

7. KO AU, KO AU JOHN TAPIATA



Ko au, ko au tēnei	<i>This is me</i>
Ko koe, ko koe tēnā	<i>That is you</i>
Ko ia, ko ia tērā	<i>That is her/him over there</i>
Kei te mahi ngā mahi	<i>All busy working</i>

Language learning can be reinforced with waiata and the appropriate actions that support the meaning. This waiata is a good example of this.

This waiata repeats twice and can be used as a round where one group of students starts to sing and another group begins to sing at a particular point in the waiata, for example, at the beginning of line three. It can also be performed as an action song in groups of three. Remind the students to have eye contact with the person they are singing to and do appropriate hand and arm actions.

Use visual resources such as flash cards of the vocab – “au”, “koe”, “ia”, “tēnei”, “tēnā”, and “tērā” – to teach students about the personal pronouns and placement.

Teachers or students can role-play different occupations. The students can try to guess the job that is being mimed or acted. Research te reo Māori names for a variety of occupations and act these out for charades.

Add the names of the occupations to the ngā kupu hou chart or do a separate chart that students can illustrate with their own artwork or with pictures from magazines. Simple language patterns can be used around these charts. For example, ask the question (pātai): “He aha ia?” – “What is she?”. The response (whakautu) could be: “He nēhi ia” (nurse), “He pouako ia” (teacher), “He kaipūtaiao ia”(scientist), and so on.

The song sheets for all waiata and haka are at the back of this book.