

Te Reo Māori i Te Marautanga o Aotearoa Taumata 1-2

Te Manu Kōrero

Kua huri te tau
Te Manu Kōrero anō
Ahakoa te horokukū
Tūwhitia te hopo

Ka karangahia taku
ingoa,
Taku manawa i te waha
E pātuki kau ana
Inā te kaha

E ngaue ana ngā pona
Ka pākurukuru
Te wera i te rae
Ka māturuturu

Me he tōtara whakahae
Taku tū i te pae
Me he korokoro tū
He kākā wahanui

Manu Kōrero

It's that time of year
Manu Kōrero again
Although I am reluctant
I will still stand

When my name is called
My heart beats in my
mouth
Pounding profusely
Beating with stealth

My knees wobble
Knocking repeatedly
The sweat on my brow
Drips incessantly

Like the mighty tōtara
I stand to deliver
Like the melodic tū
An adept orator

He kīanga

Kua huri te tau...
Inā te ...
Me he ...
He kākā wahanui

He kīwaha

Tūwhitia te hopo *Feel the fear
and do it anyway*

Kuputaka

horokukū *reluctant*
pākurukuru *break, broken*
māturuturu *drip*

He āhuatanga reo

Huarite *Rhyme*
Kīanga *Formulaic saying*
Kīwaha *Idiom*
Kupu āhua *Adjective*
Kupu mahi *Verb*
Kupu whakarite *Figurative
reference*
Reo whakaahua *Descriptive
language*
Whakatangata *Personification*

He taunakitanga whakaako,
ako hoki

Te tautohu āhuatanga o te
rotarota

Hei akiaki i ngā ākonga ki te
tuhituhi rotarota me mārama
rātou ki ngā take ka titoa ai
ngā rotarota.

Whakahaerehia he
matapakinga e pā ana ki te
rotarota. I a koutou e kōrero
ana me tuku pātai te pouako
ki ngā ākonga e pā ana ki ngā
tūmomo āhuatanga maha o te
rotarota. Koinei hei tauira:

1. He aha te pūtake o te
rotarota? He ngahau, he
whakaohiti, he aha rānei?
2. He aha ōna hanga huhua?
3. E tika ana kia noho noa iho
ngā kupu ki te pepa? Mā
hea rānei te rotarota e whai
wairua ai?
4. He pēhea te roa, te poto
rānei?
5. E whakaahua ana i te aha?
6. He manawataki ōna?

Ko te painga ia, e āhei ana
tēnei tūmomo rautaki me ngā
rotarota katoa.

Some suggested teaching and
learning strategies

Identifying elements of the
poem

To encourage students to write
poetry they must understand
the reasons why poems are
composed.

Facilitate a discussion about the
poem. During your conversation,
the teacher asks students about
the various aspects of the poem.
Here is an example:

1. What is the purpose of
the poem? To entertain, to
caution, something else?
2. What are all the various
techniques used in its
composition?
3. Is it right that the words
merely remain on paper? Or
what ways can we make a
poem come alive?
4. How's the length? Too long
or too short?
5. What is being portrayed?
6. Does it have rhythm?

It's fortunate that this kind of
strategy can be used for all
poems.