Making Maori Sentences
LYNDSEY HEAD

He hanga rārangi kupu Māori
Making Maori Sentences

LYNDSAY HEAD
# Contents

Ngā whainga o tēnei pukapuka

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An explanation of terms</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Identity sentences</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Questions</strong></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Negative identity sentences</strong></td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>$T$-class definitives and pronouns</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Position definitives</strong></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Reference definitive</strong></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Specifying definitive</strong></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Pronouns</strong></td>
<td>23</td>
</tr>
<tr>
<td></td>
<td><strong>$T$-class possessive pronouns</strong></td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>Classification sentences</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td><strong>Questions</strong></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td><strong>Negative classification sentences</strong></td>
<td>39</td>
</tr>
<tr>
<td></td>
<td><strong>Comparing adjectives</strong></td>
<td>41</td>
</tr>
<tr>
<td>5</td>
<td>Action sentences</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td><strong>Active voice</strong></td>
<td>43</td>
</tr>
<tr>
<td></td>
<td><strong>Action particles</strong></td>
<td>44</td>
</tr>
<tr>
<td></td>
<td><strong>Extending action sentences with an object phrase</strong></td>
<td>47</td>
</tr>
<tr>
<td></td>
<td><strong>Negative action sentences</strong></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Questions</strong></td>
<td>53</td>
</tr>
<tr>
<td></td>
<td><strong>Passive voice</strong></td>
<td>55</td>
</tr>
<tr>
<td></td>
<td><strong>Passive action sentences</strong></td>
<td>57</td>
</tr>
<tr>
<td></td>
<td><strong>Extending passive action sentences with an agent phrase</strong></td>
<td>58</td>
</tr>
<tr>
<td></td>
<td><strong>Negative passive action sentences</strong></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Direction and location indicators</strong></td>
<td>61</td>
</tr>
<tr>
<td></td>
<td><strong>Direction and location phrases</strong></td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Command sentences</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td><strong>Active voice command sentences</strong></td>
<td>68</td>
</tr>
<tr>
<td></td>
<td><strong>Syllables</strong></td>
<td>71</td>
</tr>
<tr>
<td>Contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative active voice commands</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Passive voice commands</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Negative passive voice commands</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 7</strong> <strong>State sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extending state sentences with an agent phrase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative state sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stative verbs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 8</strong> <strong>N-class possession sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative n-class possession sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-class possessive particles and pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 9</strong> <strong>Location sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative location sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location nouns which take an object phrase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in location phrases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location particles and nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 10</strong> <strong>The categories of relationship and possession</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O-category relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-category relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chapter 11</strong> <strong>Counting sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cardinal numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinal numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making counting sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Page numbers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>117</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>122</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ngā whainga o tēnei pukapuka

This book developed out of the questions second language learners of Māori have asked about the building blocks of basic Māori sentence patterns.

Many people whose first language is English are learning Māori in more or less artificial situations – in schools, community groups or other places where the ideal of 'learning through immersion' cannot be realised. I have found, as both learner and teacher, that in this situation people are helped by basic explanations of the structure of Māori language, if these are given in a practical language that does not raise further barriers to understanding. Making Māori Sentences is a grammar book for non-specialists which aims to present such explanations.

There are many friends who have contributed to this book. In particular I wish to mention my colleague and friend the late Billy To Awaoroa Nepia, Head of the Māori Department at Canterbury University until his death in 1987. Bill was always generous with advice and encouragement, and I offer my work as a tribute to his memory.

Finally, I thank the students at Canterbury University whom I have worked with over the last six years. Ngā tangata e what ana i te reo Māori, tēnā koutou. Ahakoa roa te huarahi, ma te kaha, ma te aroha, ma te manaaki o tēnā o tēnā ki ngā taonga o te iwi Māori, ka toea.

Nāku, na
Lindsay Head
1989.
An explanation of terms

Noun
Nouns are words that name people or things.

Proper Noun
Proper nouns are personal names and place names which always begin with a capital letter:

- Hata (man's name)
- Otautahi (Christchurch)
- Te Wai Pounamu (the South Island)

Personal
Personals are the proper nouns which stand in for actual names. The personals are:

- wai who
- mea so-and-so, one

Common Noun
Common nouns – which we will just call nouns – are the words for people or things that don’t start with capital letters:

- kōtiro girl
- waiata song

- Many words have more than one function, for example ‘walk’ can be used as a noun or verb:

  - noun the walk
  - verb to walk
Noun Group

A noun group is a noun which has extra information attached to it:

<table>
<thead>
<tr>
<th>proper noun</th>
<th>proper noun group</th>
<th>information phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hata</td>
<td>Hata rāua ko Pani</td>
<td>Hata rāua ko Pani</td>
</tr>
</tbody>
</table>
| Hata and Pani

<table>
<thead>
<tr>
<th>noun</th>
<th>noun group</th>
</tr>
</thead>
<tbody>
<tr>
<td>wao</td>
<td>forest</td>
</tr>
<tr>
<td>wao nui</td>
<td>big forest</td>
</tr>
</tbody>
</table>

Adjective

Adjectives are words which describe nouns. Adjectives either follow the noun they describe, or stand alone in descriptive phrases:

<table>
<thead>
<tr>
<th>noun + adjective</th>
<th>information phrase</th>
<th>static phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>wao nui</td>
<td>he nui</td>
<td>ka nui</td>
</tr>
<tr>
<td>big forest</td>
<td>big</td>
<td>big</td>
</tr>
</tbody>
</table>

Pronoun

Pronouns are the words we use when we talk about people, without using their name:

'I, 'you', 'he', 'she', 'we', 'they'.

For pronouns see pages 23–33.

Person

Words which mean 'I', 'me', or 'we' express the first person.
Words which mean 'you' (singular, dual or plural) express the second person.
Words which mean 'he', 'she', or 'they' express the third person.

For example, in the singular:

<table>
<thead>
<tr>
<th>first person</th>
<th>second person</th>
<th>third person</th>
</tr>
</thead>
<tbody>
<tr>
<td>au</td>
<td>koe</td>
<td>ia</td>
</tr>
<tr>
<td>I, me</td>
<td>you</td>
<td>he/she, him/her</td>
</tr>
</tbody>
</table>

Personal Article

The personal article a is placed before proper nouns and pronouns in the following situations:
1. when personal names, place names, and location nouns are the subject of any sentence except identity sentences;
2. when personal names occur in the object phrase of a sentence;
3. when personal names occur in location or direction phrases;
4 when personal pronouns occur in the object phrase;
5 when personal pronouns occur in location or direction phrases.

**Particle**

Particle is a general term for small words which sometimes have no translation but which are a necessary part of the structure of sentences, often opening sentences, and linking their phrases.

**Definitive**

Definitives are words which make common nouns definite by showing that we are talking not about a class of things but about a particular member of the class. For example:

- **definitive**
  - the
  - my
  - this
  - **noun**
  - book
  - book
  - book

There are three sets of definitives which are used with common nouns:
1. the definite article **te** or **ngā**;
2. **t**-class possessive pronouns;
3. **t**-class definitives.

They all have both singular and plural forms, and they all start with the letter **t** in the singular, and drop it in the plural.

**Definite Article**

- **singular**: te
- **plural**: ngā

The definite article 'the' is placed before common nouns to make a definite noun phrase:

- te whare
- ngā whare
- **the house**
- **the houses**

**Indefinite Article**

The indefinite article **he** means 'a' or 'some'. It is 'indefinite' in the sense that it gives something a name, but doesn't distinguish it from other things of the same class. Compare these two phrases:

- **indefinite noun phrase**: he rākau
- **definite noun phrase**: te rākau
- a stick/some sticks/sticks
- the stick

A proverb: Ko te mea nui, he tāngata, he tāngata, he tāngata. The greatest thing, is people, people, people.
Position Definitive

Position definitives are t class definitives which define 'this', 'that', 'these', 'those' in relation to a particular speaker or writer, for example:

| teni | this   (near or connected to me) |
| enei | these  (near or connected to me) |

For position definitives see pages 20-21.

Possessive Pronoun

Possessive pronouns are the words which express ownership:

'my', 'your', 'his', 'her', 'our', 'their'.

There are two sets of possessive pronouns:
1 t-class possessive pronouns;
2 n-class possessive pronouns.

T-Class Possessive Pronoun

T-class possessive pronouns have two jobs:
1 They express 'my', 'your', 'his/her', etc before nouns:

   Kua ngaro taku pukapuka.
   My book is lost.

2 They express 'mine', 'yours', 'his/hers', etc in phrases on their own:

   Kua kitea taku.
   I've found mine.

For t-class possessive pronouns, see page 29.

Possessive Particle

Possessive particles are the particles o and a which express 'of' in a definite noun phrase, for example:

| te tama o Pani | the son of Pani/Pani's son |
| te mama o Tamahae | the mother of Tamahae/Tamahae's mother |

Possessive Category

All possessive particles and pronouns have a choice of o or a as their vowel. We choose according to the nature of the possession.

For possessive category see pages 101-116.
An explanation of terms

**N-Class Possessive Particle**

N-class possessive particles *no/na* open noun phrases which emphasise ownership:

- **Na Mere tēnei kurī.**  
  This dog belongs to Mere.

- **No te kula tērā pōtāe.**  
  That hat belongs to the old lady.

**N-Class Possessive Pronoun**

N-class possessive pronouns form phrases which emphasise the owner in a possession sentence.

- **Nōku te koti nei.**  
  This coat is mine.

- **Na rātou ēnā mea.**  
  Those things are theirs.

- For *n*-class particles and pronouns, see pages 90–91.

**Location Noun**

The two kinds of location nouns are:

1. place names;
2. words which express positions in space such as 'here', 'there', 'ashore', 'inland', and so on.

**Location Particle**

Location particles are the words *kei*, *i* and *hei* which open, and show the tense of, location phrases.

- For location nouns and particles, see pages 98–100.

**Verb**

Verbs are any words which describe an action, command, or state.

**Action Verb**

Action verbs describe an action we do, or that is done or happens to us. We can also use them to give commands.
An explanation of terms

Stative Verb

Stative verbs describe the state we are in as the result of an action, or the quality of some action we perform.

- For statives, see pages 52-64.

Active Voice, Passive Voice

When the subject of a sentence performs the action that the sentence describes, it is in the active voice, and we use action verbs in their active form, for example:

- Ka kōrero au
- Ka kite au
- Ka hōpu au

I speak
I see
I catch

When the subject of the sentence does not perform the action, but has it done or happen to him/her, the sentence is in the passive voice, and we use action verbs in their passive form, for example:

- Ka kōrero tia au
- Ka kitea au
- Ka hōpūkia au

I am spoken to/about
I am seen
I am caught

- For active voice sentences, see page 43; for passive voice sentences, see page 55.

Adverb

Adverbs are words which extend the information of a verb phrase. For example:

<table>
<thead>
<tr>
<th>verb phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>particle verb adverb</td>
<td>ia.</td>
</tr>
<tr>
<td>I haere tonu</td>
<td>He still went.</td>
</tr>
</tbody>
</table>

| I haere anō | He went again. |

Direction Indicator

Direction indicators are the adverbs mai, atu, ake and iho which indicate direction towards, away, up, and down. For example:

- Whakarongo!
- Whakarongo mai!

Listen!
Listen to me!

- For direction indicators, see pages 61-64.
Direction Particle

Direction particles are the words i (indicates direction 'away') and ki (indicates direction 'towards') which open direction phrases.

For direction particles, see pages 64–66.

Tense

Tense is the indication of time. Verb and location sentences begin with particles which tell us whether a sentence belongs to the present, past, or future.

Identity sentences, classification sentences, and n-class possession sentences do not have any indicators of tense, and they can express the past or present according to the situation. For example:

Ko Hata te pāpā.
Hata is the father.

Kī tā Te Arawa, ko Hei te pāpā o Waitaha.
According to Te Arawa, Hei was the father of Waitaha.

Phrase

A phrase is any word or combination of words which makes up a unit of meaning.

For example te means 'the', but does not tell us anything. To make sense, we want to know 'the what?' So we add a noun to make a meaningful unit of speech, which we call a phrase.

Affirmative and negative

Sentences are in the affirmative when they make a statement confirming an identity or an action. Negative sentences deny it. For example:

affirmative: I haere ia.
She went.

negative: Kāore ia i haere.
She did not go.

Vowel

The vowels of the Maori alphabet are the letters:

\[ \text{aeiou} \]

Consonant

The consonants of the Maori alphabet are the letters:

\[ \text{h k m n ng p r t w wh} \]
Syllable

Syllables are the building blocks of individual words. In spoken Maori the first syllable is stressed and each following third syllable has a lesser stress:

\[
\begin{align*}
1 & \quad 3 \\
\text{hu/hi/hi} & \quad \text{fortified village} \\
\text{i/na/na} & \quad \text{tomorrow} \\
\end{align*}
\]

For how to count syllables, see page 71.

Macron

Macrons are the lines placed above vowels to show that they are pronounced long. The alternative way to show long vowels is to double them:

\[
\begin{align*}
\text{pa, pau} & \quad \text{fortified village} \\
\text{aaro, aaroopo} & \quad \text{tomorrow} \\
\end{align*}
\]

Macrons and Double Vowels

The reason which scholars give for writing Maori with macrons or double vowels is that it gives a guide to readers as to how words should be pronounced. Also, in a few cases, unless a word is shown with proper vowel length, a reader might confuse two entirely different words. For example:

\[
\begin{align*}
\text{kainga} & \quad \text{be earten} \\
\text{kainga, kainga} & \quad \text{home, village} \\
\text{te} & \quad \text{the (singular)} \\
\text{tē, tē} & \quad \text{not} \\
\text{kaka} & \quad \text{dress} \\
\text{kākā, kaakā} & \quad \text{parrot} \\
\end{align*}
\]

For the most part, double vowels or macrons have been imposed on written Maori by scholars such as Herbert Williams and Pēi Te Hurinui Jones, who wrote or revised A Dictionary of the Maori Language, the great dictionary which preserves the language of the nineteenth century. The majority of Maori writers have not marked vowel length in their manuscripts, although many unconsciously put in an extra vowel when writing words in which the vowel is always pronounced long, for example wāahi, “place”.

There is a convention, but one which is hard to justify, that vowel length is marked when a script is all in Maori, but not when Maori words appear in an English language script. The word Maori is a good example.

Compound Words

Compound words are two (or more) words joined together. When the join brings two vowels the same together, they are written as a double vowel, not as a
macroned vowel. For example:

whakaatu, 'show', 'point out', = whaka + atu

When the compound joins a short and a long version of the same vowel, the long vowel becomes short. For example:

ātachua, 'beautiful' = āta + āhua

Many words, especially the particles which introduce nouns or verbs, are pronounced long or short according to the flow and rhythm of a particular sentence. Vowels which are sometimes pronounced short and sometimes long are written with short vowels.
Identity sentences

Identity sentences, or ko-sentences, tell us about personal identity. They answer the questions 'Who is?', 'Who are?'.

Identity sentences also answer the questions 'What is?', 'What are?'.

Identity sentences are present or past tense.

Basic identity sentences consist of two noun phrases.

First Phrase

The first phrase gives us the most important information. The phrase opens with ko, and may be singular or plural. It consists of either:
1 ko + personal name or place name;
2 ko + pronoun;
3 ko + definitive + noun;
4 ko + t-class definitive.

Note: in conversation, and in poetry, ko is often dropped off the beginning of the first phrase, as in the line below from the haka Ka mate:

Tēnei te tangata pūhuruhuru!
This is the hairy man!

Second Phrase

The second phrase consists of either:
1 definitive + noun;
2 t-class definitive.

Note: Proper nouns (personal names and place names) do not occupy the second phrase of an identity sentence.
EXAMPLES

In these examples, the components of the phrases are named.

**first phrase**

- **personal name**
  - Ko Tamati Kerei
    That man is Tamati Kerei.

- **pronoun**
  - Ko koe
    You are the right person.

- **possessive pronoun + noun**
  - Ko ōna tūhīne
    His sisters are the organisers.

- **position definitive**
  - Ko tēnei
    This is their car.

- **position definitive + noun group**
  - Ko te waka kākāriki ra
    Ours is that green car.

- **definite article + noun**
  - Ko ngā toa
    Those (ones connected with you) are the champions.

**second phrase**

- **position definitive + noun**
  - tērā tāngata.

- **definite article + noun group**
  - te mea tika.

- **definite article + noun**
  - ngā kaikōrāhau.

Choosing the Phrase Order

When a *ko*-sentence does not contain a personal name or place name the phrase order depends on what information we are trying to get across. For example, we can write the sentence 'This is the old entrance' in two ways:

1. **In answer to the question 'What is this?':**

   **EXAMPLE**

<table>
<thead>
<tr>
<th>first phrase</th>
<th>second phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko te waha tawhito</td>
<td>tēnei.</td>
</tr>
</tbody>
</table>
   
   This is the old entrance.

2. **In answer to the question 'Which is the old entrance?':**

   **EXAMPLE**

<table>
<thead>
<tr>
<th>first phrase</th>
<th>second phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko tēnei</td>
<td>te waha tawhito.</td>
</tr>
</tbody>
</table>
   
   This is the old entrance.
**Emphatic Ko-sentences**

We make an emphatic statement by reversing the order of the phrases and opening them both with ko.

Ko te tangata tika, ko koe!
The right person is you!

Ko te tino tangata o taura marae, ko Hapi.
The leading person of that marae is Hapi.

---

**Extending Ko-Sentences with a Possessive Phrase**

A phrase expressing ‘of’ may be placed after either phrase, extending the sentence to three phrases:

**EXAMPLES**

<table>
<thead>
<tr>
<th>first phrase</th>
<th>o/α possessive phrase</th>
<th>third phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko te waha</td>
<td>o te marae</td>
<td>tēnei.</td>
</tr>
<tr>
<td>This is the entrance of the marae.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>first phrase</th>
<th>second phrase</th>
<th>o/α possessive phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko te waha</td>
<td>tēnei</td>
<td>o te marae</td>
</tr>
<tr>
<td>This is the entrance of the marae.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Questions**

Any ko-sentence can be turned into a question by the way it is asked, or by adding a question mark when writing:

Ko Heni te kaikaraanga o tērā hapū?
Is Heni the caller of that hapu?

---

**Asking Who?**

We ask 'Who?' with the phrase Ko wai? in the first phrase.

**singualr:** Ko wai? Who is? Who was?

**plural:** Ko wai mā? Who are? Who were?

**Note:** some speakers do not add mā in the plural.

Questions are answered by replacing wai in the information phrase with the information required.
EXAMPLES

- In conversation, questions are usually answered in one phrase:

<table>
<thead>
<tr>
<th>singular:</th>
<th>question phrase</th>
<th>second phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko wai</td>
<td>Who is our visitor?</td>
<td></td>
</tr>
<tr>
<td>Ko Koro!</td>
<td>It's Koro!</td>
<td></td>
</tr>
<tr>
<td>Ko ia!</td>
<td>He is!</td>
<td></td>
</tr>
<tr>
<td>Ko āku whanaunga!</td>
<td>It's my relation!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>plural:</th>
<th>question phrase</th>
<th>second phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko wai mā</td>
<td>Who are our visitors?</td>
<td></td>
</tr>
<tr>
<td>Ko Koro mā!</td>
<td>It's Koro and the others!</td>
<td></td>
</tr>
<tr>
<td>Ko rātou!</td>
<td>It's them!</td>
<td></td>
</tr>
</tbody>
</table>
| Ko āku whanaunga! | It's my relations!

Note: wai translates as 'What?' in a question about people's names:

- singular: Ko wai tōu ingoa?
  - What is your name?
- plural: Ko wai ā koutou ingoa, kōtiro mā?
  - What are your names, girls?

Asking What?

We ask 'What?' with a definitive + the noun āha? in the first (information) phrase.

- singular: Ko te āha?
  - What is? What was?
- plural: Ko āngā āha?
  - What are? What were?

Questions are answered by replacing āha in the first phrase with the information required.
EXAMPLES

**question phrase**

**second phrase**

**singular:**  
Ko te aha  
What is this thing?  

Ko tēnei?  

**answer:**  
Ko te kihi o tōna waka  
That’s the key of his car.  

Tēnā.  

**plural:**  
Ko ngā aha  
What are those letters?  

Ngā reta ra?  

**answer:**  
Ko te mēra mo tō māmā.  
They’re the mail for your mother.  

---

**Choosing between ko te/ngā aha? and he aha?**

Both ko te/ngā aha? and he aha? ask ‘What is?’, ‘What are?’, but they answer different kinds of questions.

1 *Definite question: Ko te aha?/Ko ngā aha?*  
The definite question says, ‘I know what this is, but which particular one of its kind is it?’

2 *Indefinite question: He aha?*  
The indefinite question asks, ‘What kind of thing is this?’ See page 38 for this type of question.

---

**EXAMPLES**

**definite question**

Ko te aha tēnei?  
What is this?

Ko te taupoki tēnā o te umu.  
That is the lid of the camp oven.

**definite answer**

He aha tēnei?  
What is this?

He taupoki tēnā.  
That is a lid.

**definite question**

Ko ngā aha era?  
What are those?

Ko a tātou reta era.  
They’re our letters.

**definite answer**

He aha era?  
What are those?

He reta era.  
They’re letters.
Asking Which?

We ask 'Which?' with the t-class definite tehe? in the first phrase. Tehe? can either accompany a common noun or stand alone in its phrase:

**singular:**
- Ko tehe? Which is? Which was?
- Ko tehe [+ noun] Which [one] is?
  Which [one] was?

**plural:**
- Ko ehe? Which are? Which were?
- Ko ehe [+ noun] Which [ones] are?
  Which [ones] were?

**EXAMPLES**
1. **Asking questions using tehe? alone in the question phrase.**

   **singular:**
   - Ko tehe  
     Which is the lawyer?
   - Ko Rangi.  
     Rangi is.

   **answer:**
   - Ko nga mea ra.  
     Those ones over there.

   **plural:**
   - Ko ehe  
     Which are the lawyers?
   - Ko nga mea kākāriki.  
     The green ones.

   **answer:**
   - Ko nga mea kākāriki.  
     The green ones.
2 Asking questions using tēhea/ēhea + noun in the question phrase.

<table>
<thead>
<tr>
<th>Question phrase</th>
<th>Second phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko tēhea tangata</td>
<td>To rōia?</td>
</tr>
<tr>
<td>Which person is the lawyer?</td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko Rangi.</td>
<td></td>
</tr>
<tr>
<td>It is Rangi.</td>
<td></td>
</tr>
<tr>
<td><strong>Plural:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko ēhea tangata</td>
<td>Ngā rōia?</td>
</tr>
<tr>
<td>Which people are the lawyers?</td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko ngā mea ra.</td>
<td></td>
</tr>
<tr>
<td>Those ones over there.</td>
<td></td>
</tr>
<tr>
<td><strong>Singular:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko tēhea waka</td>
<td>Tōu?</td>
</tr>
<tr>
<td>Which car is yours?</td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko te mea kākāriki.</td>
<td></td>
</tr>
<tr>
<td>The green one.</td>
<td></td>
</tr>
<tr>
<td><strong>Plural:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko ēhea waka</td>
<td>Ēu?</td>
</tr>
<tr>
<td>Which cars are yours?</td>
<td></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td></td>
</tr>
<tr>
<td>Ko ngā mea kākāriki.</td>
<td>The green ones.</td>
</tr>
</tbody>
</table>
Second Phrase

The second phrase opens with the particle ɨ. The phrase consists of either:
1 ɨ + ι + personal name;
2 ɨ + ι + pronoun;
3 ɨ + definitive + noun;
4 ɨ + definitive.

EXAMPLES

The translation of identity sentences into English will sometimes start with the information phrase, and sometimes with the subject phrase, depending on how we say things in English.

affirmative singular:

first phrase
Ko Moki
Moki was the chief.

second phrase
te rangatira.

negative:

first phrase
Ehara te rangatira
Moki was not the chief.

second phrase
i a Moki.

affirmative plural:

first phrase
Ko Moki rāua ko Tū-te-kawa
Moki and Tū-te-kawa were the chiefs.

second phrase
ngā rangatira.

negative:

first phrase
Ehara ngā rangatira
Moki and Tū-te-kawa were not the chiefs.

second phrase
i a Moki rāua ko Tū-te-kawa.

affirmative singular:

first phrase
Ko Aotea
Is Aotea Waikato’s canoe?

second phrase
te waka o Waikato?

negative:

first phrase
Ehara te waka o Waikato
Aotea is not Waikato’s canoe.

second phrase
i a Aotea.

affirmative plural:

first phrase
Ko Aotea, ko Tūkitimu, ko Mataatua
Aotea, Tūkitimu, and Mataatua are his canoes.

second phrase
ōna waka.
identity sentences

**negative:**

*first phrase*

**Ehara ōna waka**

He is not your nephew.

**second phrase**

**i a Áotearoa, i a Tākūtū, i a Mataatua.**

Aotearoa, Tākūtū, and Mataatua are not his canoes.

**affirmative singular:**

*first phrase*

**Ko ia**

He is your nephew.

*second phrase*

**tāu irāmūtu.**

**negative:**

*first phrase*

**Ehara tāu irāmūtu**

He is not your nephew.

*second phrase*

**i a ia.**

**affirmative plural:**

*first phrase*

**Ko ēua irāmūtu**

They are your nephews.

*second phrase*

**rātou.**

**negative:**

*first phrase*

**Ehara rātou**

They are not your nephews.

*second phrase*

**i ēua irāmūtu.**

**affirmative singular:**

*first phrase*

**Ko te mea tawhito**

That is the old one.

*second phrase*

**tērā.**

**negative:**

*first phrase*

**Ehara tērā**

That is not the old one.

*second phrase*

**i te mea tawhito.**

**affirmative plural:**

*first phrase*

**Ko ngā mea tawhito**

Those are the old ones.

*second phrase*

**ērā.**

**negative:**

*first phrase*

**Ehara ērā**

Those are not the old ones.

*second phrase*

**i ngā mea tawhito.**

**affirmative singular:**

*first phrase*

**Ko tēnā**

That one is yours.

*second phrase*

**tāu.**
negative:

first phrase
Ehara ū
That one is not yours.

affirmative plural:

first phrase
Ko ēnā
Those ones are yours.

negative:

first phrase
Ehara āu
Those ones are not yours.

second phrase
i ēnā.

second phrase
āu.
3

T-class definitives and pronouns

- This chapter shows how T-class definitives and pronouns are used in all the basic sentence types.

Position definitives

- Position definitives are T-class definitives which say 'this', 'that', 'there', and 'those' in relation to the speaker or writer.
- Position definitives begin with the letter T in the singular, and drop it in the plural.
- Position definitives can stand alone in a phrase, or they can introduce a noun.

<table>
<thead>
<tr>
<th>Singular Position Definitives</th>
<th>Plural Position Definitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>tēnei</td>
<td>ōnoi</td>
</tr>
<tr>
<td>tēna</td>
<td>ōnā</td>
</tr>
<tr>
<td>tēria</td>
<td>ōrā</td>
</tr>
<tr>
<td>this (near, or connected with me, the speaker/writer)</td>
<td>those (near, or connected with me, the speaker/writer)</td>
</tr>
<tr>
<td>that (near, or connected with you, the person being addressed)</td>
<td>those (near, or connected with you, the person being addressed)</td>
</tr>
<tr>
<td>that (away from, or not connected with us)</td>
<td>those (away from, or not connected with us)</td>
</tr>
</tbody>
</table>

Position Definitive + Noun

There are two ways of making a phrase containing a position definitive + noun. The choice is up to the speaker/writer, and will be made to suit the rhythm of his/her speech.
1 Position definitive + noun

EXAMPLES

Nāku tēnei kete.
This kit is mine.

I kīte au i tērā tamaiti tāne.
I saw that boy.

Ko tēnā whakaoaro te mea tika.
That idea is the right one.

He poto rawa atu ēnei kōrero.
These stories are extremely short.

2 Te/ngā + noun + nei/na/ra

Position definitives are a combination of the definite article + position particle. They can be split into these two parts around a noun:

<table>
<thead>
<tr>
<th>singular:</th>
<th>plural:</th>
</tr>
</thead>
<tbody>
<tr>
<td>te [+ noun] nei</td>
<td>this</td>
</tr>
<tr>
<td>te [+ noun] na</td>
<td>that</td>
</tr>
<tr>
<td>te [+ noun] ra</td>
<td>that</td>
</tr>
<tr>
<td>ngā [+ noun] nei</td>
<td>these</td>
</tr>
<tr>
<td>ngā [+ noun] na</td>
<td>that</td>
</tr>
<tr>
<td>ngā [+ noun] ra</td>
<td>those</td>
</tr>
</tbody>
</table>

EXAMPLES

Nāku te kete nei.
This kit is mine.

I kīte au i te tamaiti tāne ra.
I saw that boy.

Ko te whakaoaro na te mea tika.
That idea is the right one.

He poto rawa atu ngā kōrero nei.
These stories are extremely short.

Position Definitives in Time Phrases

Tēnei/tērā are used in time phrases with the same idea of closeness (tēnei) and distance (tērā), for example:

tēnei rā  | today
tērā rā  | yesterday, that day
tērā tau | last year, that year
EXAMPLES

He rā nui tēnei rā.
Today is a great day.

I tēna pō, ka tae mai ētahi manuhiri.
Last night, some visitors arrived.

I te tau rā, i hanga te poutāpeta.
In that year the Post Office was built.

Reference definitive

**singular:** taua
**plural:** aua
this/that (already mentioned)
these/those (already mentioned)

The reference definitives taua/aua are used to refer to something we have already been talking or writing about.

Reference definitives cannot stand alone in their phrase, but must be followed by a noun.

EXAMPLES

Ka kite mātou i a Hēmi. Kua mate taua koroua.
We saw Hēmi. That old man is ill.

Nōna te waka. He koretake taua mea.
The car is his. It’s a useless one.

Ko Pani mā nga kaivhakahāere. No Te Kaha aua tāngata.
Pani and the others are the organisers. Those people are from Te Kaha.

Specifying definitive

**singular:** tētahi
**plural:** ētahi
‘a’, in the sense of ‘a certain one’, or ‘one of a number’
‘some’, in the sense of ‘certain ones’, or ‘some of a number’

These definitives express ‘a’ and ‘some’ when we have particular ones in mind.
Tētahi/ētahi can stand alone in their phrase, or introduce a noun.

EXAMPLES

Ka rongo ahan i tētahi waiata pai i tēnei rā.
I heard a nice song today.

E rua āu āporo. Homai ētahi!
You’ve got two apples. Give me one!
He where ētahi, he pango ētahi.
Some are red, some black.

Ka tae ētahi tauhou ki te kāinga.
A certain stranger came to the village.

We add atu to ētahi/ātahi to express ‘another’, ‘other’:

Ka kōrero ia ki ētahi atu āpiha.
He talked to another officer.

E whakae ana ētahi, engari kāore anō ētahi atu kia whakae.
Some agree, but others have not yet agreed.

Pronouns

These are the words which we use as substitutes for people’s names:


As well as people, pronouns in Maori also refer to anything which participates in the human world, such as pets, animals you hunt or herd or spend hours watching, and things thought of as people, such as ancestor figures in a meeting house.

Pronouns have singular, dual, and plural forms:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>refers to one person:</td>
</tr>
<tr>
<td>dual</td>
<td>refers to two people:</td>
</tr>
<tr>
<td>plural</td>
<td>refers to any number of people over two.</td>
</tr>
</tbody>
</table>

Singular Pronouns

| first person:    | au       | I      |
|                 | ahau     |        |

Note: we choose au or ahau according to which best suits the rhythm of the sentence.

| second person:  | koe      | you    |
| third person:   | ia       | he/she |

Note: third person pronouns do not distinguish between the sexes. We judge the gender from the context of the conversation or story.

Inclusive, Exclusive

In the dual and plural sets of pronouns we have two kinds of first person pronouns, because there are two groups of people which the word ‘we’
represents:

1. ‘we’ = you and I
This is the inclusive form of the first person because it includes you – the person or people I'm talking to – with me. The inclusive pronouns start with the letter t:

| tāua  | you and I          |
| tātou | you (more than one) and I |

2. we = he/she and I, they and I
This is the exclusive form of the first person because it excludes you, the person or people I'm talking to. The exclusive pronouns start with the letter m:

| māua | he/she and I          |
| mātou | they and I          |

**Dual Pronouns**

The dual pronouns are:

- **first person:** tāua we (you and I)
- **second person:** kōua you (two)
- **third person:** rāua they (two)

**Plural Pronouns**

The plural pronouns are:

- **first person:** tātou we (you (more than one) and I)
- **second person:** kōtou you (three or more)
- **third person:** rātou they (three or more)

**Expressing the Neutral Pronouns ‘it’, ‘they’, ‘them’**

Ordinary objects, such as clothes, tables, and cars are not referred to by a pronoun but by definitives.

There are three main ways of referring to objects:

1. by using the position definitives:

   Tātou mai iā ia kōtou. He kōtou teni.
   Here's a mighty tree. It's a totara.
2 by repeating the name of the object we are talking about, or by substituting 
*mea* 'one', *thing* for the noun:

He pālka tōku. He 'Morrison' taura pālka.
I've got a bike. It's a 'Morrison'.

Kua kite koe i tāku pene? He mā whero te mea rā.
Have you seen my pen? It's a pink one.

3 by leaving out the subject, when it is clear what we are talking about:

Kei roto ngā panana me ngā ārani i te pouaka rā. Waihola ki runga i te 
tēpu.
The bananas and the oranges are in that box. Put them on the table.

---

Pronouns as the Subject of a Sentence

Pronouns stand alone in the subject phrase of every kind of sentence:

1. identity sentences (*ko*-sentences);
2. classification sentences (*he*-sentences);
3. action sentences;
4. state sentences;
5. command sentences;
6. location sentences;
7. n-class sentences (*no/*na*-sentences).

**EXAMPLES**

1. **Identity sentence**

   Subject phrase    Information phrase
   Ko ia              te tipuna o Ngāti Porou.
   He is the ancestor of Ngāti Porou.

   - *ko* and *ia* may be combined into one word for greater emphasis:
     
   - Ko ia te tipuna o Ngāti Porou!
   - That's the ancestor of Ngāti Porou!

   - Pronouns may be followed by emphasisers:
     
   - Ko wai te kaiwhakahaere? Ko au tonu!  
   - Who is the organiser? Actually, it's me!

2. **He-sentence**

   Information phrase    Subject phrase
   He taraiwa tekehi    koe?
   Are you a taxi driver?
3 action sentence

action phrase subject phrase direction phrase
Kei te haere tāua ki tāua hui.
We (you and I) are going to that hui.

4 state sentence

state phrase subject phrase
ka māui māua.
We (he/she and I) are sick.

5 active command sentence

command phrase subject phrase
E noho koe!
You sit down!

E noho kōrua!
Sit down, you two!

E noho koutou!
Sit down, all of you!

6 Location sentences

Location phrase subject phrase object phrase
Kei muri mātou i a koe.
We (they and I) are behind you.

7 n-class sentences

information phrase subject phrase
No hea koe?
No Whakatāne chau.
Where are you from? I'm from Whakatāne.

Pronouns in other Phrases

Maori pronouns keep the same form wherever they stand in a sentence, unlike in English.

When pronouns are not the subject of a sentence, they are introduced by the particle a: except for the chau form of the first person singular pronoun 'I'.
EXAMPLES

1 action sentences: pronoun in object phrase

<table>
<thead>
<tr>
<th>action phrase</th>
<th>subject phrase</th>
<th>object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>E titiro ana</td>
<td>te tauhau</td>
<td>ki a au.</td>
</tr>
<tr>
<td>The stranger was looking at me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E titiro ana</td>
<td>te tauhau</td>
<td>ki ahau.</td>
</tr>
<tr>
<td>The stranger was looking at me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ka kite</td>
<td>au</td>
<td>i a ia.</td>
</tr>
<tr>
<td>I saw him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tatari</td>
<td>mātou</td>
<td>i te kēti.</td>
</tr>
<tr>
<td>We waited by the gate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I kohete</td>
<td>a Māmā</td>
<td>i a mātou.</td>
</tr>
<tr>
<td>Mum told us off.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ka whawhai tonu</td>
<td>au</td>
<td>ki a koutou ko 8 hoa.</td>
</tr>
<tr>
<td>I will keep fighting against you and your mates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 command sentences: pronoun in direction phrase

<table>
<thead>
<tr>
<th>command phrase</th>
<th>direction phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oma atu</td>
<td>i a ia!</td>
</tr>
<tr>
<td>Run away from her!</td>
<td></td>
</tr>
<tr>
<td>Homai</td>
<td>ki a mātou!</td>
</tr>
<tr>
<td>Give it to us!</td>
<td></td>
</tr>
</tbody>
</table>

3 state sentences: pronoun in agent phrase

<table>
<thead>
<tr>
<th>state phrase</th>
<th>subject phrase</th>
<th>agent phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka mataiku</td>
<td>māua</td>
<td>i a ia.</td>
</tr>
<tr>
<td>We were frightened by him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ka hōhā</td>
<td>tō tāua māmā</td>
<td>i a kātou.</td>
</tr>
<tr>
<td>Our mum's fed up with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kua pau katoa</td>
<td>te kai</td>
<td>i a koutou!</td>
</tr>
<tr>
<td>You have eaten up all the food!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 location sentences: pronoun in object phrase

<table>
<thead>
<tr>
<th>location phrase</th>
<th>subject phrase</th>
<th>object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei muri</td>
<td>ahu</td>
<td>i a koe.</td>
</tr>
<tr>
<td>I am behind you.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei mua</td>
<td>koe</td>
<td>i a ahu.</td>
</tr>
<tr>
<td>You are in front of me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei mua</td>
<td>koe</td>
<td>i a ahu.</td>
</tr>
<tr>
<td>You are in front of me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I runga ake</td>
<td>te katoohuru</td>
<td>i a kourua.</td>
</tr>
<tr>
<td>The instructor was higher up than you two.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adding more People to Pronoun Phrases

Any phrase containing a dual or plural pronoun can be extended by adding the names or descriptions of the people represented by the pronoun. The new phrase or phrases are introduced by ko.

1 dual pronoun + ko + personal name

Dual phrases speak about two people in total.

**EXAMPLES**

- Ka kōrero māua ko Mere ki a ia.
  - Mere and I spoke to him.

- Ka kōrero ia ki a māua ko Mere.
  - He spoke to Mere and me.

- Ko māua ko Mere ngā kaiāwhina.
  - Mere and I are the helpers.

- He koreta kōrua ko Mere!
  - You and Mere are useless!

- I roto rāua ko Mere i te whare.
  - He and Mere were in the house.

2 plural pronoun + ko + personal name(s)

Plural sentences talk about three or more people.

- mātou ko Hata
  - He/she and I and Hata.
  - Hata and the rest of us.

- koutou ko Hata ko Pani
  - You, Hata and Pani.
  - All of you and Hata and Pani.
As many further names as required can be added by introducing each one with ko.

EXAMPLES

No Te Kaha mātou ko Hata mā.  
Hata and I and the rest are from Te Kaha.

Me haere koutou ko Hata ko Pani ki te tāne.  
You and Hata and Pani ought to go to town.

Kei te kura rātou ko Hata ko Pani ko Mere.  
They and Hata, Pani, and Mere are at the school.

3 dual pronoun + ko + definitive + noun

EXAMPLES

Kua mate māua ko tuku teina.  
My younger sister and I are sick.

Me kōrerero kōrua ko te kaikoro.  
You and the teacher should have a talk.

He pai rāua ko tana hoa ki te waiata.  
She and her friend are good singers.

4 plural pronoun + ko + definitive + noun

EXAMPLES

I āwhinatia rātou e mātou ko aki teina.  
They were helped by me and my younger sisters.

Ka tatari ahu ki a koutou ko nga kaikoro.  
I will wait for you and the teachers.

Ko rātou ko ē rātou hoa nga mea ngaro.  
They and their friends are the missing ones.

I-class possessive pronouns

- These are the definitives which are ‘my’, ‘your’, ‘his’, ‘her’, ‘its’, ‘our’, ‘their’.
- I-class possessive pronouns begin with the letter t in the singular, and drop it in the dual and plural.
T-class definitives and pronouns

**T-Class Possessive Pronouns + Noun**

T-class possessive pronouns introduce a noun in any definite phrase:

**EXAMPLES**

**Ko a matou kurti nga toa ki te ticki hipi.**
Our dogs are the champion sheep-musters.

**He ma to ratou whare.**
Their house is white.

**I rero atu te manu ki tana kohanga.**
The bird flew away to its nest.

**Whakapairia e hui!**
Polish your shoes!

**T-Class Possessive Pronouns Standing Alone**

T-class possessive pronouns stand alone as the subject phrase of a sentence, when the noun they refer to is already understood:

**EXAMPLES**

**He sentence:**

**He pukapuka kākāriki tākū. Ho whoro anā.**
Mine is a green book. His/hers are red.

**Number sentence:**

**E ma tāku āporo. E toru ā kōrua.**
I have two apples. You (two) have three.

**Category**

Each possessive pronoun has both o- and a-category forms. In a particular sentence, the possessive pronoun takes the same category as the noun it defines:

- tāku pāpā → my father
- tāku tama → my son

- For o and a category, see pages 101–116.

**Number**

There are singular, dual, and plural sets of t-class possessive pronouns:

- **Singular**
  - refers to one person

- **Dual**
  - refers to two people

- **Plural**
  - refers to any number of people over two
Singular T-Class Possessive Pronouns

*single relationship or possession:*

| tōku | tēku | my   |
| tōu | tēu | your |
| tōna | tēna | his, her |

**EXAMPLES**

Homai tōku heru!
Give me my comb!

Tikina atu tēu pukapuka!
Go and get your book!

Kei te tū tēna irāmutu i runga i tōku kākahu mā.
His nephew is standing on my clean dress.

*plural relationship or possession:*

| ēku | ēku | my   |
| ēu | ēu | your |
| ēna | ēna | his, her |

**EXAMPLES**

Homai ēku heru!
Give me my combs!

Tikina atu ēu pukapuka!
Go and get your books!

Kei te ēna tēna irāmutu i runga i ēku kākahu mā.
His nephews are standing on my clean clothes.

O/A Neutral Singular T-Class Possessive Pronouns

The singular possessive pronouns have a form which can be used to introduce either o- or a-category nouns. This form is in very common use, and we especially choose it when a short vowel makes the sentence flow better.

*single relationship or possession:*

| tāku | my |
| tō | your |
| tana | his/her |

*plural relationship or possession:*

| āku | my |
| ē | your |
| ana | his/her |
Note: the neutral form cannot be used when a possessive pronoun stands alone as the subject of a sentence.

**EXAMPLES**

possessive pronoun + a-category noun tamaiti:
neutral form: Kei hea tākū tamaiti ināiamei?
o/a-category form: Kei hea tākū tamaiti ināiamei?
Where is my child now?

possessive pronoun + o-category noun koti:
Homai ō koti.
Give me your coats.
Homai ōu koti.

**Dual and Plural Possessive Pronouns**

We make the dual and plural possessive pronouns by putting the k-class possessive particles in front of the dual and plural personal pronouns.
The k-class possessive particles have o- and a-category forms.

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Tō, Tā</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural:</td>
<td>Ō, Ā</td>
</tr>
</tbody>
</table>

**Dual Possessive Pronouns**

singular relationship or possession:

inclusive: tō tāua    tā tāua    our (yours and mine)
exclusive: tō māua    tā māua    our (his/hers and mine)
tō kōrua    tā kōrua    your (belonging to the two of you)
tō rāua    tā rāua    their (belonging to the two of them)

**EXAMPLES**

Ko Hera tō tāua hoa.
Hera is our friend.

Ka herea e tā tāua kuri.
He tied up our dog.

plural relationship or possession:

inclusive: Ō tāua    Ā tāua    our (yours and mine)
exclusive: Ō māua    Ā māua    our (his/hers and mine)
ō kōrua    Ā kōrua    your (belonging to the two of you)
ō rāua    Ā rāua    their (belonging to the two of them)
EXEMPLARY

Ko Hēra rāua ko Ruku ō tāua hoa.  
Hēra and Ruku are our friends.

Kā hēroa e ia ō tāua kuru.  
He tied up our dogs.

Plural Possessive Pronouns

<table>
<thead>
<tr>
<th>Singular relationship or possession:</th>
<th>Inclusive:</th>
<th>Exclusive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tō tātou</td>
<td>tā tātou</td>
<td>our (belonging to you people and me)</td>
</tr>
<tr>
<td>tō mātou</td>
<td>tā mātou</td>
<td>our (belonging to them and me)</td>
</tr>
<tr>
<td>tō koutou</td>
<td>tā koutou</td>
<td>you (belonging to you three or more)</td>
</tr>
<tr>
<td>tō rātou</td>
<td>tā rātou</td>
<td>their (belonging to them, three or more)</td>
</tr>
</tbody>
</table>

EXEMPLARY

Kotahi tō tātou maunga, ko Aorangi.  
We have one mountain, Aorangi.

He tāne tō mātou ngeru.  
Our cat is a male.

Plural relationship or possession:

<table>
<thead>
<tr>
<th>Inclusive:</th>
<th>Exclusive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ā tātou</td>
<td>Ā tātou</td>
</tr>
<tr>
<td>Ā mātou</td>
<td>Ā mātou</td>
</tr>
<tr>
<td>Ā koutou</td>
<td>Ā koutou</td>
</tr>
<tr>
<td>Ā rātou</td>
<td>Ā rātou</td>
</tr>
</tbody>
</table>

EXEMPLARY

B rau ā tātou maunga.  
We have two mountains.

He tāne ā mātou ngeru.  
Our cats are male.
Classification sentences

- Classification sentences, or he-sentences, describe what someone or something is, or what qualities they have. They answer the questions 'What is?', 'What are?'

- Classification sentences are present or past tense.

- Classification sentences consist of two noun phrases:
  
  he + information phrase + subject phrase

First (Information) Phrase

The first phrase gives us information about the subject. The phrase opens with he, 'a' or 'some', which has the same form in both singular and plural sentences. The phrase consists of either:

1. he + noun;
2. he + noun + adjective;
3. he + adjective.

Second (Subject) Phrase

The second phrase may be singular or plural, and consists of either:

1. a + personal name or place name;
2. pronoun;
3. definite + noun;
4. t-class definite.

EXAMPLES

- Because most nouns and adjectives have the same form in both singular and plural, most he-phrases do not tell us whether the sentence is singular or plural. For that we look at the subject phrase.
1 he + noun

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He nēhi</td>
<td>He/she is a nurse.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural:</th>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He nēhi</td>
<td>They are nurses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular:</th>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He parcehe-niho</td>
<td>This is a toothbrush.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural:</th>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He parcehe-niho</td>
<td>These are toothbrushes.</td>
<td></td>
</tr>
</tbody>
</table>

2 he + noun + adjective

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He kāinga iti noa iho a Ōtautahi!</td>
<td>Christchurch is just a little village!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He mātua pai a Pani rāua ko Hata.</td>
<td>Pani and Hata are good parents.</td>
</tr>
</tbody>
</table>

3 he + adjective

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He wera</td>
<td>tōnā.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He whero nga pua o te pohutukawa.</td>
<td>The flowers of the pohutukawa are red.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He tupuhi rawa atu iā.</td>
<td>He/she is so thin.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He tupuhi rawa atu tātou katoa.</td>
<td>We are all so thin.</td>
</tr>
</tbody>
</table>

Note: Unlike other words which extend the meanings of adjectives, the adjective tino 'very' is placed before another adjective to increase its force:

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He pō makaritanga tēnei.</td>
<td>This is a cold night.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He pō tino makaritanga tēnei.</td>
<td>This is a very cold night.</td>
</tr>
</tbody>
</table>
Plural Nouns

Some nouns have a plural form, which we use in he-phrases which open plural sentences. There is only one noun which completely changes its form in the plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tamaiti</td>
<td>child</td>
</tr>
<tr>
<td>tamaiki</td>
<td>children</td>
</tr>
</tbody>
</table>

Some kinship terms lengthen a vowel in the plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tuahine</td>
<td>sister</td>
</tr>
<tr>
<td>tuahine</td>
<td>sisters</td>
</tr>
<tr>
<td>wahine</td>
<td>woman</td>
</tr>
<tr>
<td>wahine</td>
<td>women</td>
</tr>
<tr>
<td>teina</td>
<td>younger sibling, same sex</td>
</tr>
<tr>
<td>tēina</td>
<td>younger siblings, same sex</td>
</tr>
<tr>
<td>tuakana</td>
<td>older sibling, same sex</td>
</tr>
<tr>
<td>tuākana</td>
<td>older siblings, same sex</td>
</tr>
<tr>
<td>tipuna</td>
<td>grandparent, ancestor</td>
</tr>
<tr>
<td>tipuna</td>
<td>grandparents, ancestors</td>
</tr>
</tbody>
</table>

EXAMPLES

**singular:**
He wahine te hēkeretari.
The secretary is a woman.

**plural:**
He wahine nga hēkeretari.
The secretaries are women.

Plural Adjectives

Most adjectives have the same form whether the noun they describe is singular or plural:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>te whene hou</td>
<td>nga whene hou</td>
</tr>
<tr>
<td>the new house</td>
<td>the new houses</td>
</tr>
</tbody>
</table>

The following list of adjectives may repeat their first syllable when they are attached to plural phrases, but speakers may keep to the singular form:

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kino</td>
<td>kikino</td>
</tr>
<tr>
<td>koī</td>
<td>kokoi</td>
</tr>
<tr>
<td>nui</td>
<td>nunui</td>
</tr>
<tr>
<td>pāi</td>
<td>papaī</td>
</tr>
<tr>
<td>rahi</td>
<td>rarahi</td>
</tr>
<tr>
<td>rea</td>
<td>roroa</td>
</tr>
</tbody>
</table>
EXAMPLES

**singular:**

He ara kino tēnei.
This is a bad road.

**plural:**

He ara kikino tēnei.
These are bad roads.

---

**Multiplying the Information Phrase**

We can use as many phrases introduced by he as we like in the first phrase.

**EXAMPLES**

- **information phrase**
  - He pango, he parauri rānei
  - Is your son's hair black or brown?

- **subject phrase**
  - ngā makawe o tō tama?
  - te poro ititi ititi.

- **He porotaka, he whero, ho piata**
  - Cricket balls are round, red, and shiny.

**Emphatic Statements**

In exclamations and emphatic statements, he is dropped off the beginning of the first phrase:

**EXAMPLES**

**statement:**

He pai rawa atu tāu māhi.
Your work is very good.

**exclamation:**

Pai rawa atu tāu māhi!
Your work is terrible.

---

**Multiplying the Subject Phrase**

We can use as many phrases as we like in the second phrase:

**EXAMPLES**

- **information phrase**
  - He tāone pai
  - a Ōtautahi, a Whakatū hoki.
  - Christchurch and Nelson are nice cities.

- **subject phrases**
  - ngā ārani, ngā pītiti me te paināporo.
  - The oranges, peaches, and the pineapple are rotten.
Emphasising the Subject

The emphasis in any sentence is on the first phrase. When we want to especially emphasise the subject phrase, we transfer it to the start of the sentence and introduce it with the particle ko:

EXAMPIES

_unemphatic_: He papa kōhatu a Pānia ināianei.
Pania is a flat rock now.

_emphatic_: Ko Pānia he papa kōhatu ināianei.
As for Pania, she's a flat rock now.

Questions

Any he sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

He ara kīno tērā?
Is that a bad road?

Asking What?

We ask the question 'What?' with the phrase he aha? in both singular and plural sentences.
Questions are answered by replacing aha in the first phrase with the information required.

EXAMPLES

In conversation, questions are usually answered in one phrase:

<table>
<thead>
<tr>
<th>question phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>question: He aha</td>
<td>tērā?</td>
</tr>
<tr>
<td>What's that?</td>
<td></td>
</tr>
<tr>
<td>answer: He manu.</td>
<td>A kite.</td>
</tr>
<tr>
<td>question: He aha āra?</td>
<td>What are they?</td>
</tr>
<tr>
<td>answer: He manu.</td>
<td>Kites.</td>
</tr>
</tbody>
</table>
Negative classification sentences

- The word which makes classification sentences negative is *ehara*, 'not'.
- Negative classification sentences are present or past tense.
- Negative classification sentences consist of two noun phrases which reverse
  the order of affirmative sentences:

  *ehara* + subject phrase + information phrase

**First (subject) Phrase**

The first phrase opens with *ehara*, which has the same form in both singular and
plural sentences. The phrase consists of either:

1. *ehara* + a + personal name or place name;
2. *ehara* + pronoun;
3. *ehara* + definitive + noun;
4. *ehara* + k-class definitive.

**Second (information) Phrase**

The second phrase is introduced by the particles *i te*, whether the sentence is
singular or plural. The phrase consists of either:

1. *i te* + noun;
2. *i te* + noun + adjective;
3. *i te* + adjective.

**EXAMPLES**

**Affirmative singular:**

<table>
<thead>
<tr>
<th>information phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He matua</td>
<td>a Pani.</td>
</tr>
</tbody>
</table>

**Negative:**

<table>
<thead>
<tr>
<th>subject phrase</th>
<th>information phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ehara a Pani</td>
<td>i te matua.</td>
</tr>
</tbody>
</table>

**Affirmative plural:**

<table>
<thead>
<tr>
<th>information phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>He mātua</td>
<td>a Pani rāua ko Hata.</td>
</tr>
</tbody>
</table>

**Negative:**

<table>
<thead>
<tr>
<th>subject phrase</th>
<th>information phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ehara a Pani rāua ko Hata</td>
<td>i te mātua.</td>
</tr>
</tbody>
</table>
**Classification sentences**

**affirmative singular:**
information phrase  
subject phrase

He tohunga whakairo  
te teina.
The younger one is a master carver.

**negative:**
subject phrase  
information phrase

Ehara te teina  
i te tohunga whakairo.
The younger one is not a master carver.

**affirmative plural:**
information phrase  
subject phrase

He tohunga whakairo  
ngā teina.
The younger ones are master carvers.

**negative:**
subject phrase  
information phrase

Ehara ngā teina  
i te tohunga whakairo.
The younger ones are not master carvers.

**affirmative singular:**
information phrase  
subject phrase

He ngeru  
tēra.
That is a cat.

**negative:**
subject phrase  
information phrase

Ehara tēra  
i te ngeru.
That is not a cat.

**affirmative plural:**
information phrase  
subject phrase

He ngeru  
ēra.
Those are cats.

**negative:**
subject phrase  
information phrase

Ehara ēra  
i te ngeru.
Those are not cats.

**affirmative singular:**
information phrase  
subject phrase

He ara kīno  
tēnei.
This is a bad road.

**negative:**
subject phrase  
information phrase

Ehara tēnei  
i te ara kīno.
This is not a bad road.
**Comparing adjectives**

We can make adjectives express different degrees of force. 'More' and 'less' are called the 'comparative degree', and 'most' and 'least' are called the superlative degree, for example:

<table>
<thead>
<tr>
<th>Baseline description</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
<td>smallest</td>
</tr>
</tbody>
</table>

**Showing the Comparative Degree**

To show 'more' we add **atu** or **ake** to the adjective:

- **nui**
- **nui atu**, **nui atu**
- **pāi**
- **pāi atu**, **pāi ake**
Classification sentences

To show 'less' we add iho to the adjective:

<table>
<thead>
<tr>
<th>adjective</th>
<th>iho adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>kino</td>
<td>iho kino</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>iti</td>
<td>iho iti</td>
</tr>
<tr>
<td>small, few</td>
<td>smaller, fewer</td>
</tr>
</tbody>
</table>

Closing the Comparison

When we want to compare one thing with another, 'than' is expressed by the particle i.

EXAMPLES

He pai atu tēnei i tēnā.
This one is better than that.

He nui ake te moa i ngā manu katoa.
The moa was bigger than all other birds.

He poto rawa atu tōu kaka i tōku.
Your dress is much shorter than mine.

Showing the Superlative Degree

We have a choice in the way we can show 'most' and 'least'.

1. We can put tīno before the adjective. For strong emphasis, we can use te tīno.
2. We can put the particles rawa atu, noa atu, noa iho after the adjectives to intensify their force.

EXAMPLES

Homai te paukarena nui rawa atu.
Give me the biggest pumpkin.

He pō tīno mākarī noa atu tērā.
That was an extremely dark night.

Kei te Taiiokerau te kāuri te tīno nui o te motu.
The biggest kāuri in the land is in Northland.
5 Action sentences

- Action sentences describe an action.
- Action sentences can be in the active or passive voice.
- Basic action sentences consist of a verb phrase plus a noun phrase:
  
  action phrase + subject phrase

Active voice

First (action) Phrase

The first phrase opens with an action particle which tells us what tense the sentence can be. The phrase consists of:

- particle + verb
- For action particles see pages 44–47.

Second (subject) Phrase

The subject phrase tells us who or what performs the action. The second phrase may be singular or plural, and consists of either:

1. a + personal name or place name;
2. pronoun;
3. definite + noun;
4. t-class definite;
5. he + noun.

EXAMPLES

<table>
<thead>
<tr>
<th>action phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>present continuous:</td>
<td></td>
</tr>
<tr>
<td>Ket to tū</td>
<td>a Rewi.</td>
</tr>
<tr>
<td>Rewi is standing.</td>
<td></td>
</tr>
</tbody>
</table>
action phrase                     subject phrase

past continuous:
I te tū
  He was standing.
iā.

continuous:
E tī aha
  The boy is standing.
  The boy was standing.
  The boy will be standing.
te tamaiti tāne.

past
I tū
  A certain boy stood.
tētahi tamaiti tāne.

perfect:
Kua tū
  This one has stood.
tēnāi.

new action:
Ka tū
  A boy stood.
  A boy stands.
  A boy will stand.
he tamaiti.

Note: he means 'a' or 'some' in the sense of 'a representative of that class of
thing', and is not used often as a subject phrase. Much more commonly 'a'
or 'some' means 'a certain' and we express this with the t-class definitive:
tētahi = a; ūtahi = some.

Action particles

The particle which opens the first phrase of an action sentence sets the tense of
the sentence.

Note: in the tenses marked below with an asterisk*, the action particle changes
its form in the negative.

*Present Continuous: Kei le

Kei le describes an action which is happening as we speak:

Kei le kōrero nga wāhine.
  The women are talking.
Present Continuous Negative: *I te*

*Kāore ngā wāhine i te kōrero.*
The women are not talking.

Past Continuous: *I te*

*I te* describes an action which was continuing in the past:

*I te kōrero ngā wāhine.*
The women were talking.

Past Continuous Negative: *I te*

The distinction between present and past continuous is lost in the negative, and we must decide on the tense of the sentence from the context — that is, from what we already understand of the conversation or story.

*Kāore ngā wāhine i te kōrero.*
The women were not talking.

Continuous: *E + verb + ana*

*E* + verb + *ana* expresses the idea of an action going on, and can be used in past, present, or future sentences. *E*...*ana* surrounds the verb it introduces.

*E kōrero ana ngā wāhine.*
The women are talking.
The women were talking.
The women will be talking.

Continuous Negative: *e + verb + ana*

*Kāore ngā wāhine e kōrero ana.*
The women are not talking.
The women were not talking.
The women will not be talking.

Past: *I*

*I* describes an action which happened in the past, and is therefore now 'history':

*I kōrero ngā wāhine.*
The women spoke.

Past Negative: *I*

*Kāore ngā wāhine i kōrero.*
The women did not speak.
**Perfect: Kua**

The perfect tense, (this term is inherited from English grammar), describes the action that has taken place to produce the present status of the subject. In English we express the perfect tense with 'has', 'have', or 'had':

- The women have spoken (that is the situation now).
- The speeches have begun (are going on now).

**Kua kōrero ngā wāhine.**
The women have spoken.

**Kua tīmata ngā mihimihī.**
The speeches have begun.

**Perfect Negative: Kia**

The perfect tense often adds anō 'yet' to the negative word kāore to suggest that although some action has not happened, it is expected to:

- Kāore anō ngā wāhine kia kōrero.
The women have not yet spoken.

- Kāore anō ngā mihimihī kia tīmata.
The speeches of welcome have not begun yet.

*Inceptive, or New Action Marker: Ka*

**New Action Past: Ka**

- Ka mutu te mahi inanahi, ka haere mātou ki te tāone.
  When yesterday's work was finished, we went to town.

In the past tense, ka may introduce a new action in a story which is otherwise told in verb statements introduced by the past tense action particle i. But often a past tense narrative will be told in a succession of ka phrases:

- Ka whakatiki te ope, ka haere, ka tae ki tētahi awa.
The party set off, travelled along, and came to a river.

**New Action Past Negative: I**

- Kāore mātou i haere ki te tāone.
  We did not go to town.
**New Action Present: Ka**

In the present tense, ka sentences make a statement of fact. Ka can be used to describe an action which is habitual, for example:

*Ka haere mātou ki te tāone i nga Ūtite.*
We go to town on Thursdays.

**New Action Present Negative: E**

*Kāore mātou e haere ki te tāone i nga Ūtite.*
We do not go to town on Thursdays.

**New Action Future: Ka**

*Āpōpō ka haere mātou ki te tāone.*
Tomorrow we will go to town.

**New Action Future Negative: E**

*Kāore mātou e haere ki te tāone āpōpō.*
We won't go to town tomorrow.

---

**Extending action sentences with an object phrase**

A basic action sentence in the active voice consists of a verb phrase plus a noun phrase. We can extend this with a phrase which tells us who or what the action relates to.

For example, this sentence simply tells us what the girl was doing:

\[
\text{action phrase} \quad \text{subject phrase}
\]

\[
\text{I te kai} \quad \text{to kōtiro},
\]

The girl was eating.

By adding an object phrase, we find out what the girl was eating:

\[
\text{action phrase} \quad \text{subject phrase} \quad \text{object phrase}
\]

\[
\text{I te kai} \quad \text{te kōtiro} \quad \text{i te ūporo}.
\]

The girl was eating the apple.

---

**Introducing the Object Phrase**

Object phrases in action sentences are introduced by the connecting particles i or ki. Which one we use depends on the verb in the action phrase, as some verbs must be followed by i, and a smaller number by ki.
Object Phrase

The phrase may be singular or plural and consists of either:
1. i or ki + a + personal name;
2. i or ki + a + pronoun;
3. i or ki + definitive + noun;
4. i or ki + t-class definitive.

EXAMPLES

<table>
<thead>
<tr>
<th>action phrase</th>
<th>subject phrase</th>
<th>object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei te rapu</td>
<td>ū to mātou ngeru</td>
<td>i tāna kai.</td>
</tr>
<tr>
<td>Ka kite</td>
<td>ia</td>
<td>i te tiwaiwaka.</td>
</tr>
<tr>
<td>Kei te titiro</td>
<td>tāua ngeru</td>
<td>ki tāna kai.</td>
</tr>
<tr>
<td>Kei te whakatoi</td>
<td>te tiwaiwaka</td>
<td>ki a Pōti.</td>
</tr>
<tr>
<td>Ka hopu</td>
<td>a Pōti</td>
<td>i te manu.</td>
</tr>
<tr>
<td>Ka tangi atu</td>
<td>te manu</td>
<td>ki ana hoa.</td>
</tr>
<tr>
<td>Ka aroha mai</td>
<td>ngā manu</td>
<td>ki a ia.</td>
</tr>
<tr>
<td>Ka āwhina</td>
<td>aua manu</td>
<td>i te tiwaiwaka.</td>
</tr>
<tr>
<td>Ka pā</td>
<td>ngā ngutu o ngā manu</td>
<td>ki ngā whatu o te ngeru.</td>
</tr>
<tr>
<td>Kua kī</td>
<td>tāua ihu</td>
<td>i te huruhuru.</td>
</tr>
<tr>
<td>Ka kī</td>
<td>te ngeru</td>
<td>ki ngā manu: ‘Kāti, rere atu!’</td>
</tr>
</tbody>
</table>

The cat says to the birds: ‘Well then, fly away!’
Verbs which Introduce their Object with *ki*

There is a general parallel between English and Maori in that verbs in English which are followed by 'to', 'at', 'for' introduce their object phrase with *ki* in Maori. We can call these 'direction objects'. For example:

- tatari *ki* — wait for
- titito *ki* — look at
- whakarongo *ki* — listen to

Action verbs where there is felt to be a bond between the subject and object also introduce their object with *ki*. For example:

- **aroha *ki***  — love
- **mahara *ki***  — remember

*Note*: action verbs may have ordinary objects or direction objects according to the kind of statement:

- **Ka tuhi ia i ngā kupu.**  
  He wrote the words.

- **Ka tuhi ia *ki* tana hao.**  
  He wrote to his friend.

Below is a list of some common verbs which normally introduce their object phrase with *ki*:

- **aroha (ina)**  — to love, pity
- **eke (a)**  — to go up onto
- **hīhīra (tia)**  — to desire, want
- **mahara (tia)**  — to remember, to think of
- **mātakātaki (tia)**  — to watch
- **mātāru (rā)**  — to know
- **mīhi (a)**  — to greet
- **mōhio (tia)**  — to know
- **pā (ngā)**  — to strike
- **pāi (ngā)**  — to like
- **pāta (tia)**  — to question
- **pupuri (purīka)**  — to hold (both *i* and *ki* are used with *pupuri*)
- **rapu (a)**  — to seek (both *i* and *ki* are used with *rapu*)
- **whakahoki (a)**  — to reply
- **rongo (na)**  — to hear (both *i* and *ki* are used with *rongo*)
- **tāe (a)**  — to reach
### Negative action sentences

- The word that makes action sentences negative is käore, 'not'.
- Some action particles change their form in negative sentences.
- Basic negative action sentences consist of two phrases:

  \[ \text{käore} + \text{subject phrase} + \text{action phrase} \]

#### First (subject) Phrase

The first phrase opens with käore, which has the same form in both singular and plural sentences. The subject phrase tells us who or what did not do something, and consists of either:

1. käore + a + personal name or place name;
2. käore + pronoun;
3. käore + definitive + noun;
4. käore + t-class definitive;
5. käore + he + noun.

#### Second (action) Phrase

The action phrase opens with an action particle.

- For negative action particles, see pages 45–46.

**EXAMPLES**

**present continuous affirmative:**

<table>
<thead>
<tr>
<th>verb phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei te tū</td>
<td>a Rewi.</td>
</tr>
</tbody>
</table>

Rewi is standing.
negative:

subject phrase  
Kāore a Rewi  
Rewi is not standing.

action phrase  
i te ū.

past continuous affirmative:

action phrase  
I te ū  
He was standing.

subject phrase  
ia.

continuous affirmative:

action phrase  
E ū ana  
The boy is standing.
The boy was standing.
The boy will be standing.

subject phrase  
te tamaiti ūana.

negative:

subject phrase  
Kāore ia  
He was not standing.

action phrase  
i te ū.

past affirmative:

action phrase  
I ū  
A certain boy stood.

subject phrase  
tētahi tamaiti ūana.

negative:

subject phrase  
Kāore tētahi tamaiti ūana  
A certain boy did not stand.

perfect affirmative:

action phrase  
Kua ū  
This one has stood.

subject phrase  
tēnei.
negative.

subject phrase  action phrase
Kāore anō tēnī  lidia ū.
This one has not [yet] stood.

new action past:

action phrase  subject phrase
Ka whānau  he tamaiti.
A child was born.

negative.

subject phrase  action phrase
Kāore he tamaiti  i whānau.
No child was born.

new action present:

action phrase  subject phrase
Ka whānau  he tamaiti.
A child is born.

negative.

subject phrase  action phrase
Kāore he tamaiti  e whānau.
No child is born.

new action future:

action phrase  subject phrase
Ka whānau  he tamaiti.
A child will be born.

negative.

subject phrase  action phrase
Kāore he tamaiti  e whānau.
No child will be born.

Extending Negative Sentences with an Object Phrase

The object phrase remains in the last position in negative action sentences:

Kāore + subject phrase  action phrase  object phrase
Kāore a Pāpā  e whāngai  i tēnei ngāuru.
Dad will not feed this cat.
Questions

Any action sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

**EXAMPLES**

Kei te haere mai a Hata.
Hata is coming.

Kei te haere mai a Hata?
Is Hata coming?

Questions about the Action

We ask 'what is the subject doing?' with the interrogative (question asking) action verb aha in the first phrase. The question is answered by replacing aha with another action verb.

**EXAMPLES**

Kei te aha a Hēra?
What is Hera doing?

Kei te moe ia.
She is sleeping.

I aha ērā tamariki?
What did those children do?

I tautahi ngū tamariki i te papa.
The children swept the floor.

Asking Who Performs the Action

We ask 'who performs the action?' with the definite question phrase ko wai?/ko wai mā?
The phrase order is:

question phrase + action phrase [+ object phrase]

The question is answered by replacing wai with the information required.
EXAMPLES

**question:** Ko wai
Who is sleeping?

**answer:** Ko ia
She is sleeping.

**question:** Ko wai mā
Who were arguing?

**answer:** Ko nga rōpū e rua
The two groups were arguing.

Questions that ask ‘Which?’ or ‘What?’

We ask these questions with tēhea/ēhea? or ko te/ngā aha? in the first phrase, and answer them by replacing tēhea/ēhea and ko te/ngā aha with the information required.

**EXAMPLES**

<table>
<thead>
<tr>
<th>question phrase</th>
<th>action phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko tēhea</td>
<td>Kua whakaitia?</td>
</tr>
<tr>
<td>Which has been fixed?</td>
<td></td>
</tr>
<tr>
<td>Ko te ēhea</td>
<td>E haere ana?</td>
</tr>
<tr>
<td>Which ones are going?</td>
<td></td>
</tr>
<tr>
<td>Ko nga mea</td>
<td>E tū ana.</td>
</tr>
<tr>
<td>The ones standing up</td>
<td></td>
</tr>
<tr>
<td>Ko te aha</td>
<td>Kei te tukituki ki te wini?</td>
</tr>
<tr>
<td>What is banging against the window?</td>
<td></td>
</tr>
<tr>
<td>Ko te manga</td>
<td>Kei te tukituki ki te wini.</td>
</tr>
<tr>
<td>It's the branch banging against the window.</td>
<td></td>
</tr>
</tbody>
</table>

Negative Questions

Any negative action sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:
EXAMPLES

Kāore a Hata i te haere mai.
Hata is not coming.

Kāore a Hata i te haere mai?
Isn’t Hata coming?

Negative Questions about the Subject
Questions are asked with wai, tēhea/ēhea or ko te/ngā aha in a phrase which consists of:

question phrase + negative action phrase

Questions are answered by replacing with a subject.

EXAMPLES

<table>
<thead>
<tr>
<th>question:</th>
<th>question phrase</th>
<th>kaore + action phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko wai</td>
<td>Who is not coming?</td>
<td>kāore i te haere mai?</td>
</tr>
<tr>
<td>answer:</td>
<td>Ko Riki</td>
<td>kāore i te haere mai.</td>
</tr>
<tr>
<td></td>
<td>Riki is not coming.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>Ko ēhea</td>
<td>kāore i te haere mai?</td>
</tr>
<tr>
<td></td>
<td>Which ones are not coming?</td>
<td></td>
</tr>
<tr>
<td>answer:</td>
<td>Ko ngā mea nei.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These ones.</td>
<td></td>
</tr>
</tbody>
</table>

Passive voice

Passive Action Verbs

- Passive verbs describe an action that happens to the subject, or is done to the subject.

- Action verbs are made passive by adding a passive ending to them.

Choosing the Right Passive Ending

Each action verb has its own particular passive ending, which dictionaries usually give after the verb. For example, most two syllable verbs which end with an e take the passive ending a.

kite (-a) see; find; discover
**Kite** is the active form of this verb. Its passive form is:

* kītea  be seen; be found; be discovered

### Verbs which Change Form in the Passive

1. A few verbs lengthen their first vowel in the passive.

#### EXAMPLES

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiki</td>
<td>tikāna</td>
<td>fetch</td>
</tr>
<tr>
<td>whai</td>
<td>whāia</td>
<td>chase, follow</td>
</tr>
<tr>
<td>wāwhi</td>
<td>wāhia</td>
<td>break</td>
</tr>
</tbody>
</table>

2. Verbs which repeat syllables drop the repetition in the passive, and in some cases lengthen their vowel:

#### EXAMPLES

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tātari</td>
<td>tāria</td>
<td>wait</td>
</tr>
<tr>
<td>tītiro</td>
<td>tirohia</td>
<td>look, consider</td>
</tr>
<tr>
<td>puturu</td>
<td>purita</td>
<td>hold</td>
</tr>
<tr>
<td>pūpūhi</td>
<td>pūhia</td>
<td>shoot</td>
</tr>
<tr>
<td>papaiki</td>
<td>pakia</td>
<td>slap</td>
</tr>
<tr>
<td>rotomī</td>
<td>rotomā</td>
<td>squeeze</td>
</tr>
<tr>
<td>tūhītuhi</td>
<td>tūhīa</td>
<td>write</td>
</tr>
<tr>
<td>wāwāhi</td>
<td>wāhia</td>
<td>break</td>
</tr>
</tbody>
</table>

**Note:** While each verb appears in dictionaries with its traditional passive ending; speakers in some areas have developed a preference for a particular ending. For example, among many Ngati Porou, the ending -ngia is preferred in conversation.
Passive action sentences

- Passive action sentences describe an action which is done, or happens, to us.
- Passive action sentences open with the same action particles which open action sentences.
- Basic passive action sentences consist of a verb phrase + a noun phrase:

  passive action phrase + subject phrase

First (passive action) Phrase

The first phrase opens with an action particle which tells us the tense of the sentence. The phrase consists of:

  action particle + passive action verb

Second (subject) Phrase

The subject phrase tells us what happens to the subject. The phrase may be singular or plural, and consists of:

1. a + personal name or place name;
2. pronoun;
3. definitive + noun;
4. t-class definitive;
5. he + noun.

EXAMPLES

We will use the following passive action verbs:

<table>
<thead>
<tr>
<th>Passive</th>
<th>Weta</th>
<th>Weta kia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>set free; untie</td>
<td>be set free; be united</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Inu</th>
<th>Inunia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>drink</td>
<td>be drunk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Aroha</th>
<th>Arohaina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>love; feel sympathy with</td>
<td>be loved; be cared for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Kimi</th>
<th>Kimihia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>seek; look for</td>
<td>be sought; be looked for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Kai</th>
<th>Kainga</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>eat</td>
<td>be eaten</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passive</th>
<th>Pānui</th>
<th>Pānuitia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>read out</td>
<td>be read out</td>
</tr>
</tbody>
</table>
Action sentences

verb phrase                subject phrase

present continuous:
  Kei te wetokia a Rewi.
  Rewi is being untied.

past continuous:
  I te panuitia te kupu.
  The message was being read out.

continuous:
  E kimihia ana he tikanga.
  A plan is being sought.
  A plan was being sought.

past:
  I kainga nga kina katoa.
  All the kina were eaten.

perfect:
  Kua inumia a tatou waireka.
  Our soft drinks have been drunk.

new action:
  Ka arahina te iwi.
  The people were cared for.
  The people are cared for.
  The people will be cared for.

Extending passive action sentences with an agent phrase

We can extend passive action sentences with a phrase which tells us who or what performed the action.
For example, this sentence simply tells us what happened to the bird:

I hopulia tēnei manu.
This bird was caught.

By adding an agent phrase, we find out who or what did the catching:

passive action phrase                subject phrase                agent phrase
I hopulia                              tēnei manu                        e te ngeru.
This bird was caught by the cat.
Agent Phrase

Agent phrases in passive action sentences are introduced by the agent particle e. E introduces a singular or plural phrase which consists of either:
1. e + personal name;
2. e + pronoun;
3. e + definite + noun;
4. e + t-class definite.

EXAMPLES

While the passive voice is commonly used in Maori, we can choose to translate it into the active voice. For example:

Ka patua ia e te tamaiti rahi.

passive translation:  He was hit by the big boy.
active translation:    The big boy hit him.

verb phrase    subject phrase    agent phrase

present continuous:
Kei te weteka a Rewi e tāna hoa.
Rewi is being untied by his friend.

past continuous:
I te pānumitia to kupu e te kaiwhakahaaro.
The message was being read out by the organiser.

continuous:
E kimihia ana he tikanga e ngā āpiha.
A plan is/ was being sought by the officials.

past:
I kaunga ngā kina katoa e rātou.
All the kina were eaten by them.

perfect:
Kua inumia ā tātou wairēka e ngā pākoko.
Our soft drinks have been drunk by the adults.

new action:
Ka arohaina te iwi e Te Atua.
The people were/are/will be cared for by God.
Negative passive action sentences

Basic negative passive action sentences consist of two phrases:

kāore + subject phrase + passive action phrase

EXAMPLES

<table>
<thead>
<tr>
<th>Kāore + subject phrase</th>
<th>passive action phrase</th>
<th>agent phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kāore a Rewi</td>
<td>i te whāia.</td>
<td></td>
</tr>
<tr>
<td>Rewi is not/was not being chased.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kāore a Rewi</td>
<td>i te whāia e rātou.</td>
<td></td>
</tr>
<tr>
<td>Rewi is/was not being chased by them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kāore rāua</td>
<td>i whāia e Rewi.</td>
<td></td>
</tr>
<tr>
<td>They were not chased by Rewi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kāore ia</td>
<td>i te kimihia e ōna hoa.</td>
<td></td>
</tr>
<tr>
<td>His friends aren’t/weren’t looking for him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kāore anō aua nanakia</td>
<td>kia whiuia.</td>
<td></td>
</tr>
<tr>
<td>Those rascals have not yet been punished.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kāore tōnoi</td>
<td>e tukua kia haere e ia.</td>
<td></td>
</tr>
<tr>
<td>She won’t let this one go.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changing the Order of the Phrases

When we want a special emphasis on the passive action phrase, it can follow kāore in the first phrase:

kāore + passive action phrase subject phrase

Kāore anō kia kitea te kōito iti. 
The little girl has not yet been found.

When such a sentence also has an agent phrase, it can come either:

1 after the action phrase (especially if the agent phrase is very short):

<table>
<thead>
<tr>
<th>action phrase</th>
<th>agent phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kāore anō kia kitea e ia tāna tamāhine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He has not yet found his daughter.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 after the subject phrase:

<table>
<thead>
<tr>
<th>action phrase</th>
<th>subject phrase</th>
<th>agent phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kāore anō kia kitea te kōito e ngā kaikimi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The girl has not yet been found by the searchers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Direction and location indicators

Direction Indicators

An action can have one of four basic directions in relation to the subject of a verb sentence:

towards, away, up, down.

These directions are expressed with direction indicators which are attached to the verb in any type of verb sentence:

mai — towards the subject or the speaker/writer
atu — away from the subject or the speaker/writer
ake — up from the subject or the speaker/writer
iho — down from the subject or the speaker/writer

The direction indicators express one of two relationships:
1. **the relationship in space between the subject of an active sentence and the object.**

   
   
   action phrase | subject phrase | object phrase
   ----------------|---------------|-------------------
   Ka tūtiro ake | a Rona | kia te marama.
   Rona looked up at the moon.

   
   
   Ka tūtiro iho | te marama | kia a Rona.
   The moon looked down at Rona.

2. **The relationship between the speaker or writer and the person or people he/she is speaking to.**

   In the following sentence mai tells us that the speaker or writer — who is not mentioned — is in Christchurch:

   Ka tae mai rāua ki Ōtautahi.
   They arrived (here where I am) in Christchurch.

   **Atu** tells us that the speaker/writer is not in Christchurch:

   Ka tae atu rāua ki Ōtautahi.
   They arrived (there) in Christchurch.

In the following commands the direction indicators express the relationship between the unnamed speaker and whoever he or she is speaking to:

Haere mai, tamariki mā!
Come here, children!

Oma atu, tamariki mā!
Run away, children!
Whakarongo mai!
Listen (here)!

Whakarongo atu!
Listen (out for something)!

EXAMPLES

1 mai (indicates direction towards the speaker or writer)

- Direction particles are not always expressed in English translation.

  Tiito mai, whakarongo mai, kōrero mai!
  Look, listen, and speak!

  Tama ngā kau mārie – arohatia mai.
  Son with a heart of peace – have compassion on us.

  Me kōrero mai anō koe.
  You’d better speak to me again.

  Karanga mai, karanga mai, karanga mai!
  Call me, call me, call me!

  Kuia tae mai a Hōne.
  Hone has arrived.

  I tere mai te kaipuke.
  The ship sailed here.

  Ka puta mai te Ao Mārama.
  The world of light came forth.

2 atu (indicates direction away from speaker or writer)

  Haere atu!
  Go away!

  I te ono karaka, kuia tae atu ōtou ki Ōmihi.
  By six o’clock they had got to Ōmihi.

  E oma atu ana ū tūua tamariki hōhā.
  Our exasperating children are running away.

Note: atu is used with verbs which mean ‘fetch’ or ‘bring’ when the idea expressed is ‘go and get’.

  Tikina atu tē pāpā!
  Fetch your father!
  Go and get your father!
3 ake (indicates direction upward from speaker or writer)

I piki ake tō mātou rōpū ki te tihi o Taranaki maunga.
Our group climbed up to the summit of Mt Taranaki.

E titiro ake ana au.
I was looking up.

4 iho (indicates direction downward)

Peke iho!
Jump down!

Kua tau iho te kōtuku.
The white heron has landed.

Ātaahua hoki te tīhao iho o ngā whetū!
How lovely the stars are shining down!

Direction Indicators in the Continuous Tense

When we use direction indicators in an e + verb + ana phrase, they come before ana:

Auē! E haere tonu mai ana te pūruru!
Oh! The bull is still coming!

E oma atu ana ngā tamariki.
The children are running away.

When the Verb has another Adverb Attached

The direction indicators follow tonu, kō, and rawa:

Tao tonu mai te ope ki kone hi, ka eke ki te marae.
As soon as the party got here, they went onto the marae.

Tū kē atu tētā maunga.
That mountain stands apart.

Whānau rawa mai te tamaiti.
At last the child was born.

The direction indicators are placed before ana and hoki:

Kākāroto mai ana, e Rewi.
Tell me again, Rewi.

Ka tere iho te tiwhāwaha, kere iho hoki tana hoka.
The fantail flew down, and so did her mate.
Expressing Implicit Relationships

The direction indicator mai can express relationships which have no English equivalent. If we are thinking about someone or something distant in space or time, our sense of relationship across the distance is expressed with mai:

**E noho mai ana tāku tamāhine i Ōtautahi.**
My daughter is living in Christchurch.

**Ka tī mai Aorangi, to tipuna maunga o Waitaha.**
There stands Aorangi (Mt Cook), the ancestral mountain of the Waitaha people.

**Tēnā koutou e noho mai na i Pōneke!**
Greetings to you living in Wellington!

Direction and location phrases

Extending Verb Sentences with Direction Phrases

Direction phrases express 'from' and 'to'. Direction phrases are introduced by the particles i or ki.

- i = from, indicates direction away
- ki = to, indicates direction towards

Direction phrases may be singular or plural and consist of either:
1. i or ki + ā + personal name;
2. i or ki + place name or location noun;
3. i or ki + ā + pronoun;
4. i or ki + definitive + noun;
5. i or ki + t-class definite.

**EXAMPLES**

**Ket te whakatūka te ope i Heihei.**
The party is setting out from Heihei.

**Tangohia i te tēpu!**
Take it off the table!

**Kua wehe rātou i te rōpū matua.**
They have separated from the parent organisation.

**Kaua e mauria tērā poaka ki te kāinga!**
Don't bring that pig home!

**Kua hāere mai a Piti i Oamaru.**
Piti has come from Oamaru.
I tāhætia te patu pounamu i te whare taonga.
The greenstone patu was stolen from the museum.

I te oma atu te hōiho i a Maaka.
The horse was running away from Maaka.

I whāia ia i tāna hōiho ki te awa.
He chased his horse to the river.

Rere atu i reira!
Get out of there!

Kawea atu ahu ki tō tumuaki!
Take me to your leader!

Me haere tātou ki tua o tēnei maunga.
We've got to go over this mountain.

Haere mai ki tō Koro, o Wī!
Come here to your Grandad, Wī.

Ka hoe te waka ki uta.
The canoe paddled ashore.

I ahu te ara ki te renga mai o te rā.
The path pointed towards the rising sun.

E tata ana rāua ki Tāmaiti-mākaurau.
They were approaching Auckland.

Ka rere atu tāna tama ki a Māui.
Maui's son rushed off to him.

I kawea mātou e Ruku ki te tāone.
Ruku took us to town.

Tikina he wai i te awa!
Get some water from the river!

Note: direction phrases are normally in last place, as in the sentences above, but the sentence may contain more than one direction phrase:

direction phrase  direction phrase
Ka haria ki te iahi lohunga te pounamu e tāhætia i te whare nui.
The greenstone which was stolen from the meeting house was taken to a lohunga.
Extending Verb Sentences with Location Phrases

Location phrases express 'at', 'in', or 'by'. Location phrases are introduced by the particle i.

EXAMPLES

E tū ana mātou i te roto.
We were standing by the lake.

I tātari te ope i te teihana.
The group waited at the station.

Kā kitea ia e Hōne i ngā toa.
Hone saw him at the shops.
Command sentences

- Command sentences are always addressed to 'you'. They order you to do something.

- Command sentences are made with action verbs.

- Basic command sentences consist of two phrases:
  command phrase + subject phrase

### Active and Passive Voice Commands

- There are two kinds of commands, and most action verbs can be used in both:

  1. commands which tell you to perform an action:

     Stop!
     Get
     Smile!

     These commands are made with the active form of an action verb.

  2. commands which tell you to do something to someone or something else:

     Feed the baby!
     Turn on the light!
     Shut the door!

     These commands are made with the passive form of an action verb.

### Choosing Active or Passive Commands

- The choice depends on what we want to say. For example, we can tell someone to 'Eat up' meaning simply 'get on with it'. We are not interested in what they are eating, but with an action. This is expressed as an active voice command:

  Eat!
We can also tell them what to eat, for example "Eat your breakfast!" We are interested here with what the action of 'eating' is performed on. This is expressed as a passive voice command:

**Kainga tō parakuihi!**  
Eat your breakfast!

---

**Verbs which Introduce their Object with ki**

These verbs are most often used in active commands, but sometimes are found in passive voice commands.
When the emphasis is on the movement, or action, we choose the active voice:

**Titiro ki te maunga!**  
Look at the mountain.

When the emphasis is on the goal of the action, we choose the passive voice:

**Tiro ki te maunga!**  
Look at the mountain!

---

**Verbs which Describe Movement**

Verbs which describe movement in ordinary circumstances make their commands in the active voice, for example when we tell someone to:

- run
- go away
- come
- enter
- leave
- sit
- stand
- lie down

---

**Active voice command sentences**

- Active voice commands tell you to perform an action. The sentence consists of:
  
  command phrase + subject phrase

- The subject phrase, which is always 'you' (singular, dual, or plural), is usually not expressed.

---

**Command Phrase**

**Note:** whether or not the command phrase opens with the verb particle e depends on how many syllables the verb has. For how to count the syllables of verbs, see page 71.
1 when the verb has two syllables
The command phrase opens with the particle e if the active verb which follows it consists of two syllables. The command phrase consists of:

\[ e + \text{action verb} \]

**EXAMPLES**

<table>
<thead>
<tr>
<th>command phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>E ona</td>
<td>[koe, kōrua, koutoul']</td>
</tr>
<tr>
<td>E īgi!</td>
<td>Stand!</td>
</tr>
<tr>
<td>E nohol!</td>
<td>Sit!</td>
</tr>
<tr>
<td>E tangi!</td>
<td>Cry!</td>
</tr>
<tr>
<td>E kata!</td>
<td>Laugh!</td>
</tr>
<tr>
<td>E moe!</td>
<td>Sleep!</td>
</tr>
<tr>
<td>E char!</td>
<td>Wake up!</td>
</tr>
</tbody>
</table>

2 two-syllable verb + direction indicator
When a two-syllable verb is followed by mai, atu, ake, or iho, verb + direction indicator form one unit, and the phrase does not open with e. The phrase consists of:

\[ \text{active verb} + \text{direction indicator} \]

**EXAMPLES**

| Oma atu!       | Run away!               |
| Noho iho!      | Sit down!               |
| ㎊ ike!        | Stand up!               |
| Moe mai!       | Sleep! [mai means as I watch, or think of you] |
3 verbs of three syllables or more
When the action verb has more than two syllables, the command phrase does not open with the particle e. The phrase consists of:

action verb alone

EXAMPLES

Haere!
Go!

Whakaarongo!
Listen!

Titiro mai!
Look at me!
Look here!

Kōrero atu!
Speak out!

Waikata!
Sing!

Adding More Phrases
The addition of further phrases does not affect the command phrase.

EXAMPLES

Tatari i te kētū!
Wait at the gate!

E oma ki a Whata!
Run to Whata!

Titiro ki te papatuhituhi!
Look at the blackboard!

Haere atu i kone!
Go away from here!

Haere mai ki tō tipuna whare!
Welcome (come) to your ancestral house!

Kuhu mai ki roto!
Come inside!
Noho mai i te kākāriki
Sit down here by the door!

E tū i runga i te tūātea!
Stand on the chair!

Syllables

We need to know how to count syllables in order to decide whether an action verb is introduced by the calling particle e in an active voice direct command.

Maori syllables consist of:
1 consonant + one vowel;
2 vowel alone.

Long Vowels

Both a macron over a vowel and a double vowel indicate a long vowel:

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Long Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ā</td>
<td>â</td>
</tr>
<tr>
<td>ē</td>
<td>ee</td>
</tr>
<tr>
<td>ī</td>
<td>ii</td>
</tr>
<tr>
<td>ȳ</td>
<td>oo</td>
</tr>
<tr>
<td>ū</td>
<td>uu</td>
</tr>
</tbody>
</table>

Note: as only one vowel can occupy any syllable, long vowels are two syllables. For example, tū or tūu, stand, is a two syllable word:

<table>
<thead>
<tr>
<th>First syllable</th>
<th>Second syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>tū</td>
<td>u</td>
</tr>
</tbody>
</table>

Examples of Syllable Length

<table>
<thead>
<tr>
<th>Word</th>
<th>Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>te</td>
<td>1 syllable</td>
</tr>
<tr>
<td>nga</td>
<td>2 syllables</td>
</tr>
<tr>
<td>haere</td>
<td>3 syllables</td>
</tr>
<tr>
<td>kōrero</td>
<td>4 syllables</td>
</tr>
<tr>
<td>waenganui</td>
<td>5 syllables</td>
</tr>
<tr>
<td>āpōpō</td>
<td>6 syllables</td>
</tr>
</tbody>
</table>

Negative active voice commands

- The word that makes command sentences negative is kaua, ‘do not’.
- Negative active voice commands open with the verb particle e.
- Basic negative command sentences consist of two phrases:

  kaua [subject phrase] + e + command phrase
**First (subject) Phrase**

The first phrase opens with *kaua*, which has the same form in both singular and plural sentences. The subject of the command is ‘you’ – singular, dual, or plural – but it is usually not expressed. The phrase consists of:

- **kaua** [+ koe, kōua, koutou]

**Second (command) Phrase**

The command phrase opens with the particle *e*, regardless of the length of the action verb. The phrase consists of:

- *e* + action verb in the active voice [+ further phrases]

**EXAMPLES**

<table>
<thead>
<tr>
<th>kaua [ + subject phrase]</th>
<th>command phrase</th>
<th>direction or location phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaua [koe/kōua/koutou]</td>
<td>e oma!</td>
<td></td>
</tr>
<tr>
<td>Don’t run!</td>
<td>e tū!</td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td>e oma atu!</td>
<td></td>
</tr>
<tr>
<td>Do not stand!</td>
<td>e noho lho!</td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td>e haere!</td>
<td></td>
</tr>
<tr>
<td>Don’t run away!</td>
<td>e whakarongo</td>
<td>kia ia!</td>
</tr>
<tr>
<td>Kaua</td>
<td>e titiro mai!</td>
<td></td>
</tr>
<tr>
<td>Do not sit down!</td>
<td>e titiro ake!</td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td>e waiata!</td>
<td></td>
</tr>
<tr>
<td>Don’t go!</td>
<td>e tata!</td>
<td>i te kēti!</td>
</tr>
<tr>
<td>Kaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not listen to him!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t look at me!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t look here!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t look up!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not sing!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do not wait at the gate!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Passive voice commands

- Passive voice commands tell you to do something to something or someone else.

- Basic passive command sentences consist of:
  
  command phrase + subject phrase

#### First (command) Phrase

This consists of a passive verb on its own.

### Subject Phrase

The subject phrase may be singular or plural, and consists of either:

1. a + personal name or place name;
2. pronoun;
3. definitive + noun;
4. t-class definitive;
5. he + noun

When it is clear from the conversation or story, the subject phrase is often left out.
EXAMPLES

command phrase  subject phrase  direction/location phrase

Tiakina  a Reremoana
Look after Reremoana!

Āwhinatia  rātou
Help them!

Horoa  ngā kanohi o ngā tamariki nohinohi!
Wash the little children's faces!

Whakapaitia  ngā moenga!
Make the beds!

Tahia  te ara!
Sweep the path.

Kei hea ō hū? Kimihia!
Where are your shoes? Look for them!

Harua  ēne!
Carry these!

Mauria atu  ērā oka!
Take those knives away!

Auū, he pūngāwerewere nui! Patua!
Oh dear, a big spider! Kill it!

Tirohia!
Look at it!

Tikina  he wai!
Fetch some water!

Adding Further Phrases
Further phrases are in the last position:

command phrase  subject phrase  direction/location phrase

Tukua  ki te nūpepa!
Send [it] to the paper!

Herea  i waho!
Tie the dogs up outside!
Negative passive voice commands

- The word that makes command sentences negative is **kaua**, 'do not'.
- The verb particle in negative command sentences is **e**.
- Basic negative command sentences consist of two phrases:
  
  **kaua** + subject phrase + **e** + command phrase

**First (subject) Phrase**

The first phrase opens with **kaua**, which has the same form in both singular and plural sentences. The phrase consists of either:

1. **kaua** + a personal name or place name;
2. **kaua** + pronoun;
3. **kaua** + definitive + noun;
4. **kaua** + t-class definitive;
5. **kaua** + te + noun.

**Second (command) Phrase**

The command phrase opens with the particle **e**. The phrase consists of:

- **e** + action verb in the passive voice (+ further phrases)

**EXAMPLES**

<table>
<thead>
<tr>
<th><strong>kaua</strong> + subject phrase</th>
<th>command phrase</th>
<th>direction/location phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kaua a Reremoana</strong></td>
<td>e kchetetia!</td>
<td></td>
</tr>
<tr>
<td>Don't tell off Reremoana!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kaua rātou</strong></td>
<td>e āwhinatia!</td>
<td></td>
</tr>
<tr>
<td>Don't help them!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kaua aua pūkapuka</strong></td>
<td>e mauria atu!</td>
<td></td>
</tr>
<tr>
<td>Don't take those books away!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Command sentences

<table>
<thead>
<tr>
<th><strong>kaua</strong> + subject phrase</th>
<th>command phrase</th>
<th>direction/location phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kaua e paatu!</strong></td>
<td>Don't kill it!</td>
<td></td>
</tr>
<tr>
<td><strong>Kaua ngā kuri e herea</strong></td>
<td>i waho!</td>
<td></td>
</tr>
<tr>
<td>Don't tie the dogs up outside!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kaua tō rēta e tukua</strong></td>
<td>ki te nūpepa!</td>
<td></td>
</tr>
<tr>
<td>Don't send your letter to the newspaper!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** to emphasise the command phrase, we can put it in the first position:

<table>
<thead>
<tr>
<th><strong>kaua</strong> + command phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kaua e kohetetia</strong></td>
<td>a Reremoana.</td>
</tr>
<tr>
<td><strong>Kaua e āwhinatia</strong></td>
<td>rātou.</td>
</tr>
<tr>
<td><strong>Kaua e mauria atu</strong></td>
<td>aua pukapuka.</td>
</tr>
</tbody>
</table>
State sentences

- State sentences describe the state which the subject of a sentence is in.
  By 'state' we mean:
  1 the result of some previous action or situation, as in:

  The window is broken (because he threw a stone at it).
  The grass is green (because it has been watered).

  2 the quality of an action undertaken by the subject, as in:

  Those girls sang well.
  We worked hard.

- State sentences open with verb particles which tell us whether the situation came about in the present, past, or future.

Basic state sentences consist of a stative verb phrase plus a noun phrase:

  state phrase + subject phrase

- For stative verbs see pages 82–84.

First (state) Phrase

The first phrase opens with a verb particle which tells us what tense the sentence can be. While all the verb particles we use for action sentences can be used in state sentences, the two that are used most often are kua and ka:

kua tells us some state has come into being:

  Kua māuiui koe.
  You are sick (that is, have become sick).

ka describes the situation of the subject as a fact, in present, past, or future tense:

  Ka māuiui koe.
  You were sick.
  You are sick.
  You will be sick.
The phrase consists of:

verb particle + stative verb

**Second (subject) Phrase**

The subject phrase tells us who or what is in the state described. The second phrase may be singular or plural, and consists of either:
1. *a* + personal name or place name;
2. pronoun;
3. definite + noun;
4. *t* -class definite;
5. *he* + noun.

**EXAMPLES**

1. *State sentences which describe the physical or mental condition or situation of the subject of the sentence as a result of some previous event.*

<table>
<thead>
<tr>
<th>state phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>I pōuri</td>
<td>a Hinemoa; Hinemoa was unhappy.</td>
</tr>
<tr>
<td>Ka ngenge</td>
<td>ahau.</td>
</tr>
<tr>
<td>Kua pakaru</td>
<td>te wini. The window is broken.</td>
</tr>
<tr>
<td>E mate ana</td>
<td>tēnei.</td>
</tr>
<tr>
<td>Ka mate</td>
<td>he toa.</td>
</tr>
<tr>
<td>Ka whānau anō</td>
<td>he toa. (he whakataukī) A champion dies, another is born. (a proverb)</td>
</tr>
</tbody>
</table>

2. *State sentences which describe the quality of some action we do.*

In this kind of sentence, the subject consists of:

definite + action verb used as a noun

<table>
<thead>
<tr>
<th>state phrase</th>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kua kaha</td>
<td>tā mātou mahi. We have worked hard.</td>
</tr>
<tr>
<td>Ka kino</td>
<td>tō mahi. You are doing wrong.</td>
</tr>
</tbody>
</table>
Kei te hē rawa atu tāna kōrero.
What he says is completely mistaken.

Ka pai te waiata a rua kōtiro.
Those girls sang well.

Kua oti te mahi a te rōpū mahi taiepa.
The fencing gang has finished its work.

Ka pai te mahi, tamariki ma!
Well done, children!

Kua tino taumaha te raruraru.
The problem has become very serious.

---

Extending state sentences with an agent phrase

Unless otherwise stated, we assume that the person or people in the conversation or story are the ones whose action brought about the state the sentence describes.

EXAMPLE

I tētahi atarā, ka haere atu a Pita ki te whare wātea, ā, ka tūmatu ki te whakapiriata i tōna wātea. Ka mutu te mahi, ka haere ia ki te tiki atu i tana hoa waihine.

One morning Pita went out to the garage to clean his car. When he had finished, he went to get his wife.

When the definitive in the subject phrase is a possessive pronoun, we also assume that the person or people it refers to are the ones whose action brought about the state:

<table>
<thead>
<tr>
<th>State phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka mutu</td>
<td>tā tatou mahi āpōpō.</td>
</tr>
<tr>
<td>Our work will be finished tomorrow.</td>
<td></td>
</tr>
<tr>
<td>We will finish our work tomorrow.</td>
<td></td>
</tr>
<tr>
<td>Kua oti</td>
<td>tā rātou peitia.</td>
</tr>
<tr>
<td>Their painting is finished.</td>
<td></td>
</tr>
<tr>
<td>They have finished the painting.</td>
<td></td>
</tr>
</tbody>
</table>

But when someone or something else is responsible for the state the subject is in, we indicate this in an agent phrase.
Agent Phrase

A stative agent phrase opens with the particle i and consists of either:
1 1 + a + personal name;
2 1 + definitive + noun;
3 1 + t-class definitive.

The particle i can be translated as:
by, with, from, because of, through

EXAMPLES

<table>
<thead>
<tr>
<th>state phrase</th>
<th>subject phrase</th>
<th>agent phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ka tino pōuri</td>
<td>te wāhine</td>
<td>i a Te Maru.</td>
</tr>
<tr>
<td>The woman is very sad because of Te Maru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kua mate</td>
<td>taku rākau panana</td>
<td>i te makaritī.</td>
</tr>
<tr>
<td>My banana tree died of the cold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ka mutu</td>
<td>te mahi</td>
<td>i te kāwanatanga.</td>
</tr>
<tr>
<td>The work was stopped by the government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E mate ora</td>
<td>ia</td>
<td>i te aroha.</td>
</tr>
<tr>
<td>She is dying of love.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kua ora</td>
<td>a Hēmi</td>
<td>i tētē rongoa.</td>
</tr>
<tr>
<td>Hēni has got well through that medicine.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kua kākāriki</td>
<td>te karaehe</td>
<td>i te nui o te ua.</td>
</tr>
<tr>
<td>The grass is green from all the rain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ka hōhā</td>
<td>ia</td>
<td>i a rātou.</td>
</tr>
<tr>
<td>She's fed up with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kua whati</td>
<td>tana waewae</td>
<td>i tāna takahanga.</td>
</tr>
<tr>
<td>His leg was broken by his tail.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions

Any state sentence can be turned into a question by the way it is asked, or by adding a question mark to the sentence when writing:

Kei te ngenge koe?
Are you tired?

I pakaru te wini i te hau?
Did the wind break the window?
Questions about the Subject

In answer to the questions ‘Who?’, ‘What?’ or ‘Which?’, we often use the subject phrase only:

<table>
<thead>
<tr>
<th>question phrase</th>
<th>state phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko wai</td>
<td>kei te māului?</td>
</tr>
<tr>
<td>Who is sick?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko ia.</td>
</tr>
<tr>
<td>He is.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>question phrase</th>
<th>state phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko tūhea te mahi</td>
<td>kua ati?</td>
</tr>
<tr>
<td>Which is the work which has been completed?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko tūhei.</td>
</tr>
<tr>
<td>This is.</td>
</tr>
</tbody>
</table>

Negative state sentences

- State sentences make their negative with kāore in the same way as action sentences.
- Basic negative state sentences consist of two phrases:
  kāore + subject phrase + state phrase

First (subject) Phrase

This first phrase opens with kāore, may be singular or plural, and consists of either:
1. a + personal name or place name;
2. pronoun;
3. definitive + noun;
4. t-class definitive;
5. ho + noun.

Second (state) Phrase

The state phrase opens with a verb particle.
EXPLANATIONS

kāore + subject phrase    state phrase    agent phrase
Kāore au                  e ngenge.
I am not tired.
Kāore te wini              kia pakaru.
The window has not been broken.
Kāore a Hinemoa           i pōuri.
Hinemoa was not unhappy.
Kāore tēnei               e mate ana.
This one is not sick.
Kāore anō taku rākau     kia mate       i te makariri.
My tree has not died of cold.
Kāore te wahine           e tino pōuri   i a Te Maru.
The woman is not very sad because of Te Maru.
Kāore te mahi             i mutu         i te kāwanatanga.
The work was not stopped by the government.

Stative verbs

'Stative' is an umbrella term for any word which can be used in a verb sentence to describe a state, situation, condition, quality, or appearance. The two broad groups of words which can be used as statives behave in separate ways in other situations.

1 Result Statives

Result statives do not describe an action, but the situation which has come about as the result of an action. For example, if a window is broken, it is because something has happened to it. We express the result in a state sentence:

state phrase    subject phrase
Kua pakaru       te wini.
The window is broken.

Result statives are used in two kinds of sentence:
1 as a verb in stative sentences:
   Ka whara ia.
   He is hurt.
2 as an adjective following a noun in any noun phrase:

*Tiakina te tangata whaia*
See to the injured person!

**Note:** this is rarely found in older Maori, and some speakers might express the above sentence as:

*Tiakina te tangata kua whaia*

## 2 Adjectival Statives

The largest class of statives are those we use as adjectives, for example:

<table>
<thead>
<tr>
<th>Pai</th>
<th>Kino</th>
<th>Rea</th>
<th>Kākāriki</th>
<th>Werā</th>
<th>Mākatiri</th>
<th>Atakaahu</th>
<th>Weritweri</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>bad</td>
<td>long</td>
<td>green</td>
<td>hot</td>
<td>cold</td>
<td>beautiful</td>
<td>horrible</td>
</tr>
</tbody>
</table>

As adjectives this group of statives describe a state or quality which exists permanently or naturally. This is expressed in a Ho-sentence. For example, grass is naturally green, so we say:

*Ho kākāriki te karaihe.*
Grass is green.

There are songs which we think are nice, so we say:

*He waiata pai tērā.*
That's a nice song.

Adjectival statives can also be used in stative sentences. As result statives this group describes:

1 **A state which is the result of something else that has happened.**
   For example, a particular patch of grass might be green because we've been watering it, so we say:
   
   *Ka kākāriki*  
   Te karaihe.
   The grass is green.

2 **The quality of an action undertaken by the subject.**
   For example, the following sentence is a comment on the singing, not on the song:
   
   *Ka pai te waiata a ngā kōtiro.*
   The girls sing nicely.
Translating Statives into English

Statives have one form only – they do not have passive endings. But if we are giving their meaning in English, we use part of the English verb 'to be', for example:

- mahuhe: be left behind, abandoned
- ngaro: be lost
- mate: be sick, troubled, dead
- māuri: be sick
- ora: be well, alive, safe
- pākara: be broken
- whara: be wounded, hurt
- motu: be cut, severed, separated
- mutu: be ended, stopped
- whati: be broken, snapped

State sentences may be translated into English with an action verb, especially where the subject contains a possessive pronoun. The possessive pronoun implies that the subject is the person or people carrying out the action which produces the 'state'.

- **state sentence:** Ka mutu tā tōtou māti āpōpo.
- **passive translation:** Our work will be finished tomorrow.
- **active translation:** We will finish our work tomorrow.

- **state sentence:** Kua ngaro tāku pene.
- **passive translation:** My pen is lost.
- **active translation:** I've lost my pen.

- **state sentence:** Kua whati tōku waewae.
- **passive translation:** My leg is broken.
- **active translation:** I've broken my leg.

- **state sentence:** Ka mutu tā tōtou māhi.
- **passive translation:** Our work is finished.
- **active translation:** We've finished our work.
N-Class possession sentences

- N-class possession sentences talk about belonging and owning. They tell us:

1. Who we belong to in the sense of our place in our family, hapu, tribe, race, community or country.
   This is expressed in o-category phrases.

2. Our status in personal relationships.
   This is expressed in o- or a-category phrases according to whether we are the senior or junior partner.

3. Who is the owner of any property.
   This is expressed in o- or a-category phrases according to the nature of the thing we own.

- For o and a categories see pages 101–116.

- N-class possession sentences are in the present or past tense.

- N-class possession sentences open with an n-class possessive particle or pronoun.

- For n-class possessive particles and pronouns see pages 90–91.

---

First (information) Phrase

The first phrase tells us what group or place someone belongs to, or who owns something. It consists of either:

1. n-class possessive particle + personal name;
2. n-class possessive particle + definitive + noun;
3. n-class possessive particle + k-class definitive;
4. n-class possessive pronoun.

---

Second (subject) Phrase

The second phrase tells us who belongs to the group or place expressed in the first phrase, or what they own, and can consist of either:
N-Class possession sentences

1 a + personal name; 2 pronoun; 3 definite + noun; 4 t-class definite.

EXAMPLES
1 o-category n-class sentences which express the identity of a group:

<table>
<thead>
<tr>
<th>possessor phrase</th>
<th>possession phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Ngāti Awa</td>
<td>a Maru.</td>
</tr>
<tr>
<td>Maru belongs to Ngati Awa.</td>
<td></td>
</tr>
<tr>
<td>No te iwi whānui</td>
<td>te whare nui, a Mataatua.</td>
</tr>
<tr>
<td>The meeting house Mataatua belongs to the whole tribe.</td>
<td></td>
</tr>
<tr>
<td>No iātou</td>
<td>iēnei poupou.</td>
</tr>
<tr>
<td>This house-post belongs to them.</td>
<td></td>
</tr>
<tr>
<td>Nōna</td>
<td>ēnei tīpuna.</td>
</tr>
<tr>
<td>These ancestors are his/hers.</td>
<td></td>
</tr>
</tbody>
</table>

2 o-category n-class sentences which express the place, area, or country we identify with as our home or cultural origin.

<table>
<thead>
<tr>
<th>possessor phrase</th>
<th>possession phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Ōpōtiki</td>
<td>rāua.</td>
</tr>
<tr>
<td>They are from Opotiki.</td>
<td></td>
</tr>
<tr>
<td>No Hawaiki</td>
<td>tātou katoa (he whakataukī).</td>
</tr>
<tr>
<td>We are all from Hawaiki (a proverb).</td>
<td></td>
</tr>
<tr>
<td>No Ahitohoria</td>
<td>te iwi Koori.</td>
</tr>
<tr>
<td>The Aboriginal people belong to Australia.</td>
<td></td>
</tr>
<tr>
<td>No Āhia pe'a</td>
<td>te ritenga Māori.</td>
</tr>
<tr>
<td>Maori culture may have originated in Asia.</td>
<td></td>
</tr>
</tbody>
</table>

3 o- or a-category n-class sentences which express our status in personal relationships.

<table>
<thead>
<tr>
<th>possessor phrase</th>
<th>possession phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Paikea</td>
<td>ia.</td>
</tr>
<tr>
<td>He is descended from Paikea.</td>
<td></td>
</tr>
<tr>
<td>No Hatai</td>
<td>ērā tamariki.</td>
</tr>
<tr>
<td>Those children are Hatai's.</td>
<td></td>
</tr>
</tbody>
</table>
4 o- or a-category n-class sentences which express ownership of property.

possessor phrase                      possession phrase

Nūku  
This watch is mine.  

No Tāmati  
The bike belongs to Tāmati.  

Na ngā tamariki o te Kohanga Reo  ōrā pulkapuka pikitia.  
Those picture books belong to the Kohanga Reo children.  

No mātou  
This house belongs to us.  

tēnei whare.

Questions

Any n-class sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Nāu ēnā?  
Are they yours?  

No Pani tēnei whare?  
Is this house Pani’s?

Asking Who Someone or Something Belongs To

We ask this question with the phrase no/na wai? in the information phrase.

singual:  
No/na wai?  
Whose is? Whose was?

plural:  
No/na wai mā?  
Whose are? Whose were?

Questions are answered by replacing wai in the first phrase with the information required.

EXAMPLES

In conversation, questions are usually answered in one phrase:

question phrase  subject phrase

question:  No wai  tēnei tamariki?  
Who does this child belong to?
<table>
<thead>
<tr>
<th>Question phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer:</td>
<td>No Ngāti Whātuā ia.</td>
</tr>
<tr>
<td>He belongs to Ngāti Whātuā.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>Na wai ēnō kōtiro mōhio?</td>
</tr>
<tr>
<td>Whose are those clever girls?</td>
<td></td>
</tr>
<tr>
<td>answer:</td>
<td>Na Hata raua ko Pani.</td>
</tr>
<tr>
<td>They’re Hata’s and Pani’s.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>No wai te waka where?</td>
</tr>
<tr>
<td>Who does the red car belong to?</td>
<td></td>
</tr>
<tr>
<td>answer:</td>
<td>No Peli taua waka where.</td>
</tr>
<tr>
<td>That red car belongs to Peli.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>No wai ngā waka where?</td>
</tr>
<tr>
<td>Who owns the red cars?</td>
<td></td>
</tr>
<tr>
<td>answers:</td>
<td>Nōna.</td>
</tr>
<tr>
<td>She does.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>No tōku tuahine ngā waka where.</td>
</tr>
<tr>
<td>The red cars belong to my sister.</td>
<td></td>
</tr>
<tr>
<td>answer:</td>
<td>No ngā tāngata i roto i te whare nui.</td>
</tr>
<tr>
<td>They belong to the people in the meeting house.</td>
<td></td>
</tr>
<tr>
<td>question:</td>
<td>Na wai ēnei taputapu katoa?</td>
</tr>
<tr>
<td>Whose is all this gear?</td>
<td></td>
</tr>
<tr>
<td>answer:</td>
<td>Na ō tātou manuhiri pērā?</td>
</tr>
<tr>
<td>Perhaps it’s our visitors?</td>
<td></td>
</tr>
</tbody>
</table>

### Asking Where Someone is from, or Belongs To

We ask this question with the phrase **No hea?** in the information phrase. **No hea** has the same form in both singular and plural sentences. Questions are answered by replacing **hea** in the information phrase with the information required.
Negative N-class possession sentences

- The word that makes N-class possession sentences negative is \textit{ehara}, 'not'. \textit{Ehara} opens the first phrase.
- Negative N-class possession sentences are present or past tense.
- We have a choice of two negative sentence patterns.

1. We can make any affirmative N-class possession sentence negative by placing the negative word \textit{ehara} in front of it.

\textbf{EXAMPLES}

<table>
<thead>
<tr>
<th>affirmative:</th>
<th>negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Paikea</td>
<td>\textit{Ehara no Paikea}</td>
</tr>
<tr>
<td>\textit{a Wārihi.}</td>
<td>\textit{a Wārihi.}</td>
</tr>
<tr>
<td>Paikea is a descendant of Wārihi.</td>
<td>Wārihi is not a descendant of Paikea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>affirmative:</th>
<th>negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nā tōku hoa Pākehā</td>
<td>\textit{Ehara nā tōku hoa Pākehā}</td>
</tr>
<tr>
<td>\textit{ēnei tamariki.}</td>
<td>\textit{ēnei tamariki.}</td>
</tr>
<tr>
<td>These children belong to my Pakeha friend.</td>
<td>These children do not belong to my Pakeha friend.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>affirmative:</th>
<th>negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nāku</td>
<td>\textit{Ehara nāku}</td>
</tr>
<tr>
<td>nām</td>
<td>\textit{ehara nām}</td>
</tr>
<tr>
<td>\textit{tēnei, tēnā.}</td>
<td>\textit{tēnei, tēnā.}</td>
</tr>
<tr>
<td>This is mine, that is yours.</td>
<td>This is not mine, that is not yours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>affirmative:</th>
<th>negative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Ōpōtiki</td>
<td>\textit{Ehara Ōpōtiki}</td>
</tr>
<tr>
<td>\textit{a Maru.}</td>
<td>\textit{tēnei}</td>
</tr>
<tr>
<td>Maru comes from Ōpōtiki.</td>
<td>This is not mine, that is not yours.</td>
</tr>
</tbody>
</table>
negative:  Enara no Ōpōtiki a Maru.  
            Maru does not come from Opotiki.

2 Older speakers may make negative n-class sentences by replacing the n-class particle or pronoun with the particle i and reversing the order of the phrases.

EXAMPLES

affirmative:  Nāku tēnei.  
            This is mine.

negative:    Ehara tēnei i a au.  
            This is not mine.

affirmative:  No Ōpōtiki a Maru.  
            Maru is from Opotiki.

negative:    Ehara a Maru i Ōpōtiki.  
            Maru is not from Opotiki.

affirmative:  Na tōku hoa Pākehā ēnei tamariki.  
            These are the children of my Pakeha friend.

negative:    Ehara ēnei tamariki i tōku hoa Pākehā.  
            These are not the children of my Pakeha friend.

---

N-class possessive particles and pronouns

- The n-class possessive particles and pronouns all start with the letter n.
- They have the same form in both singular and plural sentences.
- They have both o- and a-category forms.

N-Class Possessive Particles

These particles open noun phrases which answer the question ‘Who does this belong to?’

The n-class possessive particles are:

- no  belonging to
- na  belonging to
**N-class possessive particles open noun phrases which can consist of either:**
1. `no/na` + personal name or place name;
2. `no/na` + definite + noun;
3. `no/na` + T-class definite.

### N-Class Possessive Pronouns

These are the words which answer the question 'Whose is this?,' 'Whose are these?' with the words

'mine', 'yours', 'his', 'hers', 'its', 'ours', 'theirs'

N-class possessive pronouns stand alone in their phrase, for example:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>nōku</code></td>
<td><code>nāka</code></td>
<td><code>nākau</code></td>
</tr>
<tr>
<td><code>nōu</code></td>
<td><code>nāu</code></td>
<td><code>nāna</code></td>
</tr>
<tr>
<td><code>nōna</code></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are singular, dual, and plural sets of N-class possessive pronouns.

#### Singular N-Class Possessive Pronouns

<table>
<thead>
<tr>
<th><code>a</code>-category</th>
<th><code>n</code>-category</th>
<th>means</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>nōku</code></td>
<td><code>nāku</code></td>
<td>belongs to me</td>
</tr>
<tr>
<td><code>nōu</code></td>
<td><code>nāu</code></td>
<td>belongs to you</td>
</tr>
<tr>
<td><code>nōna</code></td>
<td><code>nāna</code></td>
<td>belongs to him/her</td>
</tr>
</tbody>
</table>

#### Dual N-Class Possessive Pronouns

<table>
<thead>
<tr>
<th><code>a</code>-category</th>
<th><code>n</code>-category</th>
<th>means</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>nōkau</code></td>
<td><code>nāka</code></td>
<td>belongs to us (you and me)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nāmāku</code></td>
<td>belongs to us (him/her and me)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nākau</code></td>
<td>belongs to you (two)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nāku</code></td>
<td>belongs to them (two)</td>
</tr>
</tbody>
</table>

#### Plural N-Class Possessive Pronouns

<table>
<thead>
<tr>
<th><code>a</code>-category</th>
<th><code>n</code>-category</th>
<th>means</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>nōkau</code></td>
<td><code>nākau</code></td>
<td>belonging to us (you people and me)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nāmatou</code></td>
<td>belonging to us (those people and me)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nākoutou</code></td>
<td>belonging to you (three or more)</td>
</tr>
<tr>
<td><code>nōkau</code></td>
<td><code>nākatou</code></td>
<td>belonging to them (three or more)</td>
</tr>
</tbody>
</table>
Location sentences

- Location sentences tell us where someone or something is, was, or will be.

- Location sentences open with location particles.

- Location sentences consist of two noun phrases:
  - location phrase + subject phrase

**First (information) Phrase**

The first phrase opens with a location particle which tells us whether the sentence is in the present, past, or future tense:

- **present:** kei
- **past tense:** i
- **future tense:** kei + future time phrase

The phrase consists of:

- kei/1 +
  - 1 place name:
  - 2 location noun:
  - 3 definite + noun:
  - 4 t-class definite.

- For location particles and location nouns see pages 98–100.

**Second (subject) Phrase**

The second phrase may be singular or plural, and consists of either:

1. a + personal name or place name;
2. a + pronoun;
3. definite + noun;
4. t-class definite.
EXAMPLES

**information phrase**  
location particle + place name  
Kei Matipō Tiriti  
Their house is in Matipo Street.

**subject phrase**

location particle + locative noun  
I konel  
The shop used to be here.

location particle + definitive + noun  
Kei te kura  
The children will be at school tomorrow.

Emphasising the Subject

When we want to emphasise the subject phrase, we transfer it to the start of the sentence and introduce it with the particle *ko*:

**unemphatic:**

location phrase  
Kei waho  
My friends are outside.

subject phrase  
ōku hoa.

**emphatic:**

subject phrase  
Ko ōku hoa  
It's my friends outside!

location phrase  
kei waho!

**unemphatic:**

location phrase  
Kei Pōneke  
Hemi's permanent home is in Wellington.

subject phrase  
te kāinga tūturu o Hēmi.

**emphatic:**

subject phrase  
Ko te kāinga tūturu o Hēmi,  
As for Hemi's permanent home, it's in Wellington.

location phrase  
kei Pōneke.

Negative location sentences

- The word which makes location sentences negative is *kāore*, 'not'.

- Basic negative location sentences consist of two noun phrases:

  kāore + subject phrase + location phrase

- In the negative, the locative particles are:

  present tense:  i
  past tense:  i
  future tense:  ki
Location sentences

EXAMPLES

- In negative location sentences the distinction between present and past is lost.

**affirmative:**  
location phrase  
Kei Tauranga  
Hemi is in Tauranga.

**subject phrase**  
a Hemi.

**negative:**  
subject phrase  
Kāore a Hemi  
Hemi is not in Tauranga.

**location phrase**  
i Tauranga.

**affirmative:**  
location phrase  
I korā  
That tree was over there.

**subject phrase**  
taua rākau.

**negative:**  
subject phrase  
Kāore taua rākau  
That tree was not over there.

**location phrase**  
i korā.

**affirmative:**  
location phrase  
I waho  
We were outside.

**subject phrase**  
mātou.

**negative:**  
subject phrase  
Kāore mātou  
We were not outside.

**location phrase**  
i waho.

**affirmative:**  
location phrase  
Kei reira  
That’s where our meeting will be next month.

**subject phrase**  
tō tātou huihuina a te marama ka heke mai nei.

**negative:**  
subject phrase  
Kāore tō tātou huihuina  
Our meeting will not be there.

**location phrase**  
ki reira.

Questions

Any location sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Kei te tauranga waika tō waika?  
Is your car in the carpark?

Asking Where?

We ask ‘Where?’ with the locative particle hea?

94
present: Kei hea? Where is/are?
past: I hea? Where was/were?
future: Kei hea? Where will?

The question is answered by replacing hea in the first phrase with the information required.

EXAMPLES
in conversation, questions are usually answered in one phrase.

<table>
<thead>
<tr>
<th>question:</th>
<th>Information phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei hea</td>
<td>Where are the milk bottles?</td>
<td></td>
</tr>
<tr>
<td>ngā pounamu mīūka?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| answer: | Kei te kāpata. |
|         | In the cupboard. |

<table>
<thead>
<tr>
<th>question:</th>
<th>I hea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>te where nui me ngā māra?</td>
</tr>
<tr>
<td>Where were the meeting house and the gardens?</td>
<td></td>
</tr>
</tbody>
</table>

| answer: | I te taha o to awa aua moa. |
|         | They were beside the river. |

<table>
<thead>
<tr>
<th>question:</th>
<th>I hea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>te papakāinga?</td>
</tr>
<tr>
<td>Where was the settlement?</td>
<td></td>
</tr>
</tbody>
</table>

| answer: | I konei tonu. |
|         | Right here. |

---

**Location nouns which take an object phrase**

Location nouns which tell us where the subject is in relation to a point in space can be extended with an object phrase which names that place. For example, this two-phrase sentence tells us:

**Kei waho ōku hoa.**
My friends are outside.

An object phrase will answer the question 'outside what?':

<table>
<thead>
<tr>
<th>Location phrase</th>
<th>Subject phrase</th>
<th>Object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei waho</td>
<td>ōku hoa</td>
<td>i te kūaha.</td>
</tr>
</tbody>
</table>
My friends are outside the door.
Object Phrase

Object phrases in location sentences are introduced by the connecting particles tā te and tā te atamira. The object phrase may be singular or plural and consists of either:
1 i + a + personal name;
2 i + place name;
3 i + a + pronoun;
4 i + definitive + noun;
5 i + t-class definitive.

EXAMPLES

<table>
<thead>
<tr>
<th>Location phrase</th>
<th>Subject phrase</th>
<th>Object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>I runga</td>
<td>a Peni rāua ko Peti</td>
<td>i te atamira.</td>
</tr>
<tr>
<td>Peni and Peti were on the stage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei rōtu</td>
<td>tāua kāinga</td>
<td>i a Ngāti Porou.</td>
</tr>
<tr>
<td>That place is in Ngāti Porou [territory].</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei rāro</td>
<td>a Ōamaru</td>
<td>i Murihiku.</td>
</tr>
<tr>
<td>Ōamaru is north of Murihiku.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei waenga</td>
<td>o tātou manuhiri</td>
<td>i a tātou.</td>
</tr>
<tr>
<td>Our visitors are among us.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei tua</td>
<td>ngā mate</td>
<td>i tērā āra.</td>
</tr>
<tr>
<td>The dead are beyond that veil.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Changing the Phrase Order

The second (subject) phrase and the third (object) phrase can change places according to the emphasis we want. We especially choose the second order when the subject phrase is so long that an object phrase sounds lost tacked on the end of it:

<table>
<thead>
<tr>
<th>Location phrase</th>
<th>Object phrase</th>
<th>Subject phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei waho</td>
<td>i te kēti</td>
<td>te ope o te Kuini, ara o Te Aitārangi kāhu rātou ko ona hoa rangatira.</td>
</tr>
<tr>
<td>The party of Queen Te Aitārangi kāhu and her chiefly supporters is outside the gate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Negative Sentences

In negative sentences, the object phrase usually remains in last place:

<table>
<thead>
<tr>
<th>Subject phrase</th>
<th>Location phrase</th>
<th>Object phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kāore o Peni rāua ko Peti</td>
<td>i runga</td>
<td>i te atamira.</td>
</tr>
<tr>
<td>Peni and Peti are not on the stage.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
People in location phrases

Location sentences can tell us where something is by explaining who has got it—not in the sense of ownership, but of having temporary custody.

First (location) Phrase
The location phrase opens with one of the location particles, and consists of either:
1 kei/i + a + personal name;
2 kei/i + a + pronoun;
3 kei/i + definitive + noun;
4 kei/i + t-class definitive.

Second (subject) Phrase
The second phrase may be singular or plural, and consists of either:
1 a + personal noun;
2 pronoun;
3 definitive + noun;
4 t-class definitive.

EXAMPLES

<table>
<thead>
<tr>
<th>location phrase</th>
<th>subject phrase</th>
<th>time phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kei tana hoa</td>
<td>a Hōmi.</td>
<td></td>
</tr>
<tr>
<td>Hōmi is with his friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I taku whaea</td>
<td>ngā tamariki.</td>
<td></td>
</tr>
<tr>
<td>The children were with my mother.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei a Āpirana</td>
<td>te waka.</td>
<td></td>
</tr>
<tr>
<td>Āpirana's got the car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I a rāua</td>
<td>te waka</td>
<td>i te atu nei.</td>
</tr>
<tr>
<td>They had it this morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kei tēnā</td>
<td></td>
<td>āpōpō.</td>
</tr>
<tr>
<td>That one will have it tomorrow.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions
Any sentence can be turned into a question by the way it is asked, or by adding a question mark when writing:

I a ia āku pukapuka?
Did he have my books?
Asking Who?

The question ‘Who has got?’, in the sense of ‘Who with?’ is asked with the personal wai. The phrase consists of:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>present: Kei a wai?</th>
<th>past: I a wai?</th>
<th>future: Kei a wai?</th>
</tr>
</thead>
<tbody>
<tr>
<td>plural</td>
<td>present: Kei a wai mā?</td>
<td>past: I a wai mā?</td>
<td>future: Kei a wai mā?</td>
<td></td>
</tr>
</tbody>
</table>

The question is answered by replacing wai in the first phrase with the information required.

**EXAMPLES**

- In conversation, questions are usually answered in one phrase.

<table>
<thead>
<tr>
<th>question: Kei a wai</th>
<th>answer: Kei te kaitiaki whare.</th>
</tr>
</thead>
<tbody>
<tr>
<td>aki kihi?</td>
<td>The caretaker's got them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>question: I a wai mā</th>
<th>answer: I nga rōpū kura</th>
</tr>
</thead>
<tbody>
<tr>
<td>nga paraikete?</td>
<td>ēra paraikete.</td>
</tr>
<tr>
<td>Who had the blankets?</td>
<td>The school groups had those blankets.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>question: Kei a wai</th>
<th>answer: Kei te kōtiro te tino pakeke te pēke taumaha.</th>
</tr>
</thead>
<tbody>
<tr>
<td>te pēke taumaha i te ata āpōpō?</td>
<td>The oldest girl will have the heavy pack.</td>
</tr>
<tr>
<td>Who's going to have (carry) the heavy pack tomorrow morning?</td>
<td></td>
</tr>
</tbody>
</table>

Location particles and nouns

**Location Particles**

- Location particles open phrases which answer the question ‘Where?’
- Location particles have present, past, and future forms.
Affirmative Location Particles

<table>
<thead>
<tr>
<th>Tense</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>kei</td>
</tr>
<tr>
<td>past</td>
<td>i</td>
</tr>
<tr>
<td>future</td>
<td>kei, hei</td>
</tr>
</tbody>
</table>

The future location particle *heι* is not used to ask, and not usually used to answer, the basic question ‘where?’ but is found in sentences which give a strong sense of future intention or time:

*Heι konei he kāinga mo mātou.*
Here will be a home for us.

*Heι le Hānuere rātou e haere mai ana.*
They’ll be coming in January.

When a location phrase extends a verb statement, the present tense location particle becomes *i*, and the future tense particle becomes *a*. See page 66.

### Negative Location Particles

<table>
<thead>
<tr>
<th>Tense</th>
<th>Particle</th>
</tr>
</thead>
<tbody>
<tr>
<td>present</td>
<td>i</td>
</tr>
<tr>
<td>past</td>
<td>i</td>
</tr>
<tr>
<td>future</td>
<td>ki</td>
</tr>
</tbody>
</table>

### Location Nouns

Location nouns are words which follow location particles in phrases which answer the question ‘Where?’. The phrase consists of:

*kei/i + location noun*

### Types of Location Nouns

1. *All place names are location nouns.*

   **Kei Matipō tiriti**
   In Matipo street

   **Kei Tūranga**
   At Gisborne

2. *The following location nouns describe areas in relation to the speaker or writer:*

   **uta**  ashore  (when you are at sea)
   inland   (when you are on the coast)

   **tai**   at sea    (when you are ashore)
   on the coast (when you are inland)

   **tawhiti** in the distance
Location sentences

konei  here  (where I am), in this place
konā  there  (where you are), in that place
korā, kō  there  (away from us), in that other place
reira  there  in that place (we've been talking about)

3 The following location nouns describe location in relation to a point in space:

runga  on top, above; south
raro  under, underneath, below; north
waho  out, outside
roto  in, inside
mua  in front, at the front, before
muri  behind, at the back
waenga, waenganui  in the middle, between, among
tua  beyond, the other side of (a solid object such as a mountain)
tāwāhi  beyond, the other side of (an open space such as a valley)
The categories of relationship and possession

Every relationship we have to people, places or things has a status which we express in the choice of o or a in the vowel of words which express relationship or possession:

possessive particle o/a 'of'
- t-class possessive pronouns 'my', 'your', 'his', 'her', 'our', 'their'
- n-class possessive particle no/nah and possessive pronouns 'belongs to'

The categories of relationship and possession cover:
- any relationship we have with other people;
- any quality that identifies us;
- any group we are part of, anything part of us;
- anything we belong to, anything that belongs to us;
- anything that shelters, transports, or helps us;
- anything we shelter or help;
- anything we use, produce, or do, anything that is done to us.

In each of these relationships, we are in a situation of:
- superiority, equality, or subordination;
- seniority or juniority;
- control, or under the control of someone or something else;
- activity or passivity.

O-Category Relationships
The o category expresses relationship with any person, group, or entity we are:

junior to;
under the control, protection, or guidance of;
part of;
equal with.

The o category expresses the possession of any thing which acts in a sheltering or nurturing role, or is bigger or more permanent than we are, and expresses the relationship of part of something to the whole.
The categories of relationship and possession

EXAMPLES
We are junior to our mothers:

- tōku whāea
  - my mother

We are equal with people we choose as friends:

- te hoa o Tamahae.
  - Tamahae’s friend.

We are sheltered and protected by houses:

- tōna whare
  - his/her house

We are part of a tribal group:

- No Te Arawa rātou.
  - They belong to Te Arawa.

A-CATEGORY RELATIONSHIPS
The a category expresses our relationship with anyone we are:

- senior to;
  - anyone under our control, protection, or authority.

The a category expresses the possession of any thing, skill, or activity we produce or control.

EXAMPLES
We are senior to our grandchildren:

- āku mokopuna
  - my grandchildren

Our work is a productive activity we control:

- tā māua mahi
  - our work

Teachers are responsible for their class:

- āna ākonga
  - his/her students
Category Can Change

While relationship words such as ‘mother’ (o-category) or ‘grandchild’ (a-category) express permanent categories, most nouns can be either o or a category, depending on the relationship we want to express.

EXAMPLES

1  ika = fish
   ngā ika o te moana
   the fish of the ocean

This means the fish that live in, and belong to, the sea. Because sea-fish are part of the marine environment the relationship is expressed with an o-category possessive particle.

2  te ika a Māui
   the fish of Maui

This means the fish Maui hooked, raised, and turned in the story of the origin of Aotearoa. Because of Maui’s activity and dominance, his relationship to the fish is expressed with an a-category possessive particle.

3  mahi = work
   ngā mahi o te marae
   the works of the marae

This means the things, such as the kara最为, speech-making and greetings, which belong to the marae. Because these functions are part of the concept of ‘marae’ the relationship is expressed with an o-category possessive particle.

   ngā mahi a tō mútou tōpū
   our group’s tasks

This means the things we are going to do today – the jobs we will accomplish through work. Because our activity and productivity is what we are talking about, we express it with an a-category possessive particle.

3  waikana = song
   no Ngāti Kahungunu tēnēi waikana
   this song belongs to Ngati Kahungunu

This means a song which expresses Ngati Kahungunu tribal identity.
The categories of relationship and possession

na Ngāti Kahungunu tē nei waiata
this song is by Ngāti Kahungunu

The means a song that Ngāti Kahungunu composed or sang.

When There is More Than One Possessive in a Sentence

Sometimes we have to decide the o or a category of more than one possessive in any given statement:

He nui te mana o tō rātou waka.
Their canoe has great prestige.

The first possessive is the possessive particle o in the phrase te mana o 'the prestige of'. 'Prestige' is an o-category possession.

The second possessive is the possessive pronoun tō rātou, 'their', in the phrase tō rātou waka 'their canoe'. 'Canoe' is an o-category possession.

The two possessives in the sentence are independent of each other. The independence can be seen more clearly in a statement in which one possessive is o-category, and the other a-category:

E toru ngā tamariki a ō māua hoa.
Our friends have three children.

The first possessive is the possessive particle a in the phrase ngā tamariki a 'the children of'. 'Children' are an a-category relationship.

The second possessive is the possessive pronoun ō māua in the phrase ō māua hoa 'our friends'. 'Friends' are an o-category relationship.

O-Category relationships

Here are lists of common relationships which are expressed with o-category possessive pronouns and particles.

O-Category: Expressing Relationship to Seniors

mother
father
uncle
aunt
mother-in-law
father-in-law
grandmother
grandfather
elder
ancestor
EXAMPLES

Ko Pani te whaea o Tamahae.
Pani is Tamahae’s mother.

Ko Hata te pāpā o Tamahae.
Hata is his father.

Ko Rangi tōna matuakēkē.
Rangi is his uncle.

Ko Hera tōna matuakēkē.
Hera is his aunt.

Ko Hōri rāua ko Āni ʻōku hungarei.
Hori and Āni are my in-laws.

Ko Matatā te kāinga o te tipuna tāne o te whānau.
The grandfather of the family lives in Matata.

No Te Wai Pounamu tōu tipuna wahine.
Your grandmother is from the South Island.

Mamaakitia ōu kaumātua!
Respect your elders!

Kua mute rawa o lāku koroua kahou.
All our old men are dead.

He toa ngā kua o Waikato ki te kanikani.
The old ladies of Waikato are great dancers.

Ko Tamatea-pōkai-whenua tētahi o ngā tipuna o Ngāi Tahu.
One of the ancestors of Ngai Tahu is Tamatea-pōkai-whenua.

O Category: Expressing Belonging to a Group

family
relations
hapu
descendants
tribe, people
organisation
EXEMPLARY

Haere mai ki te mihi ki tōku whānau!
Come and meet my family!

Ko Te Ao Wera te hapū o Tuuta Nihoniho.
Tuuta Nihoniho's hapu was Te Ao Wera.

Kei hea ngā uri o Te Rangihiroa? Kāore ōna uri.
Where are the descendants of Te Rangihiroa? He had none.

Ko wai tōna iwi? Ko Te Ātiawa.
What was his tribe? Te Ātiawa.

Ko te iwi Māori ngā tāngata whenua o Aotearoa.
The Māori people are the tangata whenua of Aotearoa.

Me piri koe ki tōu ope.
You must stick to your party.

He aha ngā whainga o tō koutou rōpū?
What are the objectives of your organisation?

O Category: Expressing Belonging to a Place

marae
place
area
country

EXAMPLES

He kaumātua a Hori rāua ko Āni no tōia marae.
Hori and Āni are elders of that marae.

Ko Ngātiterangi tētahi o ngā tino iwi o Tauranga.
Ngātiterangi is one of the main tribes of Tauranga.

No Tokaanu ā koutou irāmatu.
Your nieces are from Tokaanu.

Ko Ingarangi pēa te kainga tūturu o te nuinga o te iwi Pākehā.
The original home of most Pākehā people is probably England.

Ko ngā iwi katoa o te ao kua huhi mai i tēnei rā.
All the peoples of the world have gathered here today.
O Category: Expressing Relationship To People With Authority Over You, or Responsibility for You.

chief
boss
leader
teacher, doctor, nurse, guide, etc.

EXAMPLES

Ko Tūhawaiki te rangatira o Murihiku i tērā rau tau.
Tūhawaiki was the chief of Murihiku last century.

Kua whakawātea tō mātou rangatira i tōna tūranga.
Our boss has retired from his position.

Ko Mere rāua ko Enihōpeti o ī tōtou tumuaki.
Our leaders are Mere and Enihōpeti.

He Hainamana te kaiako o ā māua tamariki.
Our children's teacher is Chinese.

Kua whakarērea tōtou o ī tōtou kaikārahi!
We've been abandoned by our guide!

O Category: Expressing Relationships in Which Both Sides Have Equal Status

sister, no matter how much older or younger than you;
brother, no matter how much older or younger than you;
sister-in-law, no matter how much older or younger than you;
brother-in-law, no matter how much older or younger than you;
cousin, no matter how much older or younger than you;
people on the same descent line as you, whether your line is senior or junior to theirs;
friend, no matter how much older or younger than you;
wife, when you use the term hoa wāhine;
husband, when you use the term hoa tāne.

EXAMPLES

Ko Mārama te tuahine o Tamahae.
Mārama is the sister of Tamahae.

Ko Tamahae te tungāne o Mārama.
Tamahae is the brother of Mārama.

He tāoke te i a no taku wāhine.
He is a brother-in-law of my wife.
The categories of relationship and possession

Ko Peti te tāokete o Hēra.
Peti is Hera’s sister-in-law.

Ko Mere te tuahine o Mārama rāua ko Tamahae.
Mere is Mārama’s and Tamahae’s cousin.

Ko Rewi tō rāua tungāne.
Rewi is their cousin.

Ko ia tōku teina.
She is my younger sister.

Kī tā Ngāti Porou, ko Porourangi te tuakana o Tahu Pōtiki. Otitā, kī tā Ngāi Tahu, ko Porourangi tōna teina.
According to Ngati Porou, Porourangi was the older brother of Tahu Pōtiki. But to Ngai Tahu, Porourangi was his younger brother.

Ko tēnei tōku hoa pai rawa.
This is my best friend.

Ko Pani te hoa wairere o Hata.
Pani is the wife of Hata.

Ko Hata tōna hoa tēnei.
Hata is her husband.

Category: Talking About Yourself

- parts of the body
- personal names
- clothes
- articles used to groom ourselves

Examples

Kua whati te waewea o tāku tamāhine.
My daughter has a broken leg.

Hāpaitia tōu ringaringa!
Raise your hand!

E rua ūu whatu, kotahi tōu ihu.
You have two eyes and one nose.

Ko Manu Karaitiana tōku ingoa.
My name is Manu Karaitiana.

Ko Ngāti Hamutu Wera te ingoa o tētā iwi.
The name of that tribe was Ngati Hamutu Wera.
Kei hea ō koutou kamupūtū, tamariki mā?
Where are your gumboots, children?

Kōrero ki tōrā wahine e whakamau ana i tōku pōtae.
Speak to that woman wearing my hat.

Whakahokia tōku heru!
Give back my comb!

Kāore anō ngā tamariki tāne kia parahihe i ō rātou makawē.
The boys have not brushed their hair yet.

**O Category: Expressing Feelings and Thoughts**

- mind
- spirit
- emotions

**EXAMPLES**

Kua rere te wairua o Rua.
Rua's spirit has fled.

Ka koo tōku ngākau ki ēna luponu.
My heart rejoiced at her words.

Ka nui te aroha o ngā tāngata ki te take nei.
The people feel very sympathetic to this cause.

He aha ō rātou whakaro e pā ana ki tēnā?
What do they think about that?

I luponu tōna pukuriri i rito i a ia.
His anger grew within him.

**O Category: Expressing Personal Qualities**

**EXAMPLES**

Ka miharo rātou ki te ātaahua o te wahine papataparahe.
They were astonished at the beauty of the fairy woman.

Te māngere hoki o āu kaimahi!
How lazy your workers are!

E titirio ana ngā tāhuou ki te nui o tōrā rākau, o Tāne Mahuta.
The strangers gazed at the size of that tree, Tane Mahuta.
The categories of relationship and possession

**O Category: Expressing Relationship to the Physical World**

- land, sea, air
- geographical features
- roads
- areas

**EXAMPLES**

*Kua ngaro ōku whenua katoa.*
All my lands are lost.

*He whāiti, he kōtiti ngā ara ki tōna takiwā.*
The roads to her district are narrow and winding.

**O Category: Expressing Symbolic Relationships**

**EXAMPLES**

*Ko Aorangi te tino maunga o Ngāi Tahu.*
Aorangi is the foremost mountain of Ngai Tahu.

*Ko te whakatitanga te tohu o te mana nui.*
Humility is the sign of greatness.

*Ka mihi ahou ki tōku kara, arā te kara nui o te Kuini.*
I greet my flag, the great flag of the Queen.

**O Category: Expressing Relationship to Shelter**

- house, or any shelter
- larger furnishings of a house

**EXAMPLES**

*Arā te whare o Hata!*
There's Hata's house!

*I te taha o te awa te aha o tāua ngāara.*
The cave of that monster was beside the river.

*Kaua e tū ki runga i tō rātou whariki hou!*
Do not stand on their new carpet!

*Whakapai tō moenga, e Rewi!*  
Make your bed, Rewi!

*He pai ki a koe tōku tūru hou?*
Do you like my new chair?
O Category: Expressing Relationship to Transport and Movement
motor vehicles
bicycle
horse
plane
boat
journeys

EXAMPLES
- Farm machinery, even if we ride on it, is seen as a tool of production, and is a category.
  
  Kua oma atu ē tōtou hōiho.
  Our horses have escaped.

  Kāore tōna motokā o haere.
  His car doesn’t go.

  Ka roa roa atu tōku rerenga i roto i tōku rererangi.
  I can go for miles in my airplane.

  Ka roa tō tōtou haerenga.
  Our journey is long.

O Category: Expressing Relationship to Drinking Water and Medicine

EXAMPLES
- Any other drink, for example tea or alcohol, is considered to be a food and is a category.
  
  Unumia tō rongoa!
  Take your medicine!

  Homai he wai mōku.
  Bring some water for me.

O Category: Expressing Relationship of Part to Whole

EXAMPLES

  Kua whātū te waewae o te tūru.
  The leg of the chair is broken.

  Kei hea te kakau o te tōki?
  Where’s the handle of the axe?
The categories of relationship and possession

Ko ēnei ngā mahi o te hui.
These things are the work (the things that happen at) of hui.

Kua hingga te totara o te wao nui a Tāne.
The totara of Tāne's great forest has fallen.

Ko ia tētahi o tō tātou rōpu.
She is one of our group.

He Pākehā te nuinga o ngā tauira i reira.
Most of the students there are Pākehā.

O-CATEGORY: Possessives In Passive Noun Phrases

EXAMPIES

He rongonui te kōrero mo te patunga o Kae e Timirau.
The story of Kae's being killed by Timirau is famous.

Ko ēnei te kōrero o te matenga o Kae.
This is the story of the death of Kae.

A-CATEGORY RELATIONSHIPS

Here are lists of common relationships which are expressed with a-category possessive pronouns and particles.

A CATEGORY: Expressing the Relationship between Husband and Wife

EXAMPIES

Ko Pani te whānau a Hata.
Pani is Hata's wife.

Ko Hata tāna tane.
Hata is her husband.

A CATEGORY: Expressing Relationship to Juniors

child
don
daughter
first-born
baby
niece
nephew
daunder-in-law
son-in-law
grandchild
EXAMPLES

Kei te kura ā rāua tamariki.
Their children are at school.

Ko Tamahae te tama a Pani.
Tamahae is Pani's son.

Ko Mārama tāna tamāhine.
Mārama is her daughter.

I te tuctahi, kāore te wahine i mahara ki tāna mātāmua.
At first, the woman did not recognise her first-born.

Homai tāu pēpi, e Me!
Give me your baby, Me!

Ko ia te tamaiti kēke a Rangi rāua ki Hēra.
She is the niece of Rangi and Hera.

He karakia tē māua hunaonga.
Our daughter-in-law is a clerk.

Ma āku mokapuna tēnei manu.
This kite is for my grandchildren.

A Category: Expressing Relationship to People you have Responsibility For, or Authority Over

worker
servant
pupil
learner
student
patient

EXAMPLES

Ka pai ā mātou kaimahi katoa.
All our workers are doing well.

Mōku hei mōkai māu!
I'll be your slave!

Māmāakiia āu taurua!
Look after your students!

Ka tiaki te tākuta i āna tūroro.
The doctor looks after his/her patients.
A Category: Expressing Action in Words

- words
- speechmaking
- commands
- advice
- instructions
- sending a message
- calling
- plans

EXAMPLES

He kīno tāna kōrero.
What he says is bad.

Kua kite matou i āu kupu i roto i tēnei rota āu.
We have seen your words in this letter of yours.

Me whakamongo koutou ki tā tātou tahutuhu.
You had better listen to our instructions.

Ka nui āku mihi ki a koutou.
I greet you warmly.

Ka riri ngā tāngata i te whakākōrero a te tātou.
The people were angry with the young man’s speech.

Ma wai tātou karanga e rongo?
Who will hear my call?

A Category: Expressing Relationship to Action

- action
- work
- things you make or produce

EXAMPLES

Ko Aotearoa te ika a Maui.
Aotearoa is Maui’s fish.

He mea whakamiharo te pikinga a Ta Edmund Hilltary i Everest.
Sir Edmund Hillary’s climbing of Everest was a noteworthy achievement.

Manaakitia ngā mahi a ngā tipuna.
Respect the work of the ancestors.

Nāku tēnei whare i hanga.
I built this house.
Kua oti tāku mahi.
My work is completed.

Ma wai koe e āwhina?
Who will help you?

Ngā mihi ki a koutou mo ā koutou toa ki te hīkai!
Compliments to you on your fishing skills!

A Category: Expressing Relationship to Technology, Production, and Reward

tools
appliances
things you make your living from
money

EXAMPLES

Kua whati te kakau o tāku kō.
The handle of my spade has snapped.

He whero te tarahihana a Hata.
Hata's tractor is red.

He tino ora tō rāua pāmu.
Their farm is very productive.

Rua rau taara tāna utu.
His pay is two hundred dollars.

Kua pāu āku moni.
My money has run out.

A Category: Expressing Relationship to Possessions

small possessions
things in everyday use

EXAMPLES

Whakapuakina ā koutou pukapuka, tamariki mā!
Open your books, children!

Kei hea tāku pene?
Where is my pen?

He taumaha rawa atu te pēke a Mere.
Mere's pack is extremely heavy.

Kei hea āna kapu e huna ana, me āna pereti hoki?
Where are her cups hiding, and her plates?
A Category: Expressing Relationship to Food

- all foods
- any drink except water
- cigarettes

EXAMPLES

**Homa titahi o ahu tikaarete, e Korot!**
Give me one of your chocolates, Grandad!

**Ka pai ia ki tana pia.**
He likes his beer.

**He aha nga kai a te iwi o Inia?**
What do Indian people eat?

**Kainga tao parakuihi!**
Eat your breakfast!

**Na wai e nei kuki?**
Whose mussels are these?

A Category: Expressing Relationship to Domesticated Animals

- pets
- farm animals

EXAMPLES

- Horses were originally seen as transport, and therefore are o category.

**Ho kiro te mokai a tuku tamahine.**
My daughter's pet is a rat.

**Ka lute matoi i tana kahui kuhi.**
We saw his flock of geese.

**Ko Pere te ingoa o taoa ngeru.**
Their cat's name is Pere.
Counting sentences

Cardinal numbers

Cardinal Numbers One to Ten

1 tahi/kotahi  6 ono
2 rua  7 whitu
3 toru  8 waru
4 whā  9 iwa
5 rima  10 tekuau

The kotahi form of 'one' is used when the number opens the sentence.

Ten to Nineteen

Cardinal numbers above ten are calculated as ten plus the single number.

mā = plus

11 tekuau mā tahi  16 tekuau mā ono
12 tekuau mā rua  17 tekuau mā whitu
13 tekuau mā toru  18 tekuau mā waru
14 tekuau mā whā  19 tekuau mā iwa
15 tekuau mā rima

Twenty to Ninety-Nine

Cardinal numbers above nineteen are calculated as so many tens plus so many ones.

Note: the numbers twenty to thirty are given in full as a pattern for numbers to ninety-nine.

20 rua tekuau  26 rua tekuau mā ono
21 rua tekuau mā tahi  27 rua tekuau mā whitu
22 rua tekuau mā rua  28 rua tekuau mā waru
23 rua tekuau mā toru  29 rua tekuau mā iwa
24 rua tekuau mā whā  30 toru tekuau
25 rua tekuau mā rima
Counting sentences

One Hundred to Nine Hundred and Ninety-Nine

Hundreds are made by putting the numbers one to nine in front of rau. 'hundred'.

The word for 'one' before 'hundred' or 'thousand' is kotahi.

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>kotahi rau</td>
</tr>
<tr>
<td>200</td>
<td>rua rau</td>
</tr>
<tr>
<td>300</td>
<td>toru rau</td>
</tr>
<tr>
<td>400</td>
<td>whā rau</td>
</tr>
<tr>
<td>500</td>
<td>rima rau</td>
</tr>
<tr>
<td>600</td>
<td>ono rau</td>
</tr>
<tr>
<td>700</td>
<td>whitu rau</td>
</tr>
<tr>
<td>800</td>
<td>waru rau</td>
</tr>
<tr>
<td>900</td>
<td>iwa rau</td>
</tr>
</tbody>
</table>

Ones are added with mā, for example:

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>kotahi rau mā tahi</td>
</tr>
<tr>
<td>109</td>
<td>kotahi rau mā iwa</td>
</tr>
</tbody>
</table>

Tens are placed after the hundreds, for example:

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>kotahi rau, tekau</td>
</tr>
<tr>
<td>111</td>
<td>kotahi rau, tekau mā tahi</td>
</tr>
<tr>
<td>119</td>
<td>kotahi rau, tekau mā iwa</td>
</tr>
<tr>
<td>120</td>
<td>kotahi rau, rua tekau</td>
</tr>
<tr>
<td>121</td>
<td>kotahi rau, rua tekau mā tahi</td>
</tr>
<tr>
<td>210</td>
<td>rua rau, tekau</td>
</tr>
<tr>
<td>311</td>
<td>toru rau, tekau mā tahi</td>
</tr>
<tr>
<td>419</td>
<td>whā rau, tekau mā iwa</td>
</tr>
<tr>
<td>520</td>
<td>rima rau, rua tekau</td>
</tr>
<tr>
<td>621</td>
<td>ono rau, rua tekau mā tahi</td>
</tr>
<tr>
<td>999</td>
<td>iwa rau, iwa tekau mā iwa</td>
</tr>
</tbody>
</table>

One Thousand to Ninety-Nine Thousand

The word for 'thousand' is mano, which is placed after the number, for example:

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>kotahi mano</td>
</tr>
<tr>
<td>2,000</td>
<td>rua mano</td>
</tr>
<tr>
<td>10,000</td>
<td>tekau mano</td>
</tr>
<tr>
<td>11,000</td>
<td>tekau mā tahi mano</td>
</tr>
<tr>
<td>20,000</td>
<td>rua tekau mano</td>
</tr>
<tr>
<td>25,000</td>
<td>rua tekau mā rima mano</td>
</tr>
<tr>
<td>83,000</td>
<td>waru tekau mā toru mano</td>
</tr>
</tbody>
</table>
Hundred, tens, and ones follow mano, for example:

1,001  kotahi mano mā tahi
1,002  kotahi mano mā rua
1,009  kotahi mano mā iwa
1,010  kotahi mano, tekau
1,011  kotahi mano, rua tekau mā tahi
1,013  kotahi mano, tekau mā toru
1,020  kotahi mano, rua tekau
1,024  kotahi mano, rua tekau mā whā
1,100  kotahi mano, kotahi rau
1,101  kotahi mano, kotahi rau mā tahi
1,111  kotahi mano, kotahi rau, tekau mā tahi
1,579  kotahi mano, rima rau, whitu tekau mā iwa
1,840  kotahi mano, waru rau, whā tekau
1,988  kotahi mano, iwa rau, waru tekau mā waru
2,000  rua mano
2,007  rua mano mā whitu
2,010  rua mano, tekau
2,012  rua mano, tekau mā rua
3,020  toru mano, rua tekau
3,144  toru mano, kotahi rau, whā tekau mā whā
11,891 tekau mā tahi mano, waru rau, iwa tekau mā tahi
53,500 rima tekau mā toru mano, rima rau
73,405 whitu tekau mā toru mano, whā rau mā rima
91,842 iwa tekau mā tahi mano, waru rau, whā tekau mā rua

One Hundred Thousand to One Million

The word for 'hundred thousand' is rau mano which is placed after the number, for example:

100,000  kotahi rau mano
200,000  rua rau mano
700,000  whitu rau mano

Hundreds, tens, and ones are placed after the thousands, for example:

102,003  kotahi rau mā rua mano, mā toru
110,012  kotahi rau tekau mano, tekau mā rua
111,026  kotahi rau tekau mā tahi mano, rua tekau mā ono
222,185  rua rau, rua tekau mā rua mano, kotahi rau, waru tekau mā rima
1,000,000 kotahi mirione
Counting sentences

Ordinal numbers

Ordinal Numbers One to Nine

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Maori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>tuatahi</td>
</tr>
<tr>
<td>2nd</td>
<td>tuarua</td>
</tr>
<tr>
<td>3rd</td>
<td>tuatoru</td>
</tr>
<tr>
<td>4th</td>
<td>tuawhā</td>
</tr>
<tr>
<td>5th</td>
<td>tuarima</td>
</tr>
<tr>
<td>6th</td>
<td>tuaceno</td>
</tr>
<tr>
<td>7th</td>
<td>tuawhitu</td>
</tr>
<tr>
<td>8th</td>
<td>tuawaru</td>
</tr>
<tr>
<td>9th</td>
<td>tuaiwa</td>
</tr>
</tbody>
</table>

Another way of writing the ordinals is:

- te + cardinal number, for example:
  - te tahi
  - te iwa

Ordinal Numbers Above Nine

Ordinal numbers higher than nine consist of:

- te + number, for example:
  - te tekau
  - te tekau mā iwa
  - te rua tekau
  - te toru tekau mā tahi
  - te rima tekau mā rima
  - te rau
  - te rima rau
  - the tenth
  - the nineteenth
  - the twentieth
  - the thirty-first
  - the fifty-fifth
  - the hundredth
  - the five hundredth

Making counting sentences

- Counting sentences tell us how many of the subject there are.
- Counting sentences can be past, present, or future.
- Basic counting sentences consist of a number phrase and a definite noun phrase:

  number phrase + subject phrase

First (number) Phrase

The first phrase tells us how many there are of the subject. The form of the first phrase varies slightly according to the number we want to express.
1 Saying one:
The phrase consists of kotahi by itself.

2 Two to nine:
These numbers are introduced by a counting particle.
When we are counting people we attach toko to the number:

<table>
<thead>
<tr>
<th>Toko</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>tokoru</td>
<td>two</td>
</tr>
<tr>
<td>tokotima</td>
<td>five</td>
</tr>
<tr>
<td>tokotwa</td>
<td>nine</td>
</tr>
</tbody>
</table>

When we are counting things we put e in front of the number:

<table>
<thead>
<tr>
<th>E</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>enua</td>
<td>two</td>
</tr>
<tr>
<td>erima</td>
<td>five</td>
</tr>
<tr>
<td>eiva</td>
<td>nine</td>
</tr>
</tbody>
</table>

Note: some speakers use the form e for both people and things.

3 Ten to nineteen:
The phrase consists of the number by itself, whether we are talking about people or things.

<table>
<thead>
<tr>
<th>Tekau</th>
<th>Ten</th>
</tr>
</thead>
<tbody>
<tr>
<td>tekau ma tahi</td>
<td>eleven</td>
</tr>
<tr>
<td>tekau ma iwa</td>
<td>nineteen</td>
</tr>
</tbody>
</table>

4 Twenty to ninety-nine:
These numbers are introduced by the counting particle e, whether we are talking about things or people:

<table>
<thead>
<tr>
<th>E</th>
<th>Tekau</th>
<th>Twenty</th>
</tr>
</thead>
<tbody>
<tr>
<td>enua tekau</td>
<td>ten</td>
<td>twenty</td>
</tr>
<tr>
<td>enua tekau ma tahi</td>
<td>twenty-one</td>
<td></td>
</tr>
<tr>
<td>etoru tekau</td>
<td>thirty</td>
<td></td>
</tr>
<tr>
<td>e ono tekau ma wha</td>
<td>sixty-four</td>
<td></td>
</tr>
<tr>
<td>e iwa tekau ma iwa</td>
<td>ninety-nine</td>
<td></td>
</tr>
</tbody>
</table>

Note: In conversation, e is often omitted.

5 One hundred and above:
Numbers from one hundred follow the rule for the number which opens the phrase:

<table>
<thead>
<tr>
<th>Kotahi rau</th>
<th>One hundred</th>
</tr>
</thead>
<tbody>
<tr>
<td>e rau</td>
<td>Two hundred</td>
</tr>
<tr>
<td>kotahi mano</td>
<td>One thousand</td>
</tr>
<tr>
<td>e iwa mano</td>
<td>Nine thousand</td>
</tr>
</tbody>
</table>

Second (subject) Phrase

The subject phrase tells us what we are counting. The phrase may be singular or plural, and consists of either:
1 pronoun;
Counting sentences

2 definitive + noun;
3 r class definitive.

EXAMPLES

number phrase  subject phrase
Kotahi  tōku tūngāne.
I have one brother.

Tokonu  ōku tuākana.
I have two older sisters.

Tekau tonu  ngā mokopuna a Āta.
Āta has exactly ten grandchildren.

Tekau mā waru  rātou.
There are eighteen of them.

E rua tokau  āna tamariki.
She has twenty children.

Kotahi anaite  te urunga.
There is only one pillow.

E whitu  ōu parākete.
You have seven blankets.

E whā tekau mā whā  ō tātou manuhiri.
We have forty-four guests.

Kotahi rau  ngā marae o tēnei rohe.
There are one hundred marae in this area.

Questions

Any number sentence can be turned into a question by the way it is asked, or by the addition of a question mark when writing:

Tokotou āu tamariki?
Have you got three children?

E whitu ngā parākete?
Are there seven blankets?

Asking How Many?

We ask this question with the phrases:

e hia?    (talking about things)
tokohia?  (talking about people)
E hia and tokohia have the same form in both singular and plural questions. They form the first phrase of a counting sentence. Questions are answered by replacing e hia/tokohia with the number required.

**EXAMPLES**

- The subject phrase is often left out of the answer to a question.

  **question phrase**       **subject phrase**

  Tokohia                     ā koutou ākonga?  
  How many students have you?

  **answer:** Tokaiwa pea  ā mātou ākonga.  
  We have about nine students.

  **answer:** Tokaiwa pea.  
  About nine.

  Tokohia                     ō rātou kaikōrero i tēnei rā?  
  How many speakers have they got today?

  **answer:** Kotahi tonu.  
  Just the one.

  E hia ōnei                      ērā kainga tawhito?  
  How many of those old settlements would there be?

  **answer:** Kī tōku whakaaro, e rima te kau  āua kāinga?  
  In my estimation there are fifty of those settlements.

  **answer:** E hia              ngā pereti,  
  e hia               ngā kapu?  
  How many plates and cups are there?

  **answer:** Tokau mā waru      ngā pereti,  
  e rau te kau ma tahi    ā kātou kapu.  
  There are eighteen plates, and we have twenty-one cups.

  E hia                           ngā pūne me ngā pāoka?  
  How many spoons and forks?

  **answer:** E ēno              ngā pūne,  
  e rima               ngā pāoka.  
  Six spoons and five forks.
Making Maori Sentences is a practical, beginner’s guide to sentence construction in Maori. Its clear descriptions and non-technical terminology make it an ideal grammar reference for both high school and adult students.

Making Maori Sentences is designed especially for those learning to write Maori; for those learning to speak Maori who need an understanding of its basic building blocks; and for teachers who need to answer questions about sentence construction with a minimum of formal language.

Lyndsay Head is a lecturer in Maori at the University of Canterbury, and specialises in teaching the written Maori language.