

# Kū, Pū, Kupu!

## Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua tiki poka noatia ētahi kupu 100 - he kupu auau te puta, he tūmahi, he tūāhua, ā, he momo kare ā-roto anō hoki. He pūkei kāri tēnei rauemi nei e taea ai te whakamahi hei tautoko i te ākongā ki te ako kupu hou, ka mutu, ki te ako i te reo Māori.

Kua puta ētahi o ēnei kupu i *He Raurau Kupu - He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori (nā Haemata Ltd.)*, i te *High Frequency Word Lists | 1000 Frequent Words of Māori* hoki.

## Overview

This resource has been developed for Māori language teachers. We have randomly selected 100 words – some are high frequency words, some are verbs, others are adjectives, and some describe feelings. This deck of cards has been developed to support students in learning new vocabulary and, ultimately, in learning te reo Māori.

The words have been selected from two main resources, *He Raurau Kupu – He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori* (by Haemata Ltd.), and the *High Frequency Word Lists | 1000 Frequent Words of Māori*.

## 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 word and sentence on the chart.

### 3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or the types of words e.g., nouns, verbs, or descriptive words. Students justify their categorisation by using each word in a sentence.

### 4. Associated Words

- Students take turns to pick up a card (randomly) and say the word along with any variations of the word e.g., moe, moenga, moemoeā.
- Students work in small groups. Each student picks a card (randomly), and the group works together to think of any related words e.g., moenga, moeroa, ngongoro

## 5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition, what type of word it is e.g., adjective and, or a verb, 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.

## 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.

**Circle Drilling** - students show a flashcard to the student on their right or left. They say the word, then pass to their peer to repeat with the next student. A great way to get the whole class to participate. NB. Remember to carefully demonstrate what you expect students to do.

**Whiteboard Drilling** - put all the words you want to introduce to students on the board – start with about eight cards. Say the word aloud, point to the corresponding word, and ask the class to say the word. Repeat several times. Continue this way, and slowly remove the cards from the board. Ensure you point to the gap where the word was to help students build vocabulary and memorise the written form of the word.

## 7. Revising, Consolidating and Recycling Vocabulary

- Make copies of word cards and spread out on the floor (or hang them on a classroom wall). Instruct class to clap, sing, or use instruments and move about. To get their attention, clap. Say a word you want them to find. Students who put their hand on the word card first, get a point.
- Stick word cards on the board and organise students into two teams. Each team lines up, facing the board. You (kaiako) stand at the back of the two lines and whisper the word to the two students at the end of each line. They whisper the word to the students in front of them (like 'Chinese Whispers'). Once the word gets to the students at the front, they run to the board and grab the correct word card. Whoever is first gains a point for their team. They then move to the back. Repeat until everyone has a turn at being in front.
- **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 to pick up as many cards as they can and use 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.

#### **8. Adapting, Modifying and Reinventing**

- Photocopy smaller versions and issue students with a 'mini-set' of cards.
- Create a corresponding set of images to complement each word.
- Create a unique set of words that you and your students consider necessary for language progression.
- Select 10 – 20 words and create a [Quizlet](#) set. Share with students and encourage them to work through at their own pace.
- Create a [Kahoot!](#) A fun way of testing their knowledge! Students play in teams and compete to select the correct translation for each word.

#### **Hei whakaaro anō | Alternative Activities**

- Pictionary - divide class into 2-3 groups. A student from Group 1 takes a card and draws the 'thing' on the board. Their group has 30-45 secs to guess the item. Then next team does the same. 1 point for each correct guess. Team with most points wins.
- "Scattergories" - spread the cards out. Divide class into 2-3 groups. Give criteria. One to two students from each group run to the cards and get as many cards that fit the category as possible. e.g, Items In a house. Things you wear. Emotions. Things you do etc.
- Memory: Photocopy multiple sets of the cards for students to play the Memory card game. Lay cards out face down, turn two cards over. If cards are the same word, keep the pair. The student, who collects the most pairs, wins.



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1

chair

bed

table

bucket

## Hei Whakamahinga | Suggestions for Use

(For full instructions, visit [akopanuku.tki.org.nz/kupu](http://akopanuku.tki.org.nz/kupu))

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2



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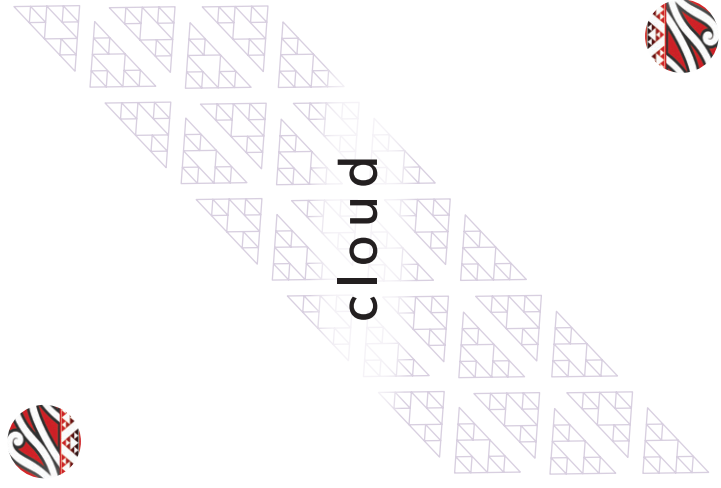
Layout all cards on a table. Students take turns to pick up as many cards as they can and use as many of the words in a single sentence. They retain the cards they have used and return the unused cards to the pack. The student with the most cards at the end, wins.

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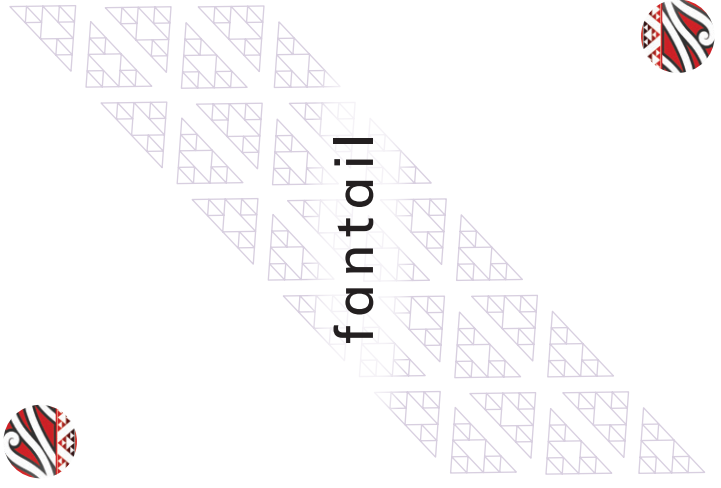
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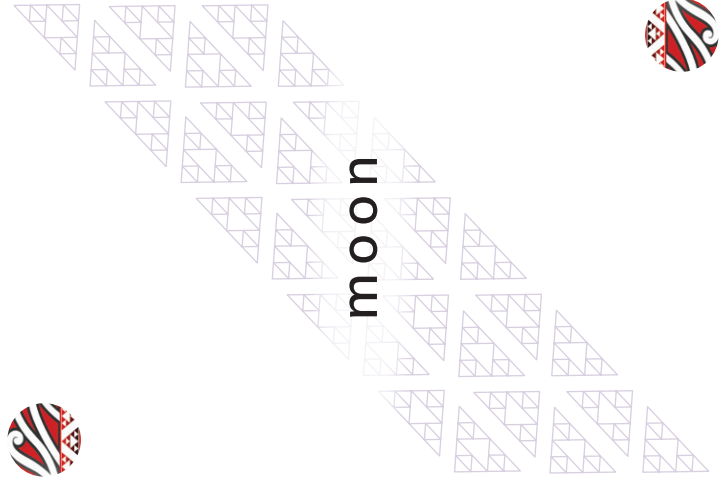




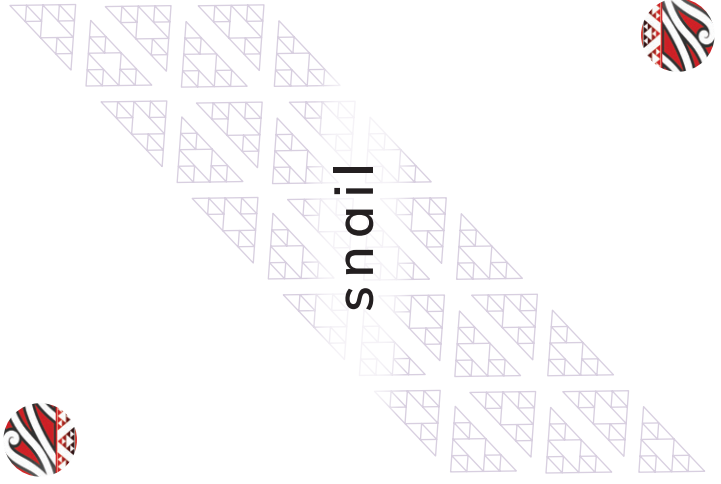
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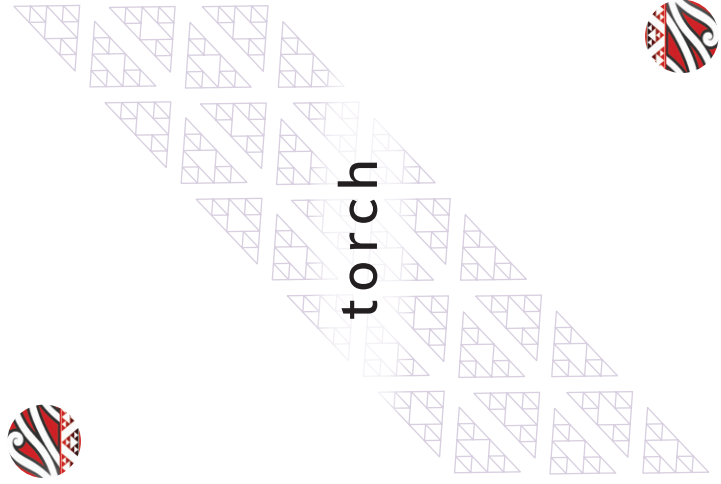
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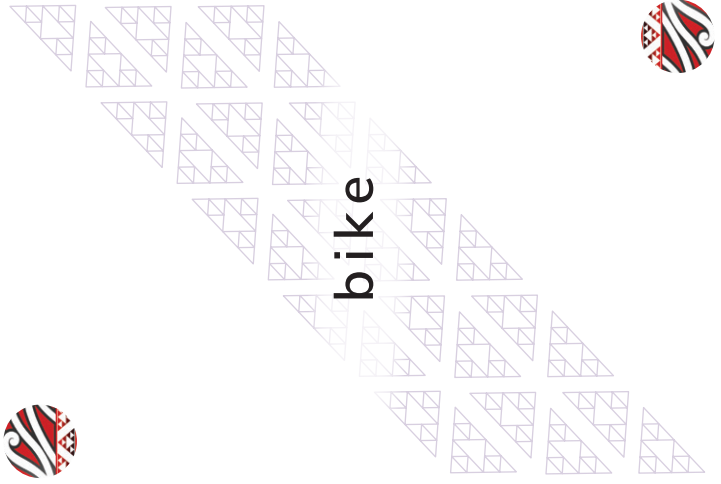
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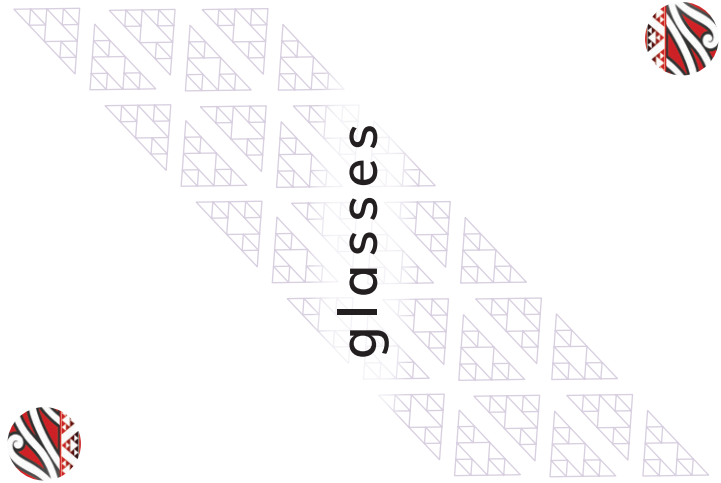
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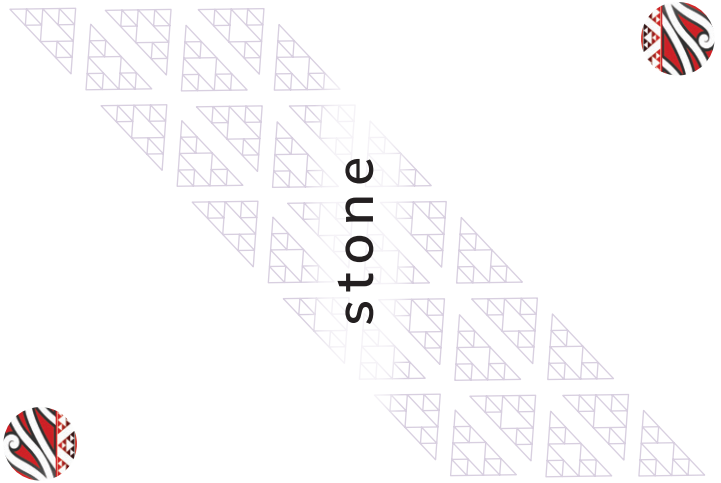
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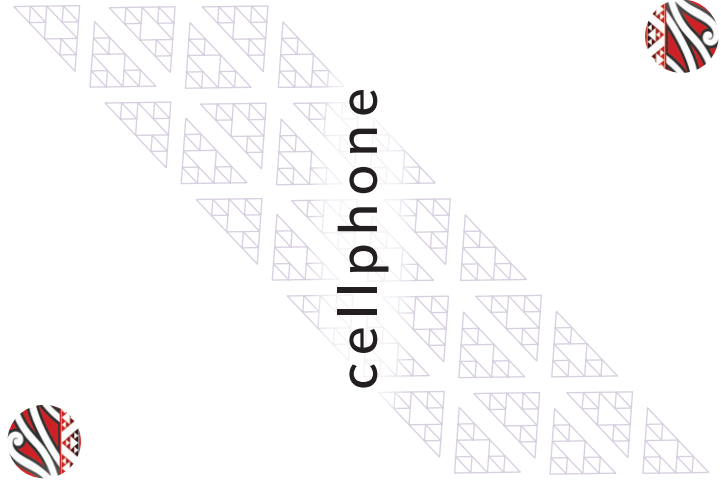
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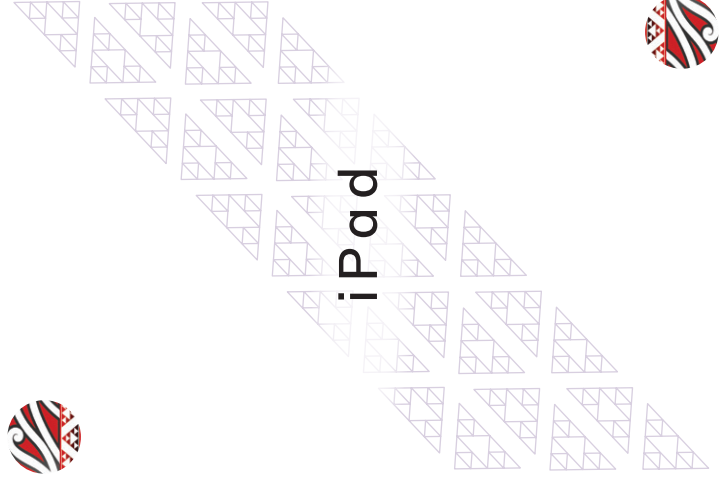
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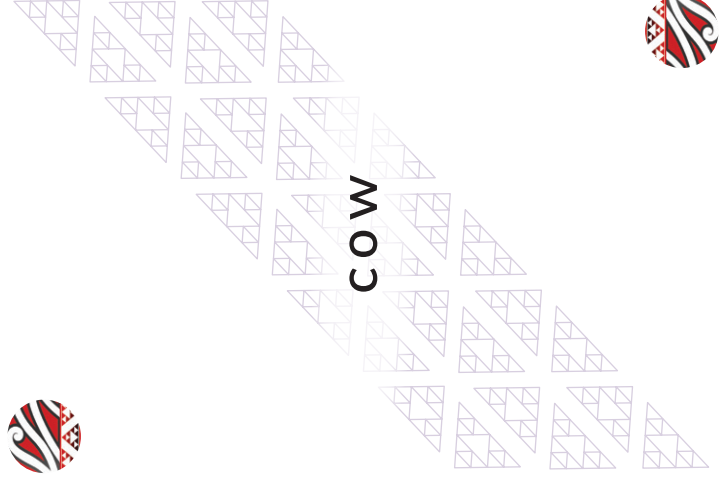




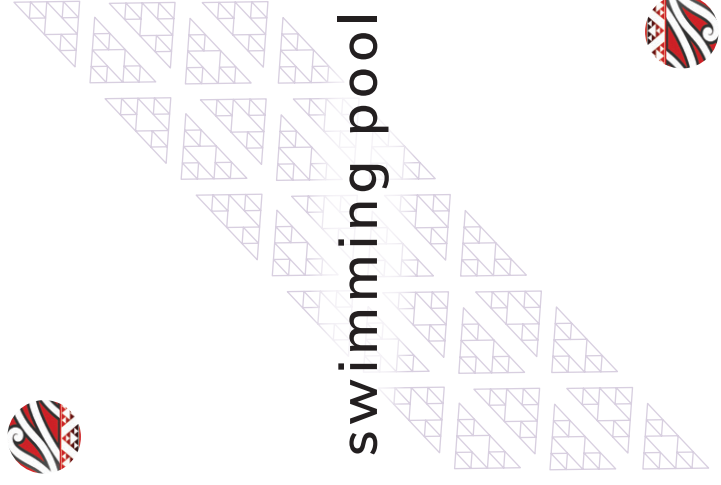
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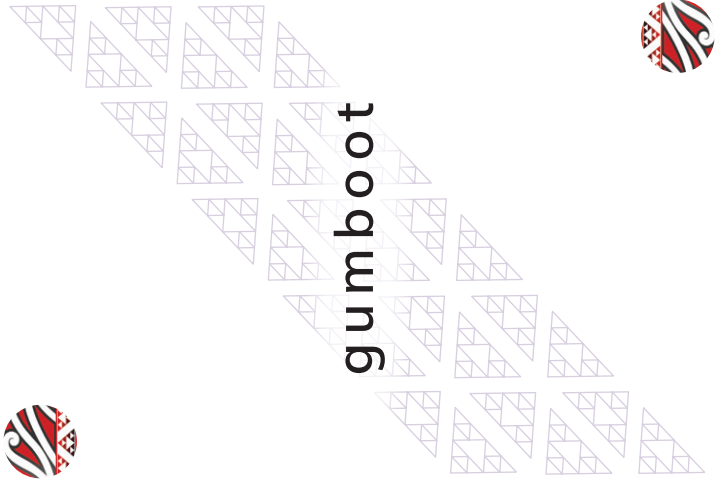
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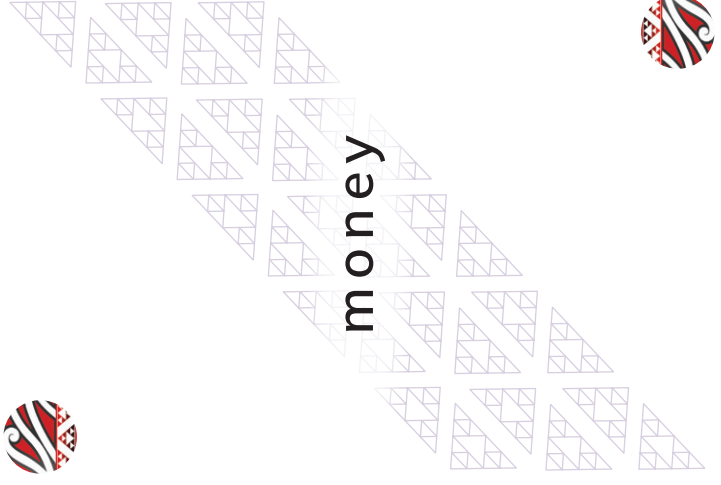
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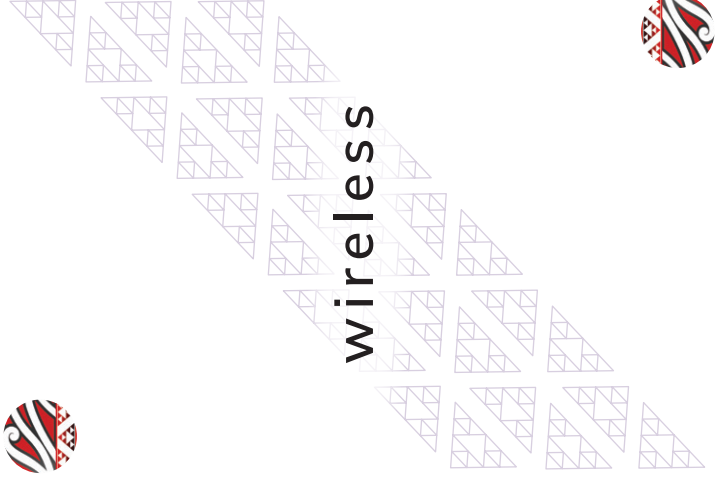
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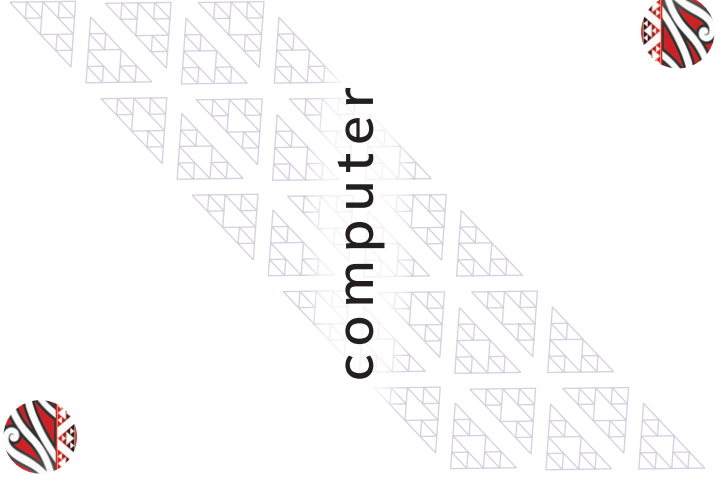
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money



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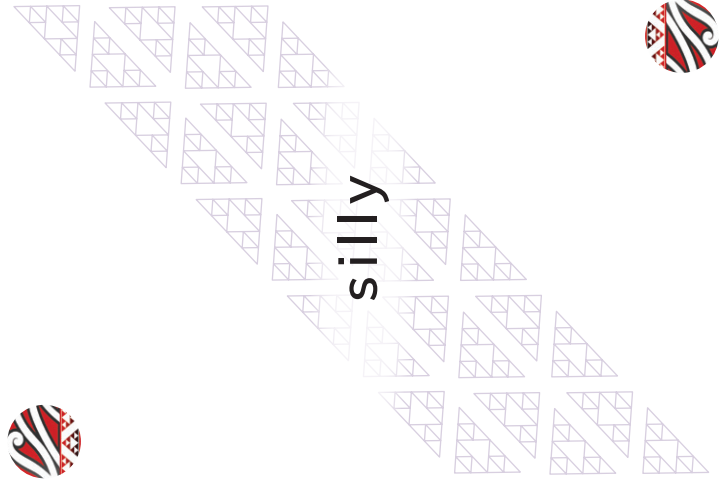


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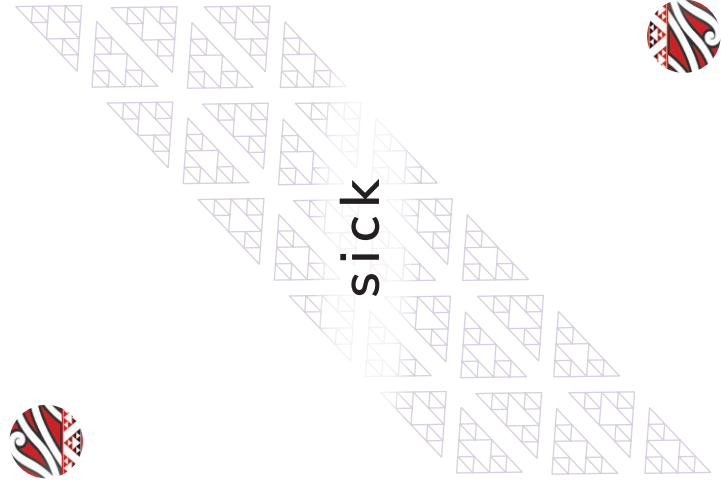




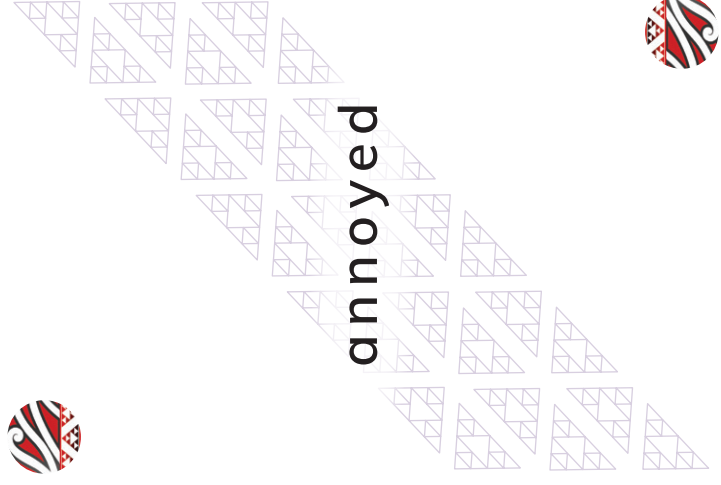




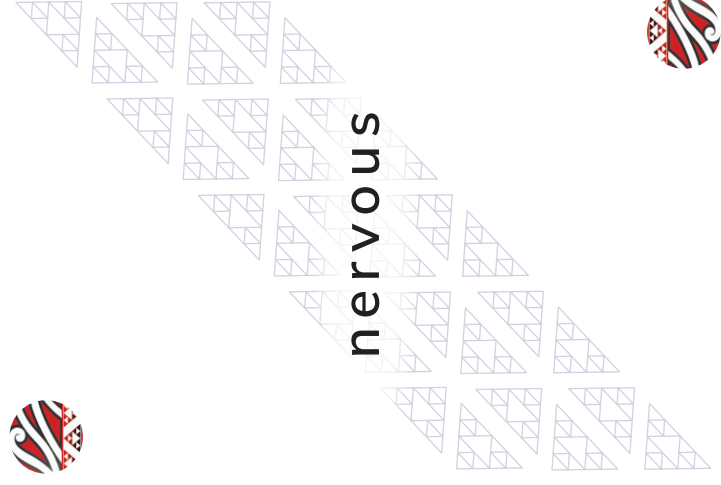
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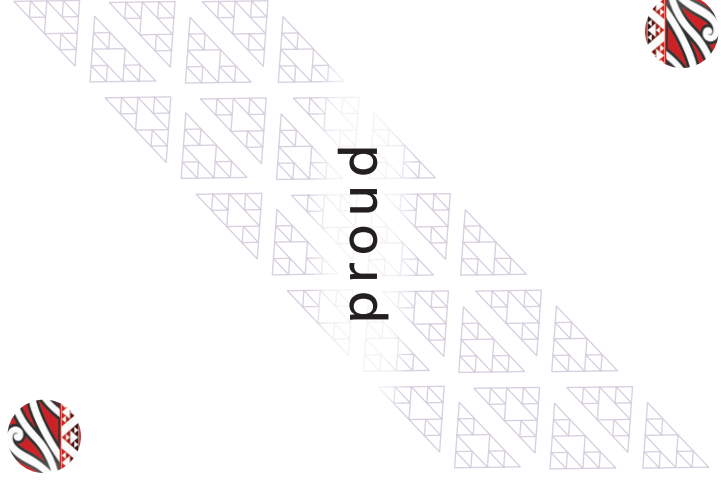
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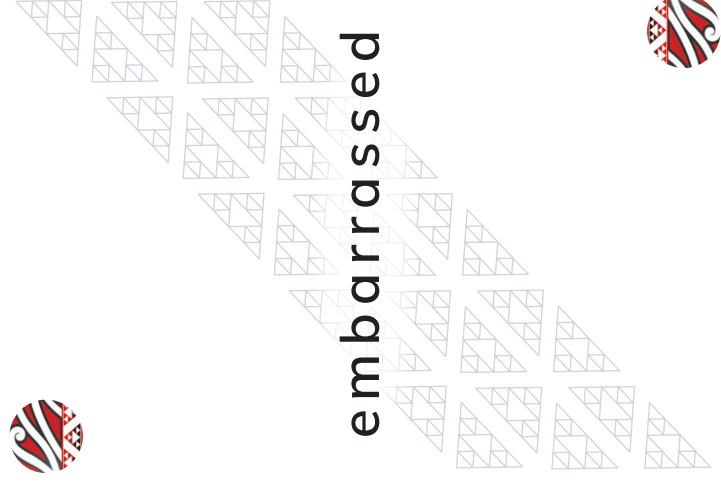
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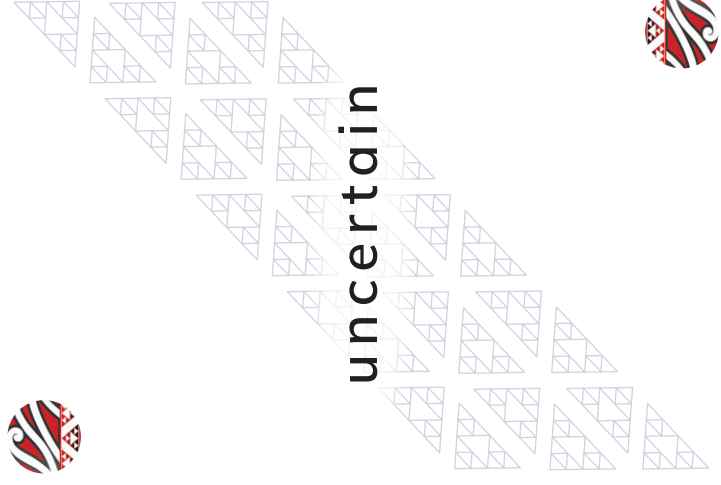
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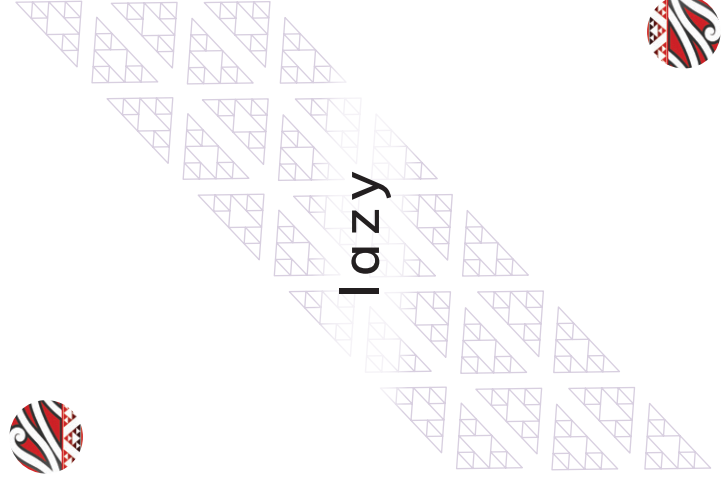
proud



embarrassed



uncertain



lazy



hungry

angry

happy

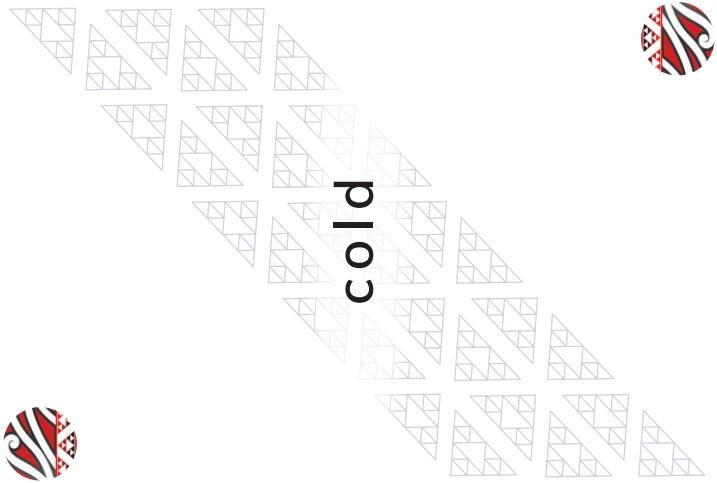
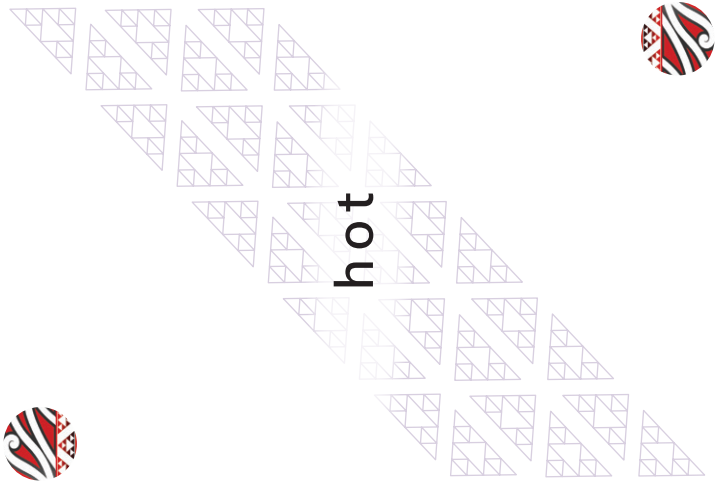
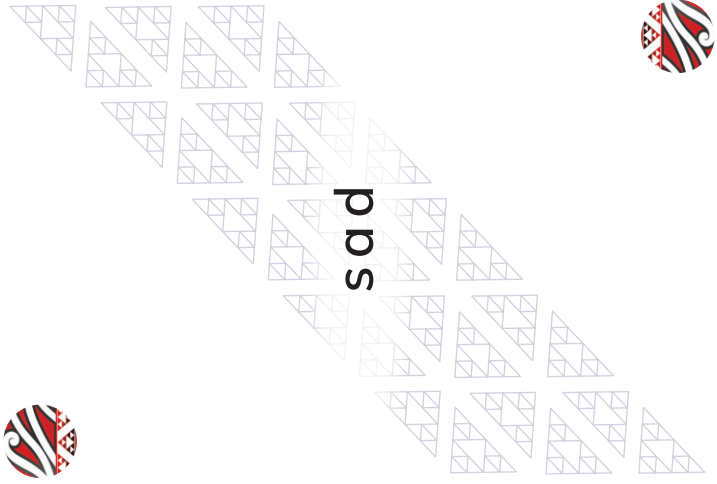
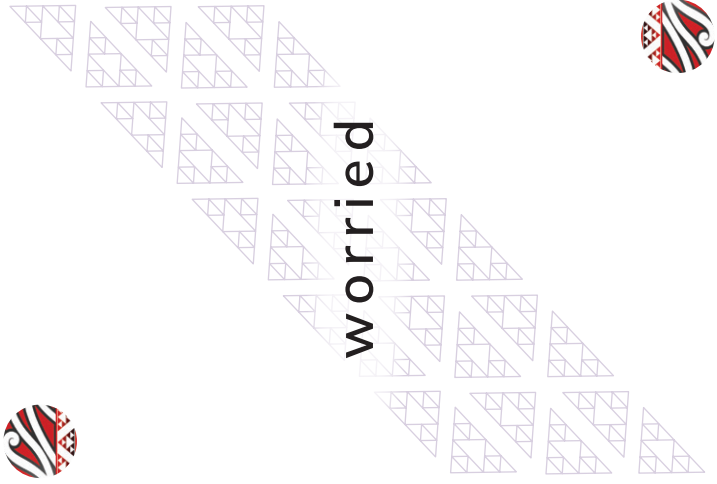
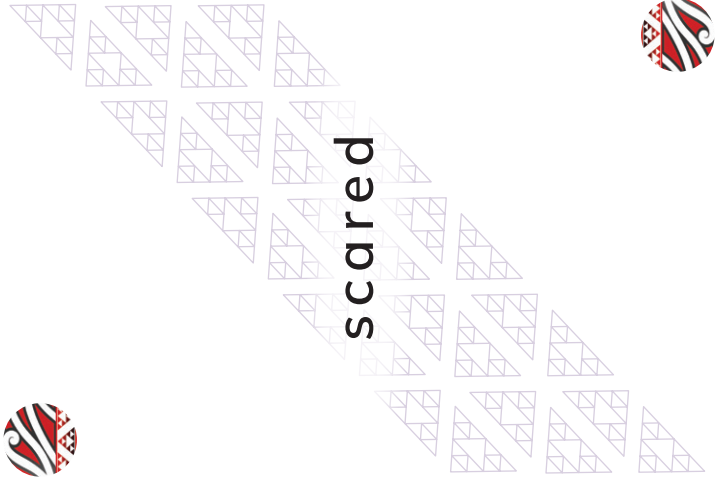
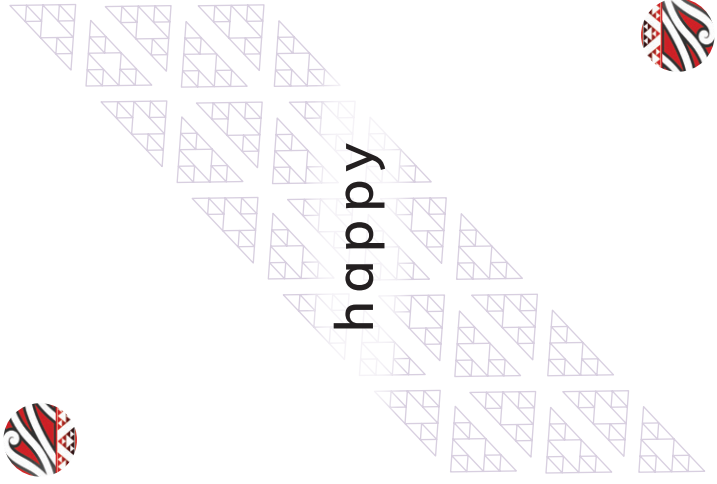
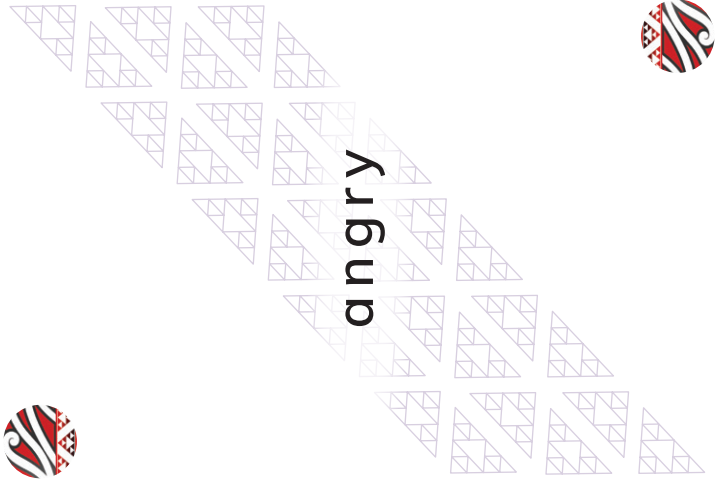
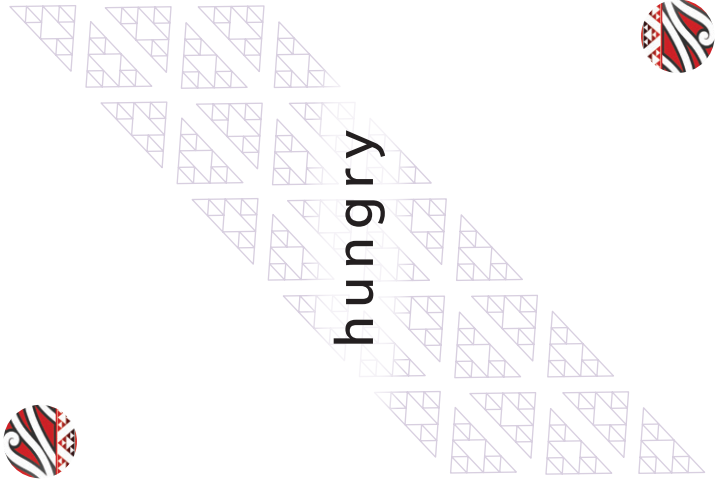
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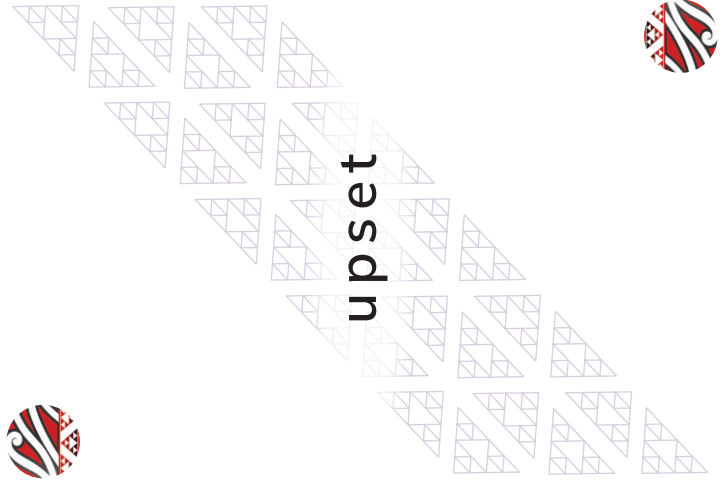
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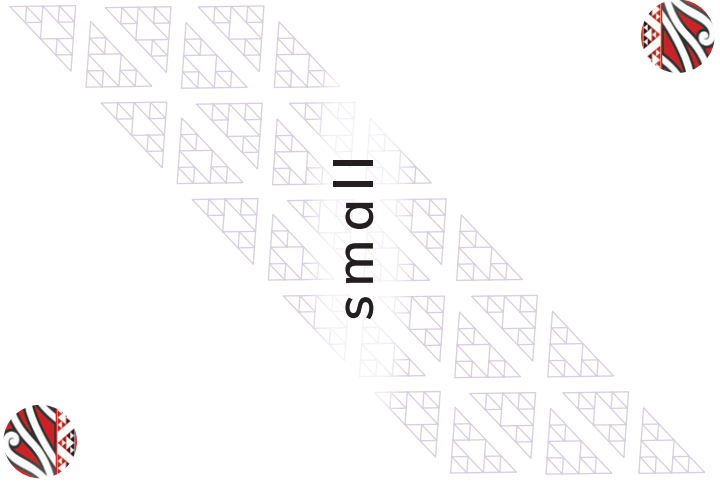
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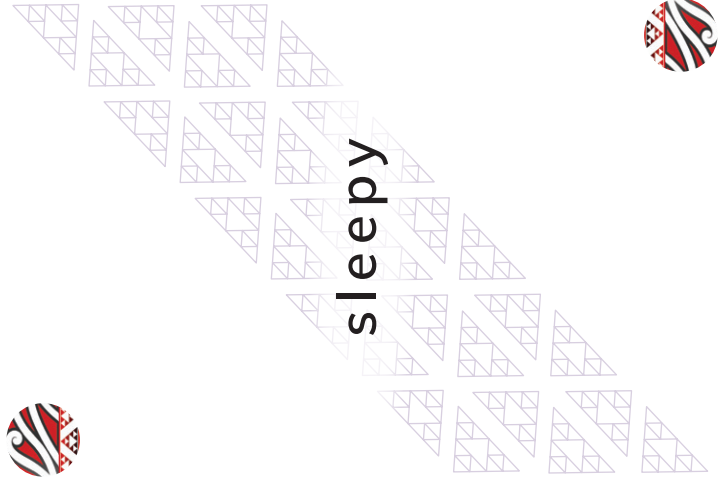




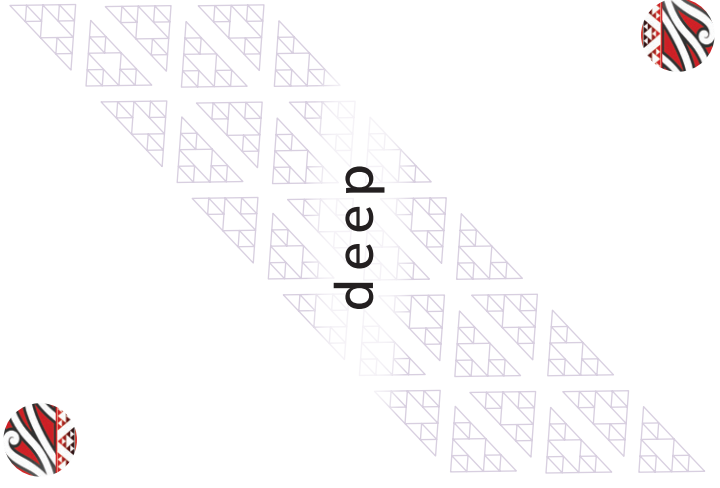
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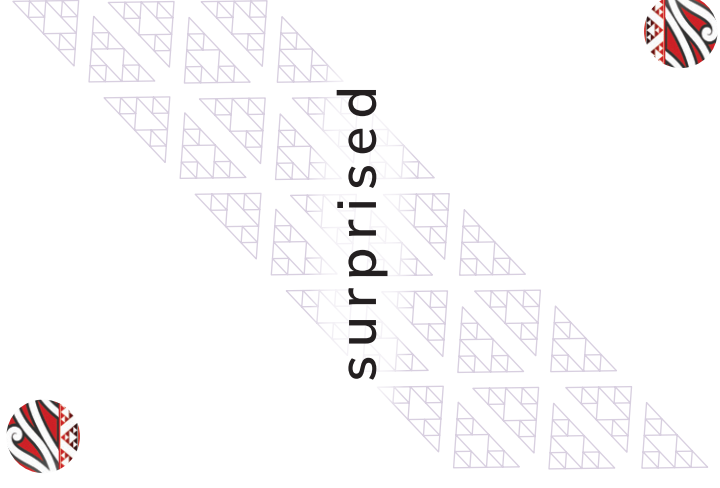
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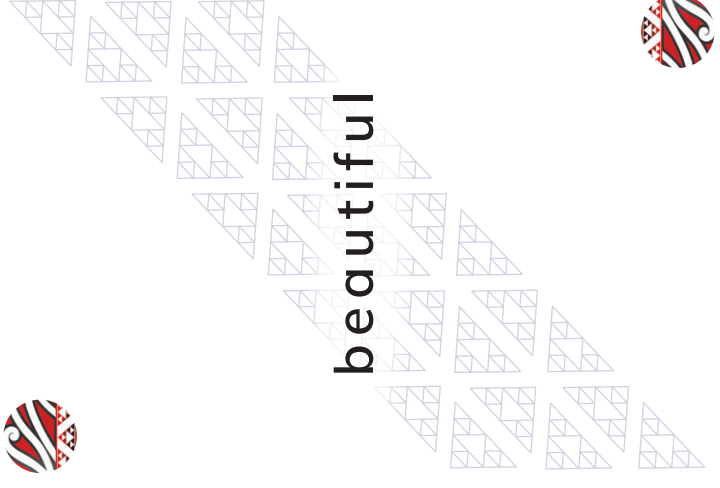
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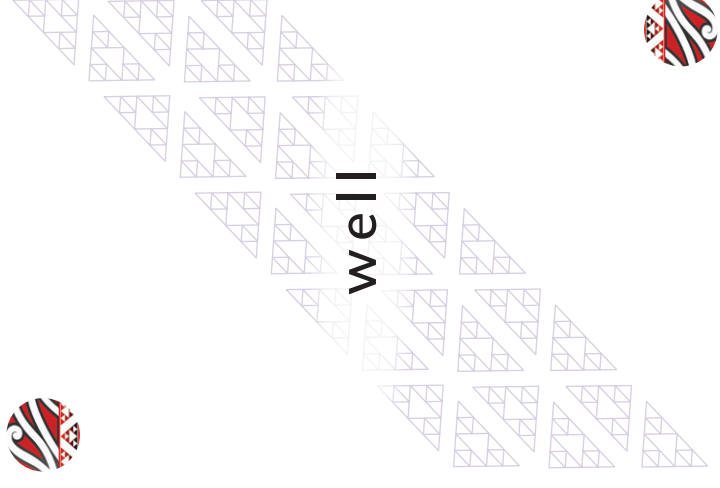
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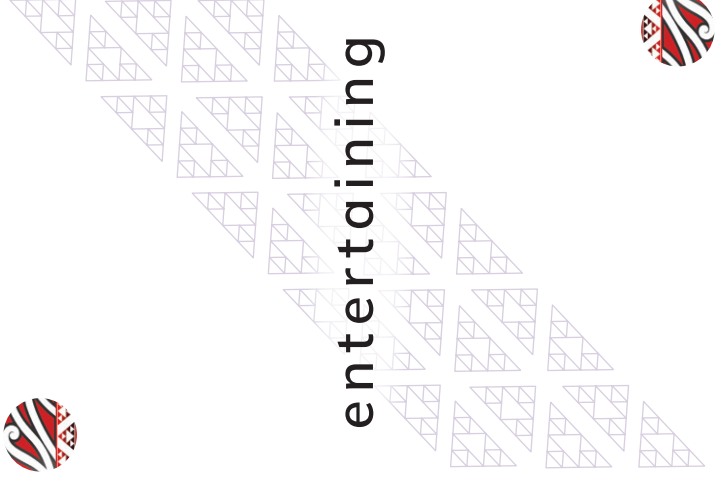
surprised



beautiful

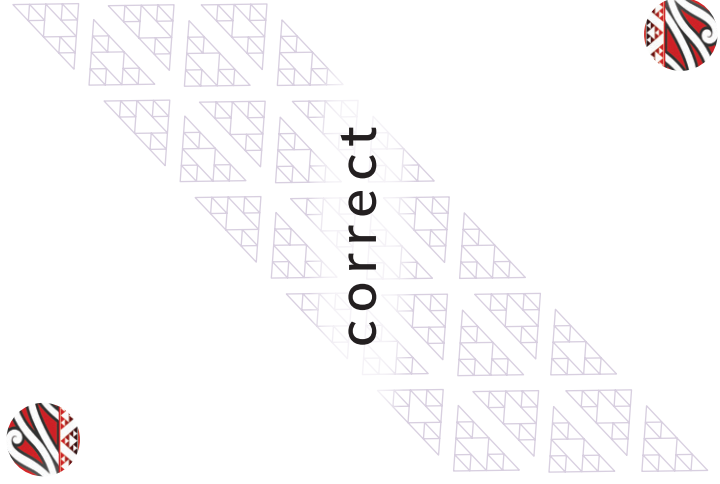


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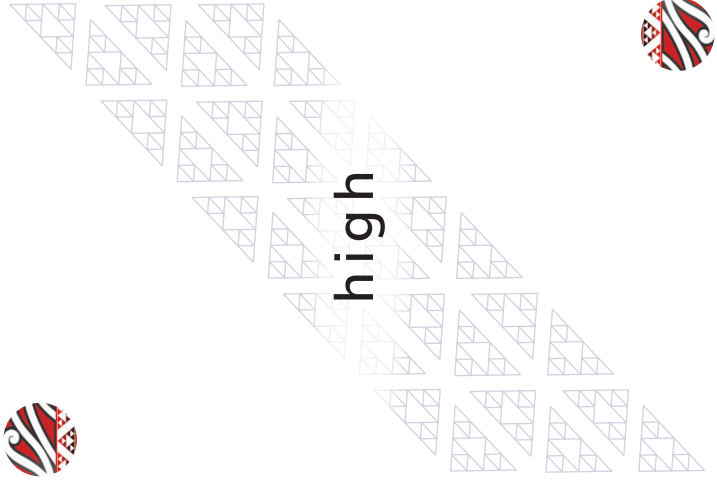


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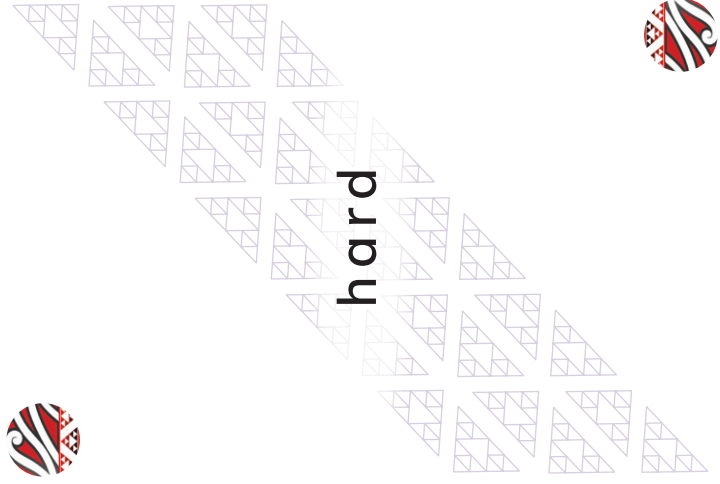




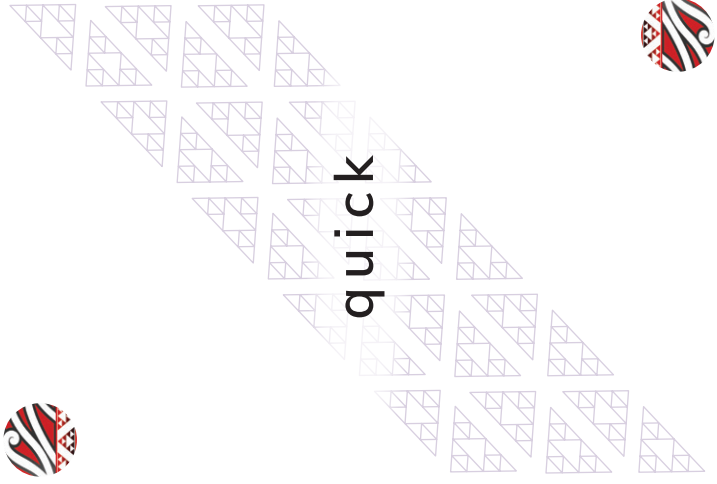
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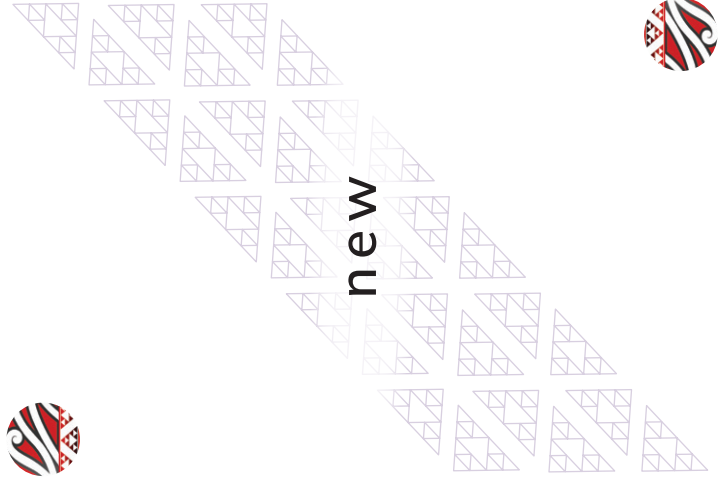
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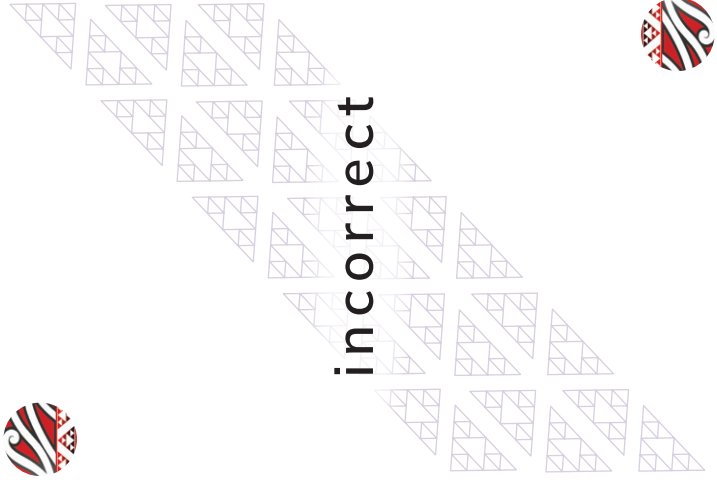
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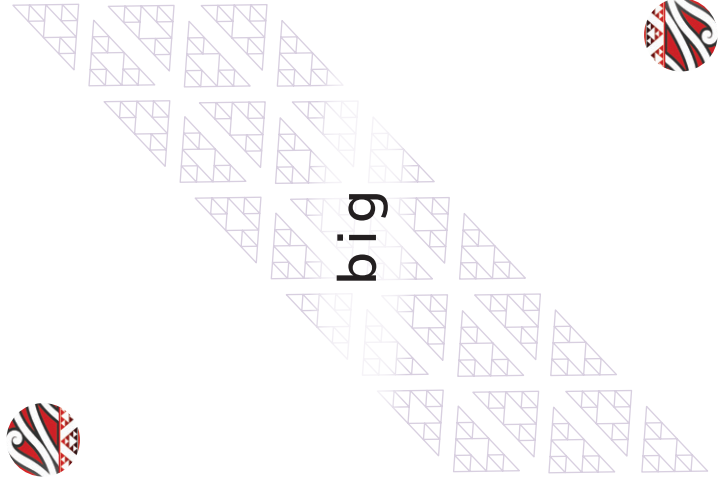
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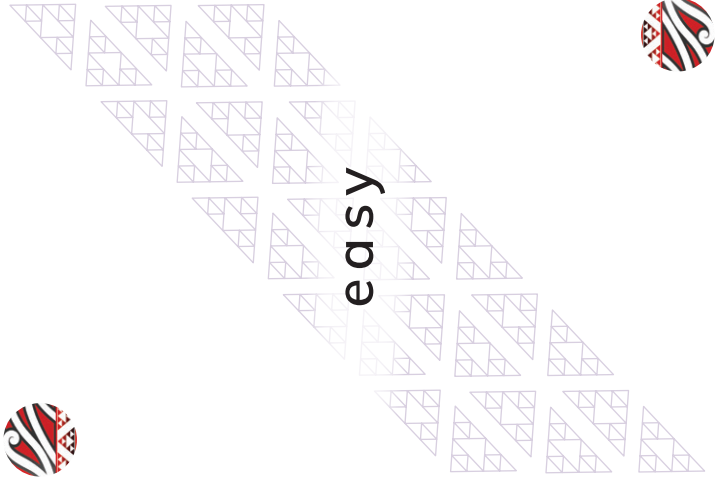
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incorrect



big



easy







shallow

lean

dirty

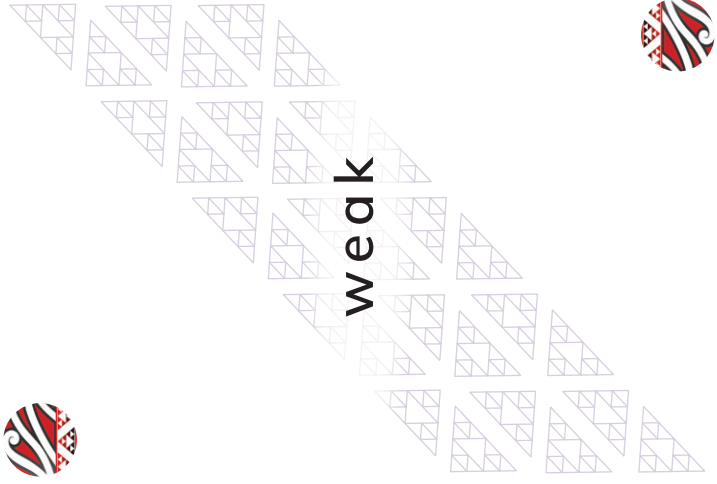
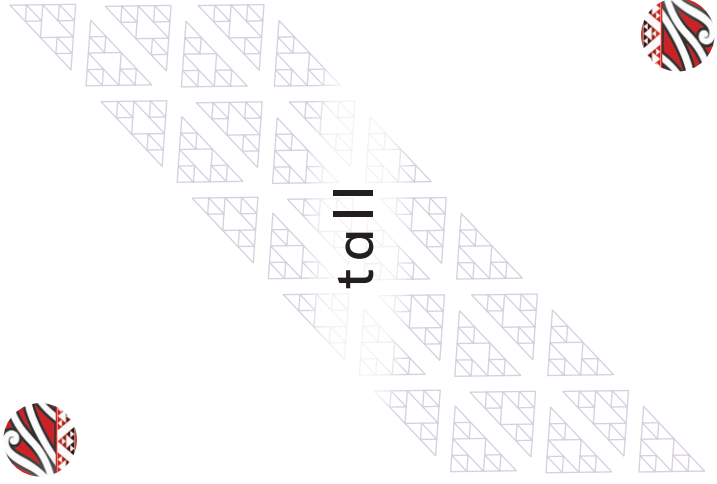
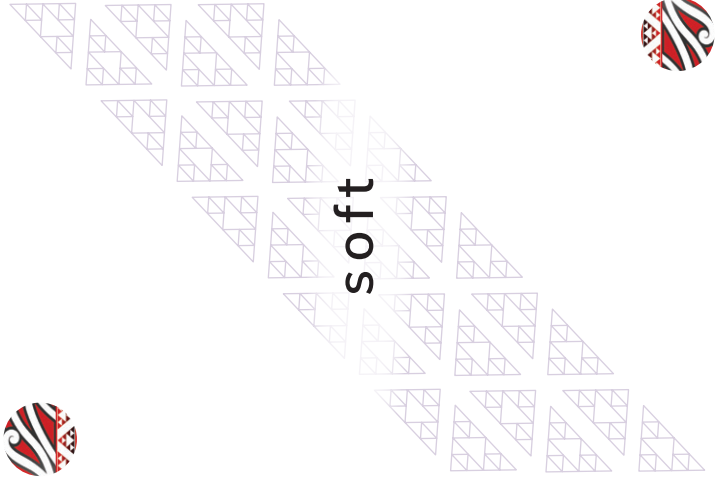
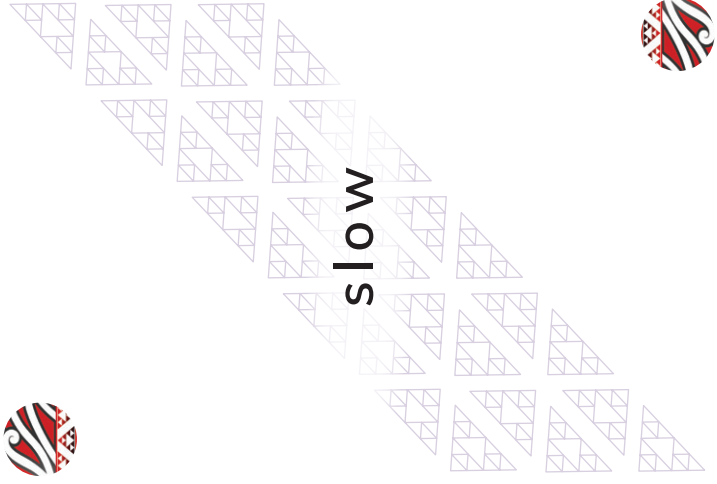
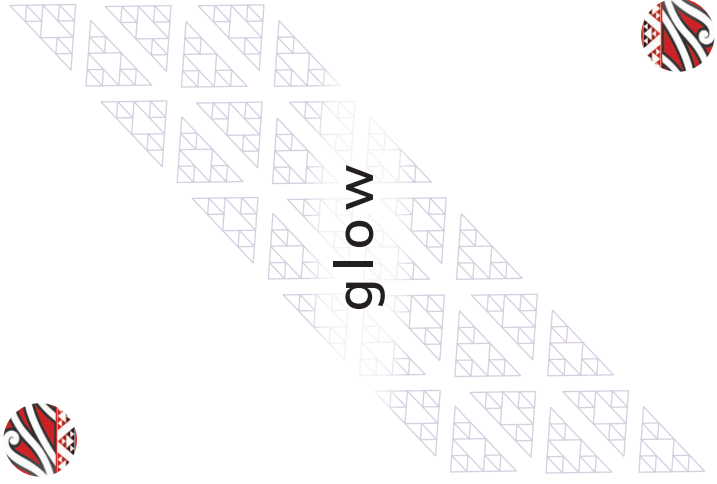
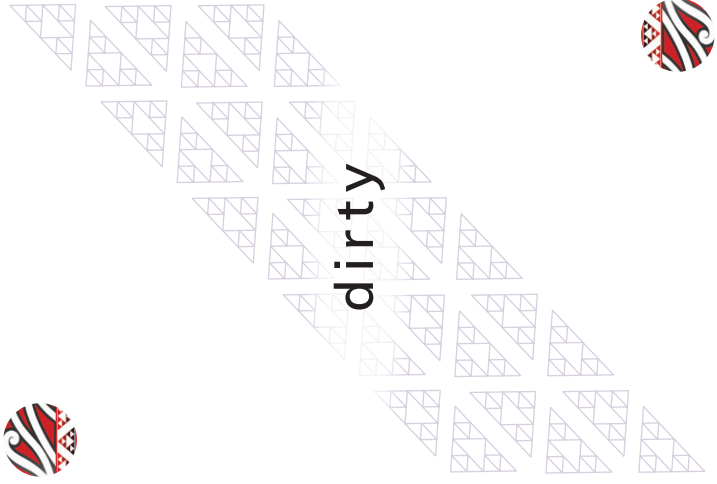
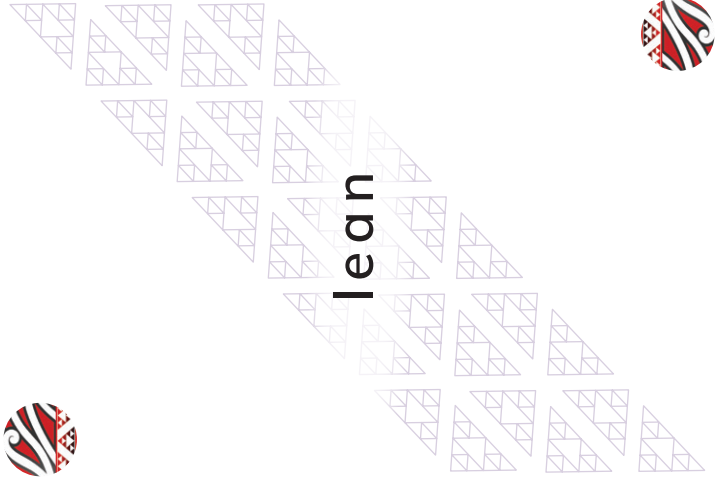
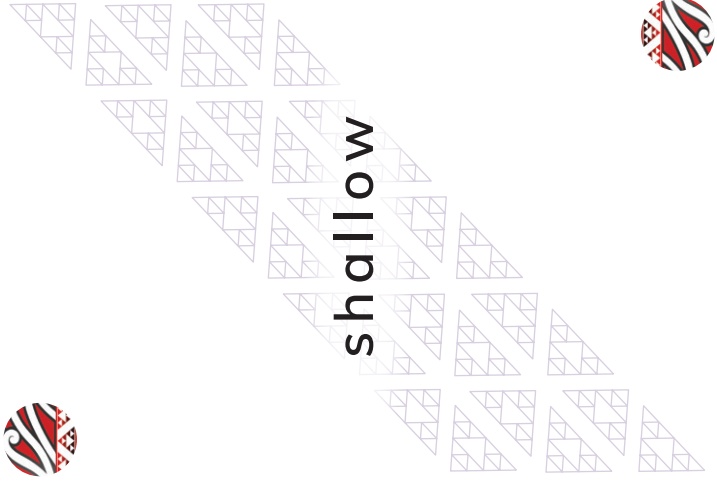
glow

slow

soft

tall

weak





think

careful

see

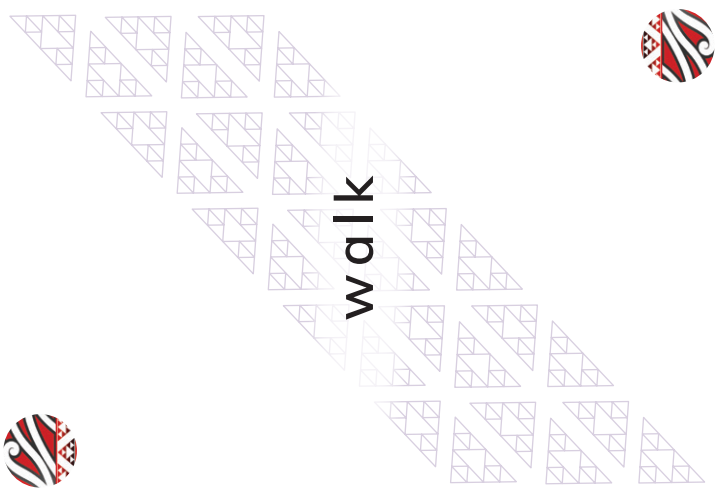
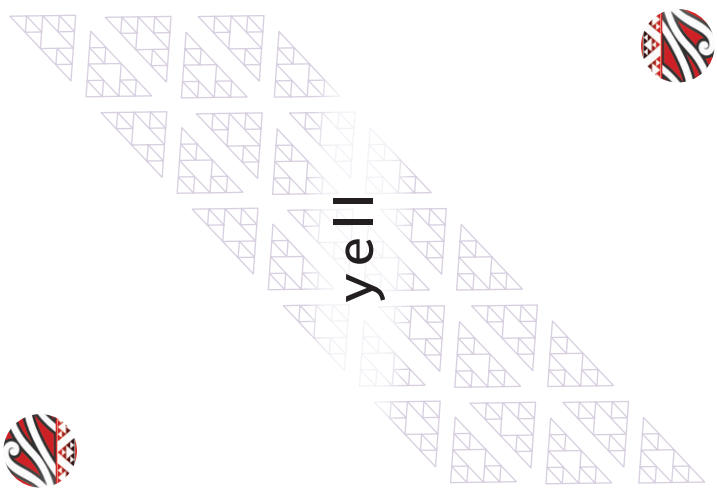
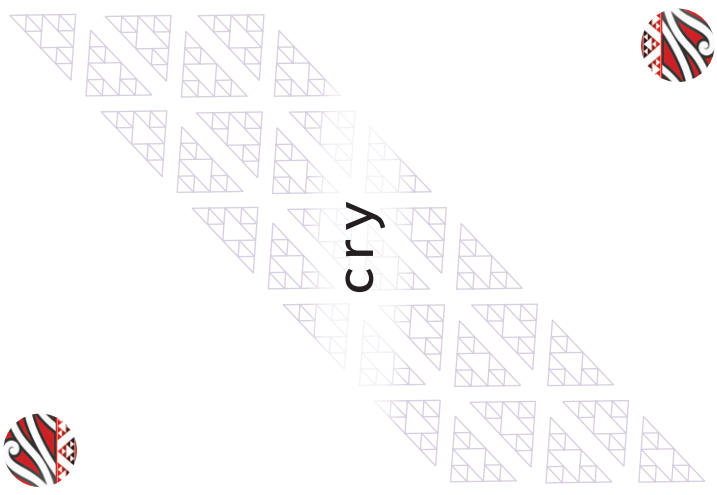
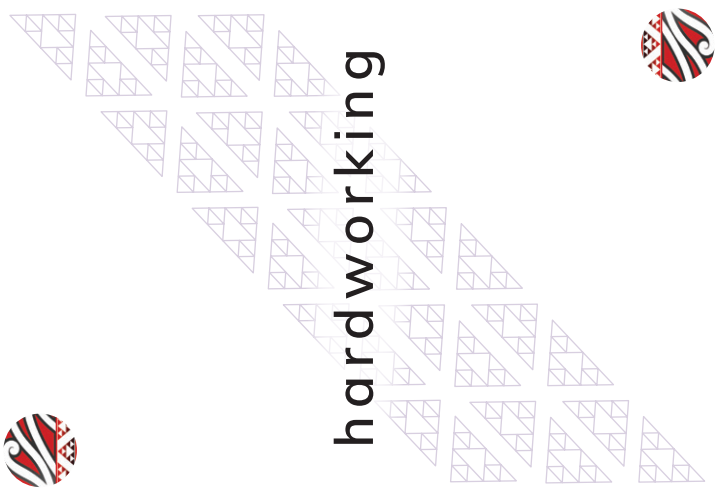
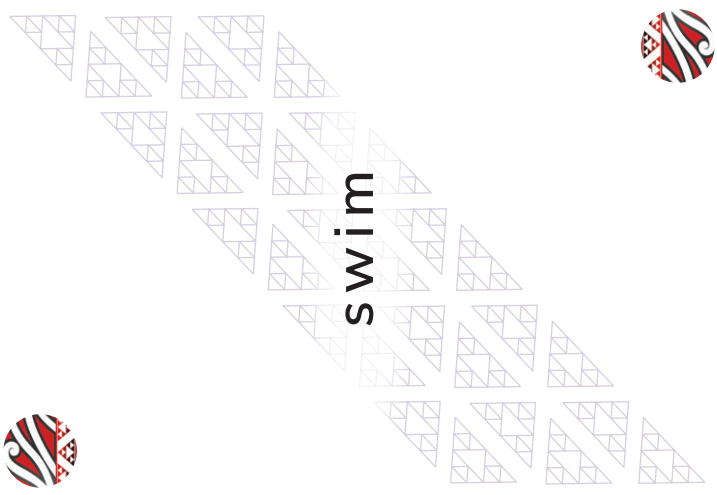
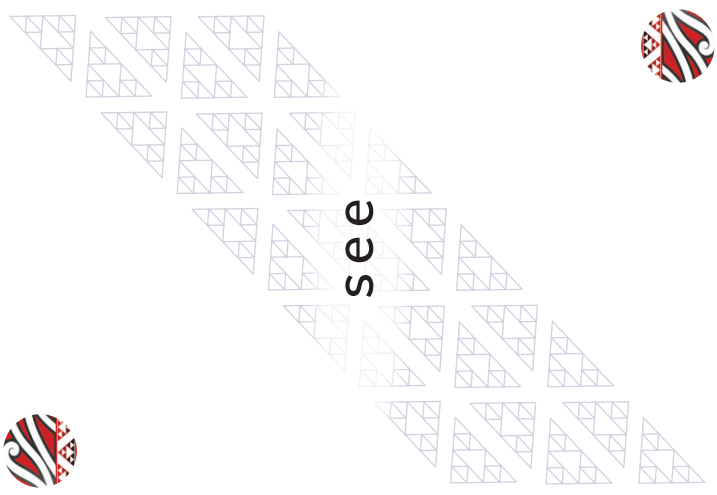
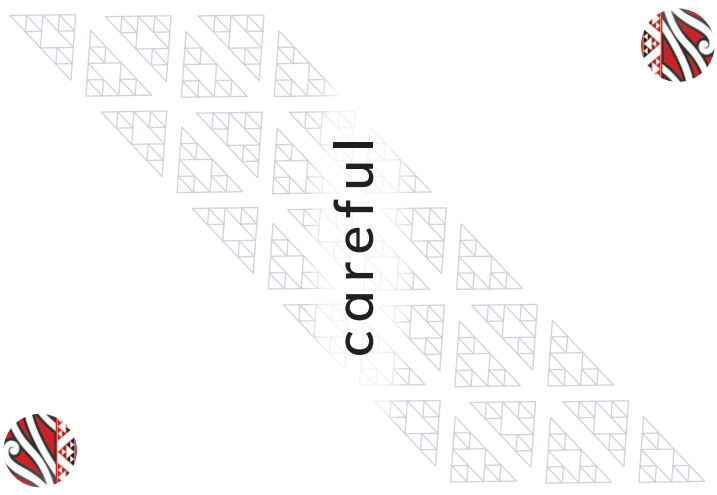
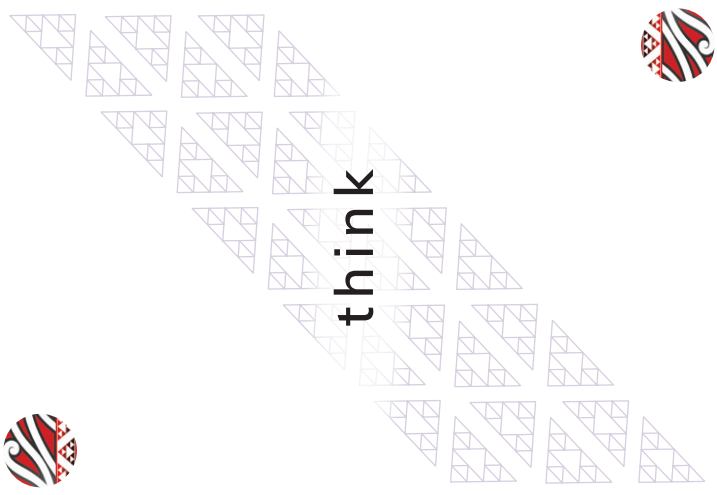
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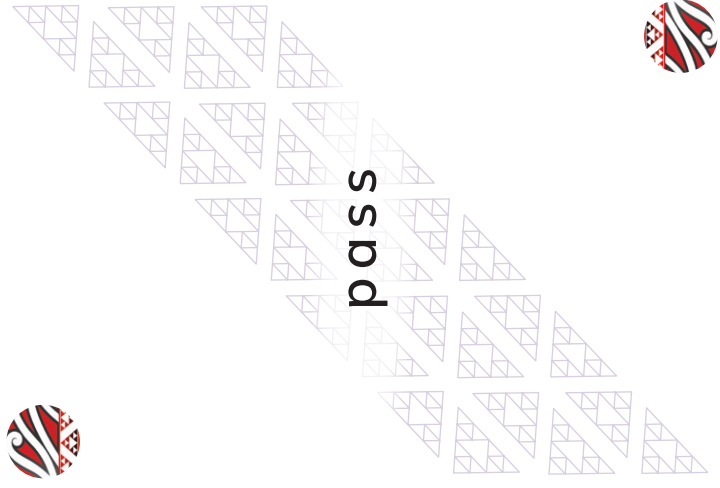
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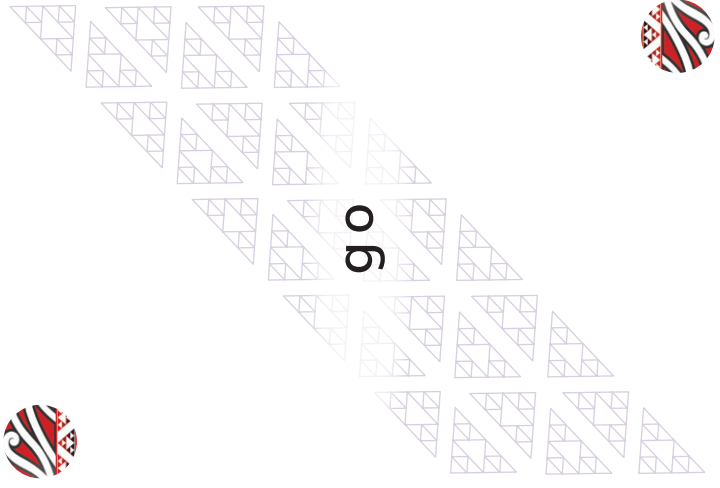
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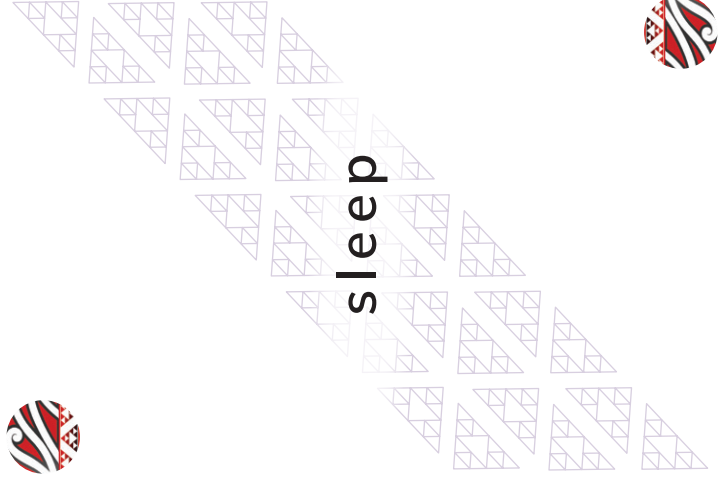




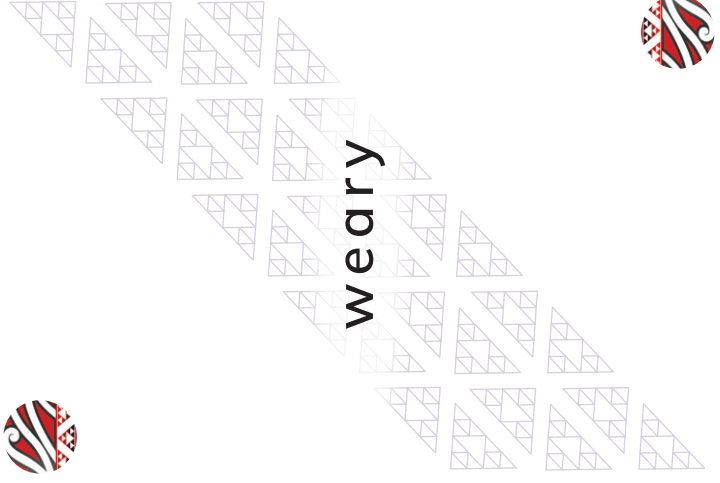
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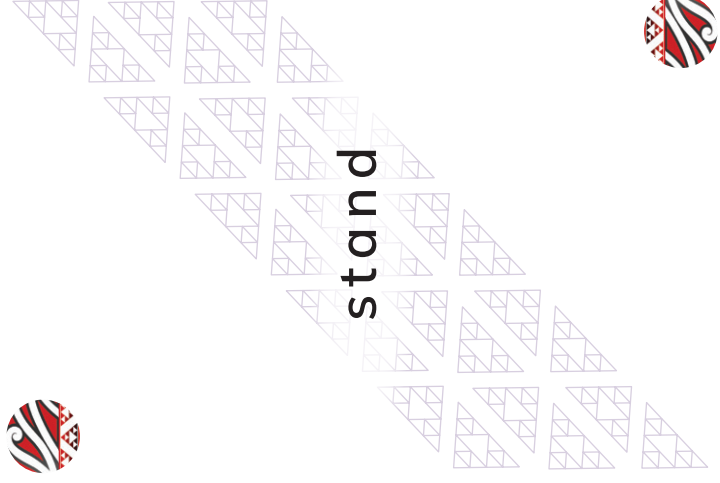
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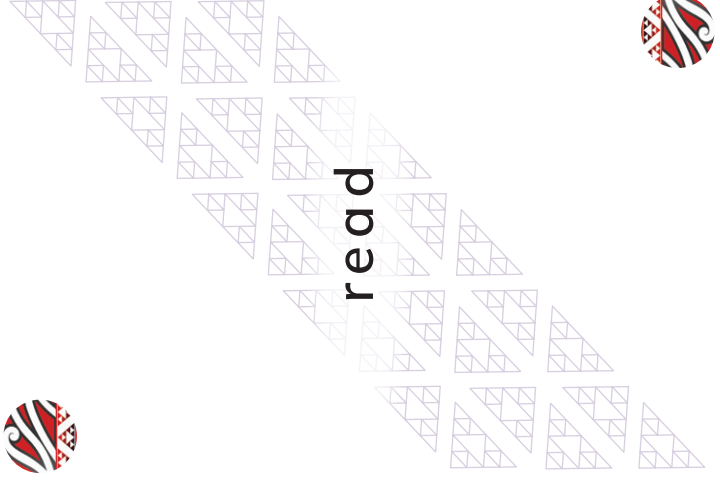
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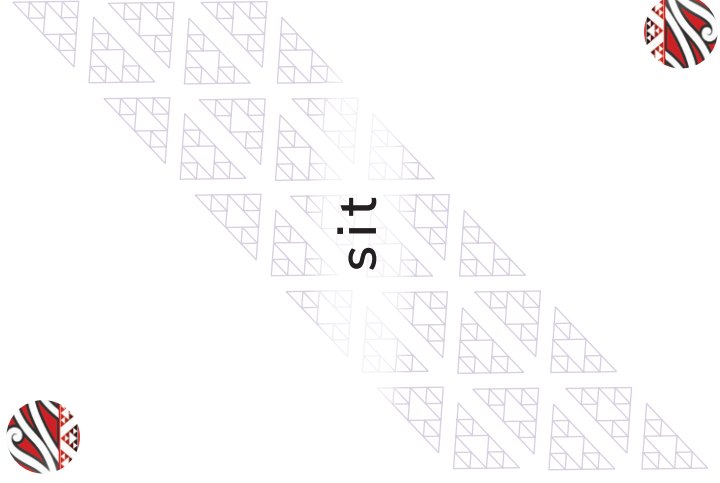
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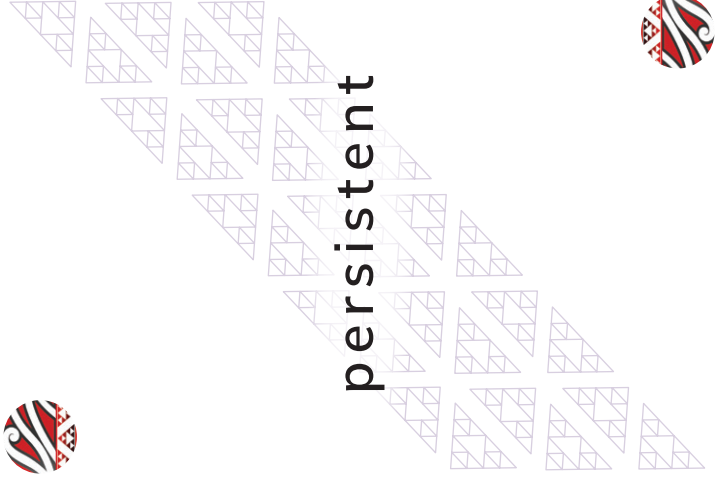
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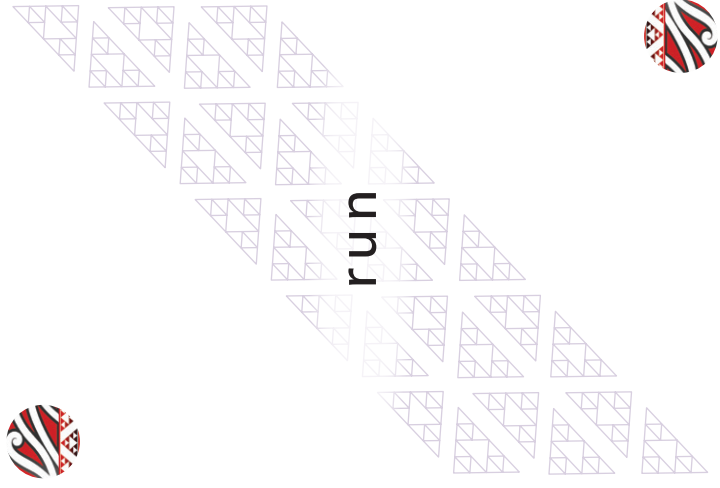


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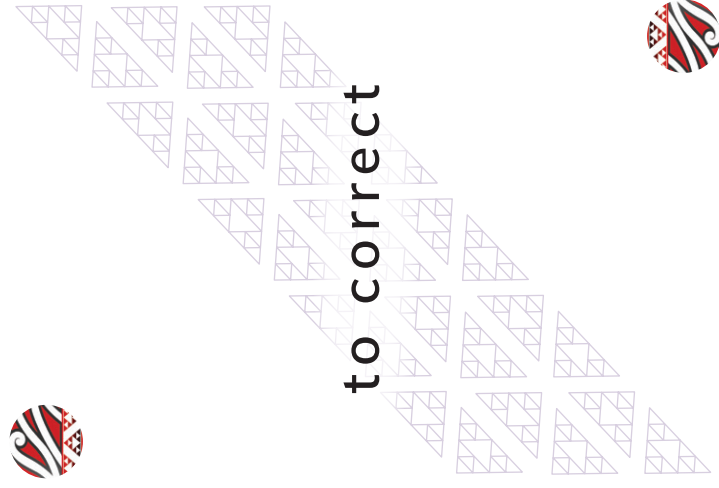


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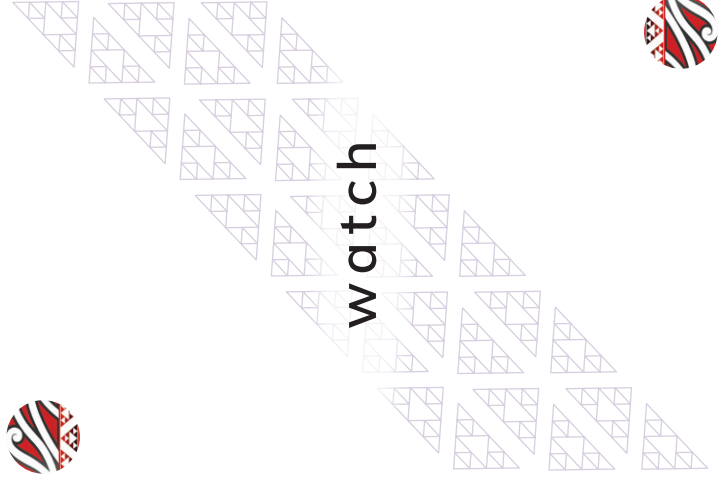




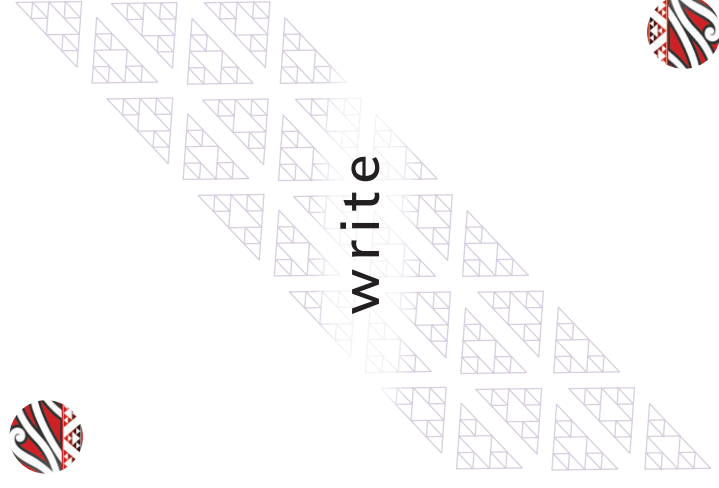
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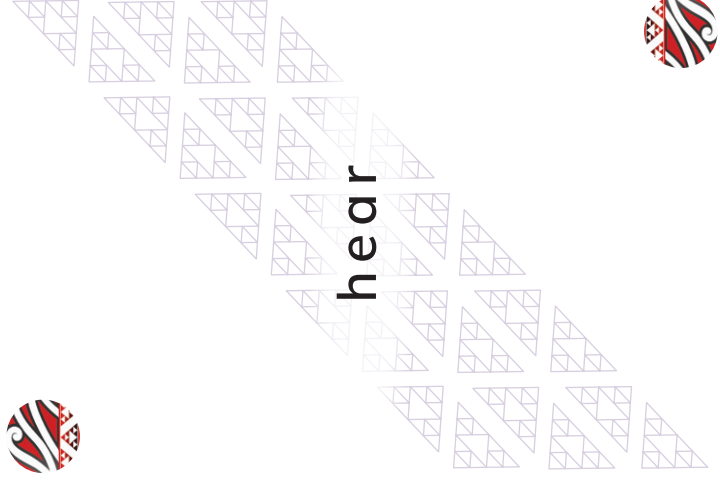
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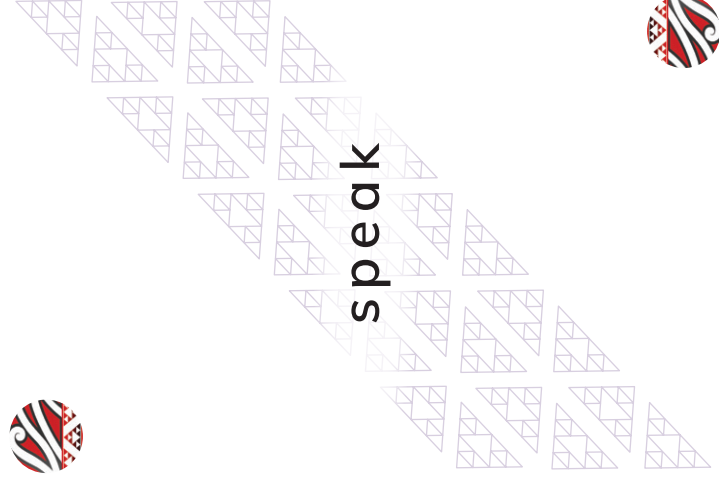
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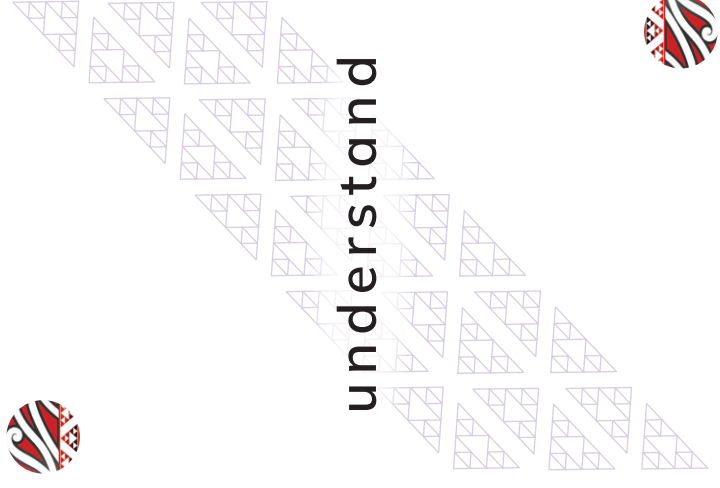
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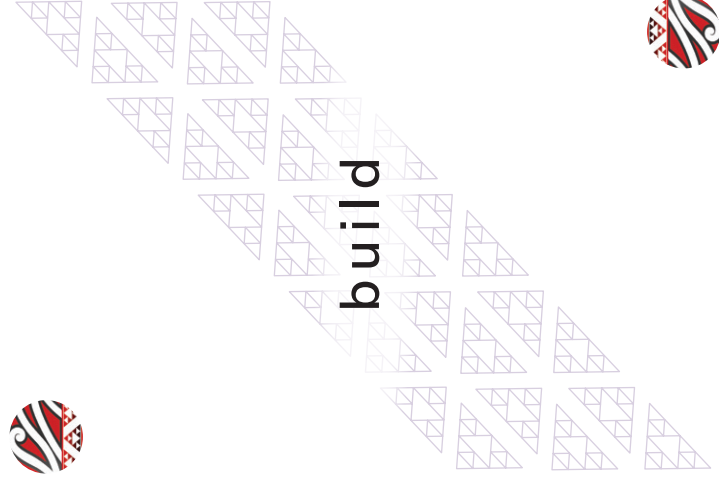
hear



speak



understand



build





catch

desire

text

tweet

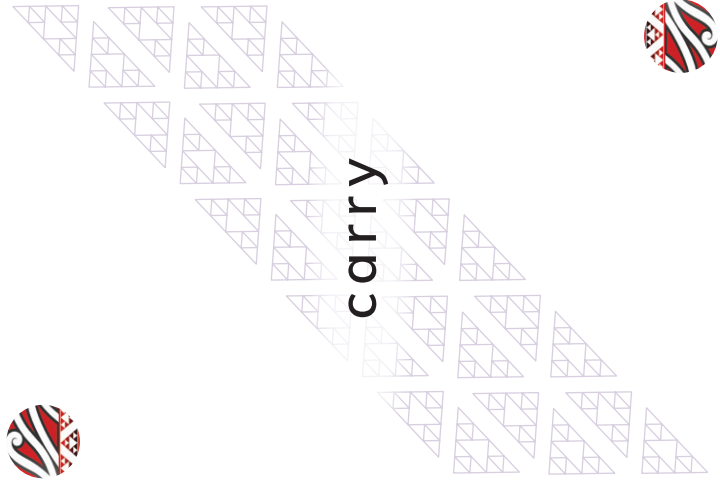
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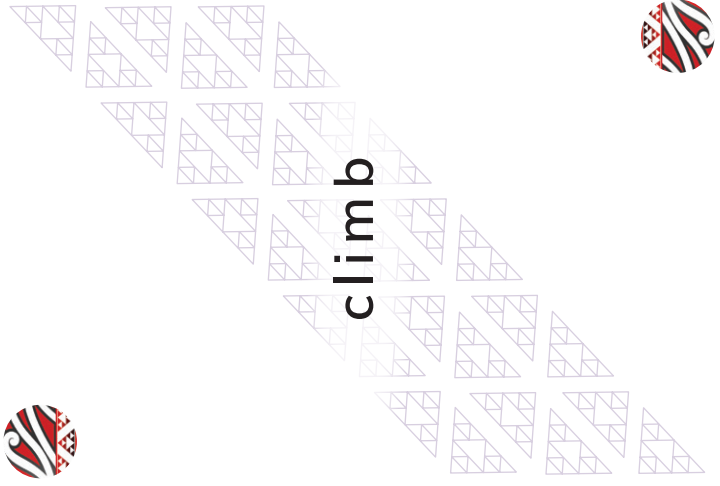
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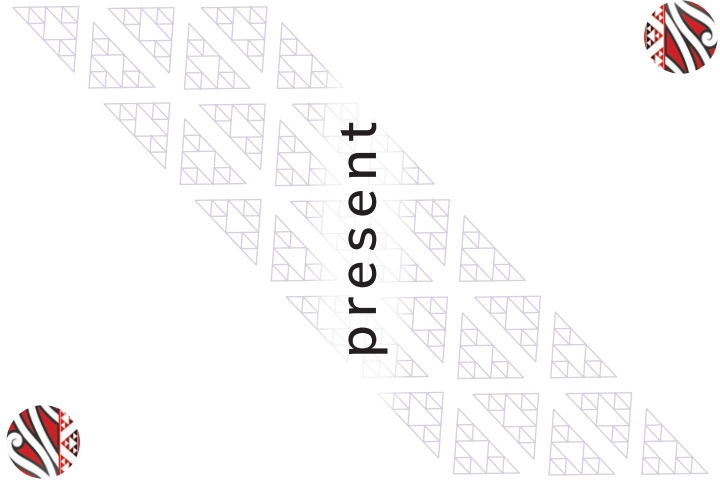




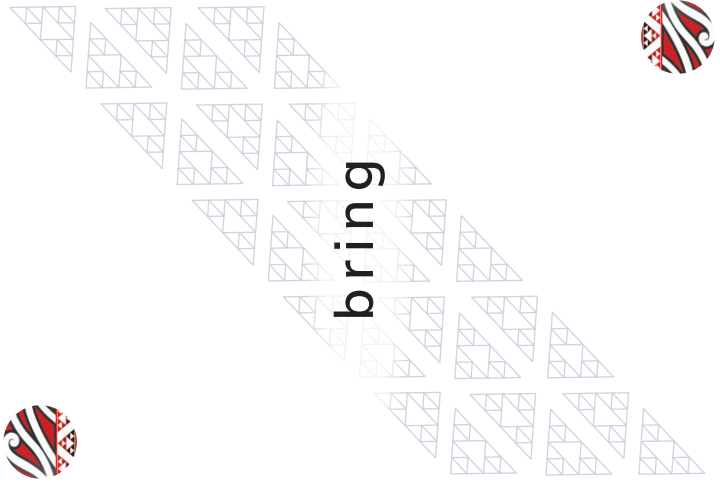
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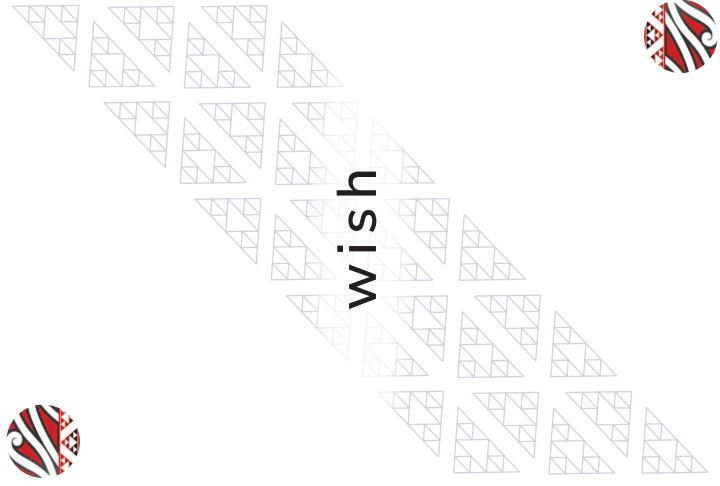
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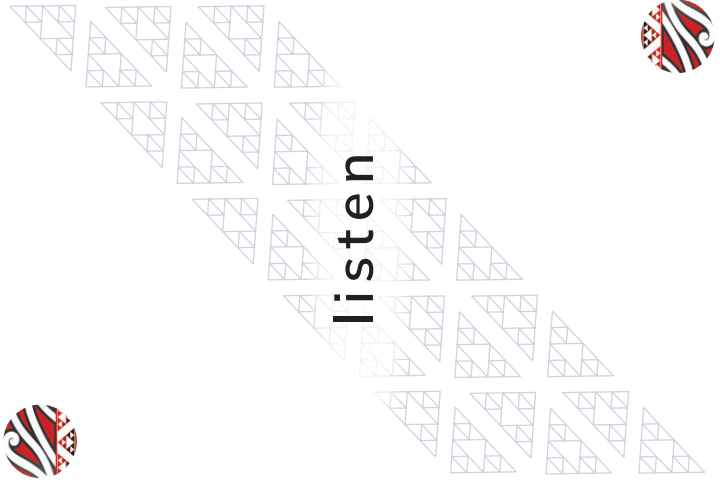
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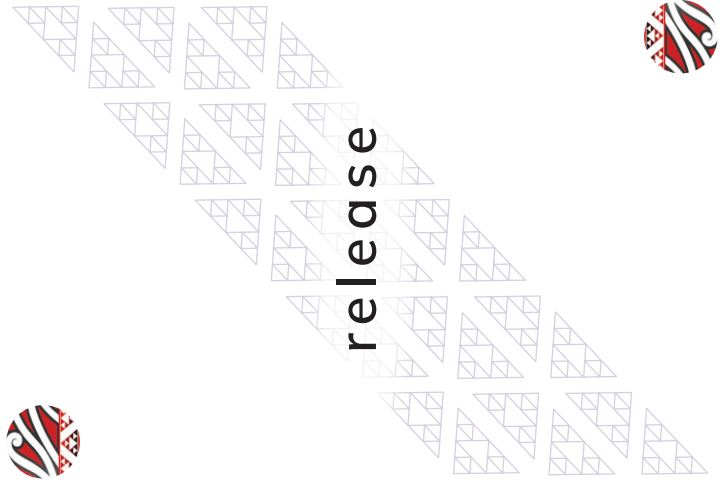
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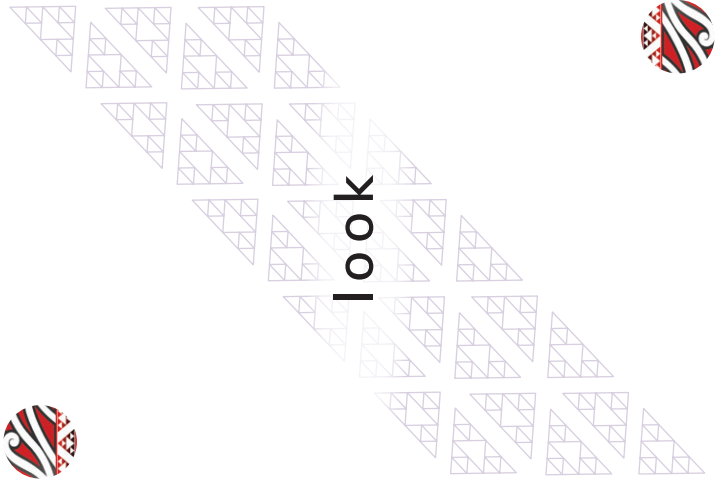
wish



listen



release



look





moenga

tūru

## Kū, Pū, Kupu!

### Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua tiki poka noatia ētahi kupu 100 - he kupu auau te puta, he tūmahī, he tūhūa, ā, he momo kare ā-roto anō hoki. He pūkei kāri tēnei rauemi nei e taea ai te whakamahi hei tautoko i te ākongā ki te ako kupu hou, ka mutu, ki te ako i te reo Māori.

Kua puta ētahi o ēnei kupu i He Raurau Kupu - He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori (nā Haemata Ltd.), i te *High Frequency Word Lists | 1000 Frequent Words of Māori* hoki.

### Overview

This resource has been developed for Māori language teachers. We have randomly selected 100 words – some are high frequency words, some are verbs, others are adjectives, and some describe feelings. This deck of cards has been developed to support students in learning new vocabulary and, ultimately, in learning te reo Māori.

The words have been selected from two main resources, *He Raurau Kupu – He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori* (by Haemata Ltd.), and the *High Frequency Word Lists | 1000 Frequent Words of Māori*.

1

## Hei Whakamahi | Suggestions for Use

(For full instructions, visit [akopanuku.tki.org.nz/kupu](http://akopanuku.tki.org.nz/kupu))

### 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 word and sentence on the chart.

### 3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or the types of words e.g., nouns, verbs, or descriptive words. Students justify their categorisation by using each word in a sentence.

### 4. Associated Words

Students take turns to pick up a card (randomly) and say the word along with any variations of the word e.g., *moe, moenga, moemoeā*.

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

2



pākete

tēpu

### 5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition, what type of word it is e.g., adjective and, or a verb, 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.

### 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 to pick up as many cards as they can and use 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





kapua

tīairaka

marama

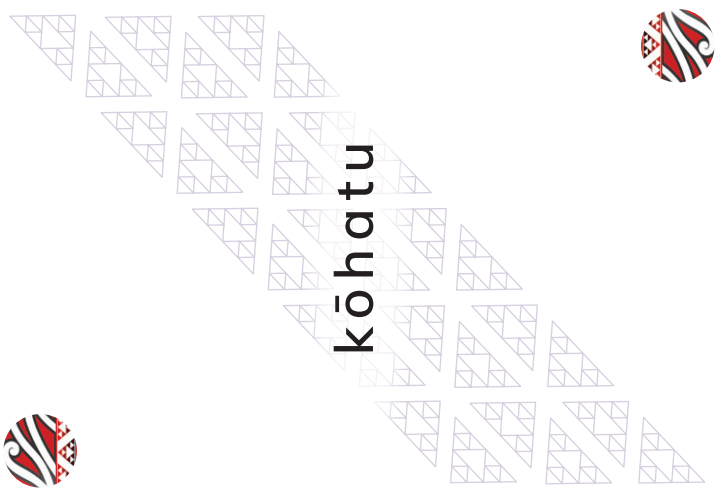
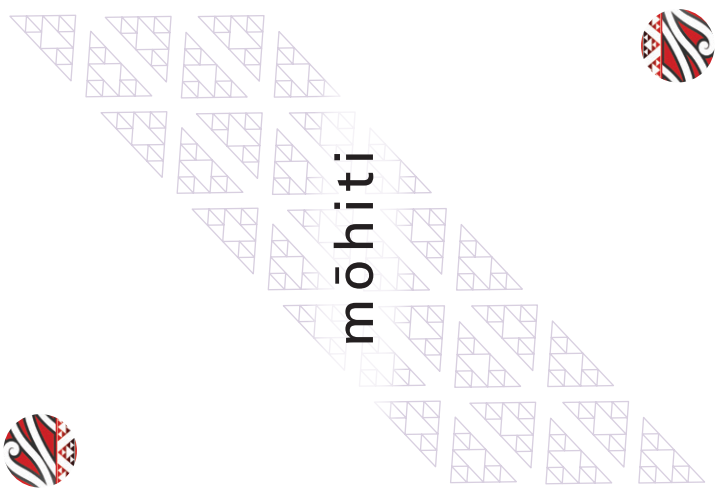
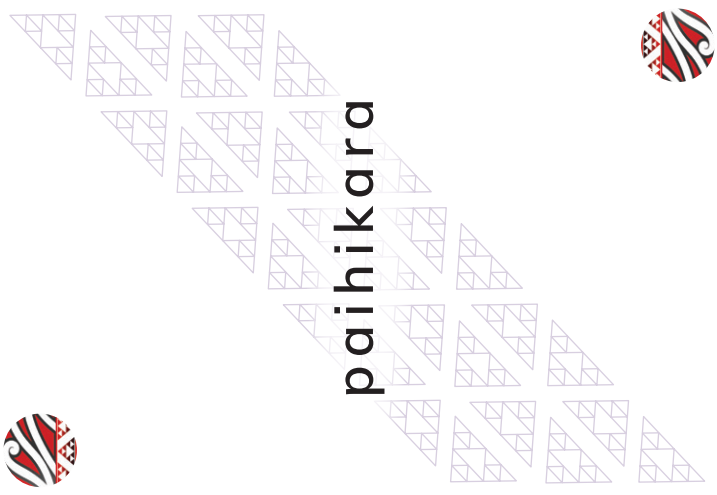
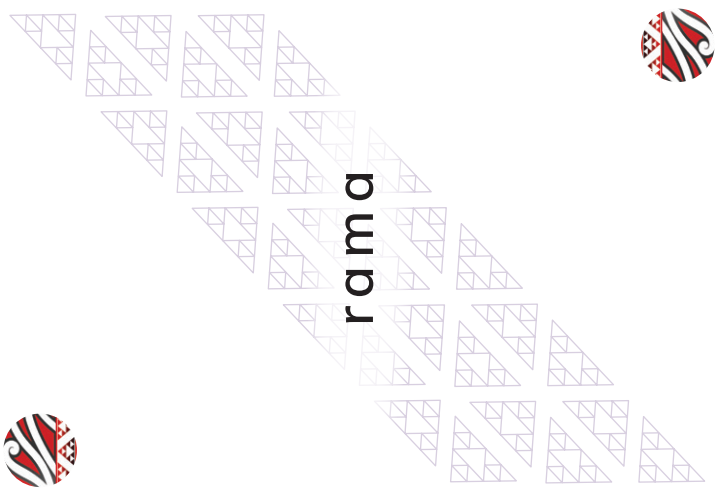
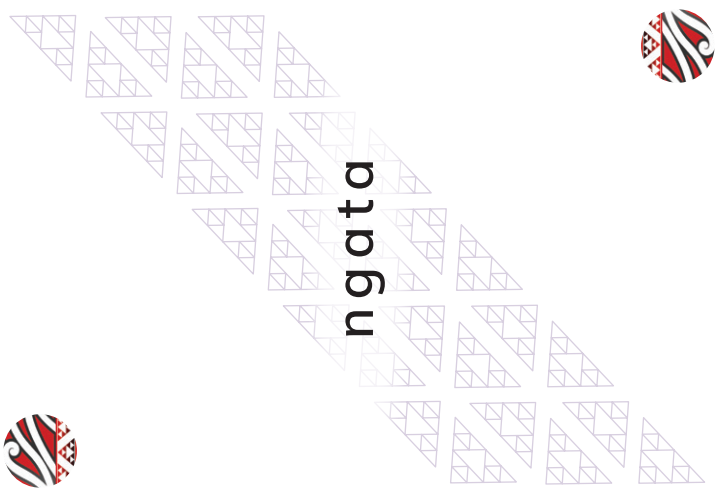
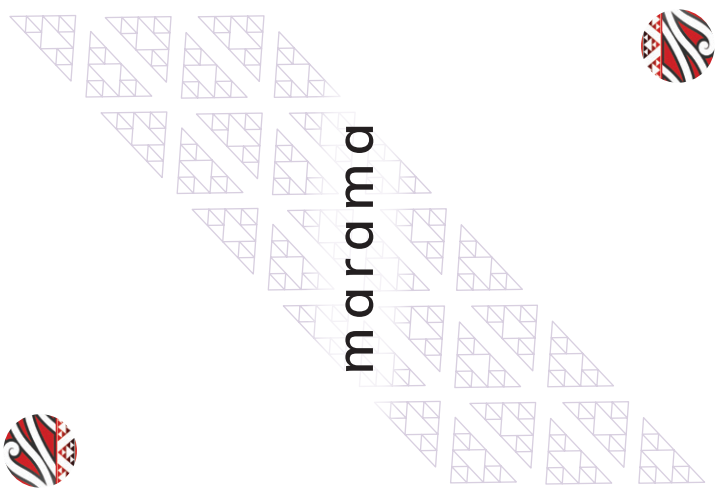
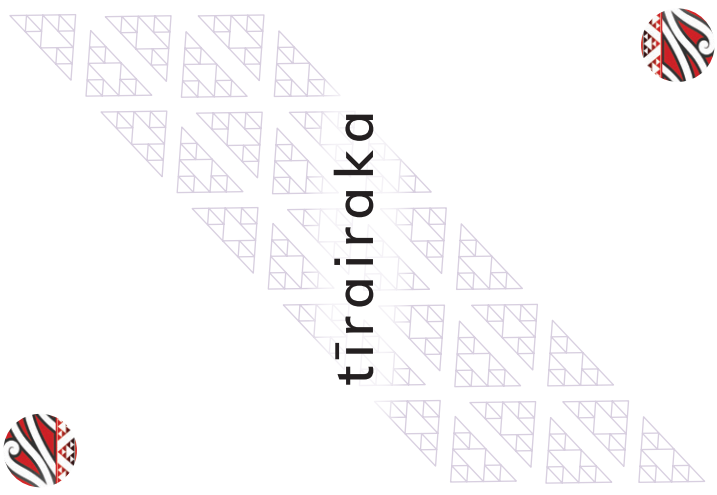
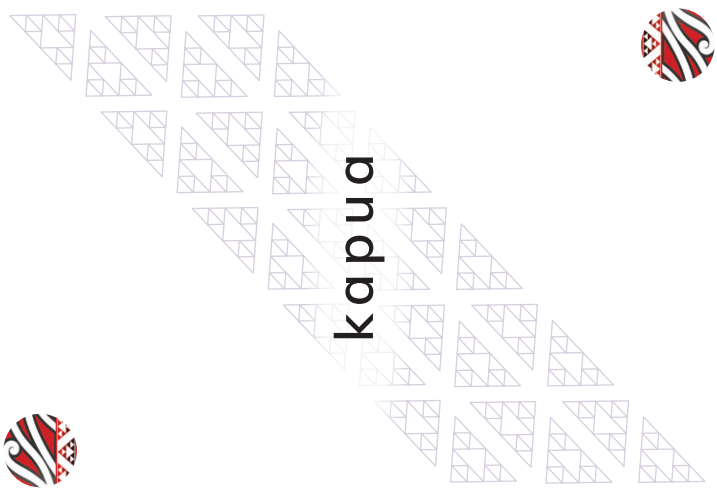
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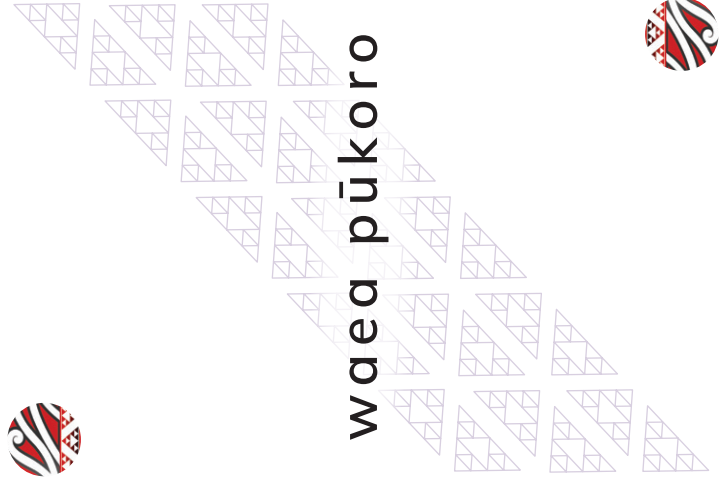
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kōhatu

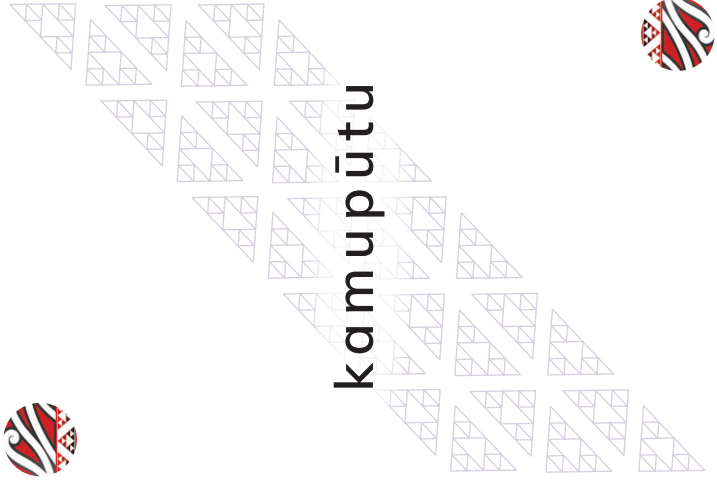




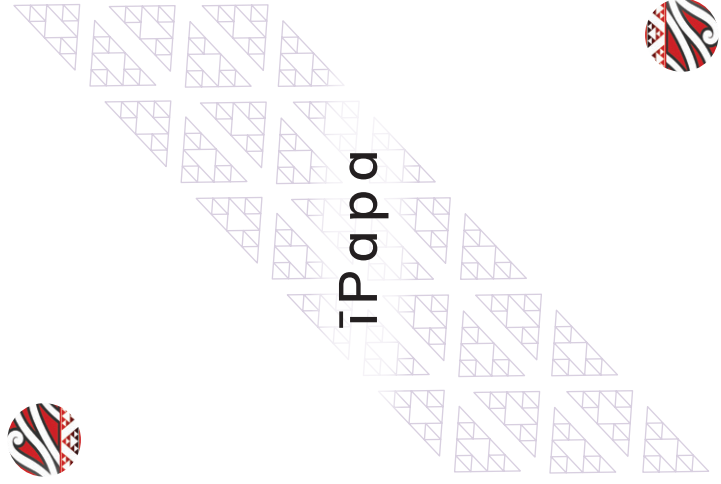




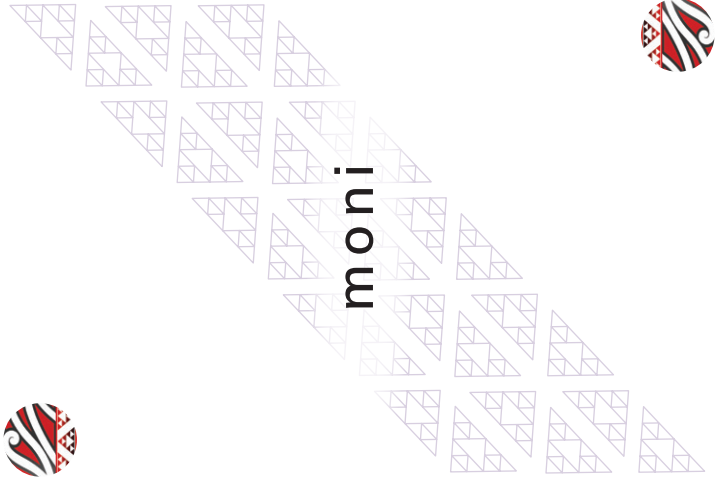
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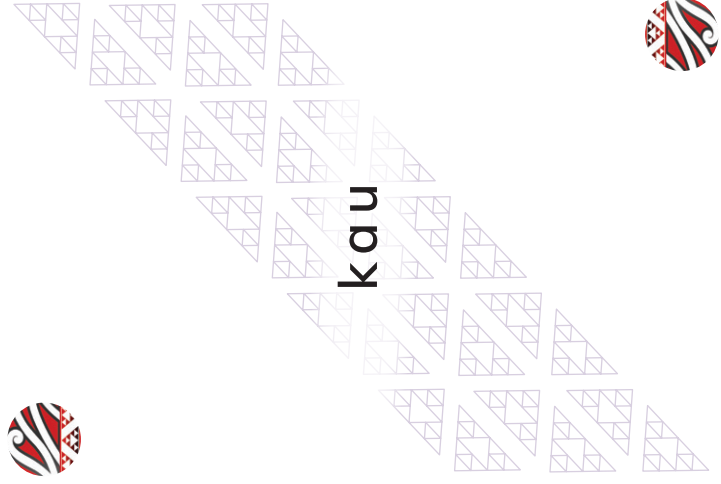
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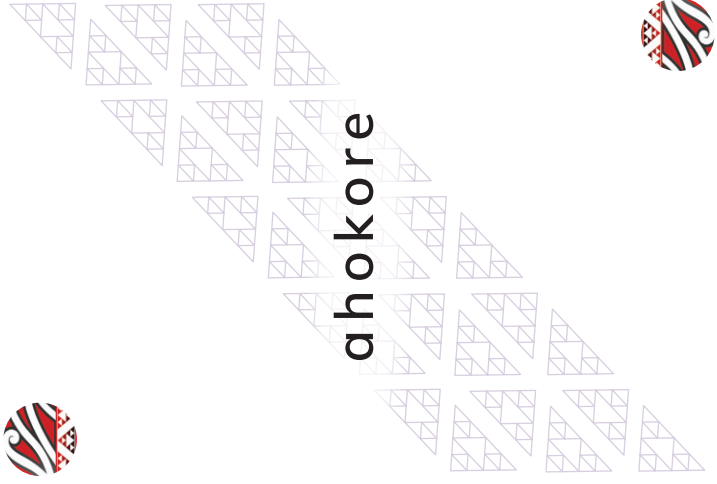
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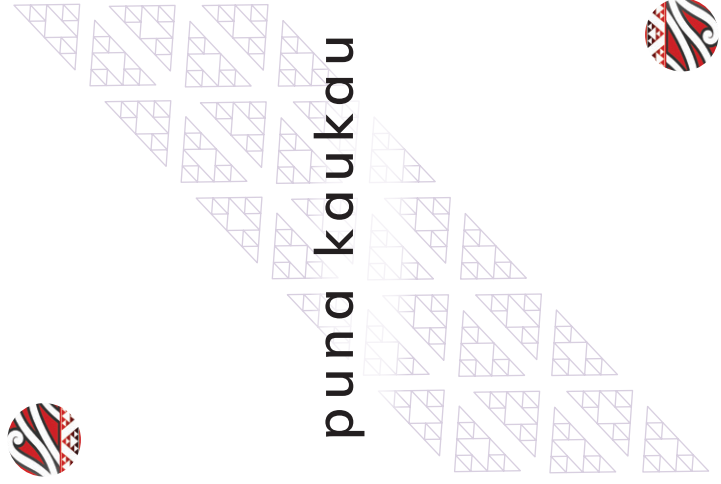
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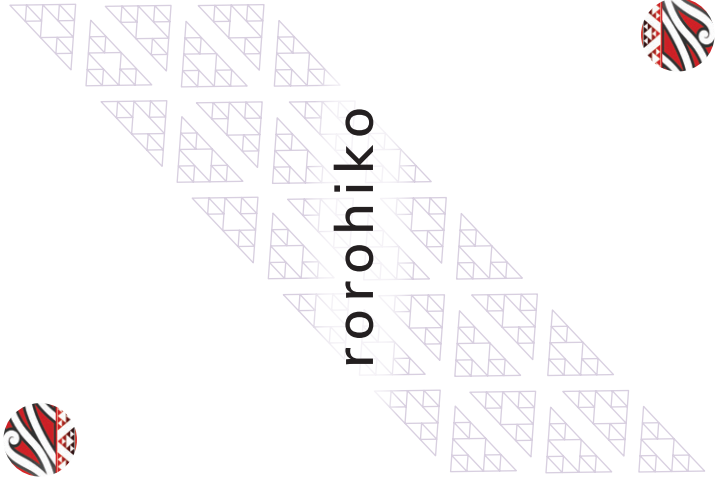
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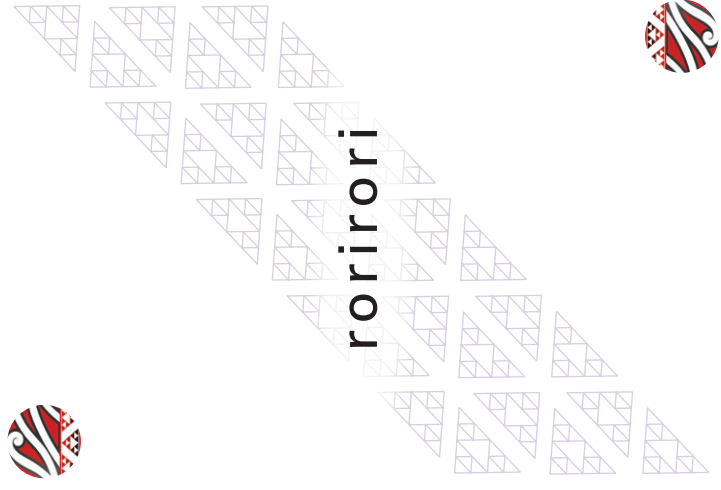


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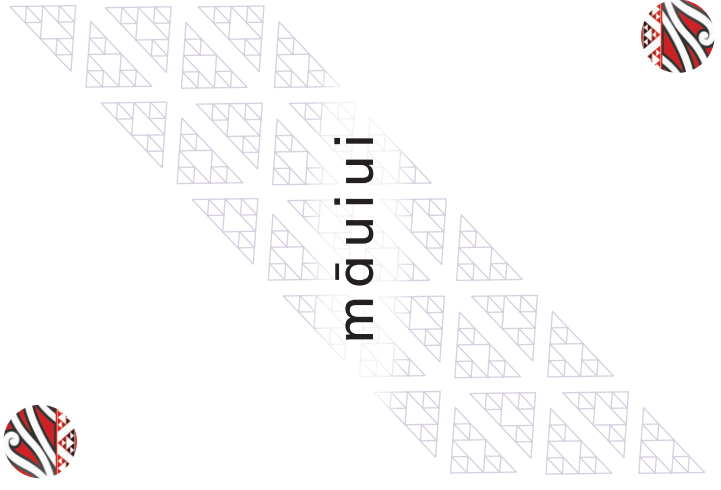


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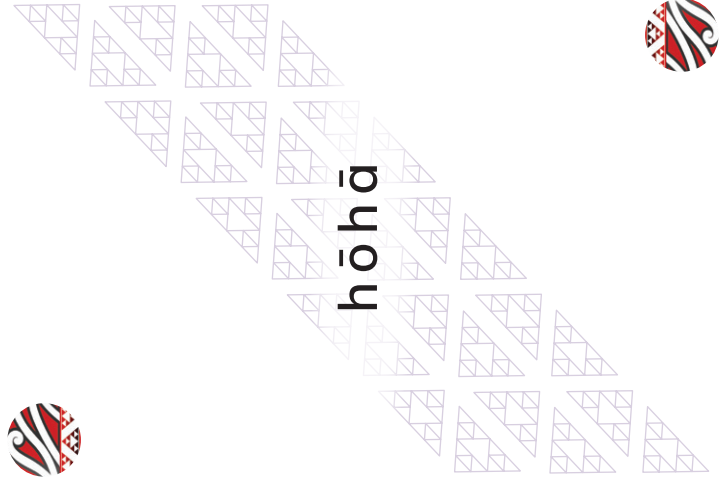




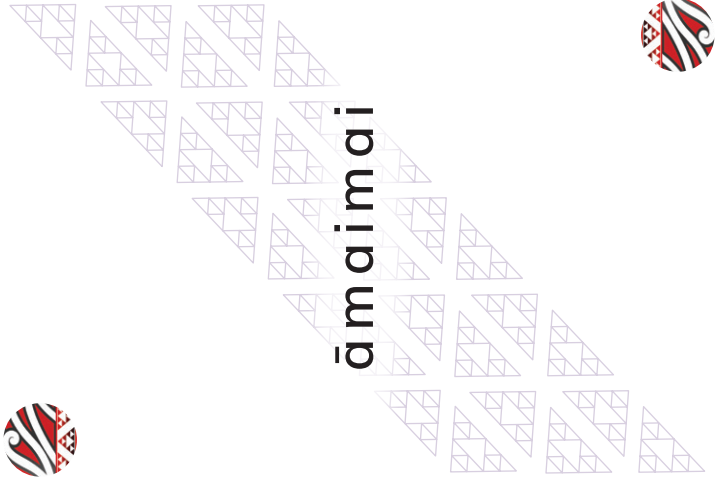
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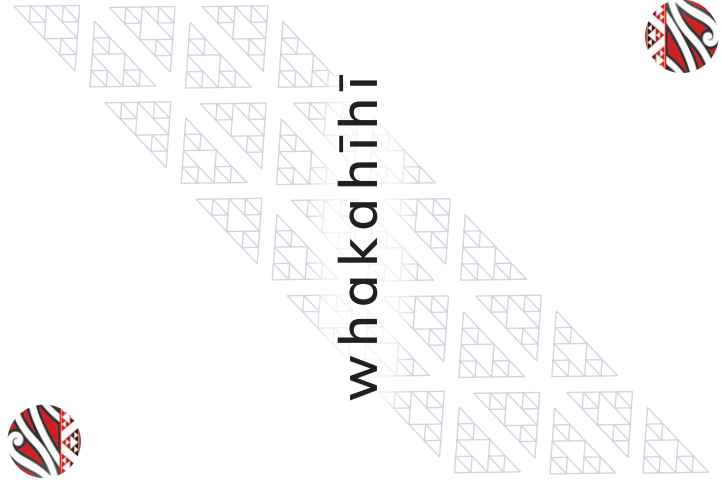
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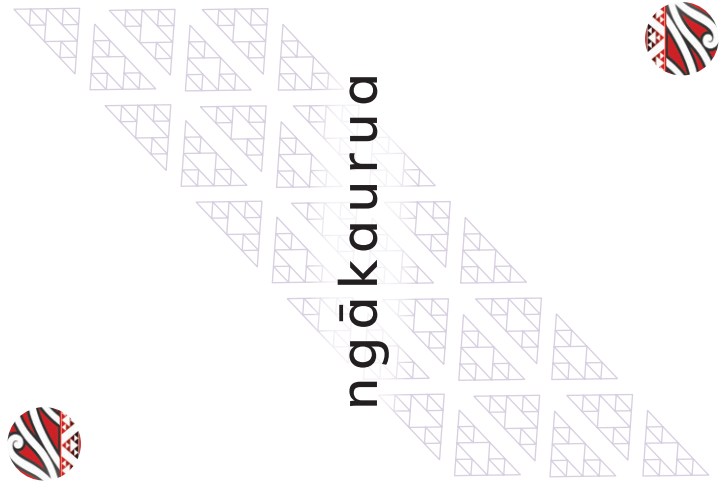
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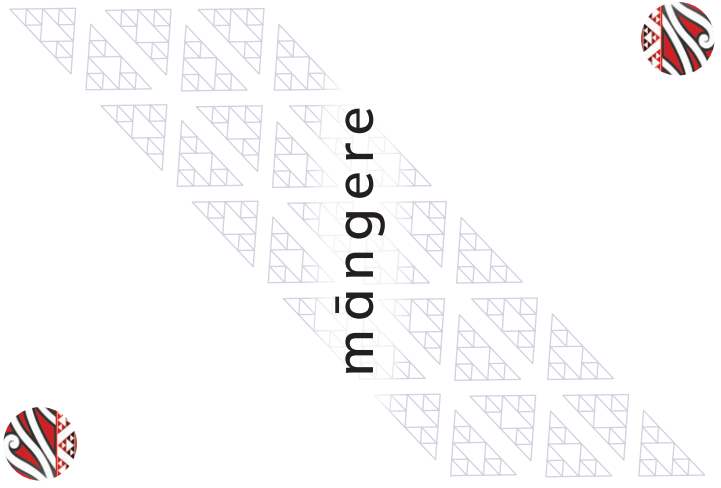
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whakamā



ngākaurua



māngere



hiakai

pukuriri

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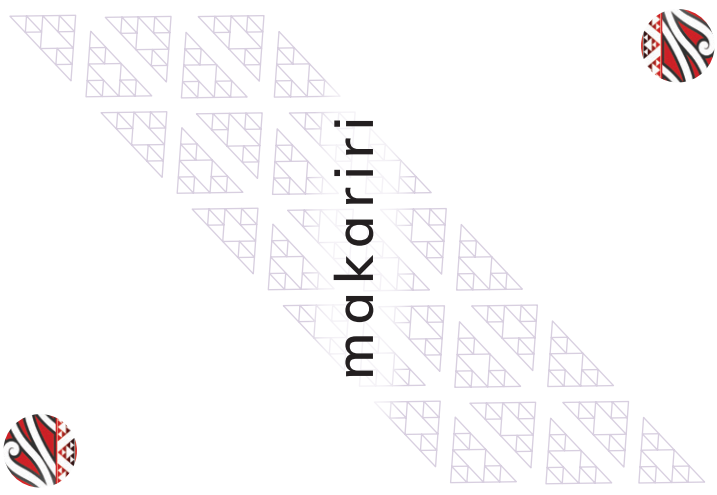
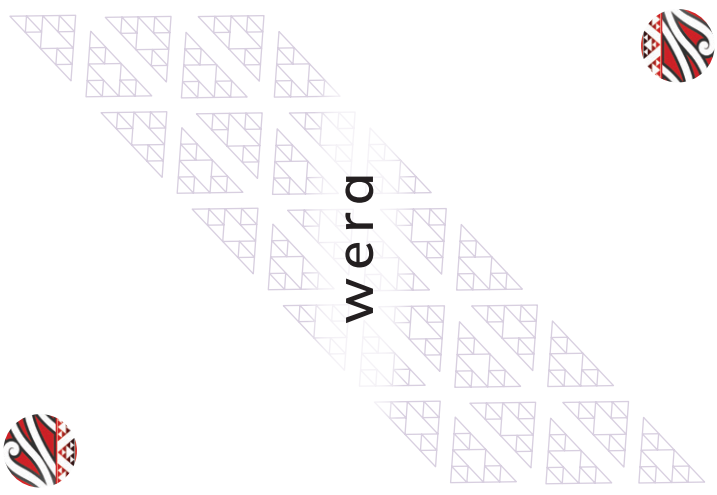
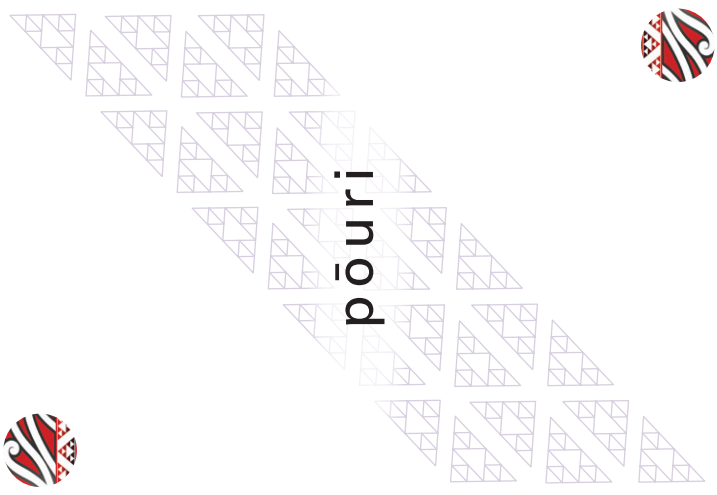
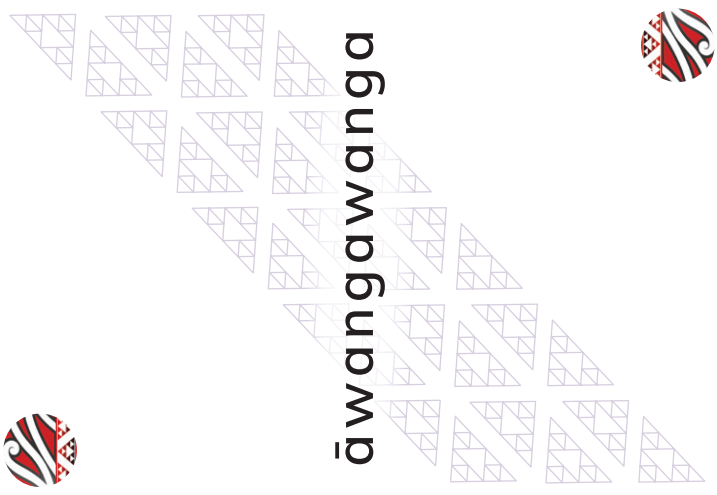
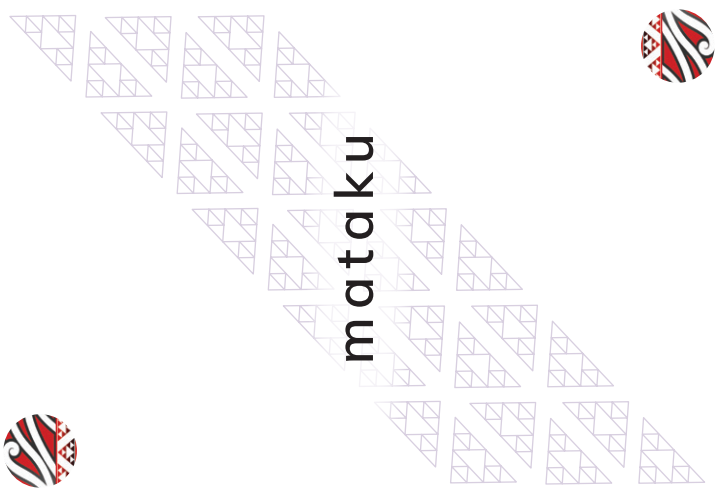
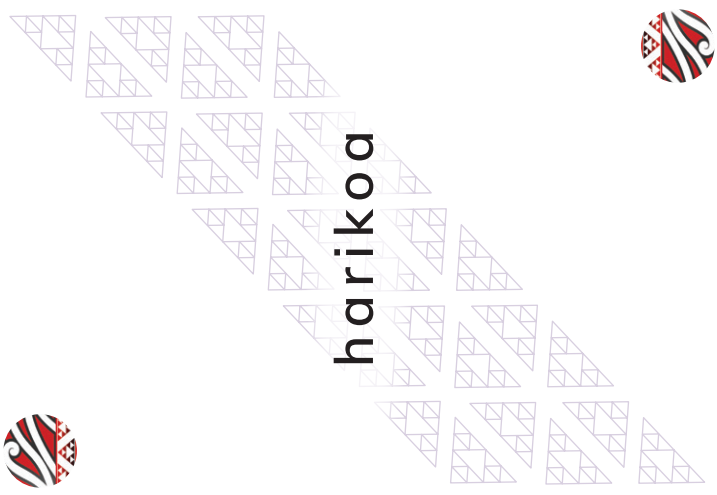
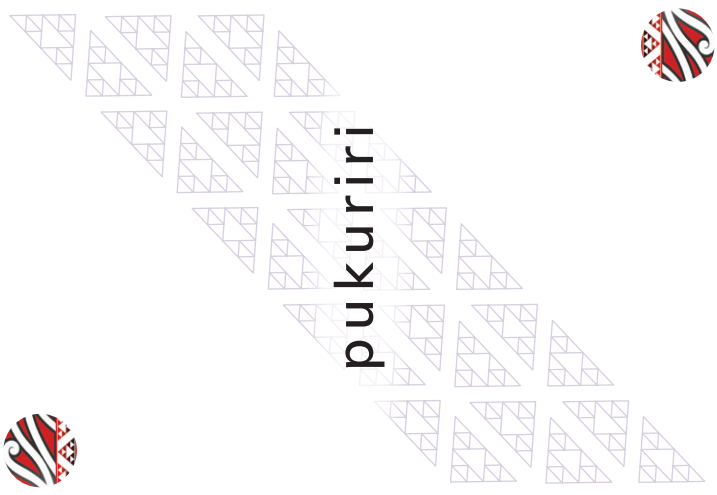
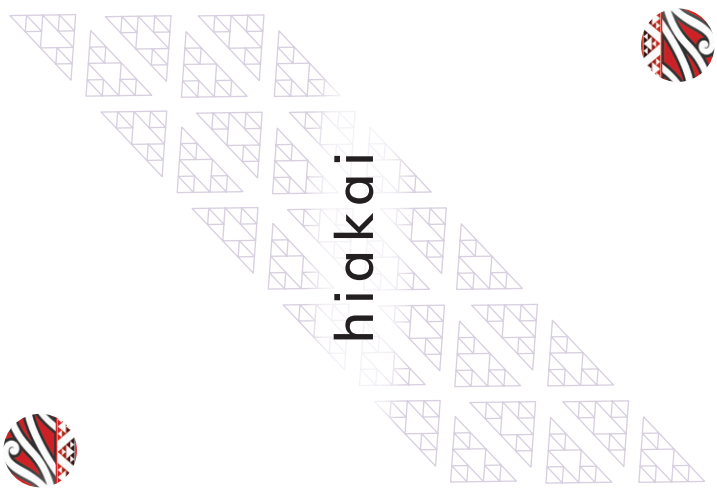
mataku

āwangawanga

pōuri

wera

makariri





pāmamae

paku

hiamoe

hōhōnu

ohorere

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ora

āhuareka





tika

teitei

mārō

kamakama

hou

hē

nui

ngāwari



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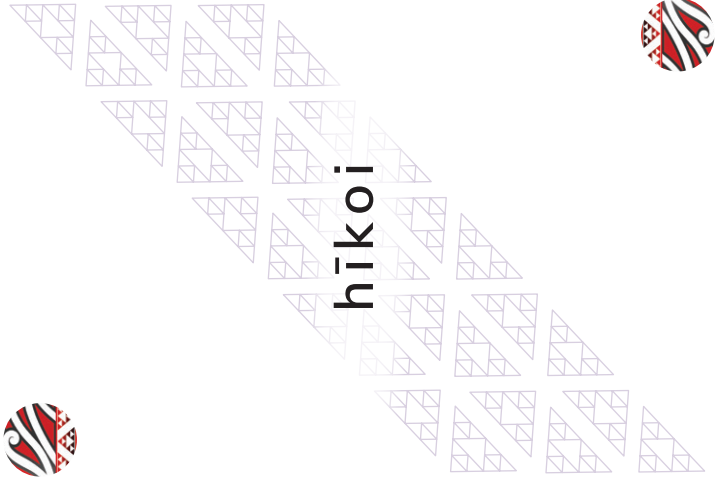
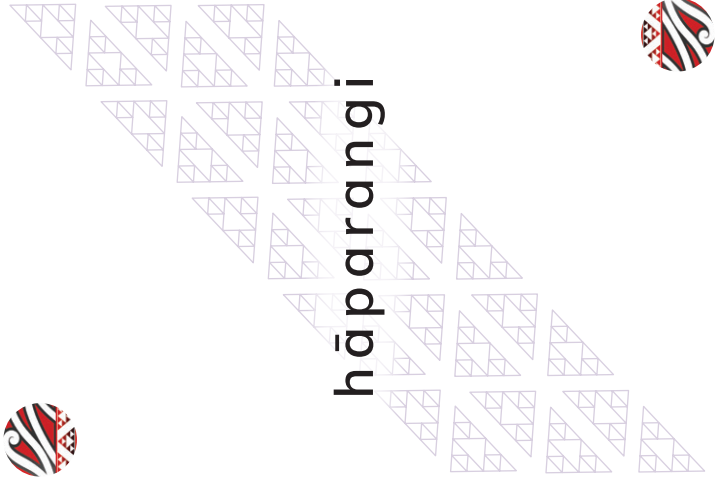
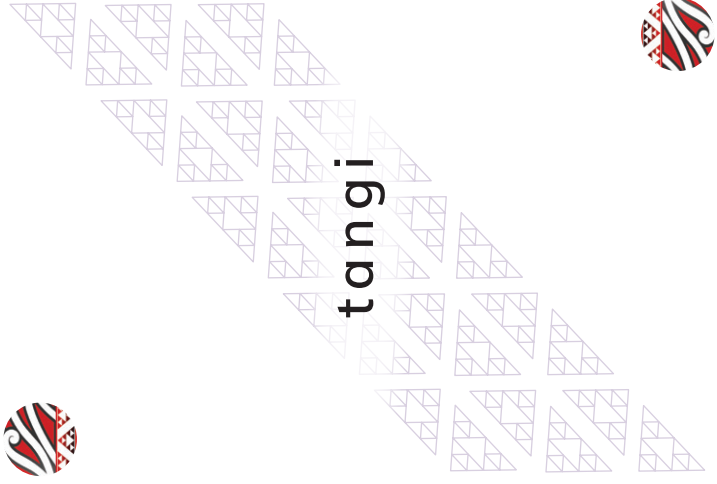
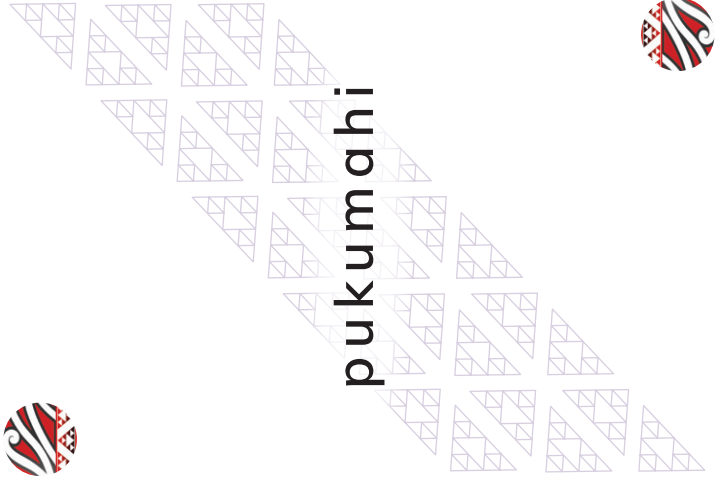
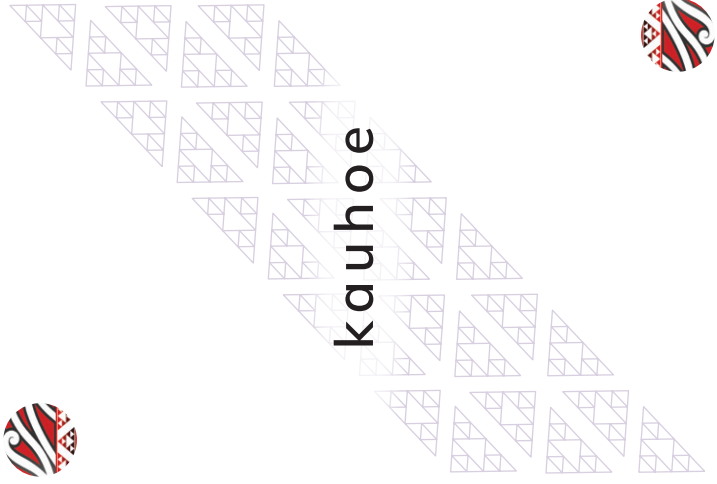
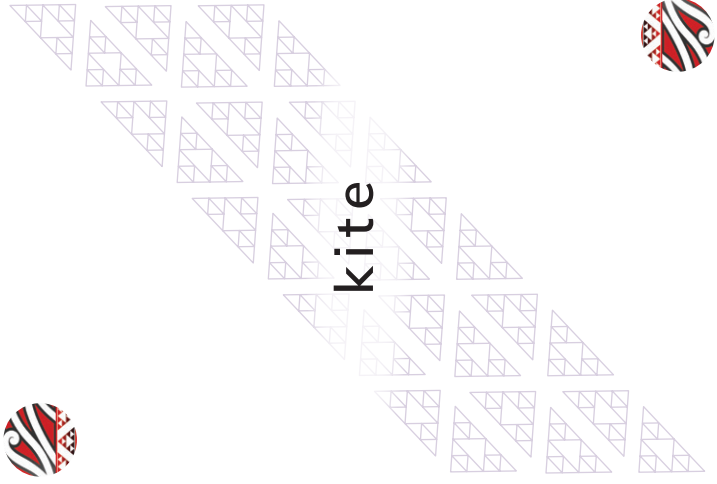
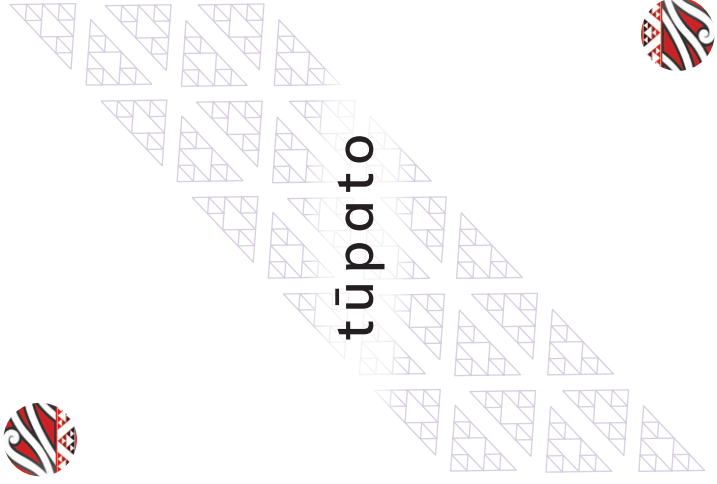
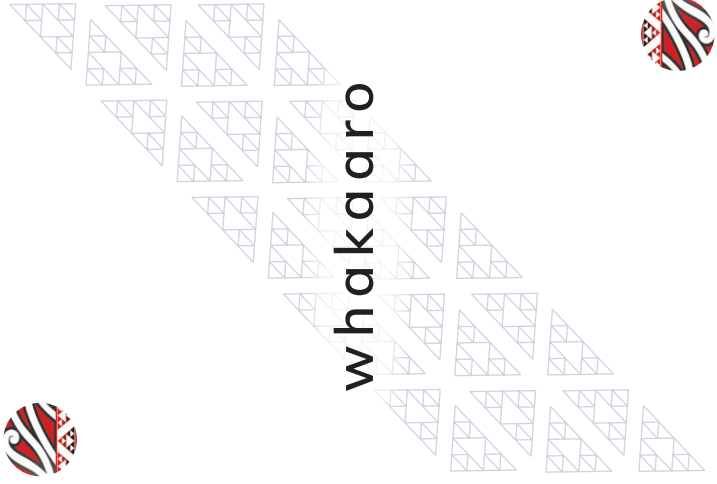
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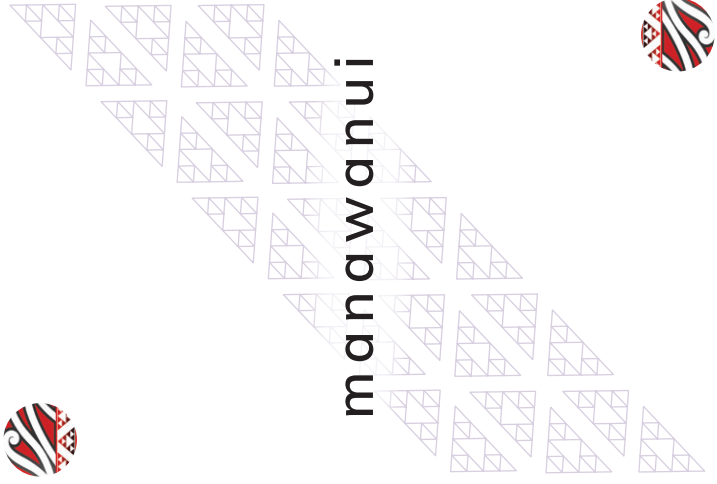
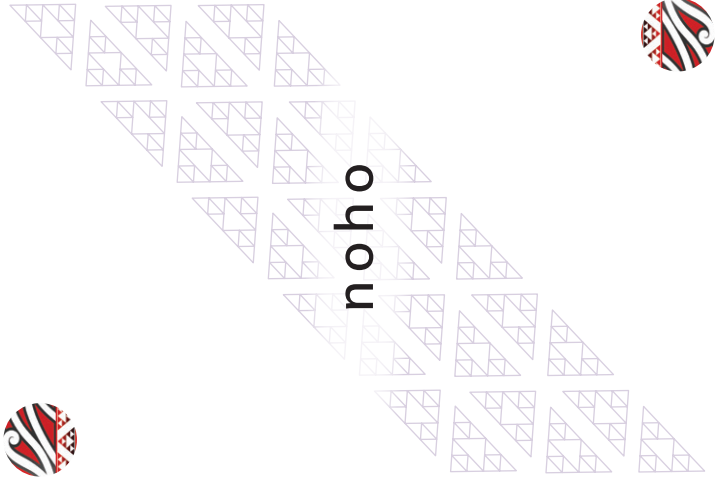
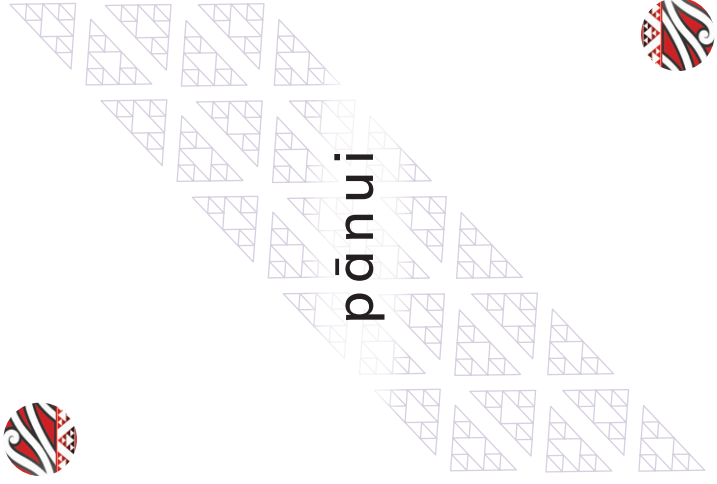
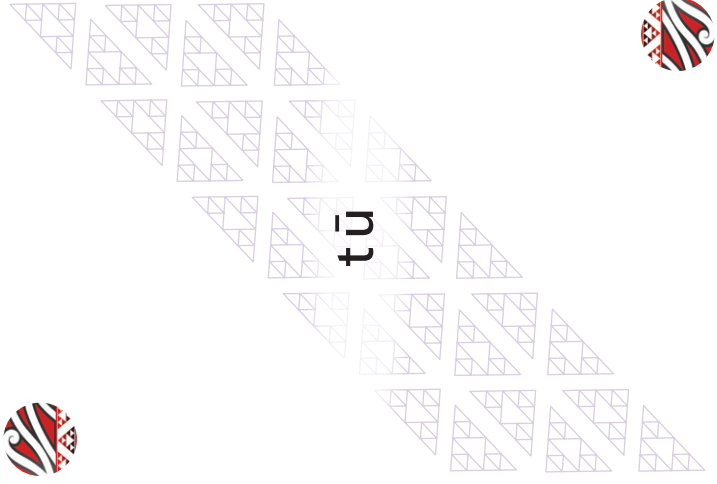
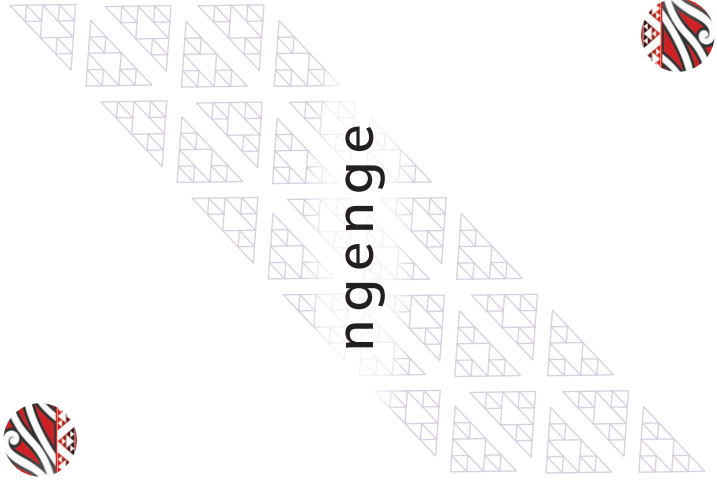
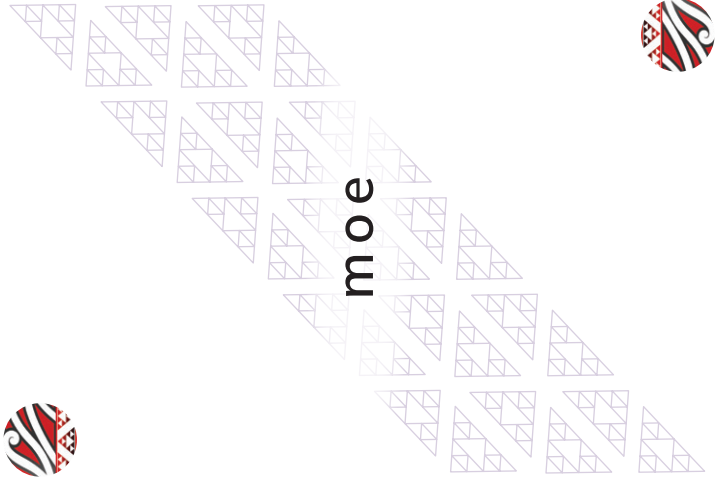
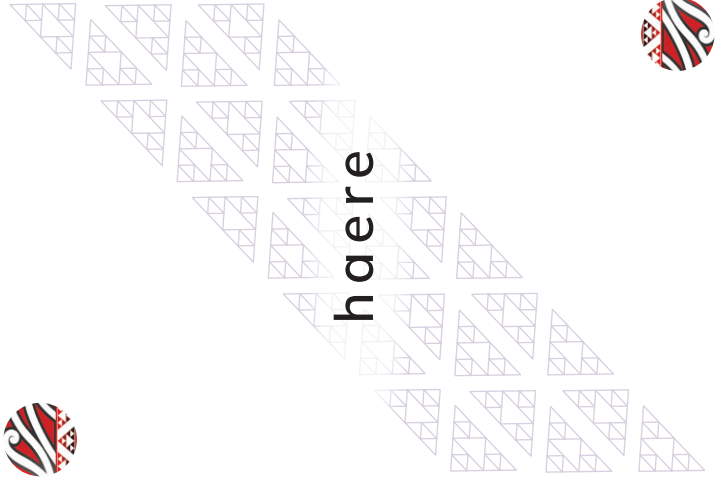
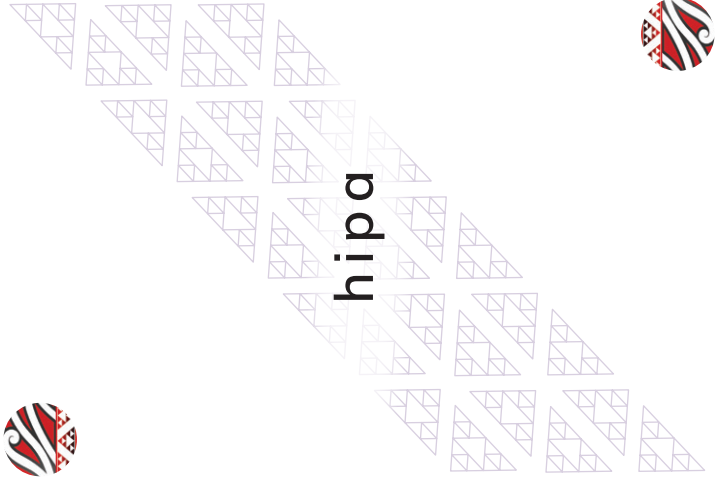
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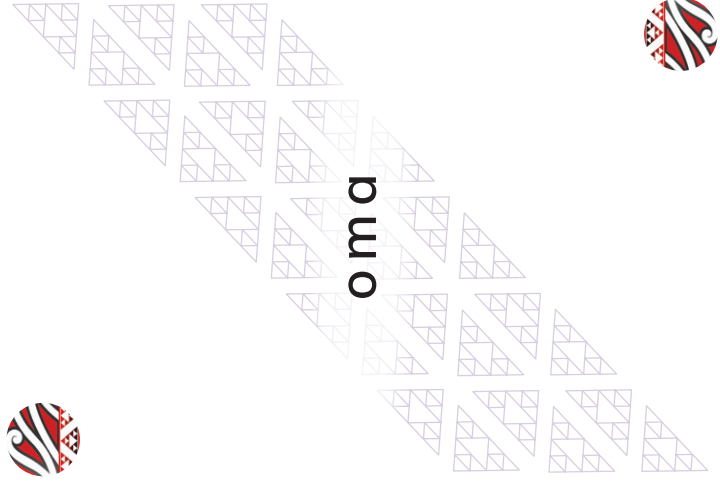
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manawanui

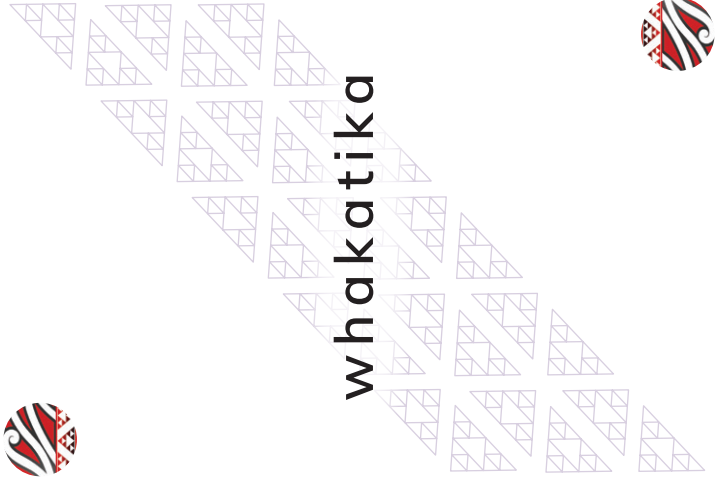




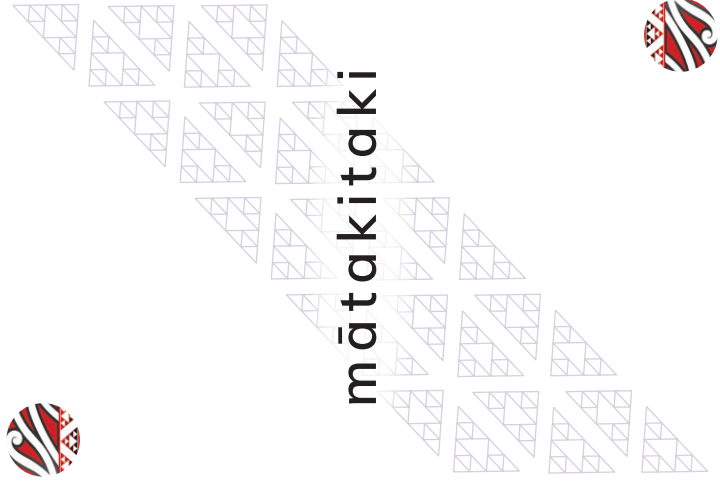




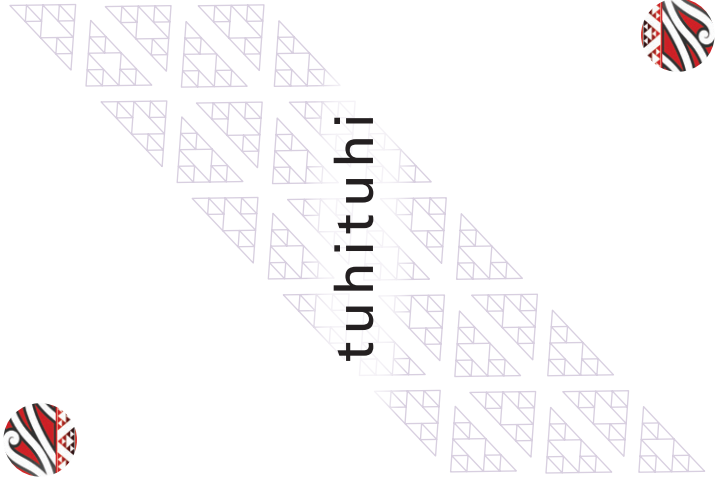
oma



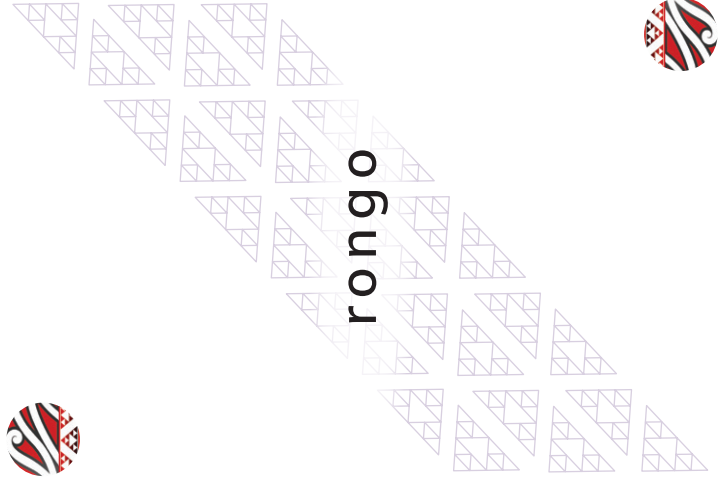
whakatika



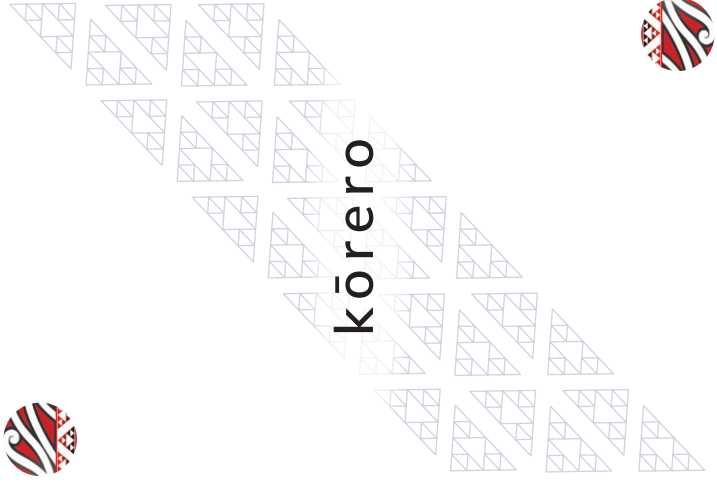
mātakitaki



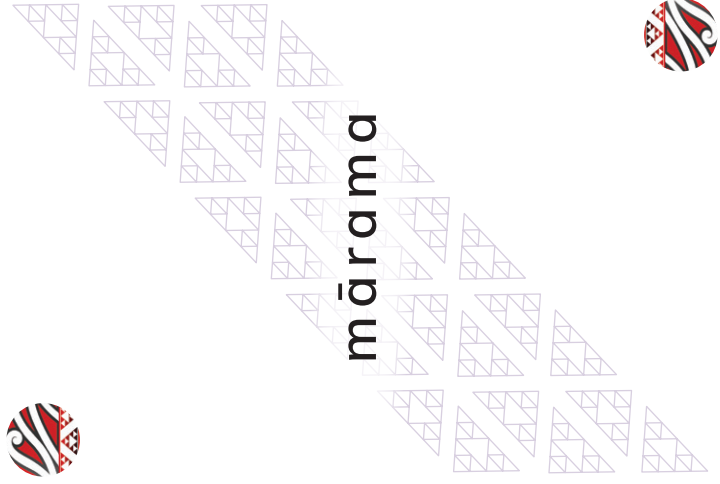
tuhituhi



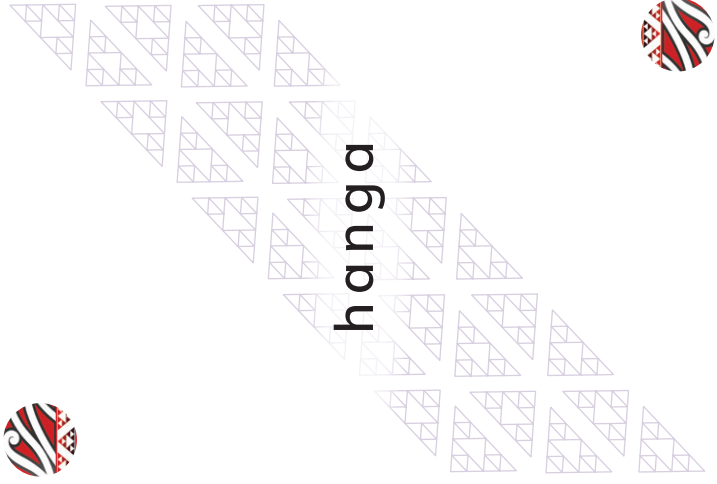
rongo



kōrero



mārama



hanga



hopu

pīurangi

pātahi

tīhau

waiata

puru

hāpai

whai



hari

piki

whakaatu

mau

wawata

whakarongo

tuku

titiro





bed



chair

moenga

tūru

bed



chair



bucket



table

pākete

tēpu

bucket



table



## Kū, Pū, Kupu!

### ☆ Whakamāramatanga

He rauemi tēnei mā te kaiako reo Māori. Kua tiki poka noatia ētahi kupu 100 - he kupu auau te puta, he tūmahī, he tūhūa, ā, he momo kare ā-roto anō hoki. He pūkei kāri tēnei rauemi nei e taea ai te whakamahi hei tautoko i te ākongā ki te ako kupu hou, ka mutu, ki te ako i te reo Māori.

Kua puta ētahi o ēnei kupu i He Raurau Kupu - He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori (nā Haemata Ltd.), i te *High Frequency Word Lists | 1000 Frequent Words of Māori* hoki.

### ☆ Overview

This resource has been developed for Māori language teachers. We have randomly selected 100 words – some are high frequency words, some are verbs, others are adjectives, and some describe feelings. This deck of cards has been developed to support students in learning new vocabulary and, ultimately, in learning te reo Māori.

The words have been selected from two main resources, *He Raurau Kupu – He Puna Kupu mā te Hunga Ako i roto i Ngā Kaupapa Rumaki Reo Māori* (by Haemata Ltd.), and the *High Frequency Word Lists | 1000 Frequent Words of Māori*.

①

## ☆ Hei Whakamahinga | Suggestions for Use

(For full instructions, visit [akopanuku.tki.org.nz/kupu](http://akopanuku.tki.org.nz/kupu))

### 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 word and sentence on the chart.

### 3. Categorisation

Students work together to group the word cards into categories. These could be different contexts, or the types of words e.g., nouns, verbs, or descriptive words. Students justify their categorisation by using each word in a sentence.

### 4. Associated Words

Students take turns to pick up a card (randomly) and say the word along with any variations of the word e.g., *moe, moenga, moemoēā*.

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

②

### 5. Dictionary Skills

Students use dictionaries to research words selected from the deck. Encourage students to present their findings by including the definition, what type of word it is e.g., adjective and, or a verb, 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.

### 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 to pick up as many cards as they can and use 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









glasses



torch



moon



cloud

mōhiti

rama

marama

kapua



glasses



torch



moon



cloud



stone



bike



snail



fantail

kōhatu

paihikara

ngata

tīrairaka



stone



bike



snail



fantail





swimming pool



cow



!Pad



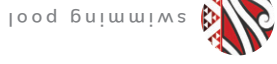
cellphone

puna kaukau

kau

īPapa

waea pūkoro



swimming pool



cow



!Pad



cellphone



computer



wireless



money



gunboot

rorohiko

ahokore

moni

kamupūtu



computer



wireless



money



gunboot





uncertain



proud



annoyed



silly

ngākaurua

whakahīhī

hōhā

rorirori



uncertain



proud



annoyed



silly



lazy



embarrassed



nervous



sick

māngere

whakamā

āmāimai

māuiui



lazy



embarrassed



nervous



sick





hot



worried



happy



hungry

wera

āwangawanga

harikoa

hiakai



hot



worried



happy



hungry



cold



sad



scared



angry

makariri

pōuri

mataku

pukuriri



cold



sad



scared



angry







well



surprised



sleepy



pamamae

ora

ohorere

hiamoe

pāmamae



well



surprised



sleepy



pāmamae



entertaining



beautiful



deep



small

āhuareka

ātaahua

hōhōnu

paku



entertaining



beautiful



deep



small





nui

hou

mārō

tika



ngāwari

hē

kamakama

teitei







tall



slow



dirty



shallow

tāroaro

pōturi

paru

pāpaku



tall



slow



dirty



shallow



weak



soft



glow



lean



weak



soft



glow



lean

ngoikore

ngohegohe

muramura

tūpuhi





yell



hardworking



see



think

hāparangi

pukumahi

kite

whakaaro



yell



hardworking



see



think



walk



cry



swim



careful

hīkoi

tangi

kauhoe

tūpato



walk



cry



swim



careful







sit



stand



sleep



pass

noho

tū

moe

hipa



sit



stand



sleep



pass



persistent



read



wearry



go

manawanui

pānui

ngenge

haere



persistent



read



wearry



go





mārama

rongo

mātakitaki

oma



hanga

kōrero

tuhituhi

whakatika







hāpai



waiata



pātuhi



hopu



whai



puru



tīhau



pīrangi







tuku



wawata



whakaatu



hari



titiro



titiro

whakarongo

mau

piki





