

Kū, Pū, Kupu!

☆ Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua āta kōwhiria te 80 kupu - e 40 e hāngai ana ki ngā kare ā-roto, e 40 hoki ngā tūāhua noa e rite tonu ana te kitea. He pūkei kāri tēnei hei tautoko i te ākonga ki te ako kupu hou, he rauemi whānui anō hoki hei ārahi i te ākonga i tana hīkoi i te ara o te ako i te reo Māori.

☆ Overview

This resource has been developed for Māori language teachers. We have carefully selected 80 describing words – 40 relating to feelings and 40 high-frequency adjectives. This deck of cards has been developed to support students in learning new vocabulary, and as a broader resource to help them on their Māori language learning journey.

☆ Hei Whakamahinga | Suggestions for Use

1. Pronunciation

Each student selects a card and reads aloud ensuring correct pronunciation of long and short vowel sounds. If extra support is needed, encourage students to break the word into syllables, then attempt to read the whole word again.

2. Sentence Building

Each student selects a card, reads the word aloud and creates a sentence using the word. For extra support, use an Alpha Ladder and ask students to write their words and sentences on the chart.

3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or opposites. Students justify their categorisation by using each word in a sentence.

4. Associated Words

Students work in small groups. Each student picks a card (randomly), and the group works together to think of any related words e.g., mandhau, harikoa, ora.

5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition and use in 1-2 sentences. For further extension, students can use dictionaries and thesauruses to find synonyms and antonyms for Māori and English words.

1

2

6. Introducing New Vocabulary

Drilling - provide a listening model for any new words you are planning to teach before showing them in any written form e.g., provided by the teacher, audio recording, or from another student. Encourage students to repeat what is heard – either in groups, pairs or individually.

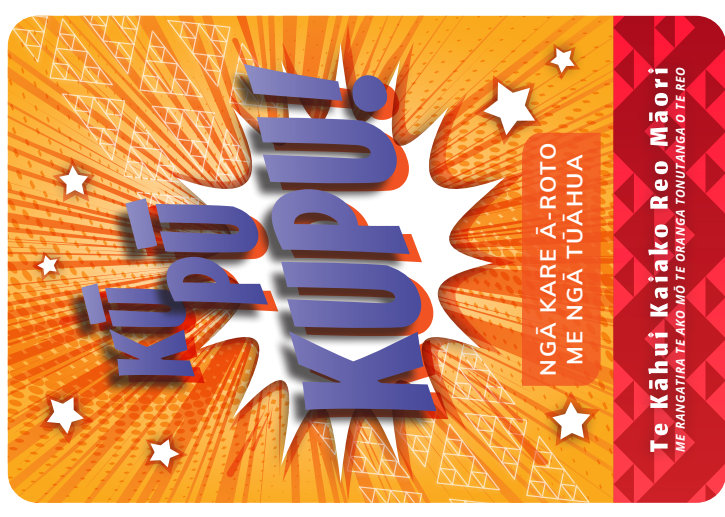
7. Revising, Consolidating and Recycling Vocabulary

Build a story - Give students 3–5 word cards. Students must use the words to create a story. To support beginners, allow them to create the story in English, including the Māori word. Ensure the word is used in the correct context.

Layout all cards on a table. Students take turns picking up as many cards as they can and using as many of the words in a single sentence. They retain the cards they have used and return the unused cards to the pack. The student with the most cards at the end wins.

In turns, students take a card and use it in a sentence. The next student takes a card and adds it on to the previous sentence to create a story.

3







upset



lonely



sad



energetic | spirited

pāmamae

ongeonge

pōuri

hihiri



angry



excited



happy



well



upset



lonely



sad



energetic | spirited

riri | pukuriri

hiamō

harikoa

ora



angry



excited



happy



well





fed up



surprised



confident



anxious

hōhā

ohore

ngākau
titikaha

āwangawanga



embarrassed



scared



fed up



surprised



confused



confident



exhausted



anxious

whakamā

mataku

rangirua

ruhi



embarrassed



scared



confused



exhausted





bored



worried



busy



playful

takeo

māharahara

pukumahi

pukutākaro



lazy



disgusted



tired



joyful | elated



bored



worried



busy



playful

māngere

maninohea

ngenge

manahau



lazy



disgusted



tired



joyful | elated





awkward



distressed



sick



silly

hūiki

auhi

māuiui

rorirori



awkward



distressed



sick



silly



panic-stricken



shy



grumpy



relaxed



panic-stricken



shy



grumpy



relaxed

maurirere

konekone

pukukino

mauritaui





thirsty



strong



enthusiastic



uncertain

hiainu

kaha | pakari

rikarika

pōnānā



thirsty



hungry



strong



weak



enthusiastic



disappointed



uncertain



sleepy

hiamoe

hiakai

ngoikore

ngere



sleepy



hungry



weak



disappointed





old (of objects)



small



enthusiastic



good

tawhito

iti

rikarika

pai

old (of objects)



big



small



weak



enthusiastic



bad

good



hou

nui

ngoikore

kino

new



big



weak



good







tall



small



short



fast | quick

teitei

iti

poto

tere



tall (of people)



big



long



slow



tall



small



short



fast | quick

tāroaroa

nui

roa

pōturi



tall (of people)



big



long



slow





sweet (of food)



cold



wet



easy | simple

reka

makariri

mākū

māmā



sweet (of food)



cold



wet



easy | simple



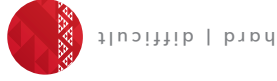
sour



hot



dry



hard | difficult



sour



hot



dry



hard | difficult

kawa

wera

maroke

uaua



unclear | hazy

important

useless

beautiful

rehurehu

whakahirahira

koretake

ātaahua

unclear | hazy

important

useless

beautiful

same

clear | understandable

useful

ugly | scary

ōrite

mārama

whai hua

weriweri

same

clear | understandable

useful

ugly | scary







honest



soft



wrong



different

pono

ngohengohe

hē

rerekē



fake



real



honest



soft



hard (of an object)



wrong



right | correct



different

horihuri

motuhenga

mārō

tika



fake



real



hard (of an object)



right | correct





shallow

quiet

pāpaku

ngū



quiet

deep

loud

shallow

quiet

hōhonu

hoihoi | turituri



deep

loud

