>
</tbody>
</table>
OHT 1: In a house

ro‘i    bed
‘apinga tāmā‘ana’ana  heater
tīvī    TV, TV set
umu (papa‘ā)  stove (a modern stove or oven, not an earth oven)
ārai māramarama  curtains
‘āriki kaingākai  tablecloth

Revision

ngūtupa  door
māramarama  window
vairanga tītā  rubbish bin
no‘o‘anga  chair
kaingākai  table
OHT 2: Language structures

Tei ‘ea te no‘o‘anga? Where is the chair?
Tērā te no‘o‘anga. There is the chair.
Tei roto te no‘o‘anga i te pi‘a tunu kai. The chair is in the kitchen.
Tei ‘ea te ‘āriki kaingākai? Where is the tablecloth?
Tei runga i te kaingākai. It is on the table.
WORKSHEET 1: WHERE IS IT?

Activity

Use the following structures to talk about the pictures.

Tei ‘ea te no‘o’anga? Where is the chair?
Tērā te no‘o’anga. There is the chair.
Tei roto te no‘o’anga i te pi’a tunu kai. The chair is in the kitchen.
Tei ‘ea te ‘āriki kaingākai? Where is the tablecloth?
Tei runga i te kaingākai. It is on the table.
ACTIVITY SHEET 1: WHERE IS IT?

• Look at the picture on Worksheet 1 and write sentences about where things are in the house.

1. Tei roto te umu i te pi'a tunu kai.

2. ___________________________________________________________

3. ___________________________________________________________

4. ___________________________________________________________

5. ___________________________________________________________

6. ___________________________________________________________

7. ___________________________________________________________

8. ___________________________________________________________

9. ___________________________________________________________

10. ___________________________________________________________
UNIT 15: LESSON C

LEARNING OUTCOMES

The students will learn to:

• describe houses, rooms, and furniture in terms of colours and positions.

RESOURCES

• Unit 15 DVD and transcript
• Unit 15 Audio CD and transcript
• OHT 1: What colour is it?
• Resources that show the interiors of the houses of Cook Islands people both in New Zealand (for example, Isabelle’s Wedding, Ko Te Porotaka, Te Rà Ma’ata o Kare, ‘E Tivaevae nò Ròpati, and in the Cook Islands – for example, A Gift for Aunty Ngà).
• Worksheet 1: Interior design
• Worksheet 2: Wordfind
• Teacher checksheet 1: Wordfind
• Worksheet 3: Crossword
• Teacher checksheet 2: Crossword solution

LESSON OUTLINE

Introduction and Revision

Revise lesson B (and unit 7) by having the students ask and answer questions about household and classroom furniture, such as “Tei ‘ea te roi?/Where is the bed?” and “Tei ‘ea te vairanga tītā?/Where is the rubbish bin?”

Share the learning outcomes for this lesson: the students will learn to describe houses and household furnishings in terms of sizes and colours

Learning Activities

1. Show the DVD again. In groups, ask the students to discuss what special features they notice about the house. Revise the colour words the students learnt in unit 5, using flashcards with the words and pointing to differently coloured items.

2. Use track 63 of the CD (with OHT 1) to support students in saying aloud sentences like:

‘Ea’a te kara o te ārai māramarama? What colour is the curtain?
E muramura te ārai māramarama. The curtain is red.
3. The students now become Interior Designers, working in pairs. They have crayons or colouring pencils and a copy each of Worksheet 1 with a “3D” cutaway picture of the interior of a room. The students hide their Worksheet from their partners and draw in a chair, curtains, table, TV, and so on for any room they like and in any colour they like. They then ask each other about their room, for example: “*Ea’a te kara o te àrai māramarama?* What colour is the curtain?”

4. The students can now do the wordfind and crossword on Worksheets 2 and 3.

5. Ask the students to look through the pictures of rooms in the resources and write statements, in Cook Islands Māori, about where furniture is and what colour it is. They then share their work in groups. The others in the group could guess which pictures they have described.

*Extension Activity*

There may be somebody in the local Cook Islands community who could visit the class and bring some *tīvaevae* or other traditional artefacts to show and discuss.

*Evaluation*

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to describe houses, rooms, and furniture in terms of colours and positions.</td>
</tr>
</tbody>
</table>
OHT 1: What colour is it?

‘Ea'a te kara o te ārai māramarama? What colour is the curtain?

‘E muramura te ārai māramarama. The curtain is red.

‘Ea'a te kara o te kaingākai? What colour is the table?

‘E paraoni te kara o te kaingākai. The table is brown.

‘Ea'a te kara o te ngūtupa? What colour is the door?

‘E teatea te ngūtupa. The door is white.

135C
WORKSHEET 1: INTERIOR DESIGN
**WORKSHEET 2: WORDFIND**

- Circle the hidden words for furniture and appliances. One has been done for you.
- Compare your answers with your partner when you have finished.

<table>
<thead>
<tr>
<th>'o u p ü e ng ' m ü p e p</th>
<th>a k ' a r e m e a n g i t i</th>
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<tbody>
<tr>
<td>r n g p i ' a t u n u k a i</td>
<td>i v e ĕ p v k ī r o v m n</td>
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<td>k i n o ' o ' a n g a p v ĕ</td>
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<td>i k i ā p o k n g o i k p '</td>
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<td>a e u p r ĕ k i r m o o '</td>
<td>i m ā p k n g t i v i r ī</td>
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<tr>
<td>k e u m p i ' a m o e i o</td>
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</tbody>
</table>
TEACHER CHECKSHEET 1: WORDFIND

- Circle the hidden words for rooms, furniture, and appliances. One has been done for you.
- Compare your answers with your partner when you have finished.

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<thead>
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</tbody>
</table>
WORKSHEET 3: CROSSWORD

ACROSS
1. This is my favourite room because I love food.
6. I sit on this.
11. This covers the table.
12. Same as 5 down.

DOWN
1. This is where we brush our teeth.
2. We watch the news on this.
3. We bake cakes in this.
4. This is where we wash our clothes.
5. I have to make this every day.
7. The ____ māramarama keep out the light.
8. The ____ tāma'ana’ana keeps us warm.
9. This is what we sit around for dinner.
10. This is where I sleep.

Note: Glottal stops are in the same square as the vowel that follows, e.g., [a:].
Track 59  Vocabulary for
Unit 15

ngutu'are
pi'a moe
pi'a tunu kai
pi'a kaikai
pi'a no'ono'o
'are meangiti
pi'a pǎ'i
pi'a pu'a kāka'u
tēia
tēnā
tērā

Track 60  Dialogue: My House
'E pi'a moe tēia.
Ko tōku pi'a moe tēia.
Nō Pāpā 'ē Māmā tēia pi'a.
E pi'a pǎ'i tēia.  E pi'a pǎ'i tērā.  E pi'a pǎ'i tēnā.

Track 61  Vocabulary: In a House
ro'i
'apinga tāmā'ana'ana
tīvi
umu
ārai màramarama
'āriki kaingākai

Track 62  Dialogue: Talking about Furniture
Tei 'ea te no'o'anga?
Tērā te no'o'anga.  Tei roto te no'o'anga i te pi'a tunu kai.
Tei 'ea te 'āriki kaingākai?
Tei runga i te kaingākai.

Track 63  Dialogue: What Colour Is It?
' Ea'a te kara o te ārai màramarama?
'E muramura te ārai màramarama.
' Ea'a te kara o te kaingākai?
'E paraoni te kara o te kaingākai.
' Ea'a te kara o te ngūtupa?
'E teatea te ngūtupa.
SCENE 18

INA
Mum wants to know about the house here in Rarotonga.
Ka inangaro a Mama i te kite i te tu o te are i Rarotonga nei.

MOEROA
You can take some photos and send them to her.
E nenei koe i teta'i au tutu e tuku ki a ia.

INA
Good idea!
Manako meitaki tena!

MOEROA
The kitchen!
Te pia tunu kai!

INA
The kitchen!
Te pia tunu kai!

MOEROA
Check! The bathroom!
Akara ia! Te pia pai!

INA
Yes, our house!
Ae, to matou are!

Teariki and Tuteru come running past, tossing a rugby ball.

MOEROA
Hey! You two go and tidy your room!
Ot! Aere tama ia to korua pia moe!
Unit 16: ‘Oko‘oko (Shopping)

Theme

Shopping

Learning Outcomes

By the end of this unit, students will be able to:

• discuss shopping in the Cook Islands (in English);
• ask to buy a food item;
• reply to such a request;
• ask whether a salesperson has specific food items at their shop or stall;
• respond to such a question;
• ask how much something costs;
• say how much something costs.

Curriculum Links

1.1 use everyday expressions to greet, farewell, and thank people;
1.5 use basic words and expressions for numbers;
1.7 use basic words and expressions for shapes, sizes, weights, and colours;
1.9 ask for repetition, clarification, or help;
1.10 briefly express their wants or needs …;
2.1 identify people, places, and things;
2.3 offer, accept, refuse, and deny things;
2.4 ask others to do something;
2.6 describe food, drinks, and meals;
2.8 express concepts of amount;
2.10 express concepts of quality.

Revision

número  numbers
kai  foods
Ka ‘inangaro au …  I want …
‘āe  yes
kāre  no
Language Targets

tene  cent
tārā  dollar
'oko  to buy or sell

Language Structures

Ka 'inangaro au i te 'oko 'ānani.  I want to buy some oranges.
'Āe! Tēnā mai. Yes! Here you are.
'E ____ tā'au? Do you (one person) have any _____?
'Āe, e ____ tāku. Yes, I do have some ___.
'E tuka tā'au? Do you have any sugar?
'Āe, e tuka tāku. Yes, I have some sugar.
Kāre, kāre āku. No, I don't.
'È'ia ______ i roto i te kete? How many ______ in the basket?
'È _____ _____ i roto i te kete. There are _____ _____ in the basket.
'È'ia 'āpara i roto i te kete? How many apples in the basket?
'È ono 'āpara i roto i te kete. There are six apples in the basket.
'Èa'a te moni i tērā? What does that cost?
'E toru tārā 'è rua nga'uru tene. That will cost 3 dollars and 20 cents.

Extension

'E ___ ta kōrua/kōtou? Do you (two/more people) have any ___?
'Āe, ______ ta mâua/mātou. Yes, we do have some ______.
Kāre, kāre a mâua/mātou. No, we don't.

Cultural Aspects

Going shopping with your family or by yourself is a life skill. In the Cook Islands, there are various markets and shops. At these markets, families sell their own items. In New Zealand, we have markets and supermarkets where we can buy things.

Teachers’ Notes

Note the structure for using numbers with dollars and cents:
'E toru tārā 'è rua nga'uru tene. That will cost 3 dollars and 20 cents.
Refer back to unit 2 for teachers’ notes on kōrua/kōtou and mâua/mātou.
UNIT 16: LESSON A

LEARNING OUTCOMES

The students will learn:

• about shopping in the Cook Islands;
• to ask to buy a food item;
• to reply to such a request.

RESOURCES

• Unit 16 DVD and transcript
• Unit 16 Audio CD and transcript
• OHT 1: At the shops
• Worksheet 1: What did they want to buy?
• Worksheet 2: At the shops
• Food flashcards from Unit 9.

LESSON OUTLINE

Introduction and Revision

Revise names of rooms and furniture by asking for volunteers to describe what could be found in their homes. Students could also revise “I like/dislike…” talking about things in their home.

Share the learning outcomes for this lesson: the students will learn about Cook Islands markets and supermarkets. They will also learn how to ask for an item and respond to a request for an item.

Learning Activities

1. In groups, the students discuss who does the food shopping for their families and where they go to shop.
2. Show the DVD. Ask the students to look out for who is doing the shopping and what sorts of things they buy.
3. Revise the words for foods, using the food flashcards from Unit 9.
4. Use the last two statements on track 65 of the CD with OHT 1 to support students in saying the new structure:
   
   Ka ‘inangaro au i te ‘oko … I want to buy some ...

5. Listening exercise: on track 65 of the CD, four characters go into a shop and ask for something. On Worksheet 1, the students match each character with the item they want.
6. Take the food flashcards and show one to the class (or group). If a student can successfully ask for that item of food, then they receive the flashcard. Keep going till you have no flashcards left.

7. Writing exercise: The students use Worksheet 2 to write the dialogues for the two cartoons by filling in the speech bubbles.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• about shopping in the Cook Islands;</td>
</tr>
<tr>
<td>• to ask to buy a food item;</td>
</tr>
<tr>
<td>• to reply to such a request.</td>
</tr>
</tbody>
</table>
OHT 1: At the shops

Ka ‘inangaro au i te ‘oko ‘ānani.  I want to buy some oranges.
‘Āe! Tēnā mai.  Yes! Here you are.

Ka ‘inangaro au i te ‘oko meika pī.  I want to buy some green bananas.

Ka ‘inangaro au i te ‘oko varāoa.  I want to buy some bread.

Ka ‘inangaro au i te ‘oko vi.  I want to buy some mangoes.

Ka ‘inangaro au i te ‘oko ‘āpara, vine, e te tōmāti.  I want to buy some apples, grapes, and tomatoes.

Ka ‘inangaro au i te ‘oko _____. _____. e te _____.  I want to buy some _____. _____. and _____.
**WORKSHEET 1: WHAT DID THEY WANT TO BUY?**

- Listen to the CD. Match the people with the items they buy.

<table>
<thead>
<tr>
<th>Food items</th>
<th>Names</th>
<th>Food items</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍅</td>
<td>Sarai</td>
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<td>🍊</td>
<td>Tamati</td>
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<td>🍎</td>
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</tbody>
</table>
• Look at the cartoons and fill in the speech bubbles.

Ka ‘inangaro au i te oko ‘ānani?
UNIT 16: LESSON B

LEARNING OUTCOMES

The students will learn:

• to ask whether a salesperson has specific food items at their shop or stall;
• to respond to such a question.

RESOURCES

• Unit 16 DVD and transcript
• Unit 16 Audio CD and transcript
• OHT 1: Do you have …?
• OHT 2: How many apples in the basket?
• Worksheet 1: How many are there?
• Food flashcards from Unit 9
• Students’ food cut-out pictures from Unit 9.

LESSON OUTLINE

Introduction and Revision

Revise lesson A by asking for a food item and throwing the koosh ball to a student, who then responds and goes on to ask a new question, throwing the ball to another student, and so on.

Share the learning outcomes for this lesson: the students will learn to ask whether a salesperson has specific food items at their shop or stall.

Learning Activities

1. Show the DVD section with the interactions between shopper and retailer.

2. Use track 66 of the CD with OHT 1 as guidance to support students in saying the phrases:

   ‘E _____ tā’au?   Do you (one person) have any ______?
   ‘Āe, e _____ tāku.   Yes, I do have some.
   Kāre, kāre āku ____!   No, I don’t have ____!

3. Give a food flashcard to each student. The students see what is on their card, but they turn it face down so that you can’t see it. Then ask one student “‘E tuka tā’au?/Do you have any sugar?” If the students have that particular flashcard, they say “‘Āe, e tuka tāku./Yes, I have some sugar.”
4. The students should use their own food cut-out pictures from Unit 9. Working in pairs, each partner selects five of their food cut-out pictures and places them where their partner can't see them. They take turns to ask each other, “‘E _____ tā’au/?Do you (one person) have any ______?” and to answer “‘Åe, e _____ tāku./Yes, I do have some” or “Kāre, kāre āku./No, I don’t.”

5. Use track 67 of the CD with OHT 2 to support students in saying the phrases:

‘È’ia ‘āpara i roto i te kete? How many apples in the basket?
‘È ono ‘āpara i roto i te kete. There are six apples in the basket.
‘È’ia ______ i roto i te kete? How many ______ in the basket?
‘È ______ ______ i roto i te kete. There are ______ ______ in the basket.

6. Worksheet 1: students complete sentences asking and saying how many of each item are shown in the pictures.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today I learned:
• to ask whether a salesperson has specific food items at their shop or stall;
• to respond to such a question.
```
OHT 1: Do you have …?

‘E _____ tāʻau?  Do you (one person) have any ____?

‘Āe, e _____ tāku.  Yes, I do have some ____.

‘E tuka tāʻau?  Do you have any sugar?

‘Āe, e tuka tāku.  Yes, I have some sugar.

‘E ‘ănani tāʻau?  Do you have any oranges?

Kāre, kāre āku ‘ănani.  No, I don’t have oranges.
OHT 2: How many apples in the basket?

‘Ē‘ia ʻāpara i roto i te kete?

How many apples in the basket?

‘Ē ono ʻāpara i roto i te kete.

There are six apples in the basket.

‘Ē‘ia ______ i roto i te kete?

How many ______ in the basket?

‘Ē ______  ______ i roto i te kete.

There are ______  _______ in the basket.
• Complete the sentences saying how many of each item are shown in the pictures. The first is done for you.

1. ‘È‘ia ‘āpara i roto i te kete?  How many apples in the basket?
   Answer: ‘È ono ‘āpara i roto i te kete.  There are six apples in the basket.

2. ‘È‘ia meika para i roto i te kete?

3. ‘È‘ia ‘ānani i roto i te kete?

4. ‘È‘ia pu‘ao tuka i roto i te kete?

5. ‘È‘ia pu‘ao kaope i roto i te kete?

Note: “Pu‘ao” means a container like a paper bag.
UNIT 16: LESSON C

LEARNING OUTCOMES

The students will learn:

• to ask how much something costs;
• to say how much something costs.

RESOURCES

• Unit 16 DVD and transcript
• Unit 16 Audio CD and transcript
• OHT 1: How much is that?
• Worksheet 1: What did they buy?
• Props for shop or market.

LESSON OUTLINE

Introduction and Revision

Revise lessons A and B by asking and answering questions about what is available in the shop. Use the flashcards in the same way as in Lesson B. Use the Koosh ball to revise the numbers learned in Unit 3.

Share the learning outcomes for this lesson: the students will be learning how to ask how much something costs and how to reply.

Learning Activities

1. Watch the DVD, noticing how people ask how much things cost and what the answers are.
2. Use track 68 of the CD and OHT 1 to introduce and practise the structures:

   ‘E’a’a te moni i têrà?   What does that cost?
   ‘E toru têrà ‘ê rua nga’uru tene.   That will cost 3 dollars and 20 cents.

3. Listening activity: on track 69 of the CD, the students hear characters going into a shop and asking how much a particular item costs (and being given the answers). As they listen, they complete Worksheet 1, which has matching exercises, matching the person to the item and its cost.

4. Writing activity: Now, have the students write down questions of what they would ask the shopkeeper. Provide examples for them. Do you have ...? How much will that cost? Could I please have ....?
5. The classroom could be set up as a shop or market stall with props (oranges, toy cash register, and so on). The students could take turns playing buyers and sellers.

6. In groups, have the students invent a role play that demonstrates going to a market and asking to buy an item. They can then perform their role play in front of the class if they choose.

**Extension**

Some students might like to learn how to ask for things and respond in shops that have more than one person selling, using the following structures:

- ‘E ___ ta kòrúa?  Do you (you two) have any ___?
  - ‘Àe, _____ ta màua. Yes, we do have _____.
  - Kàre, kàre a màua. No, we don’t.

- ‘E ___ ta kòtou?  Do you (three or more) have any ___?
  - ‘Àe, _____ ta màtou. Yes, we do have _____.
  - Kàre, kàre a màtou. No, we don’t.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to ask how much something costs;</td>
</tr>
<tr>
<td>• to say how much something costs.</td>
</tr>
</tbody>
</table>
OHT 1: How much is that?

‘Ea’a te moni i tērā?  What does that cost?
‘E toru tārā ‘ē rua ngaʻuru tene. That will cost 3 dollars and 20 cents.

‘Ea’a te moni i tērā?  What does that cost?
‘E ‘itu ngaʻuru tene. That will cost 70 cents.

‘Ea’a te moni i tērā?  What does that cost?
‘E ‘itu tārā. That will cost 7 dollars.

‘Ea’a te moni i tērā?  What does that cost?
‘E ‘ā tārā ‘ē rima tene. That will cost 4 dollars and 5 cents.

‘Ea’a te moni i tērā?  What does that cost?
‘E rua ngaʻuru mā rima tene. That will cost 25 cents.
OHT 2: Two or more people

‘E ___ ta kōrua?  Do you (you two) have any ___?

‘Āe, ‘e _____ ta māua.  Yes, we do have _____.

Kāre, kāre a māua.  No, we don’t.

‘E ___ ta kōtou?  Do you (three or more) have any ___?

‘Āe, ‘e _____ ta mātou.  Yes, we do have _____.

Kāre, kāre a mātou.  No, we don’t.
• Listen to the CD. Match the person to the item they buy and the cost of the item.

Sarai  80c

Tamati  $3.70

Kaivai  $1.80

Manu  70c

Kiri  $2.50

Meghan  $4.90
**Track 64  Vocabulary for Unit 16**

tene
tārā
‘oko

**Track 65  Dialogue: At the Shops**

What did they want to buy?

Sarai?
SARAI: Ka ʻinangaro au i te ʻoko ʻāpara, vine, e te tōmāti.  (*Repeats*)

Tamati?
TAMATI: Ka ʻinangaro au i te ʻoko ʻū, tiāmu e te ʻara painapa.  (*Repeats*)

Manu?
MANU: Ka ʻinangaro au i te ʻoko tī, ʻū, e te tuka.  (*Repeats*)

Kaivai?
KAIVAI: Ka ʻinangaro au i te ʻoko ʻāpara, moa, e te varāoa.  (*Repeats*)
Ka ʻinangaro au i te ʻoko ʻānani.
ʻĀe! Tēnā mai.

**Track 66  Dialogue: Asking for Items**

ʻE ʻāpara tāʻau?
ʻĀe, e ʻāpara tāku.
ʻE tuka tāʻau?
ʻĀe, e tuka tāku.
ʻE ʻānani tāʻau?
Kāre, kāre āku ʻānani!

**Track 67  Dialogue: How Many in the Basket?**

ʻEʻia ʻāpara i roto i te kete?
ʻE ono ʻāpara i roto i te kete.
ʻEʻia ʻānani i roto i te kete?
ʻE iva ʻānani i roto i te kete.

**Track 68  Dialogue: How Much Is That?**

ʻEaʻa te moni i tērā?
ʻE toru tana, e rua ngaʻuru tene.

**Track 69  Dialogue: What Did They Buy?**

Sarai
SARAI: ʻEaʻa te moni i te ʻāpara?  (*Repeats*)
(ANSWER): ʻE ʻitu ngaʻuru tene.

Tamati
TAMATI: ʻEaʻa te moni i te ʻānani?  (*Repeats*)
(ANSWER): ʻE varu ngaʻuru tene.

Kaivai
KAIVAI: ʻEaʻa te moni i te vine?  (*Repeats*)
(ANSWER): ʻE ʻā tara e iva ngaʻuru tene.

Manu
MANU: ʻEaʻa te moni i te ʻara painapa?
(Repeats)
(ANSWER): ʻE toru tara e ʻitu ngaʻuru tene.

Kiri
KIRI: ʻEaʻa te moni i te ʻū?  (*Repeats*)
(ANSWER): ʻE rua tara e rima ngaʻuru tene.

Meghan
MEGHAN: ʻEaʻa te moni i te tuka?  (*Repeats*)
(ANSWER): ʻE taʻi tara e varu ngaʻuru tene.
SCENE 19

MOEROA
I like shopping at the market.
E reka ana au i te okooko i te makete.

INA
I want to buy something nice for Mum and Dad.
Ka inangaro au i te oko i teta'i apinga manea na Mama e Papa.

MOEROA
And Ngatoko?
E Ngatoko?

INA
Oh yes, and Ngatoko.
O ae, e Ngatoko.

MOEROA
These skirts are nice … the blue and white ones.
Manea tikai teia vaine kutini … te mea auika e te teatea.

INA
How much is this skirt?
Eia moni i teia vaine kutini?

STALL HOLDER
That skirt is $24.
E rua ngauru me ‘à tara.

INA
Hmmm.  Can I have the blue and white hat, please?
Hmmm.  Ka inangaro au i te mea auika e te teatea?

The stall holder gives her the hat, and Ina gets out the money.

INA
Here you are, five dollars.
Teia, e rima tara.

STALL HOLDER 2
And your change, $2.  Thank you.
Teia taau teni, e rua tara.  Meitaki maata.

PERE
Oh … four dollars … Teariki, can I borrow two dollars?
E … ‘à tara … Teariki, ka kaiou atu au e rua tara?

TEARIKI
Ummm … I don’t have much money!
Ummm … Kare e maata ana taku moni!
Unit 17: Reva (Weather)

Theme
Weather

Learning Outcomes
By the end of this unit, students will be able to:
• talk about weather in the Cook Islands in Cook Islands Māori;
• say what the weather is, was, or will be like in a certain place on a certain day;
• give a short weather forecast;
• say what activities people do in particular types of weather.

Curriculum Links
1.6 use basic expressions to indicate time and place;
1.10 … briefly state their likes and dislikes;
2.1 identify people, places, and things;
2.2 understand and use time expressions …;
2.8 express concepts of amount;
2.11 express concepts of state.

Revision
yesterday, today, and tomorrow
days of the week
months of the year
summer and winter
read, swim, walk, etc.
sports
hot and cold

Language Targets
reva weather
ua rain
uaua rainy
rà sun
‘iti te rà sunshine, sunny
mânea lovely, beautiful, fine
matangi   wind
màtangitangi   windy
marino    calm
‘uri’ia    stormy
kiona    snow, snowy
tâpokipoki    cloudy, overcast
tuātau ‘uri’ia    hurricane season
(Môtî) i topa ake nei    (Monday) just past
i te Môtî    last Monday (past tense)
à te Môtî    on (next) Monday (future tense)

Language Structures

Pè’ea te reva i têia râ?   How is the weather today?
E râ mànea têia.   Today is a lovely day.
E râ uaua têia.   Today is a rainy day.
Ka uaua à te Môtî.   Monday will be rainy.
Ka pè’ea te reva à te Varaire?   How will the weather be on Friday?
Ka ‘iti te râ à te Varaire.   Friday will be sunny.
Pè’ea te reva i nana’i?   How was the weather yesterday?
Màtangitangi te reva i nana’i.   Yesterday it was windy.
Ka pè’ea te reva âpôpô?   How will the weather be tomorrow?
Tâpokipoki te reva âpôpô.   Tomorrow it will be cloudy.
Kua mànea a Akarana i te Môtî i topa ake nei.   It was fine in Auckland last Monday.
Ka mànea a Akarana à te Môtî.   It will be fine in Auckland on Monday.
Kua ‘uri’ia a Aitutaki i te Ru’irua i topa ake nei.   It was stormy in Aitutaki on the Tuesday just past.
À te Ru’irua ka ‘uri’ia a Aitutaki.   On Tuesday it will be stormy in Aitutaki.
Mè uaua, ka tatau puka au.   When it’s rainy, I read a book.
Mè ‘iti te râ, ka kau a Teremoana.   When it’s sunny, Teremoana swims.
Mè tâpokipoki, ka ‘ààere a Kiri.   When it’s cloudy, Kiri walks.
Cultural Aspects

The Cook Islands are very warm for much of the year and cooler in June–August. There is a hurricane season early in the year. In 2005, for example, five hurricanes hit the Cook Islands.

The first week of the year is known as Pure ‘Epetoma (Prayer Week), and the country prays for protection from the hurricanes. On every day of this week, a special dawn service is held. A different group organises the service each day.

Song 5 in the Cook Islands Māori song book is about Cyclone Martin on Manahiki.

Teachers’ Notes

This unit makes use of words that indicate a change of tense.

\begin{verbatim}
i te Mōnitē last Monday (past tense)
à te Mōnitē on (next) Monday (future tense)
\end{verbatim}

It also uses a construction for the continuous (habitual) present.

\begin{verbatim}
Mē uaua, ka tatau puka au. When it’s rainy, I read a book.
Mē ‘iti te rā, ka kau a Teremoana. When it’s sunny, Teremoana swims.
Mē tāpokipoki, ka ‘ā‘āere a Kiri. When it’s cloudy, Kiri walks.
\end{verbatim}
UNIT 17: LESSON A

LEARNING OUTCOMES

The students will learn to:

• talk about weather in the Cook Islands.

RESOURCES

• Unit 17 DVD and transcript
• Unit 17 Audio CD and transcript
• OHT 1: Weather words and structures
• Unit 6, Lesson A, OHT 1: Days of the week
• Flashcards with weather pictures.

LESSON OUTLINE

Introduction and Revision

Revise the last lesson by having students ask and give the costs of items, in pairs.

Share the learning outcomes for this lesson: the students will ask and answer questions about the weather.

Learning Activities

1. Show the DVD and then, as a class, discuss the types of weather or the sort of climate in the Cook Islands. Why is it so warm? Is there a rainy season? When is the nicest time of the year to visit? What about extreme weather – typhoons, tidal waves?

2. Use tracks 70 and 71 of the CD with OHT 1 as support to introduce the students to weather vocabulary, with the question “Pè'e a te reva i tèia rà?/How is the weather today?”

   Pè'e a te reva i tèia rà?  How is the weather today?
   E rà mànea tèia.    Today is a lovely day.
   E rà uaua tèia.  Today is a rainy day.

3. Now, use flashcards to represent questions and answers. The students work in pairs with cards. Each student asks their partner “Pè'e a te reva i tèia rà?” The partner picks up a card and says “E rà ___________ tèia” according to the picture on the card.

4. Revise days of the week. Put up OHT 1 from unit 6 lesson A, with the days of the week on it. Volunteer students can give “weather forecasts” by naming a day of the week and then a weather pattern, for example, “Varaire – ‘iti te rà.” Another volunteer then goes to the OHT and draws in rain for Monday. This continues until each day of the week has a weather picture next to it.
5. The students can respond to questions about the pictured weather for different days of the week, for example, “Ka pē'ea te reva à te Varaire?/How will the weather be on Friday?” They call out the correct answer. They can then question each other in pairs about how the weather is on specific days.

6. The students write sentences based on the information from the Internet about weather forecasts for New Zealand and the Cook Islands, for example, “Ka ‘iti te rā a Akarana à te Tāpati/Sunday will be sunny in Auckland.”

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to talk about weather in the Cook Islands.</td>
</tr>
</tbody>
</table>
### OHT 1: Weather words and structures

<table>
<thead>
<tr>
<th>Composed</th>
<th>English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>reva</td>
<td>weather</td>
</tr>
<tr>
<td>ua</td>
<td>rain</td>
</tr>
<tr>
<td>uaua</td>
<td>rainy</td>
</tr>
<tr>
<td>rā</td>
<td>sun</td>
</tr>
<tr>
<td>iti te rā</td>
<td>sunshine, sunny</td>
</tr>
<tr>
<td>mānea</td>
<td>lovely, beautiful, fine</td>
</tr>
<tr>
<td>matangi</td>
<td>wind</td>
</tr>
<tr>
<td>mātangitangi</td>
<td>windy</td>
</tr>
<tr>
<td>marino</td>
<td>calm</td>
</tr>
<tr>
<td>‘uri’ia</td>
<td>stormy</td>
</tr>
<tr>
<td>kiona</td>
<td>snowy</td>
</tr>
<tr>
<td>tāpokipoki</td>
<td>cloudy, overcast</td>
</tr>
<tr>
<td>tuātau ‘uri’ia</td>
<td>hurricane season</td>
</tr>
</tbody>
</table>

---

**Pē‘ea te reva i tēia rā?**  
How is the weather today?  
**E rā mānea tēia.**  
Today is a lovely day.  
**E rā uaua tēia.**  
Today is a rainy day.  
**Ka uaua ā te Mōnitē.**  
Monday will be rainy.  
**Ka pē‘ea te reva ā te Varaire?**  
How will the weather be on Friday?  
**Ka ‘iti te rā ā te Varaire.**  
Friday will be sunny.
WEATHER FLASHCARDS

- Sun
- Rain
- Fog
- Lightning
- Clouds
- Snow
- Hurricane
UNIT 17: LESSON B

LEARNING OUTCOMES

The students will learn to:

• say what the weather is, was, or will be like in a certain place on a certain day;
• give a short weather forecast.

RESOURCES

• Unit 17 DVD and transcript
• Unit 17 Audio CD and transcript
• OHT 1: What's the weather like?
• Teacher resource sheets 1 and 2: a map of the Cook Islands and a map of New Zealand (to photocopy for students)
• Flashcards with weather pictures.

LESSON OUTLINE

Introduction and Revision

Use OHT 1 from lesson A to ask and answer questions about the weather on various days. Share the learning outcomes for the lesson: the students will say what the weather is like in a certain place on a certain day and give a weather forecast.

Learning Activities

1. Show the section of the DVD where the studio crew gives “weather forecasts”. Have the students watch and listen carefully to the weather forecasts. This will provide a model for them, when they present later on in the lesson.

2. Use track 72 of the CD with OHT 1 support to revise and extend the students’ weather vocabulary. Have the students write these sentences down, and underline the days and the time change. Provide flashcards with the weather to help them.

   Pē’ea te reva i nana’i?            How was the weather yesterday?
   Mātangitangi te reva i nana’i.   Yesterday it was windy.
   Ka pē’ea te reva āpōpō?         How will the weather be tomorrow?
   Tāpokipoki te reva āpōpō.       Tomorrow it will be cloudy.
   Kua mànea a Akarana i te Mōnitē i topa ake nei. It was fine in Auckland last Monday.
   Ka mànea a Akarana â te Mōnitē. It will be fine in Auckland on Monday.
   Kua ‘uri’ia a Aitutaki i te Ru’irua i topa ake nei. It was stormy in Aitutaki on the Tuesday just past.
À te Ru’irua ka ‘uri’ia a Aitutaki. On Tuesday it will be stormy in Aitutaki.

3. The students can now become weather presenters and make up their own forecasts for either the Cook Islands or New Zealand. The teacher resource sheets are a map of the Cook Islands and a map of New Zealand. These are photocopied and given to pairs of students. Each pair chooses five places to draw a weather icon on (for example, a sun on Auckland) and then they practise their weather forecasts to present to the class, taking turns. For example, the first student might say “Kua mànea a Akarana i te Môtéti i topa ake nei./It was fine in Auckland last Monday.” The next might say “À te Ru’irua ka ‘uri’ia a Aitutaki./On Tuesday it will be stormy in Aitutaki.”

4. Students could tape these forecasts and then listen as a class and fill in the correct symbols on an OHT map. The students will need time to script and tape their forecasts, so the listening may have to be done as revision in lesson C.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to say what the weather is, was, or will be like in a certain place on a certain day;</td>
</tr>
<tr>
<td>• to give a short weather forecast.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Môtite i topa ake nei</td>
</tr>
<tr>
<td>i te Môtite</td>
</tr>
<tr>
<td>à te Môtite</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pē’ea te reva i nana’i?</td>
<td>How was the weather yesterday?</td>
</tr>
<tr>
<td>Màtangitangi te reva i nana’i.</td>
<td>Yesterday it was windy.</td>
</tr>
<tr>
<td>Ka pē’ea te reva āpōpō?</td>
<td>How will the weather be tomorrow?</td>
</tr>
<tr>
<td>Tāpokipoki te reva āpōpō.</td>
<td>Tomorrow it will be cloudy.</td>
</tr>
<tr>
<td>Kua mànea a Akarana i te Môtite i topa ake nei.</td>
<td>It was fine in Auckland last Monday.</td>
</tr>
<tr>
<td>Ka mànea a Akarana à te Môtite.</td>
<td>It will be fine in Auckland on Monday.</td>
</tr>
<tr>
<td>Kua ‘uri’ia a Aitutaki i te Ru’irua i topa ake nei.</td>
<td>It was stormy in Aitutaki on the Tuesday just past.</td>
</tr>
<tr>
<td>Á te Ru’irua ka ‘uri’ia a Aitutaki.</td>
<td>On Tuesday it will be stormy in Aitutaki.</td>
</tr>
</tbody>
</table>
TEACHER RESOURCE SHEET 2: MAP OF NEW ZEALAND

NEW ZEALAND

Auckland

WELLINGTON

Christchurch
UNIT 17: LESSON C

LEARNING OUTCOMES

The students will learn to:
• say what activities people do in particular types of weather.

RESOURCES

• Unit 17 DVD and transcript
• Unit 17 Audio CD and transcript
• OHT 1: When it’s …
• Worksheet 1: When it’s …
• Flashcards (people from Unit 13 and weather from 17A).

LESSON OUTLINE

Introduction and Revision

Ask for a couple of volunteers to present their weather forecasts from the previous lesson.

Share the learning outcomes for this lesson: the students will learn to say what activities they do in particular types of weather.

Learning Activities

1. Show the section of the DVD where Ina and her friends are talking about what they do in the weekend and about different kinds of weather.

2. Use track 73 of the CD with OHT 1 as support to introduce the structure, “Me ______ ka _ au/When it’s __, I ______.” For example, Mē uaua, ka tatau puka au./When it’s rainy, I read a book.

3. Listening activity: the students listen to characters on track 74 of the CD talking about what they do in different kinds of weather, and complete Worksheet 1, matching the character to their activity and the appropriate weather. For example:
   Mē ’iti te rā, ka kau a Teremoana. When it’s sunny, Teremoana swims.
   Mē tāpokipoki, ka ‘āaere’aere a Kiri. When it’s cloudy, Kiri walks.

Now use flashcards (people and weather) to elicit language and have the students say the sentences.

4. Listening and writing activity: each student writes five sentences giving their own experiences of what they do in different kinds of weather. Now ask students to choose two other students in the class to listen to and record their experiences with different kinds of weather.

5. Finish with a game, “Whisper down the Alley”. The students are in two teams (either in two rows on the floor or in two rows of chairs). Whisper a weather statement to the two
students at the back, for example, “E rā uaua tēia.” The two students wait for the start signal, then whisper the weather statement to the person in front of them and so on up the row until it reaches the first student, who jumps up and draws the icon for that weather (for example, rain) on the whiteboard. The first student then goes to the back of the line and the pattern repeats.

To make this more challenging, add a day or place. And, if the class is finding the language fairly easy, this activity could be done earlier.

**Evaluation**

Have the students fill in checklists similar to the model below.

```
Today I learned:
• to say what activities people do in particular types of weather.
```
OHT 1: When it’s …

Mē mātangitangi, ka tūpaʻoroʻoro au. When it’s windy, I surf.

Mē uaua, ka tatau puka au. When it’s rainy, I read a book.

Mē ‘iti te rā, ka ‘āʻāereʻaere au. When it’s sunny, I walk.

Mē tāpokipoki, ka tātā au. When it’s cloudy, I write.

Mē ______, ka ______ au. When it’s _____, I ______.
• Match the character to their activity and the appropriate weather.

Sarai

Tamati

Teremoana

Kiri

Meghan
Track 70  Vocabulary for Unit 17
reva
ua
uaua
rā
‘iti te ra
mānea
matangi
mātangitangi
marino
‘uri’ia
kiona
tāpokipoki
tuātau ‘uri’ia
i topa ake nei
i te Mōnitē
ā te Mōnitē

Track 71  Dialogue: Weather Words and Structures
Pē‘ea te reva i tēia ra?
E rā mānea tēia.
E rā uaua tēia.
Ka uaua ā te Mōnitē.
Ka pē‘ea te reva ā te Varaire?
Ka ‘iti te ra ā te Varaire.

Track 72  Dialogue: What’s the Weather Like?
Pē‘ea te reva i nana’i?
Mātangitangi te reva i nana’i. Ka pē‘ea te reva āpōpō?
Tāpokipoki te reva āpōpō.
Kua mānea a Akarana i te Mōnitē i topa ake nei.
Ka mānea a Akarana ā te Mōnitē.
Kua ‘uri’ia a Aiutaki i te Ru’irua i topa ake nei.
Ā te Ru’irua ka ‘uri’ia a Aitutaki.

Track 73  Dialogue: What Do I Do (In This Weather?)
Mē mātangitangi, ka tupa’oro’oro ngaru au.
(Repeats)
Mē uaua, ka tatau puka au. (Repeats)
Mē ‘iti te ra, ka ‘ā’aere’aere au. (Repeats)
Mē tāpokipoki, ka tātā au. (Repeats)

Track 74  The “Conditionals” Activity in Lesson 17C
Mē uaua, ka tatau puka a Sarai. (Repeats)
Mē ‘iti te ra, ka kau a Teremoana. (Repeats)
Mē tāpokipoki ka ‘ā’aere’aere a Kiri. (Repeats)
Mē matangitangi, ka tupa’oro’oro ngaru a Tamati.
(Repeats)
Mē ‘uri’ia, ka tātā a Meghan. (Repeats)
SCENE 20

MOEROA
And sometimes the weather is windy, very windy when there is a storm.
I tetai taime e matangi te reva, matangi maata me uriia.

PERE
Yes, remember last February it rained for days and days.
Ae, te maara are koe ia Peperuare i topa ake nei, e maata tikai te uaua i te au ra.

TEARIKI
And the wind blew over lots of coconut palms.
E maata tikai te au tumu nu i ingainga i te matangi.

PERE
I remember … no fishing for days, and best of all … no school!
Taku e maara nei … kare e tautai i te au ra, te mea reka tikai … kare e api!

MOEROA
The weather changes, but Pere stays just the same!
Kua tieni te reva inara kare te tu e Pere i tieni!

INA
So, what are we going to do on Sunday?
Inà, eaa ta tatou ka rave a te Tapatı?

ALL
We’ll all go to church!
Ka aere tatou ki te pure!
Unit 18: Kāka‘u (Clothes)

Theme
Clothes

Learning Outcomes
By the end of this unit, students will be able to:

• name items of clothing and their colours;
• ask for an item of clothing in a shop;
• specify the colour and size of an item of clothing;
• talk about clothing worn by Cook Islands people on special occasions.

Curriculum Links
1.7 use basic expressions for shapes, sizes, weights, and colours;
1.8 express agreement and disagreement;
2.1 identify people, places, and things;
2.7 express their feelings, emotions, and needs;
2.11 express concepts of ownership and relationship.

Revision
colour
likes and dislikes
meangiti small
ma’ata big, large

Language Targets
kāka‘u clothing
tōtini socks/stockings
tāmaka shoes
pona (pona tāne) shirt
piripou pants, trousers
piripou poto shorts
piripou roa long trousers
pona (pona va’ine) dress
pare hat
pereue coat
Language Structures

‘E teatea tōku pona.
My shirt is white.

‘E pona teatea ē te piripou poto auika, tōku kāka‘u ‘āpi‘i.
My school uniform has a white shirt and blue shorts.

‘E pare re‘ure‘u ē te pereue kerekere, tōku kāka‘u ‘āpi‘i.
My school uniform has a grey hat and a black coat.

‘E a‘a tā‘au kāka‘u ‘āpi‘i ‘inangaro rava atu?
What is your ultimate (dream) school uniform?

‘E piripou poto auika, tāmaka muramura, pona vare‘au, ē te pare rengarenga, tāku kāka‘u ‘āpi‘i ‘inangaro rava atu.
My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat.

Kā ‘inangaro au i tēta‘i pona teatea.
I want a white shirt.

‘Ea‘a tō‘ou váito ē a‘ao ana?
What size do you wear?

Ē a‘ao ana au i te váito meangiti.
I wear a small size.

Ē a‘ao ana au i te váito ma‘atama‘ata.
I wear a large size.

Cultural Aspects

Much of this unit is about school uniforms, and that is appropriate, because Cook Islands people generally love being in groups that dress the same – tere parties, church choirs, dance groups, clusters of bridesmaids, women in white hats at church. Most children in the Cook Islands wear a school uniform, even at primary school.

Clothes for church and special occasions are important – Cook Islands people still talk about wearing one’s “Sunday best”. People often wear all white to church.

Teacher’s Notes

The word pareu means a length of cloth as well as a shirt or a dress, or wrap skirt.

With regard to the “a” and “o” categories: Note that clothes are usually in the “o” category. However, the “dream” uniform is in the “a” category (tāku, not tōku) because it does not actually belong to the speaker.
UNIT 18: LESSON A

LEARNING OUTCOMES

The students will learn to:
• name some clothes and describe their colours.

RESOURCES

• Unit 18 DVD and transcript
• Unit 18 Audio CD and transcript
• OHT 1: Clothes
• Worksheet 1: Clothes
• Worksheet 2: Tangi’s school uniform
• Worksheet 3: Design a school uniform.

LESSON OUTLINE

Introduction and Revision

Revise the previous unit by identifying what the weather was/is like yesterday and today.

Share the learning outcomes for this lesson: the students will name some clothes and describe their colours.

Learning Activities

1. Show the DVD. Tell the students to pay particular attention to what the Cook Islands people are wearing. For example, are the students at the school in uniform or mufti? Are any people wearing traditional clothing? If so, how would they describe it? Are any people wearing modern clothing? If so, is it similar to what the students themselves wear in the weekends?

2. Use track 75 of the CD with the word list on OHT 1 to introduce the names of items of clothing. As they listen for the second time, the students repeat the words in the pauses.

3. Use Worksheet 1 (activity 1) and have the students label each item of clothing.

4. Revise the colour words from Unit 5, using the koosh ball or by pointing to different colours in the classroom – perhaps the ‘ei which may now be up on the walls.

5. Use track 76 of the CD with OHT 1 again to introduce structures describing the colours of school uniforms. The students listen as they are told the colours of the items of clothing. Students take out Worksheet 1. Now listen to track 77 of the CD and have the students colour the correct items of clothing in the stated colours. The results can be checked as a class, with students describing each item on their worksheet in Cook Islands Māori.

6. Using Worksheet 2, colour Tangi’s school uniform. Then write sentences saying what colour each item is.
7. Using Worksheet 3, the students now design their own dream uniform to present to the class, for example, “‘E piripou poto auika, tāmaka muramura, pona vare’au, ē te pare rengarenga, tāku hāka’u āpi‘i inangaro rava atu./My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat.”

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to name some clothes and describe their colours.</td>
</tr>
</tbody>
</table>
**OHT 1: Clothes**

<table>
<thead>
<tr>
<th>Item</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kāka’u</td>
<td>clothing</td>
</tr>
<tr>
<td>tōtini</td>
<td>socks/stockings</td>
</tr>
<tr>
<td>tāmaka</td>
<td>shoes</td>
</tr>
<tr>
<td>pona (pona tāne)</td>
<td>shirt</td>
</tr>
<tr>
<td>piripou</td>
<td>pants, trousers</td>
</tr>
<tr>
<td>piripou poto</td>
<td>shorts</td>
</tr>
<tr>
<td>piripou roa</td>
<td>long trousers</td>
</tr>
<tr>
<td>pona (pona va’ine)</td>
<td>dress</td>
</tr>
<tr>
<td>pare</td>
<td>hat</td>
</tr>
<tr>
<td>pereue</td>
<td>coat</td>
</tr>
<tr>
<td>pāreu</td>
<td>wrap, printed material</td>
</tr>
<tr>
<td>kāka’u ‘āpi’i</td>
<td>school uniform</td>
</tr>
</tbody>
</table>

‘E teatea tōku pona. My shirt is white.
‘E rengarenga tōku tāmaka. My shoes are yellow.
‘E pona teatea ē te piripou poto auika, tōku kāka’u ‘āpi’i. My school uniform has a white shirt and blue shorts.
‘E pare re’ure’u ē te pereue kerekere, tōku kāka’u ‘āpi’i. My school uniform has a grey hat and a black coat.
‘Ea’a tä’au kāka’u ‘āpi’i, ‘inangaro rava atu? What is your ultimate (dream) school uniform?
‘E piripou poto auika, tāmaka muramura, pona vare’au, ē te pare rengarenga, tāku kāka’u ‘āpi’i ‘inangaro rava atu! My ultimate (dream) school uniform has blue shorts, red shoes, a purple shirt and a yellow hat!
1. Label each item of clothing in the pictures below.
2. Listen to the CD. Colour each item of clothing with the colours described on the CD.
Colour each item of Tangi’s clothing a different colour. Then write sentences to say what colour each item is.
Design your own dream uniform by adding clothes to the figure provided.
UNIT 18: LESSON B

LEARNING OUTCOMES

The students will learn to:

• ask for an item of clothing in a shop;
• specify the colour and size of an item of clothing.

RESOURCES

• Unit 18 DVD and transcript
• Unit 18 Audio CD and transcript
• OHT 1: What size do you wear?
• Worksheet 1: What did they buy?
• OHT 1 from unit 16, lessons A and C.

LESSON OUTLINE

Introduction and Revision

Revise the names and colours of clothes by having some students present their “dream school uniforms” from the last lesson.

Share the learning outcomes for this lesson: the students will learn to ask for an item of clothing in a shop, specifying colour and size.

Learning Activities

1. Use track 78 on the CD and OHT 1 to introduce vocabulary for sizes – small and large. The students listen to the words and structures and repeat them.

2. Listening exercise: four people in a clothes shop (CD track 78 again) ask for a particular item of clothing in a particular colour and either large or small. The students complete the match-up exercise on Worksheet 1.

3. Revise asking for a food item in a shop and asking the price, using OHT 1 from unit 16, lessons A and C. After some practice, ask students to replace the food item with a clothing item of a particular size and colour, asking the price.

4. The students break into groups of 3 or 4 and begin to devise a role play based in a clothes shop, to be presented in lesson C. One student is the assistant and the others are customers. One by one the customers approach, are greeted, and ask for items, for example:

   Assistant: Kia orana.

   Customer: Kia orana. Ka ‘inangaro au i tēta’i pona teatea./I want a white shirt.

   Assistant: ‘Ea’a tō’ou váito ē a’ao ana?/What size do you wear?

   Customer: È a’ao ana au i te váito meangiti/ I wear a small size.
Assistant: ‘Åe! Tēnā mai./Yes! Here you are.

Customer: Meitaki/Thank you. ‘Ea’a te moni i tērā?/What does that cost?

Assistant: ‘È ‘ā nga’uru tārā./$40. Meitaki/Thank you.

5. The students could work on the role plays that they are to present in the next lesson. They will each need to bring to the next lesson the item of clothing that they are going to “buy” in the role play.

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to ask for an item of clothing in a shop;</td>
</tr>
<tr>
<td>• to specify the colour and size of an item of clothing.</td>
</tr>
</tbody>
</table>
### OHT 1: What size do you wear?

<table>
<thead>
<tr>
<th>Vāito meangiti</th>
<th>Small (in measurement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vāito ma'atama'ata</td>
<td>Big (in measurement)</td>
</tr>
</tbody>
</table>

- **Ka ‘inangaro au i tēta'i pona muramura.** I want a red shirt.
- **‘Ea'a tō'ou vāito ē a'ao ana?** What size do you wear?
- **Ē a'ao ana au i te vāito meangiti.** I wear a small size.
- **Ē a'ao ana au i te vāito ma'atama'ata.** I wear a large size.
**WORKSHEET 1: WHAT DID THEY BUY?**

- Listen to track 78 on the CD and match each item of clothes with the right colour and size.

<table>
<thead>
<tr>
<th>Colour</th>
<th>Clothes</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>white (teatea)</td>
<td>pona</td>
<td>vāito ma‘atama‘ata</td>
</tr>
<tr>
<td>Red (muramura)</td>
<td>tōtini</td>
<td>vāito meangiti</td>
</tr>
<tr>
<td>Yellow (rengarenga)</td>
<td>tāmaka</td>
<td></td>
</tr>
<tr>
<td>Blue (auīka)</td>
<td>pare</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 18: LESSON C

LEARNING OUTCOMES

The students will learn:

• to talk about clothing worn by Cook Islands people on special occasions.

RESOURCES

• Unit 18 DVD and transcript
• Unit 1 Audio CD with the song “Kia Orāna”.
• Resources: Isabelle’s Wedding and/or the Tupu book Kātini.

LESSON OUTLINE

Learning Activities

1. Show the DVD section where Cook Islands people are wearing their “Sunday best”. Talk about the items worn on other “special occasions”. The students could research some specific item for homework, for example, the costumes worn by the tere party in Kātini.

2. The students finish planning their role plays and then present them to the class or to visitors.

Evaluation

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• about clothing worn by Cook Islands people on special occasions.</td>
<td></td>
</tr>
</tbody>
</table>
Track 75  Vocabulary for Unit 18
kāka’u
tōtini
tāmaka
pona (pona tāne)
piripou
piripou poto
piripou roa
pona (pona va’ine)
pare
pereue
pāreu
kāka’u āpi’i
‘inangaro rava atu
vāito meangiti
vāito ma’atama’ata

Track 76  Dialogue: Clothing
‘E teatea tōku pona.
‘E rengarenga tōku tāmaka.
‘E pōna teatea ē te piripou poto auìka, tōku kāka’u āpi’i.
‘E pare re’ure’u ē te pereue kerekere, tōku kāka’u āpi’i.
‘Ea’a tā’au kāka’u āpi’i ‘inangaro rava atu?
‘E piripou poto auìka, tāmaka muramura, pōna vare’au, ē te pare rengarenga tāku kāka’u āpi’i ‘inangaro rava atu!

Track 77  Instructions for Colouring Activity
‘E tōtini muramura tēia.
‘E tāmaka rengarenga tēia.
‘E pōna tāne auìka tēia.
‘E pare re’ure’u tēia.
‘E piripou roa teatea tēia.
‘E pōna va’ine paraoni tēia.
‘E pare kerekere tēia.

Track 78  Dialogue: Buying Clothes
Ka ‘inangaro au i tēta’i pōna muramura. (Repeats)
‘Ea’a tō’ou vāito ē a’ao ana? (Repeats)
‘E a’ao ana au i te vāito meangiti. (Repeats)
Ka ‘inangaro au i tēta’i tōtini teatea. (Repeats)
‘Ea’a tō’ou vāito ē a’ao ana? (Repeats)
‘E a’ao ana au i te vāito meangiti. (Repeats)
Ka ‘inangaro au i tēta’i tāmaka rengarenga. (Repeats)
‘Ea’a tō’ou vāito ē a’ao ana? (Repeats)
‘E a’ao ana au i te vāito meangiti. (Repeats)
Ka ‘inangaro au i tēta’i pōna muramura. (Repeats)
Ea’a tō’ou vāito ē a’ao ana? (Repeats)
‘E a’ao ana au i te vāito meangiti. (Repeats)
Ka ‘inangaro au i tēta’i pōna va’ine paraoni. (Repeats)
‘Ea’a tō’ou vāito ē a’ao ana? (Repeats)
‘E a’ao ana au i te vāito meangiti. (Repeats)
SCENE 21

Ina, Moeroa, and Tanga are walking to church in their Sunday best.

MOEROA
Look at those boys. Even in their best shirts and long trousers they look untidy.
Ae akara i tera au tamaroa. Noatu e pona e te piripou roa maneа to ratou, akaraanga paarua rai.

INA
I like nice clothes. Your dress is very pretty,
Tanga.
E reka ana au i te kakau maneа. Maneа tikai toou pona, e Tanga.

TANGA
Thank you Ina. I like your hat!
Meitaki e Ina. Maneа au i toou pare!

INA
Thank you. It’s very nice here on Sunday.
Everyone wears nice clothes – dresses, hats, white shirts.
Meitaki. E maneа tikai a konei i te Tapati. E aao kakau maneа ana te katoatoa – te pona, te pare, te pona tane teatea.

MOEROA
Do you wear a school uniform in New Zealand?
E aao ana koe te kakau apii i Niu Tireni?

INA
Yes, I do. Here I am going to school. I am wearing my school blouse and skirt, shoes and socks, and school coat.
Ae. Ko au teia e aere ana ki te apii. E pona e te pitikoti apii toku, e tamaka e te totini e te pereue apii.

MOEROA
You both look very smart … unlike …
Akaraanga maneа i a koe i konei … kare i aite …

PERE
What?
Eaa?

MOEROA
Nothing … Pere, go and tidy up your clothes.
Kare … e Pere akatanotanoia mai toou kakau.
Unit 19: Tāmoumou ‘Āpi‘i ‘Aka‘ōu (Revision) Units 11–18

Theme
Revision

Objectives
The students will revise topics covered in units 11–18 as follows:
Unit 11: Tārekareka Tipōti (Sports)
Unit 12: Ma‘ani ‘Apinga Māori (Making Māori Things)
Unit 13: Pē‘ea Au? (How Am I Feeling?)
Unit 14: ‘Āpi‘i (School)
Unit 15: Ngutu‘are (Home)
Unit 16: ‘Oko’oko (Shopping)
Unit 17: Reva (Weather)
Unit 18: Kāka‘u (Clothes)

Language Targets
The vocabulary needed for this topic has been covered in the previous topics. There are, therefore, no new language targets.
LESSON A

RESOURCES

• Teacher’s own selection of OHTs from Units 11–18 for revision purposes.

LESSON OUTLINE

Revision Activities

1. Use the OHTs from Units 11–18 to quickly go over the main points of each to remind the students of what they have learned so far.

Ask the students questions in Cook Islands Māori as you go and have them reply in Cook Islands Māori. Use flashcards as much as possible.

2. For the remainder of the lesson, the students will work either in pairs or in groups of three. Each pair or group is to select language from Units 11 to 18 and present it to the rest of the class as a way for other students to revise that language. The presentations should last between 3 and 5 minutes.

3. By the end of this lesson, the students must come up with a plan of action and supply you with a list of what they will need next lesson for their presentation, for example, paper, scissors, and so on.

Some Suggestions

• The group could create and perform a skit or song to revise the language.
• They may design their own OHT or poster to illustrate their language, and present it orally.
• They may make up their own language game to involve the whole class, for example, Charades or Hangman.
• They may tape an interview, with one student pretending to be someone famous and the other asking questions.
• One student may mime various sports and the other give the names of the sports, saying whether they like or dislike those sports.

Note: Use this and the next lesson as preparation time. The last lesson for this week will be when the students present their language revision activity.
LESSON B

RESOURCES

• Support material for the students as they work on their presentations: paper, crayons, props, and so on.

LESSON OUTLINE

Students have this lesson to prepare and rehearse their presentations on specific language, working in pairs or groups.

Guide the students in their presentation, making suggestions where appropriate and keeping them on task.

Remind the students that they must be ready to make their presentation in the next Cook Islands Māori lesson.
LESSON C

RESOURCES

• Video camera and tape
• Any support material that the students have asked you to provide, for example, a tape recorder or CD player.

LESSON OUTLINE

The students will present their language revision activities during this lesson. Work out the order in which they will present so that there is little delay between presentations.

At the end of each presentation, the groups could be invited to question other members of the class on the language just revised, as a way of checking their understanding.

Have the video camera ready to tape the students. They enjoy watching themselves and will be able to evaluate their own language use and that of others. In addition, the tape could prove useful for future Cook Island Māori classes.

Note: You may need to allow more time than usual for this lesson, for the setting up and delivery of all the role plays.
Unit 20: ‘Aere Rā (Farewell)

This should be an opportunity for the students to wind down and enjoy themselves. Songs of farewell can be introduced, prayers learnt, and “gifts” exchanged, perhaps the ‘ei that the students have made. Other resources that the students have made throughout the course could be gathered and talked about, and favourite language games can be played. Lessons A and B cover planning and preparing for this gathering: learning the farewell songs and the prayers. Lesson C, the final lesson, would be an ideal time to invite parents or other classes in the school to join the class.

Learning Outcomes

By the end of this unit, students will be able to:

• understand some of what happens at a Cook Islands farewell;
• say some suitable things at a farewell;
• take part in a farewell celebration.

Curriculum Links

1.6 use basic expressions to indicate time and place;
2.1 identify people, places, and things;
2.2 understand and use time expressions …;
2.3 offer, accept, refuse, and deny things;
2.6 describe food, drink, and meals;
2.7 express their feelings, emotions, and needs;
2.9 express concepts of ownership and relationship.

Revision

‘aere rā farewell, goodbye (to someone who is going)
e no’o rā farewell, goodbye (to someone who is staying)
maromaroā sad, unhappy
mataora cheerful, happy
pure to pray
‘apinga aro’a a gift
kai food
times (of leaving and arriving)
**Language Targets**

mā'ara'ara  
think of, remember

mi'i  
miss, miss very much

ngaropōina  
forget

‘ārāvei  
meet

anoano  
want, wish, need

tiaki  
look after

āru  
follow, go with

‘inangaro'ia  
need, desire

viviki  
soon, quickly

‘aka'ou  
again, repeatedly

i te mea  
because

kāre e ngaropōina iāku  
I will never forget

‘aere rā, kia manuia koe  
goodbye and good luck

**Language Structures**

Kia ‘akameitaki'ia koe.  
Bless you.

Ka mā’ara'ara atu au i a kōtou kātōatoa.  
I will think of you all.

Ka pure tātou kātōatoa.  
Let us pray together.

Te maromaroā nei au i te mea …  
I was sad because …

Ka ‘inangaro au i te ‘akameitaki ‘i …  
I want to acknowledge …

Kia ārāvei viviki ‘aka’ou tātou kātōatoa.  
May all we meet again soon.

Kia āru tō mātou aro’a i a koe.  
Our love goes with you.

Kāre e ngaropōina iāku te taime  
I will never forget the time when we …

i tō tātou …

Te pure nei au ki te Atua kia tiaki  
I pray God to look after those who

mai i a rātou ka ‘aere, ‘ē rātou ka no'o mai.  
are going and those who stay here.
Cultural Aspects

When people are going away and won’t see each other again for a while (for example, if someone is travelling from New Zealand to the Cook Islands), there is often a special gathering for the farewell. Those who are staying and those who are going share food, make speeches, sing songs, exchange gifts, and pray for one another.

In New Zealand, gifts are often in the form of food brought back from the Cook Islands. Gifts may also include pareu (lengths of Island cloth), mats, baskets, and kikau brooms.

Regular contact is maintained between Cook Islands communities in New Zealand and their islands of origin. Large tere parties (touring groups) visit their home islands, and many family members and family groups travel back to their home villages to maintain family ties.

Gifts are always exchanged, and there is weeping for joy and sadness and in anticipation of meetings in the future.

Teachers’ Notes

Some of the language in this unit is more complex and is not explained here; the examples are intended as authentic examples of what might be said at a farewell.
UNIT 20: LESSON A

LEARNING OUTCOMES

The students will learn to:

• understand some of what happens of a Cook Islands farewell.

RESOURCES

• Unit 20 DVD and transcript
• Unit 20 Audio CD and transcript
• OHT 1: Farewells
• A Gift for Aunty Ngà Ready to Read book
• ‘Imene Takakê: traditional farewell song, in ‘E Au ‘Imene Kūki ‘Airani nō Tâteou i Aotearoa nei: Cook Islands Songs
• OHT 2: ‘Imene Takakê: traditional farewell song.

LESSON OUTLINE

Introduction and Revision

Revise familiar words for saying goodbye.

Share the learning outcomes for this lesson: the students will discuss what happens at a Cook Islands farewell.

Learning Activities

1. Show the DVD, up to where the presenter says “Ina is back in New Zealand ...” Ask the students to notice when people are doing or saying something special for a farewell occasion. As a class, discuss these. Are there speeches? Songs? Prayers? Gifts? Special food? What else? List these on the whiteboard.

Look through the story A Gift for Auntie Ngà together and note what happened at the farewell at the end. Add any new ideas for what is done at a Cook Islands farewell to the whiteboard.

2. Use tracks 79 and 80 on the CD and OHT 1 to support students saying new words and the structures:

   Kia ‘akameitaki’ia koe.       Bless you.
   Ka mā’ara’ara atu au ia kōtou kātoatoa. I will think of you all.
   Ka pure tātou kātoatoa.       Let us pray together.
   Te maromaroa nei au i te mea ... I was sad because ...  
   Ka ‘inangaro au i te ‘akameitaki ‘i ... I want to acknowledge ...
Kia 'ārāvei viviki 'aka'ou tātou kātoatoa. May all we meet again soon.
Kia āru tō mātou aro'a i a koe. Our love goes with you.
Kāre e ngaropōina iāku te taimē i tō tātou ... I will never forget the time when we …
Te pure nei au ki te Atua kia tiaki mai i a rātou ka 'aere, ē rātou ka no'o mai. I pray God to look after those who are going and those who stay here.

3. As a class, begin to plan for a farewell celebration. Consider the aspects of Cook Islands farewells listed on the board, and have groups of students volunteer to take responsibility for each aspect. They have lessons A and B to plan and prepare, and the farewell will take place during lesson C.

4. The whole class needs to join in singing the farewell song. Take the time to listen to and begin to sing along with 'Imene Takakē:

**Evaluation**

Have the students fill in checklists similar to the model below.

<table>
<thead>
<tr>
<th>Today I learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to understand some of what happens at a Cook Islands farewell.</td>
</tr>
</tbody>
</table>
### OHT 1: Farewells

<table>
<thead>
<tr>
<th>Maori Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>aro‘a</td>
<td>love</td>
</tr>
<tr>
<td>mā‘ara‘ara</td>
<td>think of, remember</td>
</tr>
<tr>
<td>mi‘i</td>
<td>miss, miss very much</td>
</tr>
<tr>
<td>ngaropōina</td>
<td>forget</td>
</tr>
<tr>
<td>‘ārāvei</td>
<td>meet</td>
</tr>
<tr>
<td>anoano</td>
<td>want, wish, need</td>
</tr>
<tr>
<td>tiaki</td>
<td>look after</td>
</tr>
<tr>
<td>āru</td>
<td>follow, go with</td>
</tr>
<tr>
<td>‘inangaro’ia</td>
<td>need, desire</td>
</tr>
<tr>
<td>viviki</td>
<td>soon, quickly</td>
</tr>
<tr>
<td>‘aka’ou</td>
<td>again, repeatedly</td>
</tr>
<tr>
<td>i te mea</td>
<td>because</td>
</tr>
<tr>
<td>kāre e ngaropōina iāku</td>
<td>I will never forget</td>
</tr>
<tr>
<td>‘aere rā, kia manuia koe</td>
<td>goodbye and good luck</td>
</tr>
</tbody>
</table>

---

Kia ‘akameitaki‘ia koe.  
Bless you.

Ka mā‘ara‘ara atu au i a kōtou kātoatoa. 
I will think of you all.

Ka pure tātou kātoatoa. 
Let us pray together.

Te maromaroā nei au i te mea … 
I was sad because …

Ka ‘inangaro au i te ‘akameitaki ‘i … 
I want to acknowledge …

Kia ‘ārāvei viviki ‘aka‘ou tātou kātoatoa. 
May all we meet again soon.

Kia āru tō mātou aro‘a i a koe. 
Our love goes with you.

Kāre e ngaropōina iāku te taime i tō tātou … 
I will never forget the time when we …

Te pure nei au ki te Atua kia tiaki mai i a rātou ka ‘aere, ē rātou ka no‘o mai. 
I pray God to look after those who are going and those who stay here.
OHT 2: ‘Imene Takakē

‘Imene Takakē
*Traditional farewell song*
‘Ōatu te aro’a

Te takakē nei tātou
Nā te reo karanga
‘Ōatu te aro’a

Repeat

*Chorus*

Kāre e roa atu ana
E ‘ua ‘iti mai o te marama
Mē kāre pa’a koe rava
Te vai nei rā ki mua

Repeat the verse and then repeat its last line.

(English version of the words)
The time has come
For us to part.
As the saying goes
It is a time to bestow love.
It will not be long now.
The moon will rise.
Time is short.
We will meet again.
UNIT 20: LESSON B

LEARNING OUTCOMES
The students will learn:
• to say some suitable things at a farewell.

RESOURCES
• Unit 20 DVD and transcript
• Unit 20 Audio CD and transcript.

LESSON OUTLINE

Introduction
Share the learning outcomes for this lesson: the students will practise saying some suitable things for a farewell and will finish preparing for the farewell ceremony.

Learning Activities
1. Show the DVD focusing on Ina's letter. Ask the students to note down all the events that Ina remembers in her letter, and write these in a list on the board. View this section again, this time noting Ina's feelings and listing these beside the event.
2. Use track 80 on the CD and OHT 1 from lesson A to support students using the key phrases.
3. Talk about how the students might complete some of these sentences or link them into a paragraph. The students now go on preparing for the farewell next lesson.

Homework
The students may like to bring special food or decorations with a Cook Islands theme to share at the next lesson.

Evaluation
Have the students fill in checklists similar to the model below.

Today I learned:
• to say some suitable things at a farewell.
UNIT 20: LESSON C

LEARNING OUTCOMES

The students will:

• take part in a farewell celebration.

RESOURCES

• Whatever the class has prepared.

LESSON OUTLINE

This should be an opportunity for the students to wind down and enjoy themselves. Songs of farewell can be sung, speeches made, prayers said if appropriate, and “gifts” exchanged, perhaps the ‘ei that the students have made.

It’s important that any guests who have been invited are well looked after, in the Cook Islands way, during the whole of their visit.
Track 79  Vocabulary for Unit 20
aro’a
mā’ara’ara
mi’i
ngaropōina
‘ārāvei
anoano
tiaki
aru
‘inangaro’ia
viviki
‘aka’ou
i te mea
kāre e ngaropōina iāku
‘aere rā, kia manuia koe

Track 80  Dialogue: Farewells
Kia ‘akameitaki’ia koe.
Ka ma’ara’ara atu au i a kōtou kātoatoa.
Ka pure tātou kātoatoa.
Te maromaroā nei au i te mea …
Ka ‘inangaro au i te ‘akameitaki ‘i …
Kia ‘ārāvei viviki ‘aka’ou tatou kātoatoa.
Kia āru tō mātou arō’a i a koe.
Kāre e ngaropōina iāku te taime i tō tātou …
Te pure nei au ki te Atua kia tiaki mai i a rātou
ka ‘aere, ‘ē rātou ka no’o mai.

Track 81  Song: “Ìmene Takake”
(Words of song are on OHT 2 for lesson 20 A.)
SCENE 22
The family is sharing a farewell meal. Grandpa stands up and gets everyone’s attention. Then he addresses Ina.

GRANDPA
Tomorrow, Ina, you will go back to New Zealand. We are all sad, but your mum, dad, and Ngatoko will be happy to see you. Before we eat, here is my prayer for you.
E Ina, apopo ka oki koe ki Niu Tireni. Ka maromaroa matou katoatoa, inara ka mataora toou mama, toou papa e Ngatoko i te kite ia koe. I mua ake tatou ka kaikai ei, teia taku pure poto no te mokopuna te ka oki atu.

(Grandpa goes on to say a prayer.)

GRANDMA
Ina, tomorrow you will be back in New Zealand with your mother, father, and brother. But you have a family here in Rarotonga as well. Don’t forget about us, Ina.
E Ina, apopo ka oki atu koe ki Niu Tireni ki toou mama, papa, e te tungane, inara e kopu tangata rai toou i Rarotonga nei. Eiaa e ngaropoina ia matou.

INA
I won’t forget you, Grandma.
Kare e ngaropoina iaku a koe e, Mama Ruau.

GRANDMA
I know you won’t forget us! And we have a special gift for you, for when you are twenty-one.
Kua kite au e ngaropoina ia koe, ia matou. E apinga aroa takake teia naau me tae toou mataiti ki e rua ngauru ma tai, na matou.

AUNTY KURA
This is our gift to you, Ina. We all agreed that you should have it. It is now your tivaevae.

INA
Oh thank you, Mama Kura, and thank you, Grandma. I am happy and sad all at once. I will never forget Rarotonga or you Kura, Pokoina, Teariki, Tuteru, and my best friend Moeroa …