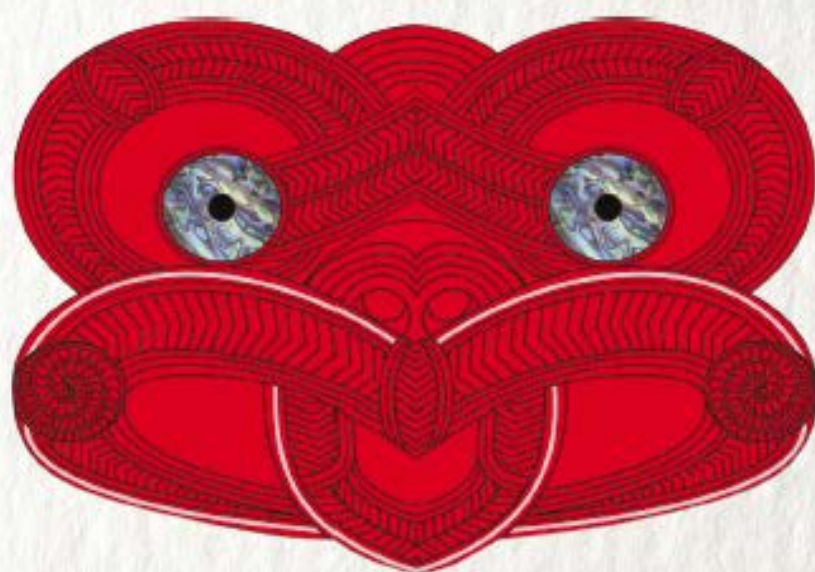


PUKAPUKA KŌRERO TAHI

HE TAONGA NŌ TE PĀTAKA KŌRERO
O
TE REO IRIRANGI O KAHUNGUNU



AUDIO BOOK ONE

A Treasure from the Storehouse of
Oral Archives of Radio Kahungunu

Featuring the voices of
Apikara Rārere and Te Arahea Robin

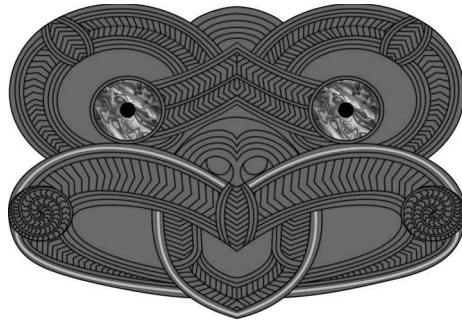
This is a bilingual resource for teaching and learning the Māori language. The package includes a CD-ROM with recorded conversations between the two women; verbatim transcriptions of those conversations; and English translations. They were recorded on and by Radio Kahungunu.

JOSEPH SELWYN TE RITO

(Rongomaiwahine/Kahungunu/Rangitāne)

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First published in December 2015 by Ngā Pae o te Māramatanga
The University of Auckland
16 Wynyard Street, Private Bag 92019
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This book contains mātauranga Māori (Māori knowledge), consequently it is important for readers and users of this book and CD-ROM to appreciate that this mātauranga Māori remains the responsibility of the originating community and/or individual(s) as kaitiaki (guardians) of their mātauranga. The purpose of the book and inclusion of the mātauranga is to share the language and voices to assist Māori language learning and revitalisation. It is not intended nor is it permitted that any mātauranga Māori be extracted, used or exploited for commercial use or individual gain beyond that of the book's primary purpose.

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The CD-ROM may not be playable in a standard audio CD player.

Audio files can also be accessed from: www.radiokahungunu.co.nz

Photograph of Te Arahea Robin provided by her son, John Robin.

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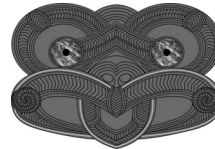
'Kia ita!'

Te Taura Whiri i te Reo Māori

MĀORI LANGUAGE COMMISSION



Ngāti Kahungunu Iwi
INCORPORATED



IRIRANGI KAHUNGUNU



HAWKE'S BAY
EASTERN INSTITUTE OF TECHNOLOGY
TE AHO A MĀUI



NGĀ PAE O TE
MĀRAMATANGA

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He Mihi

Teenei raa ka mihi ake ki te raarangi kuikuiiaa, korokoroua
I noho ake raa ki te paepae koorero o Te Reo Irirangi o Ngaati Kahungunu
Hai maangai tuku kupu, tuku maatauranga, tuku tohutohu
Hai whakapaahotanga ake, hai whakairinga raa hoki ngaa ia o ngaa rangi – kaa tahi
Hai whakairinga hoki ki Te Paataka Koorero – kaa rua
Ki reira whakaputu mai ai hai taonga maa ngaa uri whakaheke.
Naareira e kuii Apikara, e kuii Te Arahea, otiraa e ngaa wahakii o te iwi
Me peenei te koorero
Ahakoa kua riro aa-tinana kee atu koutou
Ko oo koutou na reo, ka mau tonu, ka ora tonu, moo ake tonu atu!

He Kupu Whakataki

Ko eenei koorero e hora iho nei, he mea hanga hai rauemi maa te hunga e whakaako ana raanei, e ako ana raanei i te reo Maaori. Naa ngaa kuiia kua whakaingoatia i mua ake nei, ngaa koorero kai runga i te koopae kua taapiringia mai nei ki te uuhi o te pukapuka nei, otiraa, ngaa kupu Maaori kua taangia mai nei ki ngaa whaarangi o te tinana o te pukapuka nei.

Ko te momo reo koorero o Apikara Raarere, me kii noo te takiwaa o Te Wairoa ahu atu ki Te Maahia, aa, me kii he reo noo Rongomaiwahine/Ngaati Kahungunu. Ko te momo reo koorero o Te Arahea Robin, me kii noo te takiwaa o Te Wairoa ahu atu ki Waikaremoana, aa, me kii he reo noo Tuuhoe/Ngaati Kahungunu. Kaati, he whakaroanga koorero moo ngaa kuiia nei, kai ngaa whaarangi kai tua atu noa nei.

Kai runga ngaa kuiia nei i Te Reo Irirangi o Ngaati Kahungunu e koorerorero ana. Ko Apikara te kaitaurima o te waahanga e kiia nei, ko Te Kohinga Koorero, araa, moo te hunga kaumaatua. Hai ngaa haaora iwa ki te tekau i ngaa ata o te Mane ki te Taaite, whakapaahongia atu ai teenei hootaka nei. Kaati, he kotahi haaora te roa. Ko Te Arahea te manuhiri kaikoorero oo ngaa Mane.

He huhua noa atu ngaa kaumaatua i puta ake ki mua i te aroaro o te kuiia nei, oo Apikara, i ngaa tau maha e taurima ana aia i teenei o ngaa hootaka oo Te Reo Irirangi oo Ngaati Kahungunu. E kore e mutu ngaa mihi ki aa raatau maa i takoha mai i oo raatau na reo ki ngaa uri whakatipu. Tihei mauri mate! Tihei mauri ora!

Background and Acknowledgements

Ngā Pae o te Māramatanga research project output

This publication is an output from a research project the author proposed and led as principal investigator entitled “Kia areare ki ngā reo o ngā tīpuna: strengthening Rongomaiwahine-Kahungunu dialects through archival recordings”. It was supported and funded by Ngā Pae o te Māramatanga, New Zealand’s Māori Centre of Research Excellence based at the University of Auckland, New Zealand.

Radio Kahungunu as source of oral recordings

The archival recordings used in the study were recorded and provided by Te Reo Irirangi o Ngāti Kahungunu. While the study consisted of twenty hour-long recordings, only the first four hours of recordings are featured in this book, the others shall appear in subsequent Pukapuka Kōrero to this inaugural edition.

The conversations were all recorded “live” on 20 Monday mornings in the year 2000 on the radio show “He Kohikohinga Kōrero”, a show for elders who came to the radio station on a rostered basis. This show aired from 9am to 10am, Monday to Thursday and was hosted by Apikara Rārere.

Selection of speakers for research

For the purposes of our research we selected Apikara Rārere’s regular Monday guest Te Arahea Irirangi (Lil) Robin as her complementary talking companion. This was not only due to their compatibility as speakers, but because of their high level of fluency in the Māori language as native speakers, who came from neighbouring interwoven and somewhat traditional tribal communities, at least when they were young.

Although both these women have passed on, the wonders of modern technology mean that their voices live on. This is of particular benefit as it means that while the number of native speakers of Māori has declined rapidly in recent years, and while few Māori families have the luxury of an elder who is a native speaker in their homes, all is not lost.

Through oral recordings held by the radio station, their production into resources such as audio-books, and their further dissemination through live-streaming on the internet, we are able to more easily bring this natural conversational language back into our homes again.

Radio Kahungunu has taken great care in the preservation and maintenance of its “Pātaka Kōrero”, or storehouse of archival recordings which it began gathering in its first year of broadcasting, in 1988. Most of the collection has been digitised over the years thereby enabling much greater accessibility to the recordings for research, learning, teaching, and other purposes. The radio station envisages that most of these recordings can be treated in the same manner as these two elders’ recordings have been. This approach will enable the rekindling of localised language features from the extensive region of our station’s broadcast from Gisborne in the north to Pōrangahau in the south.

Role of the Eastern Institute of Technology

The Eastern Institute of Technology (EIT) is noteworthy as Radio Kahungunu was established there as a Māori student radio station in 1988, and also because the station was still located there at the time the recordings were made in 2000, prior to the station’s move to Hastings.

Furthermore, the vast majority of research assistants on the project were current or former members of the institution. The EIT was formerly known as the Hawke’s Bay Polytechnic, and before that, the Hawke’s Bay Community College.

The research team and contributors to this project include:

- a) Current and former staff and/or students of EIT: Waipā Te Rito (iwi/cultural advisor), Hīria Tūmoana and the late Materoa Haenga (mātanga reo Māori); Rāwiri Ānaru and Lee Smith (linguistics advisors); Donna Rāwiri, Parekura Rohe, Puti Nuku, Jay Kiu, Teress Nuku, Te Rangihāanu Rolls, Ron Dennis and Louise Manaena (research assistants).
- b) Current and former staff and/or students of Ngā Pae o te Māramatanga and the University of Auckland: Piata Allen (typing), Lorel Smith (Ngā Pae o te Māramatanga summer intern), Pitiera Tiopira (research assistant), Bartek Goldmann (final copy-editing), Katharina Bauer (proof-reading), and Tim Page (sound engineer).
- c) Contractor for Radio Kahungunu, Kuini Beattie (mātanga reo Māori).

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The Value of the Audio-Book as a Teaching Tool

The role of the audio-book as a teaching resource

The concept of audio books is not a new one. Primary school teachers have long used this method of teaching language with large picture books, with handwritten text, and accompanying cassette recordings. They termed these “talking books”, hence our use of the term pukapuka kōrero. However, the modern term is “audio-books”.

The goal and contents of this audio-book

The prime purpose of this resource is to promote conversational Māori language i.e. to assist learners to speak Māori in a more Māori way i.e. “kia Māori mai ngā reo”, through providing examples to the learner of native speakers actually conversing naturally in the language. In the digital age, we are able to provide a CD-ROM or audio files, hence the ability to disseminate and share such material is almost limitless, in comparison to the reel-to-reel and cassette recordings which were available 20 years ago. Included in this audio-book are a CD-ROM containing edited conversations from four one-hour-long radio shows in the year 2000, and accompanying these are verbatim transcriptions of these conversations and their English translations.

Authentic conversational oral recordings: A “missing link” in teaching conversational Māori language

It is my firm contention that the absence of such conversational material by native speakers from Māori language classrooms in the last 30 years has been a major missing link in the efforts to produce speakers of Māori language that sound natural, euphonic, rhythmical, and as grammatically correct as possible when conversing.

This statement is not meant to deride the efforts of Māori language teaching pioneers. Rather, it is to say that since the advent of Māori radio, some 27 years ago, stations will have collected and preserved recordings of their own elders. In other words, the resources are already there in the oral recordings repositories of the 20 Māori radio stations. The benefit of modern technology is that this material is readily accessible, portable, and easily transmitted and disseminated.

In my mind, perhaps the greatest contribution this book has to make to Māori language learning is the fact that the Māori content is the authentic and conversational language between two native speakers. The conversation leads the reader on a pathway dictated partly on whim by the two speakers. The speakers are very relaxed in each other's company and are mindful that listeners might well be hanging on every word. They are well aware that they are "live" on-air and that broadcasting laws restrict what they can and cannot say on air.

Over the course of 20 hours of conversation on radio the words have simply poured out of their mouths, providing a wide range of sentence constructions in a range of registers and even genres. The speakers greet the listeners, they pay tribute to the dead, they extend birthday greetings, they tell jokes, and they speak of national and international politics, as well as traditional knowledge such as natural herbal medicines, history and customs.

I make this distinction as I have previously designed a radio language teaching programme, "Korokoro Kīwaha" in which the conversations between the characters were written by accomplished script writer, the late Materoa Haenga.

In comparing the two sets of texts, however, the natural conversation of the two old women and the simulated conversations of "Korokoro Kīwaha", it becomes quickly evident that there is a vastly greater range of utterances and sentence constructions in the natural text than there is in the simulated text. For the Māori language teacher and indeed the student, this is a huge bonus as they have so many samples to choose from within the audio-book which have arisen as each hour-long conversation has evolved.

In essence then, the text as exemplified by the native speakers becomes a treasure trove for the learner. The greater advantage, again, is that they have access to the sound files which enable them to learn how to "say" the Māori words, clauses, phrases and sentences. They are not left guessing as to how to say and pronounce something correctly in Māori, based on a written text alone.

With the constant replaying of the sound recordings alone, even without the text, the students' ears become more attuned to the speech of the two elderly women. Ultimately their chances of acquiring the language are vastly improved, not only in a phonological sense (aural and oral), but also in terms of grammar and syntax.

Beyond grammar and syntax, an important area that has not been attended to in this publication is semantics in terms of idioms, colloquialisms and slangs. While such information has been identified and collated, it requires further analysis and will appear in due course.

The complementary transcriptions

The text of the audio-book is comprised of verbatim transcriptions of the speakers' conversation in Māori, as well as their English translations. These are provided to complement the respective oral recordings, thereby allowing learners to listen and read at the same time.

Learners will become more acutely aware of the vowel and consonant sounds, of the rise and fall of the language, and of its rhythm and beat i.e. the music. It is intended that learners'

listening and comprehension skills, as well as their imitation and sound reproduction skills will be significantly improved by the constant replaying and listening to the recording.

Representing local pronunciation variances in the transcriptions

The transcription process was gruelling and required constant replaying of the sound recordings in order to capture, verbatim, every utterance the two speakers made during their on-air conversations. What quickly became apparent was that the two speakers displayed variances in their speech at times, to what may be regarded as “standard” Māori, if there is indeed such a thing. As a point of reference against which to compare the women’s speech, Te Taura Whiri i te Reo Māori has been selected. Macrons are used on Māori words within any English text; however, double vowels are used instead within Māori text.

In attempting to achieve as accurate a set of transcriptions as possible, and adhering to the two women’s actual speech as much as possible, the following words were represented in the text, exactly as they were expressed by either of the two speakers (left column), rather than how they are otherwise written in “standard” texts (right column).

Such words are as follows:

Usage by one or both women	“Standard” Usage and Spelling
ei	ai
aia (conditional, per T. Robin)	ai
eia (conditional, per T. Robin)	ei
hai	hei
kai	kei
kai te	kei te
kae te (per A. Rārere)	kei te
kaaenga	kaainga
hoi anoo, hoinoo	heoi anoo
noiho	noa iho
noiho-ngia, nooho-ngia	noaiho-tia
tou, tau, too, to	tonu
tou-ngia, tau-ngia, too-ngia	tonu-ngia
mooho, moho	moohio
kaare (verbal negative marker)	kaaore, kaahore
kaaretahi, kaaētahi, kaatahi, kaaoretahi (nominal negative markers)	kaaore, kaarekau
aau, aua, aaua, aauwa, awau	au, ahau
aahau, waahau	aau, waau

waaku	aaku
oku	aku
toku	taku
ona	ana
tona	tana
kootou (per T. Robin)	koutou
maatau	maatou
raatau	raatou
taatau	taatou
weenei	eenei
wetahi	etahi
weetahi	eetahi
ko	kua
maahau	maau
moohou	moou
naahau	naau
noohou	noou
taahau	taau
toohou	toou
wheenei	peenei
wheena	peena
wheera	peera
piringi, piriingi	piirangi

While the words written in the left hand column are as spoken by one or both women, the learner should not regard this list as “the dialect of Ngāti Kahungunu”. Many of these words are also common to other areas – especially the neighbouring tribes. Also the women used words from both lists. Meanwhile it would be wrong to think that Ngāti Kahungunu, with its extensive geographical spread, would have a single dialect. Some of the words inserted into the above list are from the remaining 16 Kōrerero-Conversations under study and as used by the two women. Meanwhile the Rārangi Kupu (Glossary of Footnotes) contains two further lists of words as used by the women but only from the four enclosed Kōrerero-Conversations.

Some features of the two women’s languages

Apikara Rārere could be regarded as speaking a Rongomaiwahine/Kahungunu “version” of Māori language from the Wairoa through to Māhia district, while Te Arahea Robin could be regarded as speaking a Tūhoe/Kahungunu “version” of Māori language from the Wairoa through to Waikaremoana district. Broadly speaking, their language differences are not

highly significant but they do have their individual idiosyncrasies.

What is particularly pleasing to see is how grammatically aligned the vast proportion of their spoken Māori is with the standard rules of written Māori grammar. One notable variation to the standard is the constant use by both speakers of “i” rather than “ki” in the following type of construction i.e. “I oma raaua i te taaone” rather than the commonly taught, “I oma raaua ki te taaone”.

Meanwhile Te Arahea uses “aia” or “eia” for the conditional tense, rather than the commonly used “ai” and “ei”. This is possibly a Waikaremoana trait rather than just a personal one. At times Apikara uses “naa” instead of “ngaa” for the plural definite article.

In terms of “hei” as a standalone word, both women have a stronger preference to use “hai”. It is similar with “kei” as a standalone word, where both women have a stronger preference to use for “kai”.

For the present tense verb marker, Te Arahea uses “kai te” prolifically, “kei te” at times, and “kae te” rarely. However, Apikara uses “kae te” prolifically and at times “kai te”. Some readers may be surprised at the use of “kae te” in this publication. However this conclusion has been arrived at by the constant listening to the recordings and by consulting others. It is up to the learner to choose which version or versions of the standard “kei te” they want to use. The women do not use just one type exclusively.

In terms of the use of passive endings on verbs, “-ngia”, then “-tia” are the most common forms used by the women e.g. horoi-ngia, waiata-tia. But other forms are also used i.e. “-ria” and “-hia”.

In terms of nominal endings on verbs, “-nga” and “-tanga” are the most common forms used by the women e.g. haere-nga, horoi-tanga but other forms are used too i.e. “-hanga”, and “-ranga”.

English translation issues

During the research process and the development of this resource, one of the major difficulties and time consuming aspects has been the translations. Essentially, there has been a constant tension between the provision of literal or technical translations as opposed to natural and/or metaphorical translations.

There are a number of symbols and conventions that have been developed as part of the research process which are outlined later in these introductory pages. It has taken much trial and error as the transcription of conversation has had its challenges, for instance with both women speaking at once.

The primary goal of producing this audio-book has been to provide a resource for learners of the Māori language. There is a preference for literal or technical translations, given that the aim is to ensure that learners can easily see the relationship between the Māori text and the English text, and ultimately to be able to formulate the grammar for themselves. This task has been difficult particularly, because the two languages are so different from each other.

Some examples of this difference are the prevalence in the Māori language:

- 1) To place the verb before the subject in a sentence in Māori, whereas in English it is usually the other way round.

Example:

- i) Ka oma / te kurii. [Verb + Subject as norm in Māori]
- ii) Runs / the dog. [Unnatural and unusable literal or technical translation]
- iii) The dog / runs. [Subject + Verb as norm in English]

- 2) In addition to the above, to also use the passive form of sentence construction, whereas the active form is more prevalent in English.

Example:

- i) Ka horoia ngaa kaakahu e Kera. [Passive form as norm in Māori]
- ii) The clothes were washed by Kera. [Passive type translation for clarity of word order]
- iii) Kera washed the clothes. [Active form as norm in English]

In this text I tend to provide the passive form of translation in English, in order to exemplify the word order as expressed in Māori, and so to enable the learner to better draw the parallels between the two languages.

- 3) To place the noun before adjective in Māori whereas in English it is usually the opposite.

Example:

- i) Te kurii / pango. [Noun + Adjective as norm in Māori]
- ii) The dog / black. [Unnatural and unusable literal or technical translation in English, with Noun + Adjective]
- iii) The black / dog. [Adjective + Noun as norm in English]

With all three constructions above, the obvious problem that arises is a juxtaposition of words or whole clauses from one language to the other. In this book, in dealing with this matter, the tendency with translations of these types of constructions is towards examples 1(iii), 2(ii) and at times 2(iii), and 3(iii). It is acknowledged that learners will still need to be able to make an automatic, second-nature conversion of an English “active” sentence into a Māori passive’ sentence on a continual basis with language use, for example:

- i) Kera washed the clothes. [Active norm in English]
- ii) I horoingia e Kera ngaa kaakahu [Passive norm in Māori]

Rather than necessarily:

- iii) I horoi a Kera i ngaa kaakahu. [Active norm in Māori]

While there is a preference by Māori to use the passive form, this is not to say that it is strictly incorrect to use the active form in Māori. At times, it will be more appropriate.

While this approach of providing quite literal translations is designed to assist the learner, it can make for clumsy English translations, and an unnatural sounding and written English. Hence, the person reading the translations for the content and knowledge contained within may well be frustrated. However, my advice to them is to “read between the lines” and to be

patient. When successive pukapuka kōrero books are created, the translations will become more naturally represented in the English language.

In the meantime, with this book, the technique adopted to overcome situations where the literal translation becomes nonsensical or simply too complicated or unclear, is to present it metaphorically, or in clear simple English. To assist the reader in these instances, the “better” English version is placed within square brackets.

In summary, this all-in-one package audio-book enables the intersection of the various language skills i.e. the receptive skills of listening to and understanding oral Māori language, both Māori and English reading skills, and the reproductive skills of writing the language and speaking it. In terms of Māori language, the provision of the package enables the reader to listen with a more critical ear, to read with a more critical eye, to understand with a more critical mind, to write with a more critical hand, and to speak with a more critical tongue.

In designing this package, it was always with the knowledge in mind that people learn a language initially by listening to it, rather than reading and writing it. With this resource, a student can create their own “personal wānanga rūmaki” or total immersion environment in the comfort of their own home. By continually listening to these recordings (while referring to the Māori and English text as props), they will gradually and eventually absorb the Māori language in a similar way to how people normally pick up language. In this case, they are learning it as adults not children.

Format and layout

The format adapted for use in the body of this book is based on a valuable and well recognised book series, “Ngā Mōteatea”, with Māori on the left and English on the right and footnotes at the bottom.

The Māori representation of non-word sounds “aa, oo, and ooo” are represented in English respectively as “ah, oh and ooh”.

A glossary (page 141) has been constructed from all the footnotes, which were then compiled into a single list, alphabetized, and then separated into two subgroups as per the symbols listed below i.e. Kupu Taurite (“Local” Synonyms) and Kupu Mino (Borrowed Words/ Transliterations).

Symbol	Explanation
A	Apikara speaks
T	Te Arahea speaks
...	The ellipsis has proven to be a very versatile and useful tool in the development of the transcriptions. It is used variously here to indicate an interruption to a flow of speech. This can be simply because a speaker has stopped to think, because the other speaker has intervened in the conversation with a comment, or for any other reason. The ellipsis is used effectively at the end of a flow of words to signal that the flow of words has stopped. A full stop is added after one space after the last word, if the flow of words simply ends there. If however, the flow of words is picked up later in the conversation, this is again signalled by an ellipsis being placed at the beginning of that flow of new words.
[]	Non-bold square brackets have also proven to be a very versatile and useful tool in the development of the transcriptions. They are used variously, for instance to insert additional words or text, particularly in the English translations, in order to help improve the flow. They might be prepositions which are prolific in English, unlike Māori, or they might be alternative translations i.e. from passive to active e.g. “ka horoingia ngā kākahu e Kera” = “the clothes were washed by Kera” “[Kera washed the clothes]”.
~ ~~ ~~~	These symbols are generally used: singly (~) to fill in incomplete words e.g. whaka~, or in twos (~~), or threes (~~~) to fill in for, or replace anything from 1–2 words to groups of words.
Footnotes	
=	Kupu Taurite Indicates a local or regional synonym, without necessarily implying that the word is exclusive to the “dialect” of the respective speaker who uttered the word here.
#	Kupu Mino Indicates a borrowed word, or transliteration that has been phonetically “borrowed” from another language. This term was coined by Lee Smith and has its origins in the word “minono” = “pinono” meaning “to beg”. The use of Kupu Mino by the two women is highly consistent with standard transliteration conventions.

Suggestions on How to Use This Resource

This resource can be used in a variety of ways.

- 1) The most basic use involves simply playing the CD-ROM so that the voices of the two elderly women pervade the household, workplace or classroom. By merely playing the recording in the background, learners' ears will become better attuned to the sound of the Māori language. They learn subliminally; they need not necessarily listen actively all the time.

Please note that the recordings are on a CD-ROM not an ordinary CD because of the volume of material it contains i.e. 3–4 hours of recorded material. The recordings will not play in an ordinary CD player but are designed to play in a computer or similar device.

- 2) Taking a more proactive approach, learners can start to follow the transcription in parallel with the recording. This is a useful exercise as many learners find it difficult to distinguish where words begin and end in a normal barrage of speech from the likes of a native speaker. Having both the sound and the text enables them to develop their aural comprehension, reading and pronunciation skills.
- 3) Each conversation lasts up to an hour in length and is broken into several shorter tracks, or Wehenga/Sections on the CD-ROM. It will not simply play as one four-hour continuous track. The breakdown into Wehenga/Sections is to enable the student to navigate the CD-ROM more easily and efficiently, and to be able to skip forwards or backwards over sections. It also enables the teacher to concentrate on one particular Wehenga/Section for particular language constructions or for thematic content e.g. Kohikohi Kai/Food Gathering, or Whakataetae Kapa Haka/Kapa Haka Competitions.

These are MP3 files and can be downloaded from the CD-ROM. They are also available on the website of Radio Kahungunu: www.radiokahungunu.co.nz

Each conversation has also been transcribed word for word. Double vowels are used instead of macrons to encourage learners to be more mindful of the distinctly different short and long (or closed and open) vowels of the Māori language.

- 4) As this resource is primarily targeted at Māori, the genre of English used in the translations favours a Māori style of English e.g. the two old women refer to old women as “nannies”, whereas the mainstream use of the term “nanny” is usually of a young woman who works as a child-minder with a family while living in their home.

Separate to the issue of the use of “Māori English” by the author, the reader will notice that some of the translations are awkward. Māori and English word order is often very different, as noted previously. Therefore, at times, sentences are translated not necessarily

for the text to flow more smoothly, but more to enable learners to draw relationships between the texts, and thus have the word patterns emerge of their own accord.

- 5) To make this process of cross referencing easier, the paragraphs of English text in the right-hand column are directly aligned with the corresponding Māori text in the left-hand column.

He Koorero moo Apikara Raarere



I whaanau mai a Apikara i te tau 1918 i Nuuhaka. Ko toona matua Ko Edward Campbell, aa, noo Nuuhaka hoki. Ko toona whaaea ko Kahukiwi Nohinohi, aa, noo Te Whakakii. Ka kuraina a Apikara ki te kura o Te Whakakii engari kaare ia i haere ki te kura tuarua. Haaunga teenaa, ka ako ia ki ngaa mahi rongoaa, mahi maara kai hoki mai i oona pakeke. Ko te reo Maaori toona reo tuatahi. I aa ia e tipu ake ana, koiraa te reo o oona maatua me oona kaumaatua.

Ka moe a Apikara Campbell i a Kahukuranui Raarere, o Te Maahia i te tau 1938. Kaa tekau maa rua aa raaua tamariki. Anaa, e raarangi iho nei ngaa ingoa: ko Rangi Heavener, ko Aatareta Karini, ko Monica Watson, ko Joey Conway, ko Malcolm Raarere, ko Chappie (Bill) Raarere, ko Hine Wilson, ko Karauria Raarere, ko Molly Matchitt, ko George Raarere, ko Adrian Raarere, aa, ko Patricia Te Rangi.

Ka pakeke aa raaua tamariki, ka huunuku te whaanau ki Heretaunga, heoi anoo ka mate toona hoa rangatira, i te tau 1983. Ka mahi a Apikara i Bird's Eye moo te waa roa, heoi anoo ka whai waahi tonu ia ki ngaa mahi o oona marae, me ngaa mahi aa Te Roopuu Waahine Maaori Toko i te Ora.

I te tau 1990, ka tiimata ia hai kaikoorero i runga i Te Reo Irirangi o Ngaati Kahungunu. I oona waa, ko ia te kaitaurima o ngaa hootaka o te parakuihi, o ngaa kaumaatua, aa, o ngaa koohanga reo hoki. Ka mate mai ia i te tau 2007.

Naa tana mokopuna, a Apikara Te Rangi i hoomai ngaa whakapapa me ngaa koorero moo teenei kuiia i aahei ai au ki te whakaraapopoto haere ki konei.

He Koorero moo Te Arahea Robin



I whaanau mai a Te Arahea Irirangi (Lil) i te tau 1927 i Te Wairoa. Ko toona matua ko Mei Mei Erueti (Edwards). Ko Ngaai Tuuhoe ki Waikaremoana te iwi; ko Ngaati Ruapani te hapuu; ko Waimako te marae. Ko toona whaaea ko Wikitooria Niwa Kaapene. Ko Ngaati Kahungunu te iwi; ko Ngaai Tamaterangi te hapuu; ko Rangiaahua raaua ko Arimaawhaa ngaa marae. Tekau maa rima ngaa tuaahine, taaina/tuaakana o Te Arahea.

Ka moe a Te Arahea i a Don Bately Robin. Ko Ngaati Kahungunu te iwi; ko Ngaati Hoori, ko Ngaati Haawea, ko Ngaati Toaharapaki ngaa hapuu. Ko Kohupaatiki te marae. Tokowhaa aa raaua tamariki. Anaa, e raarangi iho nei oo raatau ingoa: ko John Louis Robin; ko Pire Wehi; ko Frederick Robin; ko Marvin Robin; otiraa, ko Tina Marie Robin.

He maha noa atu ngaa mahi me ngaa kaupapa i uru ai a Te Arahea. He Waatene Maaori ia, he mema noo Te Roopuu Waahine Maaori Toko i te Ora; he kaumaatua noo Te Koohanga Reo o Te Aoterangi; aa, he kaimahi hoki ia i Te Kupenga Hauora i Ahuriri.

I te tau 1988, i te tiimatanga tonu o Te Reo Irirangi o Ngaati Kahungunu, ka puta tuatahi ake te reo o te kuiia nei i runga i te reo irirangi nei. Kaa roa, ka noho tonu ko aia hai hoa koorero moo Apikara Raarere i ngaa Mane, i runga raa i te hootaka moo ngaa kaumaatua, araa, a “He Kohikohinga Koorero”. Heoi anoo, e 73 oona tau, ka mate mai ia, anaa, i te 24 o ngaa raa o Hakihea i te tau 2000.

Naa John Robin raaua ko toona hoa rangatira a Feedles, i hoomai ngaa whakapapa me ngaa koorero moo teenei kuiia i aahei ai au ki te whakaraapopoto haere ki konei.



KOORERORERO 1

CONVERSATION 1

E 8 NGAA WEHENGANGA THERE ARE 8 SECTIONS

HE MEA HOPU I TE 14 O HUI-TANGURU I TE TAU 2000

RECORDED ON 14TH FEBRUARY 2000

Wehenga 1: Huakitanga

A Kia ora mai raa koutou hoki, e kui maa, e koro maa. Kua uru atu raa taatau, hoki, ki te waahanga hoki o Te Kohinga Koorero i teenei waa.

Naa, i koorero atu au ki aa kootou¹, kae te² hou ... hoki mai taku hoa mahi i ngaa Mane³. Kua tae mai eia⁴ i teenei ata, naa, kae te harikoa katoa oo maatau ngaakau, te kite atu i aa ia. Tino pai ana te aahua, tino pai rawa atu. Naa te mahana tou⁵ pea, tetahi, o ngaa rangi, ka pai rawa atu.

Naareira, kaa ... ka tuku atu au i aa ia inaaiane, kia mihi atu ki aa koutou. Nooreira, kua ... ko⁶ hoki mai taku hoa mahi, a *Lil Robin*. Naareira, ki aa koutou katoa e noho mai naa, whakarongo mai ki aa ia.

Section 1: Opening

A Greetings then to you, [our] elderly women and elderly men. We've now entered, of course, the Te Kohinga Kōrero session at this point in time.

Well, as I told you, [my Monday co-host] was coming in ... was coming back. She has now arrived this morning, and, it really gladdens our hearts, to see her. She's looking very good, really good. The days being so warm is perhaps, a reason, that she looks so good.

Therefore, I'll ... hand over to her now, to greet you. So, my workmate has ... has come back, Lil Robin. Therefore, to all of you out there just sitting back, do [by all means] listen in to her.

1 kooutou = koutou
2 kae te = kei te, kai te
3 Mane # Monday

4 eia = ia
5 tou = tonu
6 ko = kua

T Aa, teenaa anoo kootou katoa, e whakarongo mai nei ki Te Reo Irirangi o Ngaati Kahungunu, e whakapaaoho atu nei ki aa kootou i teenei rangi tino aataahua ... aa ... ki te Rangi, te Tau ... Pekepeke ... pea.

A Aae.

T Aa, nooreira, ngaa mea o kootou kai te piirangi peke atu ki etahi moenga raa, kia tuupato!

A Ko ngaa waahine tou raa te mea ka peke, e hoa.

T Aa, moo ngaa waahine nei. Ee, kia tuupato!

Nooreira, kia ora rawa atu kootou i teenei ata. Aa, kai te mihi tonu ake hoki au ki aa ... ki taku hoa, ki aa Api. Teenaa koe, e Api, e kaha nei koe i ...

A Kia ora.

T ... te mau i aa taatau mahi. Ia raa, ia raa, ka whakarongo mai ahau ki aa koe, aa, tino kaha rawa atu koe ki te mahi i ngaa mahi, ki te haere hoki ki te aawhina atu i ngaa marae. Ahakoa he aha ngaa hui, kua hoki koe ki te kaaenga⁷ ki te aawhina i ngaa mahi i reira.

Aa, ki too whaanau hoki. Ka mihi tonu atu hoki ki too kootiro, e whakahaere nei i too taatau reo irirangi o Ngaati Kahungunu.

Aa, tae atu hoki ki aa koe Hoohepa⁸. Ngaa mihi tino nui ki aa koe. Kua roa rawa atu te waa i kite au i aa koe. Engari, i kite atu ahau i aa koe i te poo ... aa ... o ngaa ... aa ... tauira, i riro mai oo raatau tohu. Engari aahua tawhiti atu koe i aa maatau, kaare⁹ i tae atu ki te koorero ki aa koe.

T Ah, greetings once again to you all, listening in to Radio Kahungunu, broadcasting to you all on this really beautiful day ... ah ... on [Leap Year ... Day] ... let's say.

A Yes.

T Ah, therefore, those of you who want to leap into other beds, be careful!

A It's the women who are the ones to leap, [my] friend.

T Ah, so much for these women. Hey, be careful!

So, good health to you all this morning. Ah, I continue to pay tribute to ... my friend, to Api. Greetings to you, Api, as you strive ...

A Thank you.

T ... to progress our work. Every day, I listen in to you, and, you are so energetic in carrying out [your] work, and also at going and helping out at the marae. No matter what the gatherings are, you go back home to help out with the work there.

And, to your family as well. I also pay tribute to your girl, who runs our Ngāti Kahungunu radio station.

And, that includes you too, Joseph. Big greetings to you. It has been a very long time since I last saw you. Though, I did see you on the night ... ah ... of the ... ah ... students, when they got their awards. But you were a bit far from us, and I didn't get over to talk to you.

7 kaaenga = kaainga

8 Hoohepa # Joseph

9 kaare = kaaore, kaahore

Nooreira ... aa ... ngaa mihi ki aa koe.
Kaa kite hoki i aa koe i roto i te pepa¹⁰,
aa, kaatahi ka pai rawa atu! Nooreira
... aa ... kia ora rawa atu koe. Aa, ko te
tuumanako, te kootiro i haere mai nei ki
Te Maahia ... e ... kei te moe taane anoo
pea, kaare anoo raanei? Aa

A Ee!

T E ... tino aataahua tonu koe i te taha o
taua wa~ ... o taua wahine raa. Nooreira,
kia ora koe e Hoohepa, i teenei ata.

Aa, kia ora hoki ngaa kaumaatua
katoa ... aa ... mai i Te Maahia, roto
o Te Wairoa ... ahu mai ki roto o Te
Wairoa, ahu peera atu ki Erepeti ... ngaa
whaanau katoa e noho mai na i reira.

Aa ... a ... huri peera atu ki Ngaai Tama
Te Rangi, aa, tae atu ki Waikaremoana.

Te whaanau ... aa ... te tuumanako kai
te whakarongo mai kootou i teenei ata.
Ngaa mihi tino nui ki aa kootou katoa.

Aa, ahu peenei mai hoki ki ngaa mea ...
aa ... aa ... o Moohaka ... tae mai hoki
ki roto o Heretaunga whaanui tonu.
Ngaa mihi tino nui ki aa kootou. Aa, ko
etahi hoki o ngaa whaanau i kii mai ki
aa au, “Kaa hoki koe i te mahi, kua hai¹¹
wareware ... aa ... ki te mihi mai ki aa
maatau.”

Nooreira, ngaa waahine o Te Waipatu ...
aa ... kia ora rawa atu kootou i teenei ata.
E moohio ana kootou ko wai ngaa mea
... aa ... kai te mihi atu au. E kore e taea
e au ki te whakahuahua i ngaa ingoa, kai
... kai pouri hoki etahi, ka wareware
raatau.

Nooreira, aa, kia ora rawa atu kootou, aa,
engari ka mihi tonu atu ki aa Tama raaua
ko *June*, aa, ngaa mihi tino nui hoki ki
aa koorua, ngaa pakeke o Te Waipatu,
inaaianei. Aa, me taa koorua whaanau.

Therefore ... ah ... [all the best to you].
When I saw you in the newspaper, ah,
that was even better! So ... ah ... a big
hello to you. Ah, hopefully, that young
lady who came to Māhia ... hey ... is she
married maybe, or not yet? Ah

A Hey!

T Ah ... you were really handsome at the
side of that wo~ ... of that woman. So,
good health to you Joseph, this morning.
And greetings also to all the elderly
folk ... ah ... from Māhia, in to Wairoa
... heading into Wairoa, heading off
to Erepeti ... to all the families living
there. And ... ah ... and turning towards
Ngāi Tama Te Rangi, and, reaching
Waikaremoana.

To the [extended] family ... ah ... [I
trust] that you're all listening in this
morning. [So] a great big hello to you all.
And, coming back this way to the people
... ah ... ah ... of Mōhaka ... then on
to the wider Hastings district. Fondest
regards to you. Ah, some of the families
said to me, “When you go back to work,
don't forget ... ah ... to say hello to us.”

Therefore, to the women of Waipatu ...
ah ... greetings to you all this morning.
You'll all know who the ones are ... ah
... that I'm greeting. I can't mention
any names, in case ... in case some
people get ... get disappointed, if they're
forgotten.

Therefore, warm greetings to you, ah, but
I especially greet Tama and June, ah, very
warm greetings to you two, the elders of
Waipatu, at this time. And your family.

Aa, ka ... ha ... ahu peeraa atu hoki ki roto o Heretaunga whaanui tonu, kii Te Pakipaki, ki Te Haukee, aa, teena kootou katoa i teenei ata.

And, then ... huh ... heading also towards and into broader Hastings, to Te Pakipaki, to Te Haukē, ah, greetings to you all this morning.

Wehenga 2: Whakataetae Kapa Haka – 1

A Aa, kaaore, i ... i mea kee hoki maatau i taua raa ... ii, ara, i Ngaaruawaahia.

T Oo.

A I aua raa o te ... o Waitangi naa. I reira maatau i te maatakitaki i ngaa mahi kapa haka.

T Mmm. Pai raa eeraa mahi, nee? Whaka~ ... i kite au i runga te pouaka¹² whakaata¹³.

A Ooo.

T Ooo, kaa mutu hoki te mahi!

A Tiino pai!

T Nee?

A Tiino pai! Aataahua te waahi i reira e mahi mai ana, i runga ake hoki i te awa, i te wai, ne.

T Mmm.

A I runga too¹⁴ ake i te wai. Eengari ko te wera! Ooo, matemate ana koe i te wera i reira! Matemate ana maatau i te wera! Kaare e tae i te mutunga, ka hoki maatau i te kaha o te wera, ne.

T Mmm.

A Ooo, kaare rawa atu e puta mai te hau! Te pai, pai katoa o ngaa mahi katoa! Koiraa te mate, ko te waahi noho. Kaaretahi¹⁵ nei he raakau hei ...

T Kaaoretahi¹⁶. Aa, tika rawa atu teena.

A ... marumaru mai nei! Korekore! Engari ko te aataahua o ngaa mahi, ooo, tino pai atu!

Section 2: Kapa Haka Competitions – 1

A Ah, no, we were ... elsewhere instead that day ... at ... Ngāruawāhia.

T Oh.

A On those days of ... Waitangi. We were there to watch the Māori cultural competitions.

T Mmm. Those activities are great, ay? ~~~ ... I saw them on television.

A Ooh.

T Ooh yes, [they were stunning]!

A Really good!

T Ay?

A Really good! The place where it was held is lovely, right on the river, the water, ay.

T Mmm.

A Right on the river. But the heat! Ooh, you'd die from the heat there! We were all affected by the heat! It hadn't even finished when we left, because of the high temperatures, ay.

T Mmm.

A Ooh, and there was no wind at all! It was great though, everything was great. But that was the problem, the seating area. There weren't any trees to ...

T None at all. Yes, that's so true.

A ... provide some shade! Nothing! But [everything else] was wonderful, ooh, very good indeed!

12 pouaka = paaka # box

13 pouaka whakaata = television

14 too = tonu

15 kaaretahi = kaaore tetahi mea kotahi [none]

16 kaaoretahi = kaaretahi

- T Kua tino uru rawa atu kee ki ngaa mahi whakangahau, whaka~... ngaa mahi ... aa ... kua hoki ki ngaa waa kaitangata raa anoo raa etahi o ngaa kaupapa.
- A O ngaa kapa haka ra?
- T Aa.
- A Aae.
- T Kua hoki raa anoo ki reira raa anoo.
- A Aa, koiraa hoki ngaa mea, ne ... koiraa ngaa mahi tahito¹⁷...
- T Aa, tahito a ...
- A ... ngaa aahua mahi ta~
- T ... kua kore kee eeraa aahuatanga e kitekitea ake inaaiane, nee?
- A Aae.
- T Aa
- A Kaa mutu tonu te roopuu mahi i teeraa mahi. Kotahi noo te ... noo te ao kaitangata. Aae.
- T Aa.
- A Kaaretahi hoki he ... he kaakahu, ne.
- T He kaakahu, ka
- A Kore! Ka pohane katoa mai! Ooo, te kumu nei! Ana, hee ... he aha te mea ... kae te ... peenei i tee ... whare naihi¹⁸ nei?
- T Aa.
- A Kei mua i ngaa aroaro nei e tautau mai. He aha? He rapo? He rapu? He raparapa, nee?
- T Aae.
- A He raparapa, peenei i te raparapa pea, he aha raanei? Aa ... kai ... koiraa anahe¹⁹ oo te taane, ne?
- T Aae.
- T They've certainly got right into the entertainment [business], ... the performances ... ah ... some of the themes go right back to the cannibal days.
- A Of those haka groups?
- T Yes.
- A Yes.
- T They've gone right back to there.
- A Yes, those are the things, ay ... those are the ancient traditions ...
- T Yes, ancient ...
- A ... the ancient ways of doing things
- T ... no longer are those things regularly seen now, ay?
- A True.
- T Ah
- A There was one outstanding group that performed those things. Straight from ... from the man-eating era. Yes.
- T True.
- A And with no ... clothes on, ay.
- T Clothing, that
- A None! They bared their buttocks! Ooh, backsides [galore]! And, ah ... what's that thing ... it's ... like a ... knife pouch?
- T Yes.
- A It hangs down in front of the pelvis. What is [it]? A rapo? A rapu? A raparapa, ay? [A maro]
- T Yes.
- A A raparapa, like a raparapa perhaps, or what? And ... that was all the men had [on], ay?
- T Yes.

17 tahito = tawhito

18 naihi # knife

19 anahe = anake

- A Ngaa waahine hoki ... aa
- T Ka hura mai hoki i oo raatau piupiu. E hika! Ko ngaa kumu anake!
- A Kae ... kae ... kae te pohane tou mai.
- T Aa.
- A Eengari, kua mea katoa hoki, kua whakairo katoa aa runga. Te ... te mahi ... te ... te mea taa ki te moko, ne.
- T Aa.
- A Moko katoa aa runga i naa²⁰ kumu nei, ee, e hika maa ee! Kaa mau raa te wehi! Koiraa te taaima²¹ o te kaitangata ...
- T Aa.
- A ... taku moohio.
- T Te aahua nei. Kaare hoki i oo taatau nei waa. Kaare au i kite i ngaa koroua i teeraa waa e
- A Noo te taaima raa anoo i te rau piki²².
- T Eengari, he tino aataahua ngaa mea ... aae
- A Ooo, he rawe, he rawe! He tuurehu taa raatau. Haramai²³ ki mua raa, mea mai. Aae, i kii ei²⁴ au he tuurehu. He Maaori tonu, engari he kiritea.
- T Aae.
- A Kiritea. Naa makawe, aa, he rite ki te makawe tuurehu.
- T He ... paakaakaa ngaa makawe.
- A Aae.
- T Aae, kite tonu ahau.
- A Aae. Tuurehu tonu atu!
- T I riro raa hoki i aa ia tee ...
- A ... te ... te ... te mea raa ...
- A And the women ... ah
- T When they uncovered their piupiu. Goodness! There were just backsides!
- A They'd ... they'd ... they'd be baring their buttocks.
- T Yes.
- A But, they'd all been 'done,' covered with designs. The ... the work of ... the ... the moko artist, ay.
- T Yes.
- A The backsides were all covered with moko, ooh, oh my gosh! It was so awesome! It was from the time of the cannibals ...
- T Yes.
- A ... to my knowledge.
- T It seems so. It certainly wasn't in our time though. I didn't see the elders of that era [doing]
- A It originates from way back in the time of the fig leaf.
- T However, the things were really beautiful ... yeah
- A Oh, wonderful, fabulous! They had a fairy. She'd come to the front and do her thing. Yes, I say a fairy. She was definitely a Māori, but fair-skinned.
- T Yes.
- A Fair skinned. [Her] hair, yes, just like a fairy's hair.
- T It was ... ginger coloured hair.
- A Yes.
- T Yes, I saw that.
- A Yes indeed. A real fairy!
- T And, she won the ...
- A ... the ... the ... that thing ...

20 naa = ngaa

21 taaima # time

22 piki # fig

23 haramai = haere mai

24 ei = ai

- T ... te tohu moo te ...
- A ... te hoonore²⁵ katoa o ...
- T ... wahine tino pai ki te
- A ... ngaa tohu katoa moo taua ...
- T Aa.
- A ... aa ... kapa haka. Mmm. I riro i aa raatau i teenei waa.
- T Ooo, tino pai rawa atu tana mahi.
- A Aae. Ooo, tino pai, tino pai! Pai kee kia haramai ki roo²⁶ pikitia²⁷, kia haere ei ngaa taangata ki te maatakitaki.
- T Aae, aae.
- A Ooo, tiino pai teenaa o
- T Koinaa anake te mate. Ka kitea ... ngaa mea ka tae ki reira, kaa kite. Ko etahi o ngaa mea kaa kite ... ooo ... i runga i te pouaka whakaata, kaa mutu atu!
- A Mmm.
- T Ki te ... e kii naa koe, ki runga pikitia, eeraa²⁸ kaa ... ka haere ngaa taangata ki te ...
- A Kia kite, te maatakitaki.
- T ... kia kite, te maatakitaki. Aa. Mena²⁹ ka waimarie koe, mena hee ... hee ... he taputapu peeraa taau, whakamau ... i
- A Aae, i naa pikitia raa. Aae.
- T Aae. Kaa pai. Aa, he tika too koorero. He nui rawa atu ...
- A Tiino
- T ... ngaa mahi e mahia ana. I te mututanga atu, mutu tonu atu! Kaare hoki koe e kite atu anoo.
- T ... the award for the ...
- A ... the top honour of ...
- T ... the best woman at
- A ... all the awards for that ...
- T Yes.
- A ... ah ... haka team. Mmm. They won it this time.
- T Ooh, she did a great job indeed.
- A Yes. Ooh, [she] was very good, very good! It'd be great if they filmed it, so that people could get to watch it.
- T Yes, yes.
- A Ooh, that'd be really good
- T That's the only problem. It'd be seen ... [by] the people who actually go there, [they] get to see it. Some people get to see it ... ooh ... [only once] on television, and that's it!
- A Mmm.
- T If ... as you say, if it's on film, perhaps ... people would go to ...
- A To see [it], to watch [it].
- T ... to see it, to watch it. Yes. If you get lucky, if [you] have ... a ... any apparatus like that, to record ... the
- A Yes, those pictures. Yes.
- T Yes. That'd be good. Yes, what you say is true. There are lots ...
- A Very
- T ... of things being performed. But once it's finished, that's it! You don't see it again.

25 hoonore # honour

26 roo = roto i te

27 pikitia # pictures [movies]

28 eeraa = teeraa pea [perhaps]

29 mena = mehemea

A Tino pai atu te roopuu nei. Kaati ... aa ... ko ngaa taaina³⁰, tuakana oo Temuera Morrison. Ko raatau etahi o ... ko raatau ... etahi o ngaa kaiwhakahaere. Ko raatau etahi o naa mea i roto.

T Aae.

A Ooo. Tino aataahua katoa!

T Katoa!

A Ngaa roopuu katoa nei!

T Ka peehea ... a ... ka peehea aa taatau, ngaa mea i te ... i haere atu i konei? Aa ... te whaanau ... aa ... kaare au i kite i aa ... i aa raatau ... aa ... te whaanau aa ... aa Wii Te Tau?

A A.

T Me te ... roopuu oo Poorangahau me tetahi noo Wairarapa?

A Aae. Ko Tama~ ... Tamatea Arikinui.

T Tamatea Arikinui me te mea oo Wairarapa.

A Me te mea hoki oo Wairarapa.

A Pai katoa aa raatau mahi, e hoa!

T Mmm.

A Pai katoa! Te Kahu oo Te Amorangi, pai rawa atu!

T Te Kahu o Te Amorangi, aae.

A Te Kahu o Te Amorangi, pai rawa atu!

T Ka hiahia katoa au kia kite au i aa raatau.

A Pai katoa! Pai katoa hoki aa raatau mahi! Engari ko teenei nei, aa, tika kia riro i aa raatau. Nootemea, noo te ao Maaori tonu atu, ne. Noo te ao Maaori ...

T Aae.

A ... tonu atu. Aa.

A Well this particular group was really good. Yeah ... ah ... [they were] the younger and older siblings of Temuera Morrison. They were some of ... they were ... some of the organisers. They were some of the ones in [the group too].

T Yes.

A Ooh. They [were] all wonderful!

T The lot!

A All the groups [were]!

T How were ... ah ... how about our lot, the ones ... who went from here? Ah ... the family ... ah ... I didn't see ... them ... ah ... the family of ... Wi Te Tau?

A Ah.

T And the ... group from Pōrangahau and one from Wairarapa?

A Yes. Tama~ ... Tamatea Arikinui.

T Tamatea Arikinui and the one from Wairarapa.

A And the one from Wairarapa.

A Their performances were all good, [my] friend!

T Mmm.

A All good! Te Kahu o Te Amorangi, was great!

T Te Kahu o Te Amorangi, yes.

A Te Kahu o Te Amorangi, was neat!

T I'd really like to see them.

A All [were] great! Their performances were really good! But this particular one, ah, they deserved to win. Because, they were from the true Māori world, ay. From the Māori world ...

T Yes.

A ... proper. Yes.

30 taaina = teaina

Wehenga 3: Whakataetae Kapa Haka – 2 Section 3: Kapa Haka Competitions – 2

- T** He tino hui pai raa teeraa moo ta ...
moo eeraa mahi. Aa, kai te kaha rawa
atu ngaa mea kai roto i eeraa mahi ... aa
... ki te kimi kaupapa maa raatau moo
teeraa hui, nee. Ehara hoki i te ... te hui
maamaa³¹ noiho nei, aa, haere ki te mahi
i ngaa mahi kapa haka nei. Aa, hee ...
he tino roa te waa ee ... whakaaro ana
me peenei, me peeraa, kia tika tou ngaa
mah.
- A** Aae.
- T** Kia tika katoa te haere o ngaa mahi.
- A** Kia tika. Koiraa te mea tino pai atu, ko te
... ko taua ... roopuu. Aii!
Te Makaraea.
- T** He tuurehu nei taa raatau kaiarahi.
- A** Aae, he tuurehu nei kei roto. He tuurehu
kei roto. Kii ai au he tuurehu, koiraa, ne.
Kiritea ...
- T** Aa.
- A** ... ko ngaa makawe hoki, he ... anaa,
paakaakaa kee.
- T** Paakaakaa kee ngaa makawe. Aa, tika too
koorero.
- A** Anaa, ka titiro atu au, “He tuurehu, tiro
atu! Araa!” Kaa mutu, ka ooma, ne.
- T** Aa ... ko tana ... aa
- A** Ka oma ki muri. Mooho³² tonu koe, araa,
peenei kei mau i te awatea, ne.
- T** Aa, aa.
- A** Omaoma ki muri.
- T** Tika rawa atu oo
- T** Umm, well that was an excellent hui
for ... for those activities. Ah, the
people involved in those activities are
so committed ... ah ... to finding new
ideas for that event, ay. It’s really not ...
as straight forward an undertaking as
it looks, ah, going to take part in kapa
haka [competitions]. Ah, it takes ages
... thinking whether to do it this way, or
that way, so it’s all done right.
- A** Yes.
- T** So that everything runs to plan.
- A** True. That was the best of the lot, the ...
that ... group. Gosh!
[Te Mātārae i Ōrehu].
- T** Their leader was a fairy.
- A** Yes, there was a fairy in it. A fairy in it. I
say fairy, because of that ay. Fair-skinned
...
- T** Ah.
- A** ... and [her] hair also ... true, it was
gingerish.
- T** [Her] hair was gingerish all right. Yes,
you’re right.
- A** I looked over and said, “A fairy, look!
Over there!” And then, she’d run, ay.
- T** Yes ... her ... ah
- A** She’d run to the rear. You’d know, well, it
was as though she might get caught by
morning light, ay.
- T** Yes, yes.
- A** She’d run to the back.
- T** It’s so right your

31 maamaa = ngaawari

32 mooho = moohio

- A** Anaa, kaa mutu, ka haramai ki mua raa ngangahu mai ai. Ee tama! Rite rawa atu! Kae te kii atu au, “Auii³³, he tuurehu, ne.” Engari i riro i aa raatau te hoonore o te ...
- T** Aa.
- A** ... o taua, ara, o taua wiki³⁴. Aae, riro katoa i aa raatau.
- T** He pai hoki te whakarongo atu ki aa ... ki te roopuu o Waihiirere ... kii ...
- A** He pai katoa.
- T** ... aa, ki ngaa mea oo ... o Taamaki Makaurau raa, aa Waka Huia maa. Tino pai ... aa ... aa raatau nei mahi. Engari tee ... te heketanga mai oo tee ... te tuurehu me taana nei roopuu. Ee hika maa!
- A** Ooo, kaare e taaea! Kaare e taaea te koorero!
- T** Kaare e taaea te koorero! Tee rawe hoki o aa raatau [mah]!
- A** Te tuurehu me te taniwha i roto, ne. Tuurehu me te taniwha. Haramai tou hoki te ... te ... te ... te taane potopoto nooho³⁵ nei.
- T** Aae.
- A** Te tama taane potopoto nooho nei. Ana, ngangahu haere mai ana. Ka pupuri mai hoki, ka oma haere te wahine raa i muri, kaa mutu, ka rere mai ki mua. Ana! Tino pai kee! Ooo, uumere ana teenei mea te tangata, ne ... i te pai o aa raatau na mahi.
- A** And then, she'd come right up front prancing around. Wow! Just like [a fairy]! I was saying, “Gosh, a fairy, ay.” Anyway they took the [top] honours of the ...
- T** Yes.
- A** ... of that, um, of that week. Yes, they won the lot.
- T** And it was great listening to ... to the Waihiirere group ... to ...
- A** They were all good.
- T** ... ah, and to the ones from ... from there at Auckland, ah, Waka Huia and others. Very good ... ah ... were their performances. But on the ... appearance of the ... the fairy and her group. Wow!
- A** Ooh, what can you say! Words simply cannot describe it!
- T** Words cannot describe it! Their performance ... was superb!
- A** There was a fairy and a goblin in the group, ay. A fairy and a goblin. This ... this ... this ... this really short man came forward.
- T** Yes.
- A** This really short man. There he was prancing about. Then holding back, while the woman ran off to the back, and then, rushing back to the front. Wow! Wonderful! Ooh, and everyone was cheering, ay ... at how good they were at what they did.

33 auii = uui, auee

34 wiki # week

35 nooho = noa iho

T Mmm. Ka pai raa teeraa hui ... aa ... teeraa hui. Nootemea, i ... i te marae o te ... te Kuiini³⁶. Tetahi, he ... he pai hoki moonaa. He pai hoki ngaa hui i whakahaerengia i reira. Ahakoa he aha te hui ... aa ... he tino pai rawa atu ngaa hui. Aa, i tae au ki tetahi hui i reira

A Ngaa tuu momo³⁷ mahi katoa i reira, e hoa. Ngaa mahi hokohoko.

T Aa.

A Naa, teenaa mea te kete, teenaa mea te taonga ... ngaa ... iwi ... taonga iwi nei ...

T Aa.

A ... he kooiwi nei. Aa, kaa mutu ko ngaa pounamu. Ngaa tuu aahua³⁸ pounamu katoa, i reira e hokohokongia ana. Teenaa mea te haate³⁹. Ngaa tuu momo mea katoa.

Kaa mutu, ka huri ake koe i te taha o teenaa mea o te kai. Ngaa tuu aahua kai katoa ...

T Kai.

A ... i reira. Haangi, haangi! Ngaa kai haangi, te nui o te kai i roto i te haangi, moo te rima taara⁴⁰. Ko tetahi o naa haangi, e whitu taara. Naa, he rerekee naa kai o roto i tetahi ki tetahi, ne. He nuku ake pea. Engari ko te mea rima taara raa, ee, tino pai atu naa kai.

T Aa.

A He wh~ ... pooaka⁴¹, naa tonu nei⁴² te maatotoru ... o te piihi⁴³ pooaka i roto ... te ... te ... i te mea rima taara nei. Me te manu, te taawa me te kumara, me te paukena⁴⁴ i roto. Moo te rima taara. Me te ... me te *stuffing* hoki, ne.

T Mmm. Yes, that was a great gathering ... ah ... that hui. Because it was ... on the marae of the ... the Queen. Also, it ... was good for her too. The hui held there are great, of course. No matter what kind of hui ... ah ... the hui there are really good. Ah, I went to a hui there

A There were all sorts of things going on there, [my] friend. Things for sale.

T Yes.

A Well, there were heaps of kete, and taonga ... the ... bones ... bone carvings ...

T Yes.

A ... actual bones. Then, there was the greenstone. All sorts of greenstone there, being sold. There were shirts. All sorts of things.

And of course, when you turn to the food side of things. There were all kinds of food ...

T Food.

A ... there. Hāngi and more hāngi! The hāngi food, there was so much food in the hāngi, for five dollars. One of the hāngi, cost seven dollars. And the food in one was different to that in another, ay. Even bigger, maybe. But the five dollar one, hey, had better food.

T Ok.

A There was ~~~ ... pork. They were so thick ... the pork pieces in ... the ... the ... in the five dollar one. And the chicken, potato, kumara, and pumpkin in it. For five dollars. And ... and stuffing too, ay.

36 Kuiini # Queen

37 tuu momo = tuu aahua

38 tuu aahua = tuu momo

39 haate # shirt

40 taara # dollar

41 pooaka # pork [pig]

42 naa tonu nei = peenei tonu nei

43 piihi # piece

44 paukena # pumpkin

Anaa, ka pai. Ngaa tuu aahua kai katoa. Koohua kai, tiitii, he waatakirihi⁴⁵, he iwi pooaka, he puuhā, i reira e hokohokongia ana. Tae atu ana ki te kaanga⁴⁶ ... wai.

T Ne?

A Te kaanga wai. Aae. Ki te ika mata, ki te kooura, mea mahi ki roo *salad*. Aa, i reira katoa e hokohokongia ana. Mahi moni⁴⁷ katoa ngaa waahi katoa ...

T Mmm.

A ... i reira. Tino mahi moni. Nootemea, i kii au he mahi moni, kaare maatau e hoki i te kaaenga, koohua kai. Kaare. Hoko mai maatau he haangi i teenaa raa. Kaa mutu ka haere, ka hoki mai, ka hoko mai he kai kee i tetahi ahiahi. Ne? Kaare e tunu kai.

T Mmm.

A Hoki atu i te kaaenga, anaa, kua noho maatau i te kai.

T Te kai.

A Te kai, kua horoi, kua whakangaa.

T Aa, pai raa teenaa.

A Mmm.

T Aa, tino pai. Koinaa anake te ... te pai o eeraa hui ...

A Te merengi⁴⁸ ...

T ... ki reira.

A ... ngaa tuumomo kai katoa. Te kuku⁴⁹, te kina, te paaua ... i reira katoa. E hokohokongia ana. Kaare te tangata e matekai, ko te moni kee kaa pau.

T Aa, tino pai rawa atu.

A Mmm.

T Tino hui pai teenaa.

Yeah, it was so good. All sorts of food. Boil up, mutton-bird, watercress, pork bones, and pūhā, all being sold there. Even including fermented ... corn.

T Really?

A Fermented corn. Yes. Even raw fish, and crayfish, done in salad. Ah, it was all being sold there. Every [stall] would have made money ...

T Mmm.

A ... there. Made lots of money. The reason, I say they would have made money, is that we wouldn't go home, to boil up food. No. We'd buy hāngi one day. And then we'd go, and when we came back, we'd buy a different meal another afternoon. Ay? No cooking.

T Mmm.

A We'd go home, and then, we'd just sit down to eat.

T To eat.

A We'd eat, have a wash, and have a rest.

T Ah, that's good then.

A Mmm.

T Yes, very good. That's [one] ... good thing about those hui ...

A Watermelon ...

T ... held there.

A ... every kind of food. Mussels, sea eggs, and abalone ... all there. Being sold. No one went hungry, but the money [soon] ran out.

T Yes, wonderful.

A Mmm.

T That was a very good hui.

45 waatakirihi # watercress

46 kaanga # corn

47 moni # money

48 merengi # melon

49 kuku = kuutai

A Mmm!

T Aa.

Wehenga 4: Whakataetae Kapa Haka – 3

T Aa ... aa ... pai hoki ki te kite atu i runga i tee pouaka whakaata ... ngaa mahi hoki, tetahi, aa ... ia roopuu, kaa eke mai. Aa, ko ngaa mea tino pai hoki i ... i eke ki runga i te pouaka whakaata.

A Aae, e ono raatau.

T E ono. Aa.

A Te tuaono. Aa, ko raatau ngaa mea i eke, aa, papai katoa t~ aa raatau mahi anoo hoki.

T Mmm, mmm.

A Piki mai, ooo, kaare koe e tino ... i ngaa tiati⁵⁰ kee te mahi nui, te waariu⁵¹, ne.

T Mmm.

A Engari, pai taa raatau whakariteritetanga. Ana, i etahi o aa raatau whakarite, he rite katoa, ne.

T Aae.

A Kaare i mea i heke. Kaare i mea i tae te tuatoru, i heke ka~ ... i eke katoa raatau i ... te tuarua, i eke ki te tuatahi. *You know*. Kaatahi au ka whakaaro, tino pai taa raatau ... aa ... mahi i aa raatau mahi. Ka tiro tonu atu hoki koe, e kore koe e moohio, e hika, ko teehea o aua mea raa, ka wiini⁵².

Engari, i te eketanga mai o taua ... *umm* ... Matarae o ... i Oorehu nei, e hoa maa! I taua raa whakamutunga, i too raatau urutanga atu i te tuaono ... ee ... i aa raatau ngaa ngangahu kaare i mahingia e raatau ...

T Mmm.

A Mmm!

T Yes.

Section 4: Kapa Haka Competitions – 3

T Yes ... yes ... it was also good seeing it on television ... the performances, for example, of ... each group, that came on. But, it was only the finalists who ... who got on TV.

A Yes, there were six of them.

T Six. Yes.

A Up to the sixth group. Yes, they were the finalists, and, their performances were all wonderful too.

T Mmm, mmm.

A When they came on, well, you couldn't really ... it was the judges who had the huge task of evaluating them, ay.

T Mmm.

A But, they did well with their scoring. Actually, with some of their scoring, they were all the same, ay.

T Yes.

A None of these groups was marked really low. None were placed third ... they all got ... seconds, and firsts [with their respective items]. You know. Then I realised, how really well ... ah ... they did their job. Because when you watch, you have no idea, gosh, which of those groups will win.

But, on the appearance of that ... *umm* ... [Te Mātārae i Ōrehu], well, goodness me! On that last day, on their getting into the six ... next minute ... they had items they had not previously performed ...

T Mmm.

50 tiati # judge
51 waariu # value

52 wiini # win

A ... i mua atu. Aa, ki aa aaua⁵³, naareira raatau i ... tino piro ai i aa raatau! Tino pai rawa atu!

T Kaha raa raatau.

A Mmm.

T He pai, he pai moo taatau, moo tee ... te iwi Maaori ... kai te kaha tonu i te pupuri i ngaa mahi, eeraa mahi, ngaa mahi tahito hoki i mahingia e raatau.

A Mahi nui tonu te waariu, kia
Ki te Roopuu o Te Manu Tuutaki.

T Mmm. Mmm.

A Pai rawa atu teeraa anoo.

T Mmm.

A Pai katoa raatau. Mmm.

T He kaha raa a Pita ... a Pita mee tee ... aa ... ko ... aa ... te mea o ... oo ... aa ... te tangata raa, a Wehi. *Umm*, ko ia te kaiwhakahaere i te ... te roopuu o ... oo ... oo te mea oo Taamaki Makaurau ra.

A Ooo, aa.

T Aa, Waka Huia.

A Te Waka Huia, aae.

T Kua aahua roa tou, roa rawa atu raaua nei ki runga, mai i te tiimatanga. Kai te mahi tou i eeraa mahi.

A Mmm.

T Ko etahi hoki, he ho~ ... he hou atu ki roto

A Mmm.

T Aa, engari, ko raaua nei ngaa mea, e hika maa, noo te tiimatanga. Me ngaa mea o Te Waihirere.

A Me te Ngaati Pooneke⁵⁴.

T Me Ngaati Pooneke, aa.

A ... before that. And to me, that's why they ... [they really hit the mark]! Brilliant!

T They're formidable.

A Mmm.

T It's good, it's good for us, for the ... the Māori people ... who still hold on strongly to the [traditions], those traditions, especially the ancient traditions that they performed.

A It'd be a big job evaluating it, so that
Including [Te Rōpū Manutaki].

T Mmm. Mmm.

A That [group] was great as well.

T Mmm.

A They were all good. Mmm.

T Pita [Sharples] is so resilient ... Pita and the ... ah ... the ... ah ... the one of ... of ... ah ... that guy, [Ngāpō] Wehi. *Umm*, he's the leader of the ... the group from ... from ... the one from Auckland.

A Ooh, yes.

T Yes, Waka Huia.

A Te Waka Huia, yes.

T They've been [going for] quite a long time, a really long time on [stage], from the beginning. And they're still doing those things.

A Mmm.

T Then some of them, were ne~ ... new to [the game].

A Mmm.

T Ah, but, those two were the ones, gosh, [there] from the beginning. And the Waihirere ones.

A And Ngāti Pōneke.

T And Ngāti Pōneke, yes.

53 aaua = au, ahau

54 Pooneke # Port Nicholson [Wellington]

- A Engari, i teenei tau, kaare i tae mai aa Ngaati Pooneke.
- T Ngaati Pooneke. Aa, kua aahua kore e rongorongongia a Ngaati Pooneke. Aa, engari ... aa ... te waa i reira ahau ... aa ... ka rongo koorero au, kai te mahi tonu raatau i aa raatau mahi.
- Kua whakatuungia he roopuu moo Ngaati Kahungunu.
- A Mmm.
- T Kai te ako i eeraa mahi katoa aa Ngaati Kahungunu. He nui tou raatau, too raatau nei roopuu. Aa, kii atu au ki aku taaina kai reira, “A! Kia kaha kootou ki te mahi i eena mahi.” Aa, kai te whakahuihui haere tonu raatau i aa raatau.
- A Mmm.
- T Aa ...
- A I tae mai anoo hoki a Poihaakena⁵⁵ ... ki te ...
- T Aa ... i pai ai too raatau roopuu?
- A Aa ... tino pai, tino pai, tino pai. Ko ngaa mahi Maaori anoo.
- T Aae, i nui?
- A He Maaoritanga anoo.
- T I nui too raatau roopuu i tae mai?
- A Aae.
- T Aae.
- A Aae, nui tonu. Pai katoa.
- Pai katoa ngaa whakahaere o teenaa hui. Naa te wera kee o ngaa rangi ... ooo ... matemate ana te tangata! Hiakore ana e taaea kaha te ngaa i te wera, nee. Ooo ...
- T Kaare e tino pai moo ngaa mea huuango⁵⁶ nei, peenei i aa au nei.
- A Kore rawa atu!
- A But, this year, Ngāti Pōneke didn’t come.
- T Ngāti Pōneke. Yes, Ngāti Pōneke are no longer really heard much of. Ah, but ... ah ... the time I was down there ... ah ... I heard, they’re still doing their thing.
- And a group has also been established for Ngāti Kahungunu.
- A Mmm.
- T They’re learning all Ngāti Kahungunu material. There’s quite a lot of them, [in] their group. Ah, I said to my younger sisters there, “Well! [You lot give it all you’ve got].” Ah, they’re still meeting up together.
- A Mmm.
- T Ah ...
- A [The group from] Sydney came over as well ... to the ...
- T And ... was their group good?
- A Yes ... very good, very good, very good! The usual Māori items.
- T Oh yes, were they big?
- A It was [authentic] Māori culture too.
- T Was it a big group that came over?
- A Yes.
- T Okay.
- A Yes, quite large. It was all good.
- Everything was well organised at that hui. But due to the daytime heat ... ooh ... people suffered! You could hardly breathe with that oppressive heat, ay. Ooh ...
- T Certainly not very good for asthmatics, like me.
- A Not at all!

55 Poihaakena # Port Jackson [Sydney]

56 huuango = kume

- T Engari, kua aahua roa tonu ahau i te huuango nei. Engari ki eenei ... ngaa raa tino wera nei, ooo, ka noho kee au i ngaa waahi ...
- A Marumaru, ne.
- T ... marumaru, aa.
- A Peenei i aa aua nei. Ka haere au ki ngaa waahi marumaru. Ko taua mate huuango naa hoki, e hoa.
- T Mmm.
- A Oo, ka heemanawa katoa. Peeraa hoki au i reira. Heemanawa haere au, ooo, kii atu au ki aa ... ki aa Paati⁵⁷, “Ee ... whakahokia au ki tee ... ki too taatau kaaenga noho kia ... *um* ... kia tae au, kia tere te tangotango i aku ...”
- T Kaakahu.
- A “... kia pai ei, kia tau ai taku ngaa. Aae.”
- T Mmm. Koiraa anake raa, te mate o teenei marama. Ahakoa he marama tino pai, he ... he wera, eeraa mea katoa. Engari, ki ngaa mea aahua huuango nei, kaare ...
- A Kaare e tino pai.
- T ... e tino pai.
- A Mmm. He kaha rawa te wera ...
- T Mmm.
- A ... o teenei waa. Engari koinei tou te marama ...
- T Marama.
- A ... wera hoki o te tau, ne?
- T Aa.
- A Ko teenei marama.
- T Ka wera ake ana, moo te ... te mate too⁵⁸ atu nei!
- A Aa! Ngaa tuu aahua mate katoa raa i roto i teenei marama.
- T And yet, I'd had this asthma for quite some time. But with these ... these very hot days, ooh, I'd rather sit in places ...
- A Shady, ay?
- T ... shady, yes.
- A Just like me. I head for the shady areas. It's because of that asthma illness, [my] friend.
- T Mmm.
- A Oh, [I] become all breathless. That's how I was there. I became breathless, ooh, so I said to ... to Pat, “Hey ... take me back to ... to our lodgings. So that ... um ... so that I can get there, and quickly take off my ... “
- T Clothes.
- A “... so it would be better, so my breathing would ease. Yes.”
- T Yes. That's the only, problem with this month. Although it's a really good month, it ... it's hot, and so forth. But, for the ones who are a bit asthmatic, it's not ...
- A It's not very good.
- T ... very good.
- A Mmm. The heat's too intense ...
- T Mmm.
- A ... at this time. But then this is the month ...
- T Month.
- A ... that's the hottest of the year, ay?
- T Yes.
- A This month.
- T When it heats up, it's like ... like you're going to die!
- A Ah! All the different sicknesses occur in this month.

- T** Mmm. Engari, mena hoki, ka makariri, he mate kee!
- A** He mate kee!
- T** Aa, nooreira ... aa ... kai te pai raa, te ... te ... naaiane⁵⁹, kai te whiti mai te raa. Ko te koorero mai hoki i te poo nei, he ua kee moo konei.
- A** Mmm.
- T** Aa.
- A** Koinaa tonu te koorero moo te rangi nei ...
- T** Mmm.
- A** ... he koouaua.
- T** He koouaua.
- A** He koouaua aakuni⁶⁰ ka puta mai, i te ... hei te ahiahi pea. Engari, ahakoa peehea te karanga⁶¹ he marangai, kaare anoo kia heke mai tetahi paku marangai nei ki konei.
- T** Kaaore. Kaaore anoo.
- A** Kaare rawa atu! Engari whakakinokino haere nooho te rangi ...
- T** Aa.
- A** ... kua pai anoo. Kore atu e heke mai. Pena, kae te whakamarokengia te whenua, ne.
- T** Ooo, kai te tino kino rawa atu te maroke i too maatau nei ...
- A** Mmm.
- T** ... te marae i ... Te Kohupaatiki raa. Kua ... kua wera katoa ngaa ... ngaa waahi katoa.
- A** Ae, taku mooho, naa waahi katoa, kae te peeraa. I too maatau kaaenga, kae te maroke, maroke rawa atu!
- T** Mmm. But then, if it gets cold, that's another problem!
- A** That's another problem!
- T** Yes, therefore ... ah ... it is nice, the ... the [day] ... now, the sun's shining. The news said though that tonight, there will be rain here.
- A** Mmm.
- T** Yes.
- A** That was the forecast for today ...
- T** Mmm.
- A** ... a light rain.
- T** A light rain.
- A** Light rain might soon arrive, in the ... in the afternoon maybe. But despite the forecasts for rain, not a single drop of rain has fallen here.
- T** No. Not yet.
- A** Not at all! But the sky just appears to be getting worse ...
- T** Yes.
- A** ... then it's good again. Never to rain down. It's as if the ground is being all dried up, ay.
- T** Ooh, it's absolutely dry at our ...
- A** Mmm.
- T** ... marae at ... at Kohupātiki. It has ... has become all parched ... everywhere.
- A** Yes, I know, everywhere it is like that. At our place, it's dry, really dry!

59 naaiane⁵⁹ = inaaiane⁵⁹60 aakuni = aakuane⁶⁰

61 karanga = kii

T Pai tonu kia aahua ua pakupaku nei, kua e tino roa rawa atu nei. Kia aha ei? Hei whakamaakuukuu noiho nei. Ee hika maa, ko te kaha o te maroke. Kaare kee he painga o te maroke. Aa

T It would be good to get even a bit of rain, not even for very long though. What for? Just to dampen things. Goodness, it's so dry. There's no benefits of a drought. Ah

Wehenga 5: Hua Whenua

A Mmm. Engari te kamokamo. Ooo!
T Keke nei naa!
A Matomato ana te tipu aa teenei mea te kamokamo!
T Kamokamo, i ngaa waahi katoa.
A Aa, te toomato⁶². Hika maa e! Ka kaha kee atu te wera o ngaa rangi nei, ka pai kee atu, ne.
T Aae.
A Peenei au, *gee*, aakuni te kuumara, kae te peeraa anoo.
T Aae.
A Kaare au i tanu kuumara i teenei tau.
T Ooo, ne? Aae.
A He ngenge too ra.
T Nui tou rawa atu waau⁶³ nei mahi, e hika maa!
A He ngenge tonu noo ngaa
T Ka rongu mai au, kai te haere kee koe, kai te haere, kai te mahi, kai te tanu putiputi, kai te ngaki, kae ... hika maa! Kaare anoo he waa waatea, tetahi waa poto nei.
A Hm.
T He ... he mahi tou, taau nei mahi. Tino kaha rawa atu koe ki tee mahi. Aa, i aa maatau i Pooneke nei ... aa ... i te marama o Noema⁶⁴ ... tonu raa, keke ana a reira i te ... te kamokamo. Noo konei!
A Mmm!

Section 5: Vegetables

A Mmm. As for the kamokamo. Ooh!
T They are full on!
A The kamokamo are growing in such abundance!
T There's kamokamo, everywhere.
A And, the tomatoes. Gosh! The hotter the days are, the better it is, ay.
T Yes.
A I thought, gee, the kumara might be like that too.
T Yeah.
A I didn't plant any kumara this year.
T Ooh, really? Yes.
A Because of tiredness.
T [Because] you have got so much going on, gosh!
A It's due to exhaustion from
T I hear that, you're going off somewhere, travelling, working, planting flowers, weeding, doing ... good gracious! There's hardly any free time, even a short time.
A Hm.
T It's ... it's continual work, your work. You're really hard working. Ah, while we were in Wellington ... ah ... in the month of November ... in fact, there were [heaps] there of ... of kamokamo. From here!
A Mmm!

62 toomato # tomato
 63 waau = aau

64 Noema # November

T Ka hokohokongia ana i roto i ngaa toa⁶⁵ i reira. Kai te paatai atu au i aku tama, “E hika maa, noo hea aa kootou kamokamo?”

“Ooo, noo te toa aa ngaa *Fijians*.”

A Aa ... mmm.

T Karanga atu au, “Noo hea ... aa raatau kamo?” He aahua roa tonu e haere ana ki reira hokohoko. Kua hoki mai, ka karanga mai, “Moohio koe, noo ... noo te kaaenga tonu ngaa ... ngaa kamokamo nei?”

Hika maa! Ka tae mai ngaa mea o konei, te whaanau i te torotoro mai i aa maatau, kii mai ki aa ma~ ... “Hika, kai te kai kamokamo kee kootou i konei.” Karanga atu au, “Ehara naa maatau noo konei! Noo te kaaenga kee ngaa kamo kai konei e hokohokongia ana!”

A Mmm.

T Mmm. He tika rawa atu o koorero. Tino pai teenei tau moo te kamokamo.

A Ooo, matomato ana! Me te toomato!

T Me te toomato, aa.

A Aae.

T Aae.

A Naa wai hoki raa, kua kore aku toomato e kaha ai i te tuu. Ka hinga noa!

T Te taumaha.

A Ooo! Kaatahi au ka peenei, me peehea kee hoki? Hoi anoo⁶⁶, ka waiho atu au i konaa. Anaa, ka whatiwhati haere, anaa, kua maoa⁶⁷. Te nunui o te toomato, ne.

T Mmm.

A *And* kaare anoo kia meangia e au ki te wai, kaare anoo kia whakamaakuukuungia atu.

T They are being sold in the shops there. So I asked my sons, “Gee, where are your kamokamo from?”

“Ooh, from the *Fijians*’ shop.”

A Okay ... mmm.

T I asked, “And where are ... their kamokamo from?” It had been quite a while that they had been going there to buy them. When [they] got back, they said, “Do you know, they’re from ... from home, these kamokamo?”

Good grief! And when the ones from here, the family came down to visit us, they said to us, “Gosh, you are eating kamokamo [down] here.” I told them, “They’re not ours from here! They’re from home instead, the kamo being sold down here!”

A Mmm.

T Mmm. You’re so right what you say. This is certainly a good year for kamokamo.

A Ooh, so abundant! And the tomatoes!

T And the tomatoes, yes.

A Yes.

T Yes.

A And [next minute], my tomatoes were unable to stand upright. They’d just fall over!

T From the weight.

A Ooh! So I thought, well what should I do? Anyway, I just left [them] there. And, when [I picked them], then they’d ripen. Such a lot of tomatoes, ay.

T Mmm.

A And I hadn’t watered them, I hadn’t even dampened them.

65 toa # store [shop]
66 hoi anoo = heoi anoo

67 maoa = maoka

T Ooo, ne?

A Kaatahi au ka peenei, gee, te matomato ana! Waiho noongia⁶⁸ atu i konaa, anaa, ka nunui mai te toomato. Ki aa au hoki, me whakamaakuukuu anoo ...

T Maakuu.

A ... i naa ahiahi.

T Aa.

A Kaare rawa atu waaku⁶⁹ i tae atu i te wai i aa au, i taku mahi haere tonu, ne.

T Mmm.

A I taku hokitanga mai, hiika! Te nunui o te toomato!

T Ooo, ka pai hoki teenaa.

A Mmm.

T Mmm.

A Kaare e hoko toomato. Mmm.

T Ee, ko te nui hoki o te utu i roto i ngaa toa, te ... teenei mea te toomato. Ahakoa haere koe ki hea, tino nui te utu. Kua ... ka whakatipua hoki aa raatau ki roto i ngaa whare, whare wai nei.

A Mmm.

T Aa, ki reira whakatipu ai i aa raatau, hai te hokotanga, e hika, inaa too⁷⁰ atu te nui o te utu!

Wehenga 6: Mate Pukupuku – 1

A Aa. Engari, kae te peehea koe?

T Ooo, kai te ... kai te pai au. *Umm*, aa te ... e rua wiki nei, te mahuetanga ake nei, i hoki anoo au ki Pooneke kia tiroirongia ahau. Ka kii mai ei ngaa taakuta⁷¹ i reira, ooo, kai te pai rawa atu taku aahua, kai te pai rawa atu te haere.

T Ooh, really?

A Then I thought, gee, they're so lush! I had just left them there, and [next minute], the tomatoes got big. I thought, they should've been dampened [at least] ...

T Damp.

A ... in the afternoons.

T Yes.

A But mine did not even get watered by me, as I was on the move, ay.

T Mmm.

A When I came home, well! There were lots of tomatoes!

T Ooh, that's so good.

A Mmm.

T Mmm.

A No buying tomatoes. Mmm.

T Hey, they're so expensive in the shops, the ... tomatoes. No matter where you go, they're expensive. They've ... their ones are grown inside buildings, [hydroponically].

A Mmm.

T Yes, they'd grow them there, but when they sell them, gosh, the cost is really high!

Section 6: Cancer – 2

A True. Anyway, how are you?

T Ooh, I'm ... I'm good. *Umm*, on the ... in the two weeks, just passed, I went back to Wellington to be examined. The doctors there said that, ooh, that I'm looking pretty good, that everything is going really well.

68 noongia = noangia, noatia

69 waaku = aaku

70 inaa too = inaa tonu

71 taakuta (rata) # doctor

Aa, kua ... kua hoki kee te ... te tipu o te mate raa, kua ... ki te haawhe⁷² noiho te nui, i te waa tuatahi i haere atu au.

Engari, mai te waa i moohio au kai te aahua peeraa ahau, kai taua mate raa, kaare au i ... i ... i mate ... mate nei. Ka haere tou au i te mahi, ka haere i aku mahi. Kaare au i mamae ake.

Ia raa, ka paatai mai raatau, “Kai te mamae koe?” Karanga atu au, “Kaare.” “Ka peehea a konei, a koraa?” Karanga atu au, “Kaaore.”

Aa, engari ko te mate raa, i ... i reira tonu, te mate raa. I pai eia⁷³, aa, ka kii te ... te taakuta ... he wahine katoa hoki aku taakuta. Ka kii mai ki aa au, aa, i waimaria⁷⁴ au, kai tetahi waahi paku noiho. Meena, i tere taku koorero, eeraa pea ka ... ka ...

A Waatea.

T ... ka waatea katoa. Hoi anoo, aa teeraa marama e tuu mai nei Maehe⁷⁵, ka hoki anoo au kia ... kia tiirotirongia, kai te peehea te haere. Engari, kai te koa katoa raatau, kai te pai te ... te haere.

A Mmm.

T *Umm*, kua kore hoki ... aa ... te waahanga ... aa ... rere i ngaa waa katoa.

A Mmm.

T Aa, koiraa! Kua pai katoa eera waahi. Nooreira, whakaaro ... ooo ... hiahia katoa atu te hoki mai ki konei. Nootemea, i te kaaenga noiho au e ...

A Mmm. E noho

T ... e tieki⁷⁶ mokopuna ana, e haere ana ki ngaa hui hoki i reira. Aa ... aa ... kei te tino pai rawa atu au. Aa

And, that it's ... that the growth has reversed ... the growth of that [tumour], has ... halved in the size, since my first visit.

Yet, since the time I knew I was a bit that way, that I had that sickness, I didn't ... get sick ... sickly. I continued working, [going about] my business. I wasn't in pain.

Every day, they'd ask me, “Are you in any pain?” I'd say, “No.” “How about over here, or over there?” I'd say, “No.”

Ah, but that disease was ... still there, the disease was. The only good thing, ah, the ... the doctor said ... and all my doctors are women. She told me, ah, I was lucky, that the area affected was only small. If I'd said something quicker, then perhaps it could have ...

A Cleared.

T ... it could've been all cleared. However, in the coming month of March, I'll go back again to ... to be examined, to see how things are going. But, they're very happy, that things are going ... well.

A Mmm.

T *Umm*, what has finished ... ah ... is the part ... ah ... [where I'm having to] fly all the time.

A Mmm.

T Yes, that's it. All that side of things is all good. So, [I] thought ... ooh ... I'd love to come back here to work. Because, I was just at home ...

A Mmm. Sitting

T ... looking after ... grandchildren, and going out to meetings out there. So ... yes ... I'm really very well. Ah

72 haawhe # half

73 eia = aia = ai (per T. Robin)

74 waimaria = waimarie

75 Maehe # March

76 tieki = tiaki

A Aae, kae te tiro atu au, aae, kae te pai rawa atu too aahua. Kae te pai rawa atu. Kae te piki mai te ora ki aa koe.

T Ooo.

A Me piki te ora, te kaha, te maarama ki aa koe.

T Kia ora.

A Mmm.

T He nui tou ngaa mea, kaa kite i aa au, peenei ana ... ooo Nootemea, teeraa mate hoki, ka ohore katoa teenei mea te tangata, i teeraa mate.

Aa ... kua kite mai i aa au, kua kii mai, "Ooo, peenei ana au kai te kaha kee too mate." Te mea, te mea. Ooo, karanga atu au, "Peenei ana kootou, kai te hemo⁷⁷ ahau?"

A Tika raa.

T Aa, eeraa aahua. Kua karanga mai, "Ooo, naa teeraa aahua mate tou. Ko te nuinga hoki o ngaa taangata, ka mate ana i teeraa mate."

Aa, ki aa au nei, ko te nuinga o ngaa mea tino kaha te mate, kaa ... kaa mate i teeraa mate ... aa, ko ... ko te waahi i riro maa ngaa taakuta hai ... hai whakaora, hai whakamate atu i te mate raa ... koiraa kee te waahi taumaha rawa atu! Kaa mutu aa raatau mahi ... aa raatau mahi, hai too hokitanga ki te kaaenga, kua kore koe e kaha ki te haere tootika nei!

A Mmm!

T Kua piirangi aamai, kua piirangi ruaki. Ko eeraa mea katoa. Aa ... ka whakaaro au, koinei anoo ngaa mea kaa mate i teeraa mate. Kaa kite ana koe i aa raatau, e hika maa! Te kaha kee o te mate, o te ... aa ... too raatau mate.

A Yes, I'm looking at you, yes, you're looking very well. Really good. Your health is improving.

T Ooh.

A May [you be blessed] with health, strength and clarity.

T Thank you.

A Mmm.

T Quite a lot of [people], when they see me, [they] think like this ... ooh Because, with that illness of course, [they] get such a fright, at that illness occurring.

Ah ... they would see me and say, "Ooh, I thought you were really sick." And so on, and so on. Ooh, I would say, "So did you [all] think, that I was dying?"

A True.

T Ah, those sorts of things. They'd say, "Ooh well, because of how that illness is in fact. As most people, end up dying from that disease."

Ah, to me, with the majority of the ones who are seriously afflicted with that illness, who suffer from that illness, ah, it's ... it's the part where it's left to the doctors to ... to cure [you], to get rid of that disease ... that's the most difficult part! At the end of their treatment ... their treatment, when you [finally] go home, you're no longer able to walk straight!

A Mmm!

T You'd want to faint, you'd want to vomit. All those kinds of symptoms. Ah ... it makes me think, [it's no wonder people] die from that disease. When you do see them, heck! The illness is so severe ... ah ... their suffering.

Aa, ko ngaa waahanga o ... ko te rongoa kee. Ko te rongoa hoki, aa, kiia nei he *chemothe~ ... therapy*. Koiraa te nuinga o te rongoa ... aa ... patu i teeraa mate ...

A Mmm!

T ... kua kitea e raatau. Ka paatai mai ei te taakuta ki aa au, mena ka hiahia aa au. Ooo, i ... i kotahi wiki hoki au i roto i te hoohipera⁷⁸, e tirotirongia ana te mate nei.

Ka paatai mai ki aa au, mena ka hiahia aa au ki te haramai kii ... kii ... Rangitaane, ki Paamutana⁷⁹. Ki reira ... aa ... au, aa, tiakingia aia⁸⁰ ... aa ... taua mate nei.

A Mmm.

T *Umm*, ka kii atu au, “Ooo, he aha ngaa rongoa? He aha te rongoa ... aa ... ka ... ka riro mai i aa raatau i ... i Paamutana, hai ... hai tiaki i aa au?”

Kua kii mai ki aa au, ko taua *chemotherapy* nei, engari ... ee ... me tatari au moo tetahi rua wiki. Moo tahi wiki, rua wiki atu, roa atu raanei, aa, kaatahi anoo raatau ka tiimata.

Kua karanga atu au, mena ka noho atu au i roto i ... ii Pooneke, ka taea e raatau te ... ki te mau~ ... te ... te tiimata i taua waa tonu. Ka kii mai ki aa au, aae, ka taea e raatau.

Ka kii atu au ki aa raatau, “Engari, ko te rongoa anake kua kitea e kootou, he ... ko taua rongoa *chemotherapy* ra?” Ka karanga mai, he aha ... he aha ahau i paatai eia.

Ah, it's actually to do with ... the treatment. As for the treatment, ah, it's called *chemothe~ ... therapy*. That's the main treatment ... ah ... used to combat that illness ...

A Mmm!

T ... that they have discovered. The doctor asked me, whether I wanted [it done]. Ooh ... as I'd just spent a week in hospital, for the observation of this disease.

They asked me, if I wanted to go over to ... to ... Rangitāne, to Palmerston North. For me ... ah ... to go there, to get the treatment for ... ah ... that illness.

A Mmm.

T *Umm*, I said, “Oh, what treatment [will you use]? What medication ... ah ... will ... will I receive from them in ... in Palmerston North, to ... to treat me?”

They told me, it was that chemotherapy, but ... hey ... I'd have to wait for two weeks. That it could be one week, two weeks, or longer, ah, until they could begin.

I replied asking, if I had stayed on in ... in Wellington, would they be able to ... to take ... to ... start at that very time. They told me, yes, they could do it.

I then said to them, “But, is the only treatment that you know of, ... that chemotherapy treatment?” They said to me, what ... why I had asked.

78 hoohipera # hospital

79 Paamutana # Palmerston North [Papaioea]

80 aia = ai (per T. Robin)

Kua karanga atu au, “Nootemea, ngaa mea katoa kua moohio ahau ... i mate i te mate nei, kua matemate katoa. Ki aa au nei, ko taua rongooa raa, kai te patu kee i ngaa taa~” Ka whakaae mai tee ... tee ... te taakuta, kii mai ki aa au, “Tika rawa atu oo koorero. Ehara teeraa ... aa ... rongooa”

Kaare raatau e kaha ki te kii mai, ka ora raanei koe, kaaore raanei. Engari, kua kitea e raatau, koiraa anake te rongooa ... aa ... ka taaea te whakakore atu i taua mate raa moo tetahi waahi.

A Mmm.

T Ka kii atu au ki aa raatau, “Mena, kaa noho ahau i roto o Pooneke nei ... kaa ... koiraa anoo te rongooa?” Ko karanga mai, “Ooo, kaaore.” He rongooa atu anoo taa raatau mena ka hiahia au kia ... ki te Karanga atu au, “He aha?” Karanga mai, “He *radiation*.” Ka karanga atu au ki aa raatau, “Aa, kaati, mee ... me hoki atu au. Me noho atu au i reira, ki reira ahau ... aa”

A Moo te *radiation*.

T Moo te *radiation*. Ee ... *you know*, kaaore i ngahoro aku ... aku makawe.

A Aae.

T Engari ko tetahi ra, ka ngahoro katoa oo makawe, eeraa mea katoa. Aa ... kua karanga mai ei ki aa au ... ee ... tika rawa atu taku koorero moo te *chemo* ... aa ... engari, e ... kaare e taaea e raatau te kii, kaa ora raanei koe i te mate raa, kaaore raanei.

Hoi anoo ... aa ... ko taa raat~ ... koiraa ngaa rongooa kua kitea e raatau, aa, koiraa te ... te rongooa. Kaa kite au i aa ... haere au ... hoki au ki te ... aa

Oo ... wareware au ki te ... ki te koorero atu ki te whaanau o *Sue*.

I said back, “Because, everyone I’ve known ... who has had this disease, have all died. To me, it’s that treatment there, that’s actually killing the [people].” The ... the doctor ... agreed, and said to me, “What you say is most correct. That ... ah ... treatment doesn’t”

They’re not able to say, whether you’ll get better, or not. But, they’ve seen, that’s the only treatment ... ah ... that can eradicate that disease in a particular place.

A Mmm.

T I said to them, “If I stay here in Wellington ... then ... is that the treatment?” They said, “Ooh, no.” They had another treatment if I wanted to ... to

I asked, “What is it?” They said, “It’s radiation.” So I said to them, “Well, that’s it, I’ll... I’ll go back there. I will stay there, and I will be there ... ah”

A For the radiation?

T For the radiation. Anyway ... you know, my ... my hair didn’t fall out.

A Yes.

T But with the other [treatment], all your hair falls out, and so on. Then ... she said to me ... ah ... my statement about chemo was most correct ... ah ... but ... they couldn’t say, whether you’d be cured of the disease, or not.

Anyway ... ah ... their ... those are the [only] treatments they’ve discovered, ah, that’s the ... the treatment. Then I saw ... I also went ... returned to

Oh ... I forgot to ... to mention the family of *Sue*.

Wehenga 7: Mate Pukupuku – 2

T Haere au ki tee ... ki tee ... ki te tangi i reira, kaa kite au i aa Paki.

A Aa.

T Kai te paatai mai, i te peehea aau⁸¹, ka kii atu au, “Ooo, kai te pai.” Kua kii mai ki aa au, paatai ... koorero atu au, “He ... he aha te rongoa i ... ?”

Kua karanga mai ki aa au, “Kia ora.” Ko ia hee ... hee ... hee ... he ana? He aha ina⁸² te mate *goitre* nei, i te Maaori? Toona, i tana kakii. Tino kino ...

A Ne.

T ... rawa atu nei. Ooo, tekau tau nei inaaiane, i te koretanga. Kua kii mai, te meatanga, te tirotirotanga o ngaa taak~ ... kua kitea he ... ko taua mate pukupuku nei kai roto.

Aa, ko te rongoa i ... i ... i wha~ ... i ... i ... i mahingia e raatau, te ... te ... te ... tana kakii ... ee ... ko taua *radiation* nei.

Hika ... ee ... ee ... mahingia e raatau eia. E ... ee rua wiki pea, aia e haere ana kia ... kia mahingia aia. Kaa mutu, ka kii atu ki aa ia, e rima tau ... ee ... mai inaaiane ... aa ... mena kaa ... kaa ... kaa titiro anoo raatau, mena kua kore. Too raatau titirotanga, kua kore! Kore, kore rawa atu nei! Koira te rongoa i ... naa raatau i mahi toona nei kakii.

Kua karanga mai, “Kia ora, koinaa anoo, kai te pai rawa atu too aahua.” Karanga atu au, “Aa kaati, rongorongoi noiho hoki au, ngaa mea e haere ana ki Paamutana, aa, koira te rongoa, ko te *chemo* nei. Hika, kua ... kua mate teenaa, kua mate teenaa.”

Kua karanga mai ki aa au, ka whakaatu mai i tana kakii. He ... he peeraa ... peenei anoo i aa au nei, kaare i ngahoro oona makawe, kaare.

Section 7: Cancer – 2

T I went to ... to ... to the tangi there, and I saw Paki.

A Yes.

T She was asking me, how I was, and I said, “Ooh, I’m good.” She said to me, asked ... and I said, “What’s ... what’s the medicine that ... ?”

She replied to me, “All the best.” She had ... a ... a ... an ana? [What’s the Māori term for *goitre*]? Hers was in her neck. It was really bad ...

A Ay.

T ... indeed. Ooh, ten years it’s been now, since its disappearance. She told me, when she was done, the [doctors’] examinations ... had identified a ... that cancer growth inside.

And, the treatment that was ... ~~~ was used by them on ... the ... [her neck was] ... ah ... that radiation therapy.

Gosh ... ah ... ah ... she was done by then. For... for about two weeks maybe, she was going to ... be treated. And then, they told her, in five years ... ah ... from now ... ah ... they would ... would ... would look again to see, if it had gone. When they examined her, it was gone! Gone, totally gone! And that was the treatment ... they used on her neck.

She said to me, “Good one, [no wonder], you look so very well.” I said back, “Ah well, I have been hearing, that for those going to Palmerston North, ah, that’s the treatment, this chemo. Gosh, then you get to hear that ... that one’s dead, that one’s dead.”

Then she said to me, she’d show me her neck. It ... it was like that ... just like me, her hair didn’t fall out either, no.

81 aau = au, ahau

82 he aha ina = he aha anoo nei

- A Mmm. Pai ne.
- T Ko ... aa ... kaaretahi he ... he ... kaare e kitea te waahi i reira tana mate.
- A Kaare au i moohio kae te peenaa anoo aia.
- T Aa, ko ... ooo ... kua tekau tau nei inaaiane, i te koretanga atu. Taku tuatahitanga ki te moohio ki aa ia, kua peeraa tou pea te roa, i mau ... i mau tonu aia i ...
- A *Thyroid*.
- T ... tetahi mea moo tana kakii.
- A *Thyroid*, ne?
- T Aa, ko karanga ... karanga atu au ki aa ia, aae, moohio au i taua waa, e mau tau⁸³ nei eia i aa aua mea moo tana kakii. He roa tonu aia e mau ana. Inaaiane, karanga aia, kua kore. Kore rawa atu nei!
- A Mmm. Tino pai. Koiraa hoki te mate, e kiiia raa i ... he mate anoo teenei mea ki te Maaori i taua waa.
- T Ooo, he tena, he tena ... *that's*
- A Engari, puta kee mai he puukaakii, ne. Ka puta mai raa he puukaakii, araa, kaa ora ...
- T Mmm!
- A ... kia pakaru mai ki waho! Pakaru mai ki waho, kaa ora too puukaakii.
- T Mmm. Ki te kore hoki e pakaru mai ki waho, he mate kee.
- A He mate kee.
- T Mmm.
- A Ka hokihoki ki roto, ne.
- T Ka hoki ki roto. Mmm.
- A Ka hoki te pirau ki roto, kai ai.
- T Mmm.
- A Mmm. That's good ay.
- T It's ... ah ... there's nothing ... ~ ~ ... you couldn't see the place where her illness had been.
- A I didn't even know that she was like that at all.
- T Ah, it's been ... ooh ... it has been ten years now, since its disappearance. When I first got to know her, it was about that long a time, when she wore ... she would wear ...
- A Thyroid.
- T ... something for her neck.
- A Thyroid, ay?
- T Ah, and I said ... I said to her, yes, that I remember that time, when she was still wearing those things for her neck. She wore them for quite some time. Now, she said, it's gone. There's nothing at all!
- A Mmm. Very good. Because that disease, it's said ... was a disease prevalent amongst the Māori at that time.
- T Ooh, it's a tena, a tena ... *that's* [tona?]
- A But, then a boil appears, ay. A boil appears, then, it gets well ...
- T Mmm!
- A ... after it bursts open. Once it breaks out, your boil will get well.
- T Mmm. But then again, if it doesn't break, that's another problem.
- A Another problem.
- T Mmm.
- A It keeps going back inside, ay?
- T It goes back inside. Mmm.
- A The pus goes back inside, and eats away.
- T Mmm.

- A Engari, ki te pakaru mai ki waho, ee, kaa ora koe.
- T Mmm. Karanga aia, ooo, koiraa tee ... te mea i~ ... naa raatau i mahi eia ...
- A Mmm.
- T ... naa te *radiation*. Whakaatu mai i tana kakii, korekore nei e kitea atu tetahi aha nei.
- A Mmm.
- T Aa, ka karanga atu au, “Oo, kia ora rawa atu koe.” Nooreira, ko whakaaro au, pai tonu pea, kai te
- A Pai rawa atu ki te ora ana, ne.
- T Aa, i te tika te mahi aa ngaa taakuta.
- A I te tika te mahi.
- T Aa tekau maa ono o te marama e tuu mai nei, kaa hoki au kia tirotirongia.
- A E tiro koe ki ngaa waahine tapatapahingia raa ngaa uu, ne.
- T Aa, aa.
- A Kaa mutu, ka meangia atu he uu atu ki reira.
- T Aa.
- A Patu toongia⁸⁴ atu ngaa waahine raa e ... e ... i aa raatau mahi.
- T Aa.
- A Matemate katoa, anaa! Engari, te wepunga mai hoki o aua waahine mate raa naa uu, whiwhi atu raatau i teenaa mea i te moni.
- T Mmm.
- A Nee. Te hee hoki o te mahitanga ...
- T Te hee o te mahi.
- A ... aa te taakuta.
- T Aa. Ko taku taokete ... peeraa, tangongia anoo toona nei uu. Etahi waa, kai te pai, eetahi waa, kai te ...
- A But, if it breaks open, hey, you’ll get well.
- T Mmm. She said, well, that was the ... the thing that ... that they used [on her] ...
- A Mmm.
- T ... it was radiation. [She] showed me her neck, [but] not one thing on it could be seen
- A Mmm.
- T Ah, I said to her, “Ooh, good for you.” So, that’s when I thought, maybe it’s a good thing, if
- A It would be great to get better, ay.
- T Ah, if the doctors do the job correctly.
- A If it’s done correctly.
- T On the sixteenth of next month, I go back for a check up.
- A You look at those those women who have had their breasts cut off, ay.
- T Yes, indeed.
- A And then, breast implants are put there.
- T Yes.
- A Those women suffered badly from ... by ... from their deeds.
- T Yes.
- A They all suffered, then! But, when those women who had breast problems were stricken, they received [compensation] money for it.
- T Mmm.
- A Ay. It was done so wrongly by ...
- T It was done wrongly.
- A ... by the doctor.
- T Ah. My sister-in-law ... was like that, had her own breast removed. Sometimes, she’s well, and other times, she’s ...

84 toongia = tonungia

A Mmm.

T ... mate. Ko au, kaaore anoo, kai te peeraa tonu au i te waa i haere atu au. Kaare anoo au ... kaare i noho i roo moenga.

Engari i te waa, e mahingia ana taua mahi nei ... ee ... i aa au i reira, hika maa, kaare au e kaha ki te tuu. Ka haramai ngaa neehi⁸⁵, ko raatau i te pupuri i aa au ... aa ... kauaa au e tukua, kaa hinga kee au ... i ... i muri.

Ee, tekau meeneti⁸⁶ noiho nei, e noho ana, i raro i taua *radiation* nei. E hika maa, i too tuutanga ki runga, kua kore koe e pii~ ... e kaha ki te tuu. Pau katoa atu oo kaha.

Aa ... engari ... aa ... whakaaro au, kai te pai, kai te tika tou aa raatau mahi. Ka kii mai, kia hoki au i te kaaenga, kia hoki ki te ... ki roo moenga. Kua karanga atu au, "Ooo, kaare au e piirangi hoki ki te ... ki roo moenga."

A Mmm.

T Nooreira, aa, kai te ...

A Tino pai.

T ... tere raa te haere o te waa. Mee ...

A Mmm.

T ... whakangaa taaua, moo tetahi waa poto nei?

A Aa, kae te pai. Naa, e te iwi, whakarongo mai koutou, e koorero ana moo te mate nei, e ... e hoa maa. Teenei mate, eenei mate weriweri anoo hoki, e paa ana ki teenei mea ki aa taatau, ki te waahine. Ana, koinei ngaa mate e paa ana ki aa taatau, te waahine, ki oo taatau whare tamariki, ne.

T Mmm.

A Mmm.

T ... unwell. As for me, not yet, I'm still the same as when I went there. I have not yet ... not stayed put in bed.

But at the time, they were doing that treatment ... hey ... while I was there, my goodness, I couldn't even stand up. The nurses would come, they would hold me ... ah ... I couldn't be released, or I would fall ... ~ ~ ... afterwards.

Ah, I was only ten minutes, sitting, under that radiation. Heck, when you got to stand up, you didn't want~ ... weren't able to stand up. You had used all your strength.

Ah ... but ... ah ... I thought, their treatment is actually [all right]. They told me, that when I went back home, to go back and ... get in bed. I said back, "Ooh, I don't want at all to be ... in bed."

A Mmm.

T Anyway, so, the ...

A Very good.

T ... time's ticking away. Shall ...

A Mmm.

T ... we have a rest for a short time?

A Yes, that's good. Well, everyone, listen away then, [we] are talking about this sickness ... [my] friends. This particular disease, these horrible diseases of course, are affecting us, the women-folk. So, these are the diseases which affect us, women, and our wombs, ay.

T Mmm.

85 neehi = naahi # nurse

86 meeneti # minute

A Ki ngaa whare tamariki. Naareira, pai rawa atu, kae te koorero aia, anaa, anaa, whuruki⁸⁷ ana, toona oratanga mai i teenaa mate weriweri. Naareira, ana, me koorero hoki, kaa tika.

Wehenga 8: Whakamutunga

A Naa, e te iwi, kua piki atu hoki te ringa o taa taatau karaka⁸⁸, anaa, e waru atu raa ki te tekau hoki o ngaa haaora⁸⁹. Aa, naareira, anaa, paku mahi kae te toe, kua mutu ake te waahanga ki aa maaua ko taku hoa koorero. Naa, he pai tonu ki aa aua, kia pai ei hoki, kia whakangaa ai anoo eia.

Naareira, anei eia, anaa, kae te pai rawa atu toona reo ki te koorero. E koorero nei eia moo te aahua o toona mate. Anaa, e pai ana ki ngaa waahine kae te mate i enei tuu mate, kia tere tonu te haere, kia tere ai te ... te pai o te tinana.

Kaua e waiho, kia roa e kai ana te mate i aa koe, kaatahi koe ka peenei me haere koe, ne.

T Aae, tika teenaa.

A Naareira, koinei eia e koorero nei ki aa koutou. Kia rongou mai koutou, kaua e waiho te mate kia roa e kai ana i te tinana. Kia tere ei hoki te pai o te tinana.

T Aa, kia ora. He tika too koorero, e Api, he tika rawa atu. Aa, waihongia kia tino roa te mate nei ... aa ... kaa ... kaa roa anoo te waa kaa ... kaa ora te tinana. Nootemea, e kii ana ngaa taakuta, teenei mate ... aa ... ka ... kaa puta atu ki ... kaa uru haere ki roto i te tinana.

A Affecting the wombs. So, it's really good, that she's talking about it, and so there, it has been a fluke, her recovery from this dreaded disease. So, then, it's vital that we talk about these things, for sure.

Section 8: Conclusion

A Well, everyone, the hand of our clock has risen, then, to eight [minutes] to 10 o'clock. Ah, therefore, then, only a bit of work left to do and this session between me and my co-speaker will come to an end. So, it's all okay with me, that it be good too, for her to have a rest as well.

So, here she is, and, her voice is really good for talking with. She's been talking here about the aspects of her disease. Well, it will be good for women affected by these kinds of illnesses, to quickly go, for rapid ... rapid improvement of the body.

Don't leave it, for a long time for the disease to eat away at you, before you decide you should go, ay?

T Yes, that's right.

A So, this is why she's talking to you all. So you hear, to not let the disease eat away at your body for too long. So that your health improves quickly.

T Yes, thank you. You're right what you say, Api, it's very true. Ah, if you leave this disease for too long ... ah ... then ... it will ... take a long time ... for ... for the body to heal. Because, as the doctors say, this disease ... ah ... will ... will spread to ... and enter other parts of the body.

87 whuruki # fluke
88 karaka # clock

89 haaora # hour

He pai i te waa, kaatahi tou kaa tiimata, ka taaea te ... te mate nei te patu. Engari, ka ... mena ka haere ki ngaa waahi katoa i roto i te tinana e kitea e raatau ... ee ... ehara i te mahi maamaa.

A Mmm.

T Nooreira ... aa ... kai te ... aa ... kai te mihi tonu au ki too taatau Matua i Te Rangi, moo ona manaakitanga ki runga hoki i aa au, aa, ki etahi atu hoki o ngaa mea i mate i te mate nei, aa, kai te ... te ora i teenei waa. Koorero ake nei au moo Paki. I kaha a Paki ki te tiaki i toona nei mate.

A Mmm.

T Aa, kua ora rawa atu aia. Kii ai ia, kaa haere eia kia tiro tiro, kore rawa atu te~ ... tetahi waahi nei kua toe mai. Aa, me toona ora tou hoki o toona nei aahua. Aa, ko te tuumanako ... aa ... ka hoki au ki roto o Pooneke, ka kitea e raatau kai te ... *umm* ... mate haere tonu, kai te mate haere tonu atu te mate nei, kai te kore haere tonu atu.

Aa, nooreira, ki ngaa mea o kootou katoa i aawhina i aa au ... aa ... i teenei waa, kai te mihi atu au ki aa kootou moo aa kootou aawhina. Ki ngaa Roopuu Waahine Toko i Te Ora, aa, ki ngaa whaanau katoa, ahakoa kai hea raatau, i kaha ki te aawhina i ahau me taku whaanau ... aa ... kia ... kia haere maatau ki roto o Pooneke.

Aa, kai te mihi tonu atu ki aa kootou, aa, moo aa kootou manaakitanga, ki runga hoki i aa maatau ko taku whaanau, i te waa i ... i wehe atu aia maatau ki roto o Pooneke.

It's good at the time, when it first appears, this disease ... can be beaten. But, if ... if it spreads into all parts of the body that they can identify ... it's ... it's not an easy job.

A Mmm.

T So ... ah ... I am ... ah ... I still give thanks to our Heavenly Father, for his blessings upon myself, ah, and to others also who have been stricken with the disease, and, who are ... still alive at this time. I spoke earlier about Paki. Paki really did things to help herself get better.

A Mmm.

T Ah, she's very well. She said, she's been for a check up, and there's no ... no part of it left at all. Ah, her own health, her being a picture of health. So, the hope is ... that ... when I go back to Wellington, they'll find that ... *umm* ... it's dying away, this disease is still dying away, that it is vanishing altogether.

Ah, so, to all of you who helped me ... ah ... at this time, I thank you very much for your help. To the Māori Women's Welfare League, ah, to all of the families, wherever they are, who helped me and my family greatly ... ah ... so ... we could go to Wellington.

Ah, thank you [all] so very much ... ah ... for your blessings, upon me and my family, when ... we left for Wellington.

Aa, ki ngaa whaanau hoki, kai roto i te poouri i teenei waa e noho ana. Aa, ki te whaanau a *Aunty Sue*, aa, kaa nui te aroha atu ki aa kootou, nootemea, kua rongu ake au, kua mate mai too kootou tuahine, te maataamua o ana kootiro ... kua mate mai i roto o Rotorua, kai Rotorua. Nooreira, te aahua nei, kai te haere peeraa kee te whaanau ki reira.

Aa ... ka ... i te waa tonu e ora ana te kootiro nei, kaa kii eia, kaa mate eia, me waiho tonu atu eia i i Rotorua. I tae mai ei ki te tangihanga oo tana whaaea, aa, kite tonungia atu kai te taumaha rawa atu, kai te mate. Ko te mate pukupuku anoo nei.

A Mmm.

T Nooreira, ki aa kootou katoa, kai te aawhina i aa maatau i taku whaanau, aa, te whaanau hoki o te reo irirangi nei.

Ki ngaa mate i konei ... aa ... mihi tonu atu ki aa kootou.

Nooreira, kua tae te waa mooku i te mutu atu. Nooreira, teenaa kootou, teenaa kootou katoa. Noho ora mai i roto i oo kootou kaaenga.

A Aa, kia ora raa, e hoa. Kia ora rawa atu koe, moohou⁹⁰ i uru mai koe ki te koorero i teenei ata. Te harakoa⁹¹ o toku⁹² ngaakau, kua kite atu anoo au i aa koe. Naareira, kua mooho ake au, ee, ka pai ka hoki mai a koo ... ka hoki mai tonu koe, aa teenei Mane anoo e tuu mai nei.

Taku wawata, kia piki tonu te ora, te kaha, te maarama, ki runga ki aa koe i ngaa waa katoa. Kia pai ei hoki te haere o aa taaua mahi, ia Mane, ia Mane.

Ah, also to those families, who are in mourning at the moment. Ah, to Aunty Sue's family, ah, lots of love to you [all], because I've heard, that your sister has died, the eldest of her girls ... passed away in Rotorua, and is in Rotorua. Therefore, it seems, that the family will head in that direction, to there.

Ah ... when ... this girl was still alive, she said, when she dies, to leave her in Rotorua. She arrived here for the tangi of her mother, and, it was noticed that she was really low herself, she was sick. It was this dreaded cancer again.

A Mmm.

T So, thanks to all of you, who are helping me and my family, ah, and thanks also to the family of this radio station.

To the dead from here ... ah ... [I] pay tribute to you all too.

So, the time has come for me to finish. Therefore, greetings, greetings to you all. Do keep well in your homes.

A Well, thank you, my friend. Thank you, for your coming in to talk this morning. I'm so pleased, that I've seen you again. Therefore, I know ... hey ... that's good you'll come back this very next Monday before us.

My wish for you, is that you will continue to grow healthy, strong and enlightened at all times. So that our work here will continue to go well, every Monday.

90 moohou = moou
91 harakoa = harikoa

92 toku = taku

Naareira, ki aa koutou raa e te iwi,
e noho mai naa koutou i oo koutou
kaaenga, moorena⁹³ ki aa koutou. Ata
maarie mai hoki, i oo koutou kaaenga.

Ko te raa hoki teenei, o teenei mea o te
aroha, tetahi ki tetahi. E kiia ana, koiane
te raa, anaa ... ee ... ngaa whaiaaipo. He
raa teenei moo ngaa whaiaaipo. He raa
teenei moo te taane me te wahine.

Naareira, pai tonu pea te mau atu i too
hoa ki ngaa wharekai moo te kai, kia
kore e kuki⁹⁴ aia, ne, i teenei ahiahi, ne.

Naareira, koiane raa ngaa mahi aa ngaa
... aa tauwi, ne. Koinei ngaa mahi aa
tauwi. Ka kiia e tauwi i roto hoki i te
reo o tauwi, *Valentine Day*, ne? Koinei te
hoa piripono, ana, ka aroha koorua ki aa
koorua.

Naareira, noho ora mai koutou i oo
koutou kaaenga. Ka rongo mai anoo
koutou i aa au e mahi atu ana aapoopoo,
i te iwa anoo hoki o ngaa haaora, i eenei
mahi Kohinga Koorero.

Naareira, kia ora katoa koutou, noho ora
mai. Whakarongo mai ki ngaa waiata,
kaa mutu, kaa hono atu taatau ki Te
Rongo Mana Maaori. Muri iho o teeraa,
kua huri atu taatau ... kua huri atu hoki
ahau ki te mahi atu ki aa koutou, i ngaa
mahi ki oo taatau koohanga reo katoa o
te rohe.

So, to you all, as you sit there at home,
good morning to you. Good morning to
you at home.

So this is the day, for this thing called
love, for each other. It is said, that
this is the day, you know ... ah ... for
sweethearts. This is a day for lovers. This
is a day for the man and the woman.

So, it might be an idea to take your
partner out to a restaurant for dinner, so
[they] won't have to cook this evening,
ay.

So, these are some of the customs of
other races ay. These are foreigners'
customs. It is called by foreigners in the
foreign language, *Valentine's Day*, ay?
This is your bosom friend, and, and you
celebrate your love for one another.

Finally, do stay well in your homes.
You'll hear from me doing my thing
again tomorrow, at nine o'clock, with
these Kohinga Kōrero activities.

Therefore, greetings to you all and keep
well. Stay listening to the songs, and
then, we will link up to Te Rongo Mana
Māori. After that, we will switch over
... I will switch over to bring to you, the
programme for all our kōhanga reo of
the district.

93 moorena # [good] morning

94 kuki # cook



KOORERORO 2

CONVERSATION 2

E 6 NGAA WEHENGANGA THERE ARE 6 SECTIONS

HE MEA HOPU I TE 28 O HUI-TANGURU I TE TAU 2000

RECORDED ON 28TH FEBRUARY 2000

Wehenga 1: Huakitanga

A E te iwi, a, i whakarongo mai raa koutou hoki ki teenei waiata anoo hoki, a, ki ngaa waiata naanaa nei i whakatuwhera mai hoki te haaora o Te Kohinga Koorero ki aa taatau moo teenei raa.

Ae, e moohio pai ana hoki taatau, i taa taatau kaikoorero moo ngaa Mane katoa hoki, aa, kua uru mai hoki eia⁹⁵, te whanaunga nei a *Lil Robin*. Naareira, e kore au e whakaroaroa i te koorero, nootemea kiaa ... kia pau pai ai ngaa take o teenei haaora.

Naareira, ki aa koutou katoa, anaa, ko⁹⁶ uru mai eia i teenei waa, naareira, ka mihi atu ki aa ia, aa, kaa mutu, ka mihi atu hoki eia ki aa koutou. Naareira, moorena raa koe, e hoa ...

T Moorena.

A ... kua uru mai nei koe, aa ...

T Kia ora koe e Api.

Section: Opening

A Hi everyone, ah, you [just] listened to this song of course, and, to the [other] songs which opened the Te Kohinga Kōrero hour for us today.

Yes, and of course we all know well, our speaker on Mondays, ah, she has come in now, this relative [of ours], Lil Robin. So, I won't drag out the discussion too long, so ... so that the topics for this hour can be properly covered.

Anyway, to you all, she's come in now, so, I will greet her at this time, and then, she will greet you. And so, good morning, my friend ...

T Morning.

A ... now that you've come in, ah ...

T Greetings to you Api.

95 eia = ia

96 ko = kua

A ... ki te whakahaere hoki i teenei haaora. Naareira, ki aa koe, ooo, ngaa mihi nui ki aa koe nootemea, ooo, kae te pouri tonu taku hinengaro, ooo, kai paangia koe e te rewharewha. Kaati, kae te kite tonu atu, kae te pai haere kee mai koe. Naareira, a, ka tino pai hoki, kae te pai rawa atu.

Naareira, ki aa koutou hoki e te iwi, aa, anei raa te kaikoorero hoki o teenei ata, a *Lil Robin*. Kia ora.

T Aa, kia ora koe e Api, teenaa rawa atu koe i teenei ata. Kia nui ngaa manaakitanga aa too taatau Kaihanga ki runga i aa koe, tae atu ki too whaanau, i ngaa waa katoa.

Aa, teenaa hoki kootou katoa e whakarongo mai nei ki ... ki aa maaua ko Apikara i teenei ata, e whakapaaho atu nei ki aa kootou i runga i Te Reo Irirangi o Ngaati Kahungunu i runga i te waahanga ... i teenei waahanga.

Nooreira, aa, ka mihi atu au ki ngaa mea o kootou kai ... kai te Maahia, ahu mai ki roto oo Te Wairoa. Aa, kia ora katoa kootou katoa e noho mai naa i konaa, ngaa whanaunga katoa, ngaa whaanau katoa e noho mai nei i roto i ... i teenaa ... aa ... waahanga o taatau i roto o Te Wairoa, aa, ka ahu peeraa atu hoki ki roto o Erepeti.

Ngaa mea o kootou, kai reira e noho mai ana, teenaa hoki kootou katoa. Aa, ka nui te mihi atu ki aa kootou, i teenei waa. Aa, tae atu hoki ki ngaa mea e noho mai raa i Ngāi Tama Te Rangi, ahu atu ki Tuuhoe ... i roto oo Waikaremoana. Kia ora hoki kootou.

A ... to lead this hour, of course. Therefore, to you, oh well, best wishes to you because, ooh, I am still concerned, ooh, in case you catch the flu. But, I can see that you are actually getting better. Therefore, ah, that's very good, in fact really good.

And so, to everybody, ah, here's the speaker for this morning, Lil Robin. Hello there.

T Ah, hello to you Api, and warm greetings to you this morning. May there be plentiful blessings from our Creator upon you, and your family, at all times.

Ah, greetings also to all of you listening in to ... to Apikara and I this morning, [beaming] out to you all on Radio Kahungunu ... during the session ... this session.

Therefore, ah, I greet those of you at ... at Māhia, heading back this way through to Wairoa. Ah, warm greetings to you all living there, all the relatives, all the families living in ... in that ... ah ... region of ours of Wairoa, ah, and heading off also to Erepeti.

To all of you who are living there, greetings also to you all. Ah, a big hello to you all at this time. Ah, including those living in Ngāi Tama Te Rangi, through to Tūhoe ... in Waikaremoana. Greetings also to you all.

Ko te tuumanako, kai te whakarongo mai kootou, ngaa whaanau o te kaaenga, kai te noho ora mai kootou i roto i oo kootou kaaenga me aa kootou tamariki mokopuna. Aa, ki te koohanga reo hoki, aa, ki ngaa hauora hoki, kai konaa, teenaa katoa kootou katoa.

Aa, tae mai hoki ki ngaa mea, aa, kai roto o Te Wairoa naa, e mahi ana i eenei aahua mahi, aa, kia ora katoa kootou katoa. Ki ngaa whaanau hoki, aa, me aa raataau tamariki e noho haere nei i roto i teenaa takiwaa.

Ki ngaa mea o kootou, kai roto o Huramua, kaare⁹⁷ anoo au kia kitekite i aa kootou ... kua aahua roa nei te waa ... aa ... ngaa tuaakana, ngaa taaina, e noho mai nei i roto i teenaa ... i roto oo ... o Huramua, kai te mihi tonu atu raa ki aa kootou i teenei waa.

Aa, ka ahu peenei mai hoki ngaa mihi ki roto ... oo ... o Moohaka, ki Raupunga, ahu peenei mai hoki ki Taangoio, teenaa kootou katoa i teenei ... teenei ata, aa, i roto i ngaa mahi e mahitia nei e kootou. He tino huhua⁹⁸ rawa atu ... aa ... ngaa mahi ... aa ... kai te mahia e ia roopuu, ia roopuu ... *um* ... me aa kootou tamariki, ngaa koohanga reo, eeraa mea katoa.

Aa, ngaa mea o kootou, kai Taangoio naa, moohio ana aau⁹⁹, kai roto kootou i ngaa mahi o te hauora hoki. He tiaki tuuroro teenaa mahi, he ako teenaa mahi, eeraa mea katoa. Nooreira, moorena rawa atu kootou, i teenei ata tino aataahua.

I trust you're all listening in, the families back home [there], and keeping well in your homes, with your children and grandchildren. Ah, and to the kōhanga reo as well, and the health services there, greetings to you all.

Ah, including all those ones, ah, living there in Wairoa, working in these sorts of jobs, ah, greetings to you all, and to all the families as well as, ah, their children living around that region.

To those of you, in Huramua, I haven't seen you ... for quite a while ... ah ... the older and younger relatives, living there in that ... in ... Huramua, I continue to greet you all at this time.

Ah, [my] greetings head this way in ... to ... Mōhaka, to Raupunga, then heading this way to Tāngoio, greetings to you all this ... this morning, ah, in whatever work is being carried out by you. There are many ... ah ... initiatives ... ah ... being carried out by each and every group ... *um* ... inclusive of [work with] your children, the kōhanga reo, and all those [sorts] of things.

Ah, [as for] those of you there at Tāngoio, I know, you're also involved in health initiatives. [They involve] caring for the sick, and teaching [others], all those [sorts of] things. And so, a very good morning to you all, on this very beautiful morning.

97 kaare = kaaore, kaahore
98 huhua = maha

99 aau = au, ahau

Aa, ka hoki mai hoki ki roto o Heretaunga nei, ki Ootaatara nei, a, ngaa mea katoa o kootou, e noho haere nei i konei, i eenei takiwaa, aa, teenaa kootou katoa.

Aa, ngaa waahine kaahui hoki, aa, kaatahi tou¹⁰⁰ nei ka hoki mai i taa kootou hui. Rongo ake nei au he hui tino whakahirahira taa kootou hui ... aa ... i Te Waipounamu. Nooreira, teenaa kootou, teenaa rawa atu kootou katoa.

Ahu peeraa atu hoki ngaa mihi ki roto ... oo ... o Te Wairarapa. Ahu peenei atu ... ah, ki ngaa marae katoa, mai i konei ki Te Wairarapa, aa, ngaa mihi ki aa kootou.

Aa, i ngaa raa ka mahue ake nei, kaa rongo i tee Raahoroi nei, te raa whakahirahira moo te huranga koohatu¹⁰¹ oo too taatau ... taa taatau taonga kaumaatua, aa, i mate mai nei i te tau ka mahue ake nei, ki aa *Ivan*. Ngaa mihi tino nui hoki ki te whaanau, aa, ki te pouaru hoki. Teenaa rawa atu koe i teenei ata.

A Mmm.

T Aa, rongo koorero ake au, teeraa hui he tino hui whakamiiharo. Te nui o teenei mea o te pakeke, aa, kaumaatua kuiia, i tae ki teenaa ... aa ... i teenaa ... aa ... hui whakamiiharo. Nooreira, aa, kaare e tino nui ake aku mihi inaaiane ki aa taatau katoa.

Engari, aa, kai ... he hui hoki kai ... kai te Kohupaatiki i teenei ata. Ka mihi tonu atu hoki ki aa raatau, e noho mai nei, i Te Kohupaatiki me taa raatau roopuu, aa, roopuu hou anoo teenei mai o te Ngaa kaimahi o te ture, aa, kai reira, kai te tiroiro haere, kai te ako i ngaa waahanga ... aa ... e paa ana ki aa taatau, teenei mea, te Maaori.

And now, coming back here to Hastings too, here to Ōtātara, ah, to those of you all, living here in these districts, ah, greetings to you all.

Ah, and to the group of women, ah, who've just come back from your conference. I heard your conference was really wonderful ... ah ... in the South Island. Therefore, [a very special] hello, to you all.

Greetings also go out as well ... to ... Wairarapa. Heading back this way ... then heading off into Wairarapa, ah, to all the marae, from here to Wairarapa, ah, to all the marae in Wairarapa, ah, greetings to you all.

Ah, in the last few days, I heard on Saturday, [about] the special day for the unveiling of the headstone for our ... our treasured elder, ah, who passed away last year, for Ivan. All our love goes out to the family, ah, to the widow of course. Fond regards to you this morning.

A Mmm.

T Ah, I heard that, that gathering was a lovely gathering. There were so many of our elders, ah, elderly men and women, who went ... ah ... to that ... ah ... wonderful gathering. And so, ah, I [haven't got] many more greetings at this moment to us all.

But ah, at ... there's a gathering at ... at Kohupātiki this morning. I also acknowledge them, staying over at Kohupātiki and their group, ah, it being a new group from the Staff from the justice system, ah, who are there, observing and learning about the aspects ... ah ... pertaining to us, the Māori people.

100 tou = tonu

101 koohatu = poohatu

Aa, nooreira, aa tee tekau o ngaa haaora, aa, ka tae mai anoo tetahi roopuu atu anoo, ki reira. Nooreira, moo teenei waa, aa, kia ora rawa atu kootou katoa, e whakarongo mai naa.

Kia ora hoki te kaiwhakahaere i tee ... too taatau reo irirangi nei. Ki aa koe Hoohepa, ngaa mihi tino nui ki aa koe. Aa, ki ngaa tauira, aa, kua tiimata te ako, aa, ngaa tauira hou, ngaa tauira, aa, kua hoki mai anoo, aa, ki ngaa kaiako hoki, teenaa kootou, teenaa kootou katoa moo teenei waa. Kia ora.

Kaa hoki atu inaaianeinei pea ki taku hoa moo tetahi waahi poto nei.

Wehenga 2: Koohanga Reo – 1

A A, kia ora e hoa. A, kia ora hoki, a, whakarongo mai koutou, anaa, ki ngaa mihi aa taku hoa, e mihi atu ana, e mihi whaanui katoa atu ana aia¹⁰² ki aa koutou katoa.

Anaa, ka huri ake hoki ki te koorero ake, aa, moo ngaa mahi o te Haaroa~ ... o te Raahoroi nei ... o te Raahoroi nei. Anaa, i tuupono atu hoki ki te hu~ ... ki te ... aa ... hurahanga koohatu, tae atu hoki ki te whakatuhera¹⁰³ whare.

Naareira, ki aa kootou katoa e noho mai naa, i ... i te waa kaaenga o Kihituu, moorena ki aa kootou katoa. I te takatuu kootou inanahi nei, aa, inaaianeinei me whakataa¹⁰⁴ kaa tika, nee. Me whakataa. Kua whiwhi hoki i te wharekai tino whakahirahira, ana, kua rongu ake i ngaa koorero. Ana, ka aataahua hoki, kaa pai hoki!

Ah, so then, at 10 o'clock, ah, another group will arrive, there. So, for now, ah, [my] very best greetings to all of you, who are listening in.

And greetings also to the director of the ... our radio station here. To you, Joseph, fond greetings to you. Ah, to the students, ah, who have started their studies, ah, the new students, and the students, ah, who have returned to their studies, and to the teaching staff as well, greetings to you all at this time. All the best.

Let's just go back now perhaps to my colleague for a short while.

Section 2: Kōhanga Reo – 1

A Thank you, my friend. Ah, greetings to you all, and, as you listen to my colleague, paying tribute broadly to you all.

Next, I'll turn to talk, ah, about what went on on Satur~ ... on this Saturday ... last Saturday. Well, I happened to attend an unwei~ ... to a ... ah ... headstone unveiling, as well as the opening of a [dining] hall.

So, to all of you living there, in ... at the homeland of Kihitū, good morning to you all. You were all so busy yesterday, and so it's [most fitting that] you have a rest today, ay. So do [have a good] rest. You've now got this impressive dining hall, and we have heard the reports. Gosh, how wonderful of course, [and] well done!

102 aia = ia

103 whakatuhera = whakatuwhera

104 whakataa = whakangaa

Naareira, ki aa kootou katoa, hoi anoo tee mahi maa taatau inaaiane, he whakarongo ake ki ngaa mahi, ki ngaa koorero hoki o te haaora Kohinga Koorero.

Naareira, ka huri ake inaaiane, ka hoki atu anoo hoki ki taa taatau kaikoorero. Naareira e hoa, kei a koe te tu~ ... te waa inaaiane.

T Aa, kia ora. Aa, i te Paraire¹⁰⁵ i mahue ake nei, aa, ka haere atu au, ka tonoa mai au kia haere atu ki tee ... taa maatau koohanga reo. Aa, e haere ana hoki ... aa ... raatau, ngaa maatua me ngaa tama~ ... mokopuna kii ... kii ... a ... Ahuriri nei, ki te ... te tiroiro i ngaa whare ika ...

A Aa.

T ... whare ika raa i ngaa waahanga kaukau oo ngaa ika, eeraa mea katoa. Aa, ka haere atu au i oo raatau taha me taaku nei hoki mokopuna, i mauria atu hoki e au ki reira.

Aa, ko tee ... ko tee koohanga reo nei, koo te koohanga aa taku mokopuna, ko Ao Te Rangi. Aa, ko teenei ... aa ... koohanga i tapa tonuhia e ... e ahau ki te whakatauaakii aa too maatau tipuna¹⁰⁶ aa ... aa Tama Te Rangi. Aa, koiraa te ingoa o tee koohanga reo nei, ko He Ao Te Rangi ...

A He Ao.

T ... ka Uuhia. Nooreira, i haere atu maatau ... *um* ... ki te mau i aa maatau mokopuna. He tino nui rawa atu nei too maatau roopuu. E whaa noa atu pea ngaa waka, i haere i te mau i aa maatau mokopuna kia kite i

Meanwhile, to all of you, the thing for us to do now, is to listen in to the Kohinga Kōrero hour, for the happenings, and to the discussions.

Therefore, let's turn now and go back to our speaker. Therefore my friend, you have the ~~ ... the time now.

T Ah, thank you. Ah, last Friday, ah, I went, I was invited to go to the ... our kōhanga reo. Ah, they were going ... ah ... the parents and the child~ ... mokos to ... ah ... Napier to ... to ... have a look at the aquariums ...

A Yes.

T ... the aquariums where the fish swim about, and so forth. Ah, so I accompanied them with my own grandchild, who I also took there.

Ah, this ... this kōhanga reo, it's the kōhanga of my grandchild, and [called] Ao Te Rangi. Ah, this ... ah ... kōhanga was named by ... by me [in keeping with] that proverb of our ancestor ... Tama Te Rangi. Ah, [so] that's the name of this kōhanga reo, He Ao Te Rangi ...

A He Ao.

T ... ka Ūhia. So, off we went ... um ... to take our mokos. Our group was really big. There were perhaps at least four vehicles that went to transport our grandchildren to see

Te mea tuatahi, i mauria e maatau ki ...
kia kite i ngaa aihe e kaukau ana, e mahi
ana hoki i aa raatau Ooo, ka pai ki
ngaa mokopuna!

Aa, ko tetahi hoki o ngaa mahi aa taku
mako~ ... mokopuna whakahaere i tee
... te koohanga reo nei, he paanui ki aa
raatau i ngaa ahiahi katoa i moe~ ... i
mua i too raatau moenga ... aa, he ...
he pukapuka Maaori. Aa, ka panuingia
ei ahakoa he aha ... aa ... he ... ngaa...
ngaa ika, ngaa kararehe, eeraa mea.

Oo, moohio katoa ngaa mea aahua
pakeke, he aha ngaa ika ra. Ka paatai
atu maatau, “He aha eeraa ika?” Ko
moohio anoo raatau, “Ooo, he aihe.” “Aa,
kia ora rawa atu kootou!” Ko ngaa mea
pakupaku ake hoki, kaare e tino moohio.

Engari ... ee ... mutu rawa te ... taa
maatau noho i reira, aa, ka haere maatau
ki te tirotiro haere i ngaa kararehe, i ngaa
ika, i ngaa manu ... aa ... kai reira ...
aa ... aa ... ki te mau haere i aa maatau
mokopuna.

Ko te kaha hoki o te wera ...

A Mmm.

T ... o te whiti o te raa, aa, ka mauria ngaa
mokopuna nei e maatau kii ... ki te
waahi ... e ... kaukau ... aa ... ki reira ki
te ... ki te kaukau. Aa, ka

A Kaa pai i te tamariki te kaukau.

T Aa ... aa ... kaa pai ki aa raatau. Kaa
mutu, kai tua atu hoki ngaa waahi moo
raatau hai ... hai haeretanga moo raatau
ki te kori¹⁰⁷, i reira mahi ei i aa raatau nei
mah.

First of all, we took them to ... to see the
dolphins swimming, doing their own
[thing]. Ooh, the mokos loved it!

Ah, one of the things that my grand~
... grandchild, who runs the ... this
kōhanga reo, does is to read to them
every afternoon ... bef~ ... before their
nap ... ah, a ... a Māori book. Ah, she
reads out to them whatever they are ...
ah ... the ... fish, the animals, and those
sorts of things.

Oh, and the older ones all recognised the
[different] types of fish. We'd ask, “What
are those fish?” They certainly knew,
“Ooh, that's a dolphin.” “Oh, good on
you!” The smaller kids, of course, weren't
so sure.

But ... ah ... at the end of ... our stay
there, ah, we went to have a look at the
animals, the fish, and the birds ... ah ...
[housed] there ... ah ... ah ... ah ... to
take our mokos around.

It was so hot ...

A Mmm.

T ... the sun shine, so we took the
mokos to ... the place where ... for ...
swimming ... ah ... there ... to have a
swim. Ah, then

A Kids just love swimming.

T Yes ... yes ... they love it alright. And of
course, right next door, there were places
for them to ... to go and play, and do
their own thing.

Aa, ka hoki mai maatau, kaa kai. Ka whaangaingia aa maatau tamariki, i te poupoutanga o te raa, i reira. Kai te kaukau etahi. Ko etahi, hika maa, kua pango, kua pangopango tou kee, i te kaha o te wiriwiri o ngaa kauwae, kore rawa atu e piirangi puta mai. Ka noho tonu mai i roo¹⁰⁸ wai raa, wiriwiri mai ai.

Hoi anoo, ka noho raa anoo maatau i te tatari kia ... kia mutu aa raatau mahi, kaatahi anoo maatau ... aa ... kaa ... ka hoki mai maatau ki teenei whare ... aa ... o ngaa ika ... aa ... i te whaka~ ... i te tiimatanga atu o tee waahanga kii te ... ki tee waahanga o Neepia¹⁰⁹ nei.

I teeraa whare hoki maatau. He aahua roa tou maatau e mau haere ana i aa maatau tamariki. Ko etahi hoki, he aahua tino nohinohi rawa atu nei etahi. Ka riro tou maa ... maa ngaa karawa¹¹⁰ raatau e mau haere, e hiki haere.

Engari tino pai rawa atu ki ngaa tamariki nei. Ki aa au nei, ko etahi o ngaa ingoa o ngaa ika, he moohio kee ake raatau i aa au. Kai te paatai au, “He aha eeraa ika?” Ka moohio anoo raatau. Teenei mea te tamariki, kaare e ... e wareware i te waa e pakupaku ana, aa, kaa mau.

Ka kii atu au ki taku mokopuna, “Oo, he pai raa too mahi ki te paanui ki aa raatau ... aa ... i ngaa ingoa o ngaa ika, eeraa mea katoa. Haramai rawa ake ... e ... raatau kia kite, aa, kua ...

A Kua moohio.

T ... kua moohio raatau.”

A Aae.

Ah, then we came back, and had lunch. Our children were fed, there, at midday. Some went in for a swim. And some were, my oh my, they were “blue”, they were really “blue”, and despite their jaws shivering with cold, they simply did not want to get out. They simply stayed there in the water, shivering away [there].

Anyway, we stayed around waiting for them, until ... [they'd done their thing], and then ... ah ... then ... we came back to the [aquarium] ... ah ... at the ... at the begin~ ... at the start of the [city ... the city] of Napier.

We were at that aquarium. We were there for quite some time taking our children around. Some of them, are just [toddlers] of course. It was [left to] their ... their [own] elders to escort them around, to carry them around.

And the kids loved it. I reckon, that for some of the names of the fish, they knew more than me. I'd ask, “What are those fish?” They did know. Children don't ... don't forget, when they're little, ah, [they] remember.

I said to my grandchild, “Oh, it's great you've been reading to them ... ah ... the names of the fish and such. So when ... they finally came to see ... ah ... they ...”

A They already know.

T “... they already know.”

A Yes.

108 roo = roto i te
109 Neepia # Napier

110 karawa = pakeke (per Waikaremoana area)

T Aa, tere tou too raatau moohio, he aha te *dolphin*, he aha te *shark*. Aa, aa ... ka karanga atu au, "Aa, kai te mau~ ... moohio tonu ngaa mokopuna nei." Aa, ko etahi hoki o ngaa karawa, ka paatai atu au, kai te moohio anoo, kua karanga mai, kaore, he moohio kee ake aa raatau tamariki. Kaa pai teenei mea tee ... te mokopuna i te haere.

He pai hoki ngaa maatua o ngaa tamariki nei. E ... e rua ngaa ... ngaa mea taane ... e toru ngaa mea taane, ngaa paapaa¹¹¹ o ngaa tamariki nei, i haramai ki te aawhina hoki i ngaa mokopuna. Ngaa mea, oo, kaare i ... i waatea mai ki te haere i te taha o aa raatau tamariki.

Aa, ka whakaaro au, he tino pai teeraa haere, eeraa mahi hei mau haere ... aa ... i aa taatau tama~ ... mokopuna, aa, ki te ... te ako tonu raa i a raatau, ki te ako tonu hoki i ngaa ... i ngaa karawa.

A Mmm.

T Kia moohio ngaa karawa hoki ... aa ... ki ngaa aahuatanga e ... e paa ana ki ngaa ika raa, ki ngaa koorero moo ngaa ika, aa, ki ngaa koorero hoki ... aa ... moo ngaa kooura. Ka moohio katoa raatau i ngaa kooura ... i ngaa paaua. Kaa kite raatau i te kina. Tiino pakupaku rawa atu nei taua kina nei.

Kua karanga atu au, "Aa, me waaeangia e taatau ngaa Pirihimana¹¹². Kaa mau te hanga¹¹³ nei ki roo herehere. He kaha rawa te pakupaku!"

Kua karanga mai anoo raatau, "Nee! Ka taaea anoo e taatau te waaea i ngaa pirihimana?" Karanga atu au, "Kaaore. He mea whakaae tou raatau, kia mauria mai ki konei hei whakaatu ki te ... te tangata."

T Yes, they quickly identified what a dolphin was, what a shark was. Ah, ah ... I then said, "Ah, these ... children certainly know." Ah, as for some of the grown-ups, when I asked if they knew, they said no, and that their kids knew better than them. Young children are such a pleasure ... to have around.

The parents of the children were good too. There ... were two ... men ... three men, fathers of the children, who had come to help with the mokos. There were ones, oh, who weren't ... free to accompany their own kids.

And I thought, that was a wonderful trip, those oportunites to take around ... ah ... our child~ ... mokos, ah, to ... actually teach them, and also to teach the ... the elders.

A Mmm.

T So that the grown-ups can understand ... ah ... the characteristics ... pertaining to those fish, the information about the fish, ah, and the stories as well ... ah ... about the crayfish. They learnt about the crayfish ... the pāua. They saw the sea egg. And that sea egg was really small.

I said, "Ah, we should ring the Police. These people will be put in prison. It is far too small!"

They said back, "Really! Can we really ring the police?" I replied, "No. They have special permission to have them here to display to the ... the people."

111 paapaa = matua taane

112 Pirihimana # Policeman [Police]

113 hanga = taangata

Aa, ki ngaa whetiko, eeraa mea katoa, aa, i ... i kite ngaa tamariki nei. Kaa pai hoki taa maatau rangi ... aa ... aa ... tae rawa atu ki te ahiahi rawa atu, e toru karaka nei pea maatau ... ka hoki mai ki ... ki te ... ki te ... ki te koohanga reo, ka hokihoki atu raatau ki oo raatau nei ... ki oo raatau nei kaaenga.

Ka whakaaro au, naa ... aa ... me koorero au ... aa ... moo teenei waahanga, aa, kia rongu mai pea etahi koohanga raa. Kei te mau tonu pea raatau i aa raatau nei mokopuna.

He pai hai ... hai ako hoki i ngaa tamariki, kia aata kite raatau i ngaa ika. Aa ... pai ake i te rongu noiho ... ee ... rongu koorero i ... mai i roto i ngaa ... ngaa pukapuka.

Peehea ana ki aa koe eenei mahi?

A Hmm. He pai tee ... te maatakitaki i te tamariki e haere ana te tiro i ngaa ika, e harakoa ana. Mooho atu au, tino harakoa atu te tamariki i te kite atu i naa ika, naa tuu aahua ika katoa.

T Aae. Kaare hoki raatau e matakū! Kaare e matakū.

A Mmm.

T Aa, ko too raatau hiahia kia moohio raatau, ka paatai haere tou, "He aha kee eeraa? He aha eenei?" *Ooh* ngaa... kai reira hoki etahi ... aa ... kararehe aahua anuanu rawa atu nei ngaa aahua. Kai te pirangi tonu raatau kia moohio raatau he aha eenei, he aha eeraa, he aha, noo hea ... aa ... eeraa mea katoa. *Um*.

Kaa mutu, kaa ... ka hoki mai maatau ki te kaaenga. Paatai atu au ki taku mokopuna, oo, ka moohio tonu aia. E ... taku whakahokitanga atu i aa ia ki teeraa o ana tipuna i te poo tonu nei, tere tou tana karanga atu ki te ... teeraa tipuna, ooo, i haere ai kia kite i ngaa aihe.

Ah, as well as the mud snails, and all those things, ah ... these children saw. How wonderful our day was ... ah ... ah ... well into the afternoon, about 3 o'clock maybe, we ... came back to ... to the ... to the ... to the kōhanga reo, then they all went back to their ... to their homes.

So I was thinking, right ... ah ... I should speak [about it] ... ah ... during this session, ah, so that maybe some kōhanga might hear. But then maybe they are [already] taking their mokos there.

It's good for ... for teaching the kids of course, for them to actually see the fish. It's ... better than just hearing ... ah ... hearing stories from ... from in the ... the books.

How do you feel about these activities?

A Hmm. It's good to ... to watch the children walking around to look at the fish, enjoying [themselves]. I know, children really enjoy seeing the fish, all the varieties of fish.

T Yes. They don't get scared either! Don't get scared.

A Mmm.

T And they really wanted to know, they'd keep asking, "What [on earth] are those? What are these?" *Ooh* the ... there are also some ... ah ... animals [which are] quite ugly in appearance [there too]. They even wanted to know what these [were], or those [were], what, where from ... ah ... all that stuff. *Um*.

It ended, then ... we came back home. I asked my grandchild, oh, he still knew [it all]. Hey ... when I took him back to his other grandparent just last night, straight away he told the ... that grandmother [of his], ooh, he'd been to see the dolphins.

Kua kii mai te ... “I hea hoki koe e kite ana i eenaa ... i eenaa ika?” Kua kii mai ki aa au, “Ooo, he pukapuka ika taana?” Karanga atu au, “Kaaore. I mau tonungia.” “Nee?” “Aa¹¹⁴.” “Ooo, nee? I maungia?” “Aae.”

Aa, koiraa ngaa mahi aa ngaa koohanga. Kaaore au e mooho, peeraa anoo pea ngaa mahi aa ngaa *kindergarten*, mauria ngaa moko~ ... ngaa mokopuna, kaaore nooho¹¹⁵ raanei.

He nui tonu ngaa taangata, ngaa mea ... ngaa manuhiri i reira, aa, tuuaarangi noo raawaahi i haramai i te tiroiro haere. Kikii ana teeraa te ... te whare ika tuatahi, te mea i reira nei ngaa aihe e mahi ana i aa raatau mahi. He pai hoki ki te titiro ... aa ... i ngaa kaiako e ... e ... e ako ana i ngaa ika raa ki te tarapeke i roo wai, ki te mahi i aa raatau nei mahi i roo wai, ki te kaukau haere. Eeraa mea katoa. He whakaparatii wai noiho.

Kaa ... ka koa katoa, pakipaki katoa ngaa taangata. E~ ... engari kua kore i rite ki te waa o mua. Inaa too atu te ... te nui o ngaa ... ngaa mahi aa ngaa ika raa. I teenei waa, kaare nooho i tino roa nei.

Engari e whakaaengia hoki ... aa ... te katoa kia haere ki te tiroiro haere ...

A Mmm.

T ... etahi o ngaa ika kai ... ngaa ika, ngaa kararehe, ngaa manu kai reira. Aa, te tuumo~... ngaa tuumomo aahua manu katoa, ngaa ... ngaa ika, aa, me eeraa mea katoa.

The [grandmother] asked, “Where did you see those ... those fish?” She then asked me, “Oh, has he got a book about fish?” I replied, “No! He was actually taken [there].” “Really?” “Yes.” “Ooh, really? [He] was taken there?” “Yes.”

Ah, so that’s what the kōhanga do. I don’t know whether the activities of the kindergartens are like that, taking the grand~ ... the mokes, or perhaps not.

There were indeed lots of people there, the ones ... the visitors there, ah, VIPs from overseas who had come to have a look around. It was really full, the ... the first aquarium, the one where the dolphins were performing their tricks. It’s good also to watch ... ah ... the trainers ... teaching the dolphins, to jump up in the water, to perform their tricks in the water, to swim around. All those things. Even just splashing around. [The people] were delighted, and were all clapping. B~ ... but it’s no longer the way it was in the old days. There were ... so many more ... tricks those fish used to do. Nowadays, it wasn’t even very long. But at least ... ah ... everyone is able to go and look around at ...

A Mmm.

T ... some of the fish species there ... the fish, the animals and the birds there. Ah, all the [different] ki~ ... kinds of birds there, the ... the fish, ah, and all those other things.

114 aa = ae

115 nooho = noa iho

Nooreira, aa, kaa nui taku mihi, aa, ki ngaa maatua o ngaa mokopuna, i whakaae nei kia mauria aa raatau tamariki ki reira i te tirotiro haere. Too raatau pai hoki ki te aawhina ... aa ... i te kaiwhakahaere ... ngaa kaiwhakahaere i te koohanga, aa, ngaa kaimahi o te koohanga.

Kaa mihi tonu atu au ki aa raatau moo too raatau kaha, ki te aawhina haere, i ngaa mahi, hai painga tonu raa moo ngaa mokopuna nei.

So, ah, I give warm thanks, ah, to the parents of the mokos, who allowed us to take their children there to have a look around. They were so good at helping ... ah ... the organiser ... the organisers of the kōhanga, and the staff of the kōhanga.

I continue to thank them for their strong support, in helping out with the activities, so that it is of some benefit to these mokos.

Wehenga 3: Koohanga Reo – 2

A Peeraa tetahi koohanga, peenaa. Mau haerengia, ka maungia ki te one, nee. Kete tonu taa teenaa, taa teenaa, taa teenaa. He nui ngaa tamariki nei. Ana, kaare naa tamariki nei i aahua aro ake me noho i te kai. Taa raatau piringi¹¹⁶, te kohi anga, nee.

T Aa.

A Te anga pipi, ngaa tuu aahua anga katoa ... taa teenaa, taa teenaa. Kikii ana aa raatau kete, ana, kaatahi anoo raatau ka hoki mai. I te wera hoki, tetahi, o ngaa rangi, ne?

T Mmm.

A Kaatahi anoo au ka whakaaro, e hika! Pai ana te mau haere i ngaa tamariki ...

T Mmm.

A ... ki eeraa tuu haere, nee?

T Aa, pai ki aa au teeraa ...

A Tino pai te maatakitaki.

Section 3: Kōhanga Reo – 2

A There's another kōhanga like that. [They're] taken around, taken to the beach, ay. [Each child has his or her own basket]. There's a lot of these kids. And, these kids don't even bother to sit down to eat. What they want, is to collect sea shells, ay.

T Yes.

A Pipi shells, all the kinds of shells ... each person had some. Once their kits were full, then that's when they came back. One thing was that the days were really hot too, ay?

T Mmm.

A Then I thought, [gosh]! It's great to take the children ...

T Mmm.

A ... on these sorts of trips, ay?

T Ah, I enjoy that ...

A It's really good to watch.

T ... i te mau haere. I mauria e ... anoo e raatau ... aa ... e toru wiki nei pea i te mahuetanga ake nei ... aa ... ki *Westshore*. Engari ka aahua mataku, karanga atu au, “Ooh! Aa ... kaaore au ... e tino pai ki aa au teenaa haere ki teenaa one, kai toremi¹¹⁷ aa taatau tamariki ...”

A Aa, mmm.

T “... ki konaa.” Aa, ka haere anoo raatau i reira, i te mau haere te tirotiro haere, ki te haere i te waahi hoe waka raa.

A Aae.

T Ki reira, ka mauria i reira. Ka tae atu hoki maatau ki reira, inaa tonu atu te nui o tee ... ngaa tamariki o ngaa kura i reira.

A Mmm.

T E ... e akongia ana hoki. Koorero atu ana ngaa kaiako moo ngaa waka, moo ngaa kaihoe, eeraa mea katoa.

Aa, i reira ... he aahua roa tou maatau i reira. Engari i aa maatau i te one, ka kii atu au, “Ooo, kaare au ... e tino pai ki aa au a konei ... ee ... e ... kai toremi nooho ngaa tamariki, ko ... ko taatau kee te mate.”

A Mmm.

T Nooreira, ee ... pea ... i tetahi waa atu, ka mauria anoo ki ... ki tetahi one, te waahi ...

A Pai.

T ... he pai moo raatau. Aa.

A Tino pai.

T ... taking them around. They were taken ... on another trip ... ah ... about three weeks ago ... ah ... to Westshore. But I was a bit scared and said, “Ooh! Ah ... I don’t ... feel right about that trip to that beach, in case our children drown ...”

A Ah, mmm.

T “... there.” But, they still went there, taking them sight-seeing, and to the area where they paddle canoes.

A Yes.

T To there, [they] were taken there. When we got there, there were so many ... school kids there.

A Mmm.

T They ... were being instructed. The teachers were talking about the canoes, about the paddlers, and so on.

So, there ... we stayed there for quite a while. But when we were at the beach, I said, “Ooh, I’m not ... very keen on here ... ah ... in case our children drown, it’ll ... be our fault.”

A Mmm.

T So, ah ... perhaps ... at another time, they can be taken to ... to the beach ... a place ...

A [Safe].

T ... that’s safe for them. Yes.

A Good one.

T Ko te kaha hoki o te wera o ngaa rangi nei, he pai atu i te tamariki, te omaoma haere i roo wai, te kaukau noiho. Aa, waatea ana ngaa ... ngaa maatua. Kua karanga mai ngaa maatua, “Ooo, meana¹¹⁸ i te kaaenga, kai reira tou e whakakuweneene, e tiioro ana, e aha ana.” Aa, i reira, aa, naa te nui o te wai, o te aha, kaare nooho te tamariki e ... naa ngaa mahi maa raatau, hei mahinga maa raatau.

A Mmm.

T Aa ... ka tonongia e te kaiako i te ... te kimi ... aa ... i ... i ngaa ... te kimi haere he ... he raakau, he anga raanei hei ... hei mau maa raatau ki te kaaenga. Eeraa mea katoa.

Engari, aa, i teenei waa, mauria ki ... ki te titiro i ngaa ika. Aa ... aa ... koa katoa ngaa ... ngaa maatua o ngaa tamariki. Pai hoki ngaa maatua ki te tiaki i aa raatau tamariki. Kaare rawa atu nei i raruraru ngaa tamariki. Kua aawhina tetahi i tetahi i ngaa waa katoa.

Um, he nui hoki ngaa ... ngaa koohanga kai ... kai konei inaaiane, ngaa mea kai ... kai roto i ngaa taaone¹¹⁹ nei, nee. E ... e mahi ana i aa raatau mahi. Aa, kaare au e moohio, mauria ai anoo pea aa raatau nei tamariki kia ... kia kite i eenei tuu aahuatanga, kaaore noiho raanei.

A Mmm.

T Engari ... aa ... ki te ako i te reo, kai te tino mau rawa atu etahi o ngaa tamariki nei i te reo, kai te tino pai rawa atu.

A Pai ana, nee?

T Aa.

A Pai ana!

T Aa.

T And of course with the days being so hot, the kids like [to run around and swim in the water]. Ah, it also gives the ... the parents [a bit of a break too]. As the parents said, “Ooh, if the kids were home, they’d be busy teasing on another, yelling, and so on.” Ah, but there, ah, with lots of water and what not, the children don’t ... because of the activities for them to do.

A Mmm.

T Ah ... they were told by the teacher to ... to look for ... ah ... ~ ~ ... ~ ~ ... go look for a ... for driftwood, or a shell to ... for them to take home. Those sorts of things.

But, on this occasion, [they] were taken ... to look at the fish. Yes ... ah ... [the kids’ parents ... really enjoyed themselves]. The parents were also good at supervising their kids too. The children were no problem at all. They’d be helping one another always.

Um, [you know] there are lots of ... kōhanga [around] ... here now, the ones that are ... are in these towns, ay. Doing ... doing their [thing]. Ah, I don’t know whether [they take] their children [out] to ... to see these sorts of things, or not even.

A Mmm.

T But ... ah ... at teaching the language, some of these children are really catching on really well to the language, it’s very good.

A It’s going well, ay?

T Yes.

A Good!

T I agree.

118 meana = mehemea

119 taaone # town

- A** Kua nui rawa ngaa tamariki pakupaku, e rongong ana au ...
- T** Aa.
- A** ... e koorero ana. Ooo, harakoa atu au. Pai rawa atu ki aa au te whakarongo i te tamariki, e koorero ana, e tohetohē ana, i roto i te reo.
- T** Ka hoki atu au ki Waikare raa, aa, ka haere atu kia ... kite i te koohanga i reira. Aa, kai roto kee maatau i te koohanga, kai waho ngaa tamariki, kai te kori. Ka rongong tonu atu koe, e koorero Maaori ana ki aa raatau tonu. He pai hoki te whakarongo atu ki aa raatau, e koorero ana, i ngaa waa katoa.
- Hoki mai i te kaaenga, kua aahua ~ ... ka whakarongo atu au ki aa maatau tamariki, kua karanga atu au ki aku ... ngaa kaiako, "Aa! Kai te pai raa taa kootou mahi, aa, ka whakarongo atu i ngaa tamariki raa, kua aahua ... kua koorero Maaori anoo ki aa raatau anoo."
- A** Mmm.
- T** Kai te ...
- A** Pai rawa atu.
- T** ... kai te pai rawa atu taa raatau mahi. Kua tata tonu hoki ... aa ... aa ... te waa moo raatau ... oo ... kua tae tonu raa te waa moo etahi o raatau ki te ... te haere ki ... ki ngaa kura. A, kua mahue ake, ko ngaa mea tino nohinohi rawa atu. Kua kite ake nei au, kua tino nui rawa atu ngaa mea tino nohinohi, kua ... kua tae mai ki ... kua haere ki roto i ngaa koohanga.
- A** Mmm.
- A** There are lots of little children, I've been hearing ...
- T** Yes.
- A** ... speaking [it]. Ooh, it makes me so happy. I really enjoy listening to children, talking, and even arguing in the language.
- T** When I went back to Waikare, ah, I went to ... see the kōhanga there. Ah, we were in the kōhanga and the children were outside, playing. You actually hear them, speaking Māori to themselves. It's so [delightful] to hear them, speaking [Māori] all the time.
- When I got back home here, it's a bit ~ ... I listened to our children [talking], and I said to my ... the teachers, "Yes! You're doing a good job, ah, have a listen to those kids, they've sort of ... they've [started] speaking Māori to one another."
- A** Mmm.
- T** It is ...
- A** Great.
- T** ... it's great what they are doing. And it's nearly ... ah ... ah ... time for them ... oh ... the time has come for some of them to ... to go to ... school. And, left behind, will be the very little ones. I've actually noticed, that there are really lots more of the little ones that have ... have arrived ... and have gone into the kōhanga.
- A** Mmm.

T Ko te nuinga kua haere katoa kii ... ki te kura. Ko te tuumanako, kaare e ngaro i aa raatau. Ka ... ko eetahi hoki ka haere atu hoki ki ngaa kura Paakehaa nei, aa, ko eetahi ka hoki atu i te kaaenga, kaare aia e ... e rongu, i te reo e koorerongia ana.

A Mmm.

T Ka aroha ngaa mea peeraa ... *um* ... engari koo ... ko te nuinga o ngaa mea kua rongu au, kua kite au, he kaha kee. Ka rongu au e koorero ana, ooo, kaare kee e koorero Maaori ana ngaa kaiako. Kua ... aahua roa tonu e haere ana i te torotoro haere i ngaa koohanga. Ki aa au nei, kai te pai rawa atu taa raatau nei mahi. Kai te kaha tonu raatau ki te ako i aa taatau ...

A Mmm.

T ... mokopuna, i aa taatau tamariki ki te ... te koorero i too taatau reo. A, koiraa anake te mate o etahi. Ka hoki atu i te kaaenga, kaare e tino moohio ngaa karawa ... aa ... ki te reo. Ka riro kee maa ngaa mokopuna raa e ako atu.

A E ako atu.

T Ka hiahia ...

A Mmm. Kia hia kata hoki.

T ... kata katoa au, kii mai ana ki aa au, "Ooo, kaaore kee au e moohio. I riro kee maa ngaa tamariki raa maatau e ako mai. Maau au e ako mai."

Aa, pai raa teenaa. Aa, kai te kaha tonu raatau i te mau i aa raatau tamariki, ahakoa kaare e koorero i te reo, kai te kaha tou i te mau i aa raatau.

A Tino pai. I rongu au i eetahi e koorero ana, i eetahi tamariki mokopuna.

T Mmm.

A Ooo. Naa kupu, e hoa! Noo ...

T The majority have all gone on to ... to school. I hope they will never lose [the language]. Then ... some of course will go to Pākehā schools, while others will go home, and no longer ... hear the language being spoken.

A Mmm.

T I feel sorry for the ones like that ... um ... but ... the majority of those I've heard, and I've seen, are really committed. I hear them speaking it, yet the teachers aren't really reo speakers.

It has ... been quite a long time that I have been visiting kōhanga. To me, they're doing a really good job. They're very devoted indeed to teaching our ...

A Mmm.

T ... mokos, and our children to ... to speak our language. But, that's the only problem for some. When they go home, the grown-ups don't really know ... ah ... the language. It ends up with the mokos teaching [them].

A Teaching [them].

T I want ...

A Mmm. Want to laugh of course.

T ... so much to laugh, when they say, "Ooh, I don't know anything. It took those kids instead to teach us. And you can teach us too."

Ah, that's okay. Ah, they're still committed to taking their children, even though they don't speak the language, they're still dedicated to taking them around.

A Very good. I heard some of them talking, some of the mokos.

T Mmm.

A Ooh! The words, [gosh]! From ...

T Aa.

A ... aua atu ra anoo! E ... e ... e peeraa hoki. E mea ana raataau. Ee kae ana raataau, nee. E kai ana. Ko tetahi, kae te koohiti i taana nei pipi, maa te naihi, nee. Maa te naihi. Kaa rongo au e karanga atu ana te ... tetahi anoo o ngaa mea paku ... tamariki, "Aa, kei pahika too naihi!" Anaa! "Kei pahika too naihi!"

T Oo!

A Kaa tuu au i reira au.

T Nee?

A Kaa pai te ... te kaumaatua naana koe i ako ...

T Mmm.

A ... ki eenaa kupu.

T Aa.

A Kupu hou, nee?

T Kaare hoki e rongongia ana teena kupu.

A Kaare e rongongia ana eeraa koorero i ... e hika! Ka rongo rawa ake au, kei te tamaiti pakupaku raa, "Ee, kei pahika too naihi ..."

T Aa. Kia ora.

A "... ka motu koe!" Anaa, kaa kata raa au. Hoki mai au ki waahi ka karanga atu au, "Tino pai te ... te kaiako o teenei kura, kae te ako i ngaa kupu, ooo, o neheraa anoo."

T Ko te ... aa ... ko tetahi oo aa maatau kai ... kaiako Ooo, mau pea ... keii i a koe pea te kupu moo teenei. Ka haramai ki aa au, kua karanga mai ki aa au, "Titiro atu nei te tamaiti raa. Kua ... kua ... kua *goosepimple* katoa tee ... tee ... te tinana. He aha teeraa kupu i roto i te Maaori?" Ooo, ka titiro atu au ki aa ia, ka karanga atu au, i mea, "Kaaore au e moohio!"

A He 'eke' nee, kua eke te kiri.

T Yes.

A ... way back! It ... it ... it was like that. They were doing things. They were eating, ay. Eating. One of them, was opening his cockle, with a knife, ay. With a knife. I heard one of the ... other little ... kids ... calling out, "Don't, your knife might slip!" [Well I never]! "Your knife might slip!"

T Oh!

A I just stood there.

T Ay?

A [Good on] ... the elder who taught you ...

T Mmm.

A ... those words.

T Yes.

A A new word, ay?

T That word isn't heard anymore either.

A That sort of talk is not heard these ... gosh! And when I got to hear it again, it was from that little child, gee, "Your knife might slip ..."

T Ah. True.

A "... and you'll get cut!" Well, I just laughed. When I came away from there I said, "How good the ... teacher of this school is, for teaching them the words, ooh, from way back."

T The ... ah ... one of our teach~... teachers [asked], ooh, maybe you will ... you will have the word for this. She came over to me, and said to me, "Here look over at that child there. It has ... has ... has got goosepimples all over its ... its ... its body. What's that word in Māori?" Ooh, I looked at her, then I replied, I said, "I don't know!"

A [The word] is 'eke', ay, the skin has all 'risen'.

T Kua eke? Ooo.

A Aa. He 'eke'.

T Kaare anoo au kia rongu i teenaa kupu.

A Aa.

T Kua karanga atu au, "Kaaore au e moohio. Aa kaati, maaku e kimi."

A Naa te makariri, nee?

T Aa. Kii atu au ki aa ia, "Moohio au, mena ka kaha nei te makariri, ka tuungaawiri tee ... tee ... te tangata. Engari *goosepimple*, kore rawa atu au, e rongu ki teenaa ..."

A Kua 'eke' te kiri.

T "... kupu. Oo, kua 'eke'. Aa, kia ora.

A Mmm. Aa, koinei hoki, kaa kata kee au i taku rongu, te pakupaku o teeraa tamaiti me tona¹²⁰ kupu. "Kei pahika too naihi! Aae!" Ka peenei anoo au, kaa rawe koe e kui. Uuu! Teenaa kupu.

T Aae.

A "Kei pahika too naihi." Naa te ... naa te kuiia, teeraa akoranga, nee?

T Aa.

A Ka mooho tonu koe, he kuiia ...

T He kui.

A ... kae te ako i a raatau. "Kei pahika too naihi."

T Ka pai.

A Ooo! Kaatahi au ... ka peeneitia, "Kae te reka rawa atu koutou ki te koorero Maaori. Ka tino pai."

T Aa, kaa rongu hoki au i aaku ... waaku i teetahi rangi. Kai te whaangai au i ngaa mokopuna. Aa, he he ... he kaanga papaa nei aa raatau.

T It's all 'risen'? Ooh.

A Yes. [The word] is 'eke'.

T I've never heard that word before.

A Yes.

T I said to her, "I don't know. But never mind, I'll search for it."

A It's due to the cold, ay?

T Yes. I said to her, "I do know, that if it's really cold, a ... a ... a person will get the shivers. But goosepimple, I'm never to hear of that ..."

A The skin has 'risen'.

T "... word." Oh, it has 'risen'. Ah, thanks for that.

A Mmm. Yes, this why of course, I laughed when I heard, such a small child with his word. "Your knife might pahika! Yes!" Then I thought, you're too much nanny. Ooo! That word.

T Yes.

A "Your knife might pahika." It was from the ... it was from the old lady, that teaching, ay?

T Yes.

A You know straight away, an old woman ...

T A nanny.

A ... is teaching them. "Your knife might pahika."

T Nice one.

A Ooh! Then I ... went like this, "You're [all] wonderful at speaking Māori. It's really good."

T Ah, I heard my ... my ones one day. I was feeding the mokos. Ah, they had some ... some ... some popping corn.

- A Mmm.
- T Aa, kae konaa te ... te ... ngaa kaiako e karanga ana, aa, “Ngaa *poppa* kaanga ... ngaa *poppa* kaanga.” Ka karanga atu au, “Ehara ... ehara kee i te *poppa* kaanga. He kaanga papaa.” Ka tuu raatau, i konaa, titiro mai ai ki aa au.
- A Aae.
- T “Nee? Ka” “Aae.” “Ooo! Ooo! Aroha mai, tamariki maa.”
- A He *poppa* kaanga, ee.
- T Aa. Aa.
- A Aa, koinaa nee? Ka akongia. Weetahi¹²¹ he pai ki te ako, ko weetahi, ana!
- T Aa. Aa ... pai tonu
- A Mmm.
- T Koiraa te pai o ngaa mea pakeke, ka noho tonu i waenganui i ngaa tama~ ...
- A Mmm.
- T ... i ngaa ...
- A Mmm.
- T ... kaiako, ngaa tamariki, ka tino moohio.
- A Koinaa te pai o te kuiia ki te ...
- T O te kuiia.
- A ... ako, nee? Kaa noho hoki te kuiia i te koorero. Ka waiata te kuiia ki aa raatau. Naa, kua mau katoa i aa raatau.
- T I a maatau hoki e tipu ake ana, too maatau kuiia, i noho tonu i tua ake, i too maatau nei kaaenga, toona nei kaaenga. Ngaa waa kua pirangi too maatau whaaea i te patu i aa maaua ko taku teina, ooma atu ana maaua ki teeraa taha, ki reira noho mai ai, i te taha o too maatau kuiia. A, ka rorerore, aa, taewa i runga i tee ... i te ahi, eeraa mea katoa. Kaaore au e kite e mahia ana eeraa mahi inaaiane, he rorerore.
- A Mmm.
- T And, right there, the ... the ... the teachers were saying, ah, “The *poppa* kānga ... the *poppa* kānga.” I said, “It isn’t ... it’s not *poppa* kānga. It’s kānga papā.” They just stood right there and looked at me.
- A True.
- T “Really? Then” “Yes.” “Ooh! Ooh! Sorry, children.”
- A *Poppa* kānga, eh.
- T Yes. Yes.
- A Ah, that’s it ay? [They] are taught. Some are good at teaching, and some, well!
- T Yes. Yes ... quite okay
- A Mmm.
- T That’s the value of [having] elders, they would sit amongst the child~ ...
- A Mmm.
- T ... the ...
- A Mmm.
- T ... teachers, and the children, and [then the children] really learn.
- A That’s the [beauty] of the nanny at ...
- T Of the nanny.
- A ... teaching, ay? The nanny sits there to talk. The nanny sings to them. [Next minute], they’ve all grasped it all.
- T When we were growing up, our nanny lived just on the other side, of our house, [in] her own home. During the times when our mother wanted to punish me and my younger sister, we’d run away to that side, and stay there, by the side of our nanny. Ah, we’d roast, ah, potatoes on the ... the [open] fire, those sorts of things. I don’t see those things being done nowadays, roasting on the embers.

121 weetahi = eetahi

Wehenga 4: Kohikohi Kai – 1

- T** Kua karanga, “Kaua ... kaua koorua e hoki i te kaaenga. Me noho taatau i konei, kai ai.”
- A** Engari, i te one, ka haere ana hoki ngaa mahi ... aa... i te one. Ee! Ka mau he taaewa.
- T** Aa.
- A** Ka tahu i te ahi ki reira, ka puru atu i ngaa taaewa ki roto.
- T** Aa.
- A** Ka taapuke atu, kaa mutu, ka haere ...
- T** Aa.
- A** ... ki te hii ika. Ana, ka ...
- T** Aa.
- A** ... noho mai ki te hii ika. Hei too hokitanga mai, anaa! Kua maoa ngaa taaewa. Anaa!
- T** Hai too maua hokitanga atu ki te kaaenga, kua karanga mai ... too maaua maamaa¹²², “Kaare kee koorua e whaangaingia e au te kai” Kua kii atu maaua, “Ooo, kua kai kee maaua.”
- Aa, kii atu au ki aku tamariki, kaare anoo au kia kite e mahingia ana eeraa mahi inaaiane.
- A** Inaaiane. Aae.
- T** Nootemea, kua korekore katoa hoki ngaa ahi peeraa. Kua hiko katoa inaaiane.
- A** Mmm. Kei aku mokopuna, piriingi¹²³ atu i teeraa mea. Ka ... ko ... ka tahu hoki he ahi, nee? Ka tahu maatau he ahi, anaa, kua haere au tiki taaewa, i naa taaewa Maaori, nee.
- T** Aae.

Section 4: Gathering Food – 1

- T** They’d say, “Don’t ... don’t you two go home. Let’s stay here, and eat.”
- A** Then again, at the beach, when [we would] do things there too ... ah ... at the beach. Hey! [We’d] take some potatoes.
- T** Yes.
- A** Then light a fire there, and put the potatoes into it.
- T** Yes.
- A** We’d cover it, then, we’d go ...
- T** Yes.
- A** ... to fish. And then we’d ...
- T** Yes.
- A** ... sit back there fishing [away]. And when you returned, behold! The spuds would be cooked. Wow!
- T** And when we returned home, our mum ... would call out, “I am not feeding you two with food.” And we’d say, “Ooh, we’ve already eaten.”
- Yes, I told my children, I haven’t seen those things being done nowadays.
- A** Nowadays. True.
- T** Because, there are no more open fires like that. It’s all electric now.
- A** Mmm. My mokos love that sort of thing. [We’d] ... ~ ~ ... light a fire, ay? We’d light a fire, and then, I’d go and get the spuds, the Māori spuds, ay.
- T** Yes.

122 maamaa = whaaea

123 piriingi = pirangi

A Mau mai au, anaa, kua puru atu. Kae te maatakitaki raatau i aa au, puru atu ki roto. Kaute¹²⁴ au i ngaa tamariki, e mea ngaa tamariki, aa, ka ... ka maungia mai e au ngaa taaewa. Puru atu au ki roto.

T Ooo, he pai. He reka atu te ...

A Hei te ...

T ... nui o te pata¹²⁵.

A ... aae, kia nui te ... pata ki roto.

T Ooo.

A Kaa mutu, he miiti¹²⁶ tahu.

T He miiti tahu. Aae. Eeraa mea katoa.

A Ka haere au, ka haere i te maoatanga, nee. Ka puru i roo kete, ka ruirui nee.

T Aa.

A Kia ngahoro ai ngaa pungarehu ...

T Ngaa

A ... o runga ... ngaa waahi wera raa.

T Aae.

A Ooo, kaa pai hoki ngaa kiri. Ana, whakanohongia e au, ki raro. "Anei. Nikaa¹²⁷ aa koutou taaewa." "Ooo, he iti rawa! Kia nui kee!"

Koiraa aku mahi ki aku

T Aa, i te matetanga o too maatau kuiia, aa, kaa mate maa~ ... ka mate katoa maatau. He nui hoki maatau ngaa mokopuna, piirangi katoa ki aa ia. I eetahi waa, kai konaa tou maatau, e whawhai Ko ... kua pirangi tou teenaa, ko ia ki te taha i te kuiia moe ai.

A Mmm.

A I'd bring them, and then, put them in. They'd be watching me as I put them in. I'd count the kids, there were [an x number] of children, ah, and ... then I'd bring the spuds. And put them in.

T Ooh, good. Even sweeter with ...

A When ...

T ... lots of butter.

A ... yes, with lots of ... butter inside.

T Ooh.

A And then, rendered down meat.

T Rendered down meat. Yes. All those sorts of things.

A Then I'd go, when they were cooked, ay. Put them into baskets, and shake them around ay?

T Yes.

A So the ash falls off ...

T The

A ... from on the surface ... those burnt areas.

T Yes.

A Ooh, how nice the skin is. So, I'd have everyone seated. "Here. Here are your potatoes." "Ooh, it's too little! Make it a big one!"

That's what I did for my

T Ah, on the death of our nanny, ah, [it seemed like we ... all died] too. There were so many of us grandchildren who all loved her. Sometimes we'd all be there, fighting over [Each one wanted] to be the one to sleep next to the old lady.

A Mmm.

124 kaute # count

125 pata # butter

126 miiti # meat

127 nikaa = anei

- T** Ka mahingia e ia too maatau moenga, aa, ki runga noiho i te papa, ki reira. Aa, kia pai ai hoki tee ... taa maatau moe katoa i tana taha.
- A** Mmm.
- T** Kua pirangi tou ngaa mea pakeke, kia tahia ake ngaa mea pakupaku, ki waahi kee, ko ngaa mea pakeke tonu, kai te taha i aa ia e ... e moe ana.
- Koia hoki tana mahi. Ahakoa, he aha ana mahi, waiho ake eia, kai konaa kee eia, kai te ... kai te mahi i eenei aahua mahi ...
- A** Mmm.
- T** ... maa maatau. Kai te tunu kai, kai te ... kai te koorero ki aa maatau moo aa raatau Kua mauria maatau ki te awa, i ngaa waahi i reira raatau hii ai, ki ngaa waahi kai reira ngaa ... he aha ina¹²⁸ ... ngaa ... ngaa ... oo, kaakahi, ki te mahi kaakahi.
- A** Aa.
- T** Eeraa mahi katoa.
- A** Teeraa pipi, nee, te kaakahi.
- T** Aa.
- A** Ngaa mea pangopango nei.
- T** He pangopango. Maaroo tou ...
- A** Aa, maaroo.
- T** ... kee nei. Engari kia roa tonu nei e tunungia ana.
- A** Aae. Engari, me mahi kee kia ... ki roo tiu¹²⁹, nee.
- T** Mmm. Te tiu.
- A** Ka rongo koe i te reka.
- T** Aa.
- A** Te kai peeraa, uuu!
- T** She'd make us up a bed, ah, just on the floor, right there. Ah, so that we would enjoy ... our sleeping all together by her side.
- A** Mmm.
- T** The older ones wanted of course, to brush off the smaller ones aside, leaving just them, the older ones, by her side ... sleeping.
- That's what she'd do. No matter what she was doing, she'd leave it, and she'd be right there ... doing these sorts of things ...
- A** Mmm.
- T** ... for us. She'd be cooking, and be ... be telling us about their She would take us down to the river, to their favourite fishing spots, to the places where there were ... what are ... the ... the ... ooh, black pipi, how to collect black pipi.
- A** Right.
- T** Those sorts of things.
- A** That type of clam, ay, the kākahi.
- T** Yes.
- A** The black ones.
- T** They're black. Hard as ...
- A** Yes, hard.
- T** ... can be. But they need to be cooked for quite a long time.
- A** Yes. But, they're better made as ... in a stew, ay.
- T** Mmm. Stew.
- A** You get the full taste.
- T** Right.
- A** [But] eating it like that, ooh!

128 he aha ina = he aha anoo nei

129 tiu # stew

- T** Uu! Maaroo tonu atu. Aa ... ko ia ki te taka¹³⁰ i a ... maa maatau.
- A** Mahi muupara! Piriingi atu au i teeraa mahi, te noho ai ... ki runga i ngaa raakau, ara, tango haere i ngaa muupara nunui. Peenei i te kuku nei, nee.
- T** Aae.
- A** Anaa, ka tahu ... ka tangotango haere koe, ngaa mea rarahi. Ka waiho atu ngaa mea pakupaku. He reka weeraa¹³¹ tuu mea, kai roto i te wai maaori.
- T** Aae.
- A** Tino reka moo te kai.
- T** Nee? Kaaore ...
- A** Ooo!
- T** ... kaare anoo au kia kai.
- A** Reka atu! Ka mahingia hoki e oo maatau ... aa ... maa~ ... maamaa he paraaoa¹³² parai¹³³ hei kinaki i ngaa ... i ngaa kai nei. E hoa maa, ka pau tonu i te ... tetahi peeke¹³⁴ raakau too¹³⁵ nei i te tangata te kai, i te reka hoki!
- T** Te reka.
- A** Tiino reka!
- T** Rite tonu ki ngaa kuku o Te Awanga. I ... i tooku tuatahi mai he pakupaku noiho hoki.
- A** Aae.
- T** Tiino reka nei ngaa kuku. Hika, taa raatau mahi, te tuku i ngaa wai ... piro nei ki reira, kore nooho e
- A** Kore nooho te tangata e ...
- T** Aa.
- T** Oh! It'd be [rubbery]. Ah ... she'd cook it ... for us.
- A** Getting 'mūpara'. I really enjoyed that task, perched up ... in the trees, and harvesting the larger mūpara. [They're] like mussels, ay.
- T** Yes.
- A** Well, you light ... you take, the larger ones. And leave the little ones. Those kinds of ones are really sweet, when in fresh water.
- T** Yes.
- A** Really sweet to eat.
- T** Really? [I] haven't ...
- A** Ooh!
- T** ... haven't eaten them yet.
- A** They're delicious! Also, our ... ah ... moth~ ... mother would make fried bread to complement this ... this food. [Gracious], a person ... could devour ... a whole bag full, as it's so delicious!
- T** Delicious.
- A** Very delicious!
- T** Just like the mussels from Te Awanga. When ... when I first arrived here they were small.
- A** Yes.
- T** The mussels were really delicious. [But heck], what they did, was to release water ... that was polluted there, and no longer
- A** People no longer ...
- T** Yes.

130 taka # tucker [to cook food]

131 weeraa = eeraa

132 paraaoa # flour (bread)

133 parai # fried

134 peeke # bag

135 too = tonu

A ... aro ake te tiki inaaiane. Mmm.
Koiraa raa te pai o weeraa mea, e ako
haere ana i aa koe. Aa, kaa mutu, ka
maungia ki te hii tuna ngaa tamariki.
Maungia e maatau ngaa mokopuna ki
te hii tuna. He tautara tonu maa teenaa,
maa teenaa. Whakamau atu i te ... he ...

T He noke.

A ... he noke, he noke.

T Aae.

A He mea mahi ra anoo ki runga whiitau.

T Ki runga whiitau. Aa.

A Kaa mutu, ka herea atu te tautara a
teenaa, te tautara a teenaa, ka nohonoho
haere ... i waenganui i aa maatau. Kaare
e roa, kua karanga mai, "Ooo! Kae te
kumekume teetahi mea." "Aa, teenaa,
kuumea mai!"

Hei te mautanga mai i te tuna, anaa! Ka
uumere te tamariki, e hoa, ka uumere!
Ka waihongia e au hei kata, nee. Hei te
mea, ka mea atu au i te tooti¹³⁶, kia kite
raatau i ngaa tuna i roto i te ... te wai.

T Aae.

A "Araa! Arakaa¹³⁷ ngaa tuna." Uuu! Ka
rekareka ngaa tamariki nei! Purua atu ki
roto, kaa whanga kia kai.

E hoa! *But*, te hokitanga i te kaaenga,
horoingia e au ngaa tuna, i te ata
whakawhatangia e au, kaa mutu,
paawharawharangia e au, kaa mutu, kii
atu au, "Aa. Me mau e koutou maa oo
koutou ... paapaa ..."

T Aaa, tino pai.

A "... maa oo koutou maamaa."

Wehenga 5: Kohikohi Kai – 2

T Tino waimarie rawa atu taatau, i te waa e
tamariki ana, nee?

A ... bother to gather them now. Mmm.
That's the beauty of those things, you're
learning as you go. Ah, and then, the
children were taken eeling. The children
would be taken by us to fish for eels.
Each one would have a rod. And attach
the ... a ...

T A worm.

A ... a worm, a worm.

T Yes.

A Which is attached with flax fibre.

T With flax fibre. Yes.

A After that, [they'd be tied, to each and
everyone's rod and they'd sit there ... in
our midst]. Before long, one would yell,
"Ooh! Something's pulling." "Ah, okay
then, pull it in!"

And when they pulled in an eel, [wow]!
The kids cheered my friend, they cheered.
It was something to laugh about, ay? And
then, I'd shine the torch so they could see
the eels in the ... the water.

T Yes.

A "There! There's the eels." Ooh! The
children loved it. They'd throw their lines
in, and wait for a bite.

Gosh! But, when we went home, I'd wash
the eels and I'd hang them up, then, I
would cut them open and smoke them,
then, I would say, "Okay. You can take
them for your ... fathers ..."

T Ooh, very good.

A "... and your mothers."

Section 5: Gathering Food – 2

T We were very fortunate when we were
kids, ay?

136 tooti # torch

137 arakaa = araa

- A Mmm.
- T Eeraa mahi katoa i mahingia. Koinei au i ... i koorero ake ei moo ngaa koohanga reo nei. Eeraa pea¹³⁸, ka mahi peeraangia, ka akongia e ngaa kaiako raa, ka mauria
- A I te mauria ki eeraa mahi ...
- T Teeraa mahi.
- A ... i ngaa poo. Kaare ... aa ... kae te pai nooho hoki inaaiane, kae te ... e hika! Kaatahi tou ka mea ake te pouuriuri nei. Aa te iwa o ngaa haaora nei, aa, heke atu. Anaa, e ... kua kai kee te tuna.
- T Aa.
- A Kua kai kee te tuna. Ooo, kaa pai kee ki ngaa tamariki. Kaare ngaa tamariki e ... e ngenge, kaare e matemoe, nee.
- T Kaare e matemoe.
- A Ehara te karanga, “Oo, me hoki pea taatau.” Ka aahua whakatanguru te tamariki, kae te piringi tonu ki te noho, nee.
- T Ki te noho, aae.
- A “Aawhea¹³⁹ anoo taatau kaa hoki ki te hii tuna?” “I te ata, ne.” Hei te mea ... i te parakuihi i te ata, ko paatai raatau, “Aahea anoo taatau, kaa hoki ki te hii tuna?”
- T Kua rite teenaa ki te
- A “Ooo! Mea¹⁴⁰ piringi hoki koutou, aakuni taatau ka haere.” Ooo, kaa pai ki aa raatau.
- T Aa. Pai atu ki te ... te tamariki eeraa aahua ...
- A Mmm.
- T ... mahi.
- A Mmm.
- A Mmm.
- T We got to do all those things. That’s why I ... I mentioned these kōhanga reo. Perhaps they can do that too, where they are taught by those teachers, and [can] be taken
- A Be taken to those sorts of things ...
- T That activity.
- A ... at night. It’s not ... ah ... it’s okay at the moment, it’s ... gosh! It has only just got dark, at about 9 o’clock, ah, gone down. And ... the eels have eaten already.
- T Yes.
- A The eels have already eaten. Ooh, the kids loved it. The children didn’t ... tire, didn’t get sleepy, ay.
- T [They] would not get sleepy.
- A None of them said, “Oh, let’s go home.” The children would moan, they just wanted to stay on, ay.
- T To stay there, yes.
- A “When are we going back eeling again?” “In the morning, okay.”
When the time came ... at breakfast in the morning, they’d ask, “When are we, going back eeling again?”
- T That’s just like
- A “Ooh. If you want to go back, we’ll go soon.” Ooh, they were pleased with that.
- T Yes. It’s enjoyable to the ... the kids, that sort of ...
- A Mmm.
- T ... activity.
- A Mmm.

138 eeraa pea = teeraa pea [perhaps]

139 aawhea = aahea

140 mea = mehemea

- T** Taku mokopuna, he peeraa. Ao ake i teetahi raa, kua paa~ ... “Kai te hoki anoo maatau kia kite i ngaa ... i ngaa ika?” Karanga atu au, “Kaaore. Ee ... kua hoki kee ngaa tamariki ki te kaaenga inaaiane, kei te kaaenga.” Kaare e ... e kaare e tino whakapono. Ka karanga, “Aa, haere taaua kia kite i ngaa ika? Kai reira ngaa mokopuna?”
- A** Mmm.
- T** Karanga atu au, “Kaaore.”
Aa, pai ki aa raatau eeraa mahi, nee? Aa, aroha anoo au ki aa raatau, nootemea, i too taatau nei waa, he haere tou. Koiraa tou ngaa mahi, he ...
- A** Mmm.
- T** ... haere i roo puihi¹⁴¹, he haere
- A** Haere ana ki hea ngaa maatua, kai reira anoo e whai ...
- T** Kai reira.
- A** ... haere ana, nee?
- T** Ki te hopu ...
- A** Te mahi karaka.
- T** ... te hopu kooura i roo wai e ...
- A** Aae. Teena mahi, ki te
- T** ... eeraa mahi. Aa.
- A** Kaa mutu ...
- T** Te rama tuna.
- A** ... ka haere roo ngahere, anaa, kae te hua te ... te karaka, ko haere. Ana, ko raatau kae te hauhou i te karaka, ko maatau kae te kohikohi ...
- T** Kai te kohikohi
- A** ... ki roo kete.
- T** Aa.
- A** Ana!
- T** Aa, tino pai rawa atu.
- T** My grandchild, was like that. When the next day dawned, he [would] ask~ ..., “Are we going back to see the ... the fish?” I said, “No. Hey ... the kids have all gone home now, they’re home.” He wouldn’t ... really believe me. He said, “Ah, let’s you and me go to see the fish. Are the mokos there?”
- A** Mmm.
- T** I said, “No.”
Ah, they enjoy those things, don’t they? Yes, I do feel for them, because, in our time, travelling was normal. Those were the things we did ...
- A** Mmm.
- T** ... going into the bush, a trip
- A** And wherever [our] parents went, [we] would be following ...
- T** Right there.
- A** ... along too, ay?
- T** To catch
- A** To gather karaka [berries].
- T** To catch crayfish in the water ...
- A** Yes. That activity, to
- T** ... those sorts of activities. Yes.
- A** And then ...
- T** Torching for eels.
- A** ... we’d go to the bush, when the ... the karaka tree was ... in fruit, we’d go. So, they’d be banging the karaka tree, and we’d be collecting ...
- T** Collecting
- A** ... and putting them into baskets.
- T** Yes.
- A** [Next minute]!
- T** Ah, it was really great.

- A Kua kore hoki e peeraa inaaiane.
- T Kua ... kua kore rawa atu.
- A Kua kore koe e kite ake e haere ana etahi ki te kohi karaka, kua kore etahi e koorero, "Ooo, me koohua he karaka, nee?"
- T Aa, kua kore ...
- A Aae.
- T ... kore rawa atu nei e rongorongohia ake eera mahi.
- A Mmm.
- T Aa, nooreira, ko te tuumanako, eeraa pea, ka mau tonu i eetahi o oo taatau ... aa taatau
- A Eeraa mahi, nee?
- T Eeraa mahi. Aa.
- A Te ... te tohutohu ki aa raatau te ...
- T Tohutohu ki aa raatau.
- A ... me peenei te koohua i te karaka.
- T Mmm.
- A Kaa mutu, kaa puru ki roo wai, tuu ai. Aa, kaatahi anoo koe kaa kai ai.
- T Aae. Aa, kai te ...
- A Mmm.
- T ... tere raa te haere o te waa. Aa
- A Koiraa te pai ki aa au o ngaa mahi aa te ... aa Ngaa Waahine Toko i Te Ora, e hoa. He whai haere i aua tuu mahi ...
- T Aae.
- A ... aa ngaa ... maatua tiipuna¹⁴² o mua, nee.
- T Aae.
- A Ki te ... haere ki te ... tiki karaka. Ka mau mai, ka koohua.
- A It's not like that anymore.
- T It's ... it's not at all.
- A You no longer see people going to collect karaka berries, or, people no longer say, "Ooh, let's cook some karaka berries, ay?"
- T Ah, not any more.
- A True.
- T [You] never hear about those activities anymore.
- A Mmm.
- T Ah, therefore, I hope that perhaps some us will hold on to some of our ... our
- A Those sorts of practices, ay?
- T Those practices. Yes.
- A The ... teaching of them ...
- T Teaching them.
- A ... that this is how to boil the karaka berries.
- T Mmm.
- A Then, you put them in water, to stand. Ah, and then you eat them.
- T Yes. Ah, ~ ~ ...
- A Mmm.
- T ... time is moving fast. Ah
- A That's something I admire about the work of the ... Women's Welfare League, my friend. They pursue those sorts of things ...
- T Yes.
- A ... of the ... ancestors of old, ay.
- T Yes.
- A Like ... going to ... get karaka berries. Bringing them back, and boiling them.

142 tiipuna = tuupuna

Wehenga 6: Miiti Tunutunu

- T** Ki te ako ki te tunu i ngaa kai ...
- A** Ngaa ...
- T** ... oo mua.
- A** ... ngaa kai oo mua, aae.
- T** Eeraa mea katoa, aa, koiraa te ... te tino pai. Aa
- A** Ki te tahu i teenei mea i te miiti.
- T** Te tahu i teenei
- A** Teetahi hoki, kaa wera kee ngaa miiti, kaare e maoa pai. Nee, nee? He whaawhai rawa, nee.
- T** He whaawhai rawa. Aae.
- A** Kaare e aata mahi, kia aata haere nooho, kia pai ai hoki te maoa o te miiti, kia kore e wera te miiti. Kii atu au, e hika maa e!
- T** I ngaa waa o te makariri, kaare maatau i ... i ... i poto i te miiti. He miiti tahu tonu i reira ... i roto i te whare i ngaa waa katoa. Mena ...
- A** Miiti.
- T** ... kai te mahi kee ...
- A** Manu.
- T** ... oo maatau karawa ...
- A** Aae.
- T** ... he miiti tonu kai reira, i ngaa waa. Inaaiane nei! Ooo, kua titiro atu ki roto i ngaa ... pouaka makariri raa, ooo, kua pau kee ngaa miiti, aa, kaati me haere anoo i te tiki anoo i eetahi.
- A** Aa. Ahakoa pouaka whakamaatao kai tonu waaku, e hoa, ka tahu tonu au. Nootemea, pai ... pai kia ... ki etahi o aku tamariki te miiti tahu. Ka hoko mai raatao i ngaa miiti hipi¹⁴³ nei ...
- T** Aae.

Section 6: Grilled Meat

- T** Teaching [us] how to cook the food ...
- A** The ...
- T** ... from before.
- A** ... the food from way back, yes.
- T** All those things, ah, that's the ... the beauty of it all. Ah
- A** Rendering down meat.
- T** Rendering down this
- A** One thing though, is when the meat gets burnt, it's not cooked properly. Ay, ay? Too much in a hurry, ay.
- T** Too much in a hurry. Yes.
- A** [They] don't take their time to do it slowly, so that it's cooked nicely, so the meat doesn't burn. I'd say, [my oh my]!
- T** During the winter months, we were ... never ... short of meat. There was always tahu meat there ... in the house all the time. If ...
- A** Meat.
- T** ... [they] were working instead ...
- A** Birds.
- T** ... our parents ...
- A** Yes.
- T** ... there was always meat there, at all times. Nowadays! Ooh, [you'd] look in the ... freezer, ooh, but the meat would all be gone. Well, better go and get some more.
- A** Yes. Even though I have a freezer, my friend, I still render down the meat. Because, it's nice ... [liked] ... by some of my kids, rendered down meat. They would buy some mutton ...
- T** Yes.

143 hipi # sheep

- A ... nee. Anaa, ko te taha i ngaa puku nei.
- T Aae.
- A E ... kiia raa, i ... ngaa *flap*, nee.
- T Aae.
- A Koiraa. Ka maumau mai ki aa au, kia tahungia e au. He pai hoki eeraa waahi ...
- T Aa.
- A ... moo te tahu, nee? Kii atu au, pai ana moo te tunutunu anoo.
- T Aae.
- A Me uta ki runga pungarehu, nee.
- T Aae.
- A Kaa tunu. Kaati, i aa raatau mea tunu ...
- T Moorena.
- A ... kai kee hoki ... ko aa raatau mea tunu kai kee hoki, ko ngaa mea aa te Paakehaa, maa te *gas*, nee.
- T Aae. Aae.
- A Kaare eenaa e tino reka.
- T Kaaore.
- A Engari, me Kii atu au ki aa raatau, “Mea ka utangia ki runga pungarehu, ka rongu kee atu koutou i te reka o te ...”
- T Aae.
- A “... miiti tunutunu.”
- T I aa maatau e tamariki ana ... haere ... haere hoki aku ... taku ... *um* ... too maatau paapaa me etahi o oo maatau karawa ki te tope¹⁴⁴ maanuka. I ngaa Hatarei¹⁴⁵, ka haere maatau ki te mau he paraaoa maa raatau. Ka takangia e taku whaaea he paraaoa, ka karanga, “Haere kootou ki te mau i te paraaoa nei.”
- A ... aye. [You know], the sides of the stomach area.
- T Yeah.
- A It’s ... called ... the flaps, ay.
- T Yes.
- A That’s it. They bring it over to me, so I can render it down. Those parts are good ...
- T Yes.
- A ... for rendering down, ay? I told them, they’re good for grilling too.
- T Yes.
- A You put them on the embers, ay.
- T Yes.
- A And cook. As for, their cooking apparatus ...
- T Morning.
- A ... for food of course ... their cooking apparatus of course, is the Pākehā one, using gas, ay.
- T Yes. Yes.
- A That [food] is not very tasty.
- T No.
- A But, if I told them, “If you put it onto the embers, you’ll really taste the sweet flavour of ...”
- T Yes.
- A “... grilled meat.
- T When we were kids ... [our father and some of the grown-ups] used to go out chopping down mānuka. On Saturdays, we’d go to take some bread for them. My ... [mother would bake a bread and call out, “You lot go and take this bread.”

144 tope # chop

145 Hatarei # Saturday

Kaa ... koiraa hoki te mahi, kaa ... kaa kai maatau. Kua tunutunungia ngaa miiti e ... oo ... e koorero mai naa koe, ngaa *flaps*. Kaa tunutunungia i runga i ngaa punga~ ... pungarehu, aa, kaa whakamaumaungia ki runga i ngaa wa~ ... waahi o te maanuka. Ka tunu. Ooo! Te reka hoki!

A Ooo, tino reka!

T Tino reka rawa atu!

A Me uta atu he tote¹⁴⁶ ki runga ...

T He tote.

A ... kaa mutu, ka tunutunu. Uuu! Kaa heke iho hoki te hinu ki runga i te ahi raa. Ka pai hoki! Ka aahua pakapaka nei tee ... te kiri o te miiti raa.

T Aae.

A Ooo, tino pai atu!

T Kaatahi ka reka rawa atu!

A Koiraa taku karanga atu ki aa raatau, pai kee teeraa, maa te pungarehu. Pai noo¹⁴⁷ te maoa o te miiti. Ka hinuhinu katoa. Ooo, tino reka te kai i te taha o te taewa, nee.

T Aa. Aae, moohio raa oo taatau karawa i teeraa waa ki te ... ki te ...

A Teeraa mahi.

T ... ki eeraa mahi.

A Aae.

T Eeraa aahua mahi katoa. I kore raatau i matekai.

A I ngaa hui nei hoki, ka haere koe ki ngaa marae, koiraa te mahi. Kae te tunungia ngaa ate raa.

T Aa.

A Te ate raa, ngaa taakihi.

T Ngaa waahi katoa.

That ... that was [our] job, and ... eventually we'd eat. They'd grill the meat ... oh ... that you were just talking about, the flaps. They'd grill them on the emb~ ... embers, ah, they'd attach them to a piece ... piece of mānuka. Then grill it. Ooh! It was so delicious!

A Ooh, really tasty!

T Really tasty indeed!

A [You'd] put some salt on it ...

T Some salt.

A ... and then, grill it. Ooh! And the fat'd be dripping onto the fire. How nice! It gets nice and crispy ... the skin of that meat.

T Right.

A Ooh, wonderful!

T And then it's tastier than ever!

A That's what I said to them, it's better like that, grilled on the embers. Because the meat cooks better. It drips with fat. Ooh, it's tasty to eat with potato on the side, ay.

T Yes. Yes, our old folks in the old days knew how to ... to ...

A That stuff.

T ... [do] those things.

A Yes.

T All those sorts of things. They never went hungry.

A With hui of course, when you went to the marae, that's what they did. They'd be grilling the livers.

T Yes.

A The liver, the kidneys.

T Every part.

- A Aa. Ngaa taakahi e tunutunua ana. Ooo!
Kaa rongu koe i te reka!
- T Ti~
- A Tino pai!
- T Tika! Noo naaianeinei nei hoki, kua kore kee ...
- A Hmm.
- T ... eeraa aahua. Kua hoko katoangia mai, kua maoa katoa.
- A Aa!
- T Ko eeraa mea katoa. Kua kore kee e ... e tunutunungia i [te] ... i ... i ... i te marae.
- A Ko hoko mai au i ngaa arero hipi raa. Maua e au te kaaenga, kua karanga mai aku moko, "Oh!" Ka auee aku mokopuna, nee. "Aa, he ... arero kee weenaa¹⁴⁸ noo te hipi!"
- Kii atu au, "He reka raa moo te kai." Ooo, kaare raatau e piringi. Ooo, ka titiro ki aa au, oo, kaa moe ngaa konohi¹⁴⁹. "Aakuni koutou, koinei te kai tino pai atu! Kaare koutou e mate!" He arero hipi. He arero kau¹⁵⁰.
- T Aae. Pai raa ...
- A Mmm.
- T ... teeraa, teenaa aahua ki te ... te ako i aa taatau tamariki. Nooreira, koinei au, kai te koa katoa au, he ... he kaha noo eetahi o taatau ki te ako haere i aa taatau mokopuna. Kia mau tonu aia¹⁵¹ teeraa aahuatanga i waenganui i a taatau.
- A Mmm.
- A Ah. The kidneys would be grilling. Ooh!
You could smell the sweetness!
- T T~
- A It was great!
- T True! But nowadays, there's no more ...
- A Hmm.
- T ... of those things. Everything is bought, and it's already cooked.
- A Yeah!
- T All those things. There's no more ... cooking like that ... at the ... at the ... marae.
- A I would buy those sheep tongues. I would take them home, [next minute] my mokos say, "Oh!" My grandchildren would gasp, ay. "Ah ... those are sheep tongues!"
- I would say, "They're lovely to eat." Ooh, they didn't want them. Ooh, they'd look at me, oh, and close their eyes. "You just wait, this is the best food of all! You won't die from it!" Sheep's tongue. Cow's tongue.
- T Yes. That's good ...
- A Mmm.
- T ... that, that way of ... teaching our kids. That's why I am, I'm really pleased, as ... as some of us are really committed to teaching our mokos. So that sort of thing continues on amongst us.
- A Right.

148 weenaa = eenaa
149 konohi = kanohi

150 kau # cow
151 aia = ai

T Ka pakeke haere eenaa tamariki, kaa riro maa raatau e ako atu ... e ako atu hoki ngaa mea, kai te tipu ake ... aa ... pea. E kore raanei. Ka rerekee katoa pea te ... te ao nei, aa, mahue ake i aa taatau teenei ao, he ao ... ao hou. Ka hou katoa ngaa mahi. Peenei hoki raa i teenei waa, kua hou katoa, kua kore kee eeraa aahuatanga.

Engari, kia hoki nei ki te kaaenga, ki ngaa hui kaa kite koe, kai te mahi tonu etahi. Kei te peeraa tou ngaa mahi.

A Kei te tunu tonu.

T Kei te

A Aae. Ooo, ka hoki atu ki Te Whakakii raa, araa e ...

T Kai roto i ngaa omu?

A ... e tunutunu tou ana, i te miiti.

T Aa.

A Ooo, ka pai!

T Kai waho raa te ahi me te omu, naa tou atu te nui. Kai te ... kai te tunutunu i aa raatau miiti. A, karanga atu au, “Koinei kee te waahi pai ki te kai, ki waho nei.” “Aae.” Aa.

Nooreira, aa, kia ora anoo kootou katoa e whakarongo mai nei. Kua tae raa ki te waa, aa, mooku ki te ... te heke atu i teenei waa. Ka ... iinoi tonu atu ki aa kootou katoa, e whakarongo mai naa, aa, kia manaakitia kootou i ... ngaa waa katoa. Ahakoa kai ... he aha aa kootou mahi, aa, i teenei rangi. Maa too taatau Kaihanga kootou katoa e manaaki. Nooreira, noho ora mai i roto i oo kootou kaaenga. Kia ora.

A Aae, kia ora, e hoa. Kia ora rawa atu koe, moohou i haramai koe. Anaa! Kua mutu ake aa taaua koorero, i teenei waa.

T As those kids get older, it'll be up to them to teach others ... the ones growing up ... ah ... maybe. Or maybe not. This world will perhaps ... be all different, ah, when we leave this world, it will be a new ... new world. Everything will be new. Just like now, everything's new, those sorts of things are no longer here.

But, whenever [I] go back home, to the hui, you still see, some are still practising those things. They're still doing it that way.

A [They are] still grilling.

T [They are]

A Yes. Ooh, when I went back to Whakakī, there ...

T Cooking in the [camp] oven?

A ... they were, still grilling the meat.

T Ok.

A Ooh, it's good!

T Outside there was the fire and the camp oven, it was huge. They were ... were grilling their meat. Ah, I said, “This is the ideal place to eat, out here!” “Yes.” Indeed.

Anyway, ah, thank you to all of you listening in. The time has arrived, ah, for me to ... to step down at this point. And ... I pray for all of you, listening in, ah, that you will be blessed at ... at all times. No matter where ... what you're doing, ah, today. May our Creator look after you all. So, do stay well in your homes. Thank you.

A Yes, thank you, my friend. Thank you very much, for your coming in. And now! We've finished our discussions, at this time.

Naareira, kua huri ake ahau, e te iwi,
ki aa koutou hoki. Ka tuku atu au he
waiata ki aa koutou, kaa mutu, ka hono
atu taatau ki te ... whakarongo i ngaa
koorero Maaori mai hoki aa Te Rongo
Mana Maaori.

Muri iho i teeraa, mahi atu au ki aa
koutou i ngaa mahi hoki, ki oo taatau
kooanga reo katoa hoki, o te rohe.
Naareira, noho ora mai koutou.

And so, I turn, everyone, back to you
all of course. I'll play a song for you all,
and then, we'll link up to ... listen to the
Māori news from Te Rongo Mana Māori.

And following that, I'll be dealing with
things of course, pertaining to all our
kōhanga reo of the district. Therefore, do
keep well everyone.



KOORERORO 3

CONVERSATION 3

E 5 NGAA WEHENGĀ THERE ARE 5 SECTIONS

HE MEĀ HOPU I TE 13 O POUTŪ-TE-RANGI I TE TAU 2000

RECORDED ON 13TH MARCH 2000

Wehenga 1: Huakitanga

A Aa e te iwi, i whakarongo mai raa koutou hoki, ki eeraa waiata, naana nei i whakatuhera mai, teenei waahanga hoki, ko te haaora hoki teenei, o Te Kohinga Koorero.

Na kae te whanga tonu ake ahau ki te kaikoorero kia tae mai. Te aahua nei kae te tuuroro pea. Naareira, a, hoi anoo, maaku ee ... e mau atu teenei haaora.

Aa, naareira, ooo, e te iwi, kua uru mai raa tee ... te kaikoorero moo teenei aata. Naareira, aa, kia mihi ake ahau ki aa ia, me mutu ake weenei¹⁵² koorero moo te mere nei, moo tetahi waa whakaoti ai.

Kua uru mai hoki te kaikoorero moo teenei raa. Naareira, ooo, kai¹⁵³ te mihi ake ahau inaaianeī, kua uru mai eia¹⁵⁴ ... kei te koorero ki aa taatau. Naareira ... ee, kaare¹⁵⁵ au e whakaroaroa, hoi anoo, e mihi atu ana ahau ki aa ia, inaaianeī, e te iwi.

Section 1: Opening

A Well everyone, you just listened to those songs, that opened up this programme, of course, this being the hour, of Te Kohinga Kōrero.

So I'm still waiting for our speaker to arrive. It's possible that [she] is unwell perhaps. Anyway, no worries, I will conduct this hour [alone].

Ah, therefore, ooh, everyone, [the speaker has] just come in ... the speaker for this morning. So, ah, in order for me to welcome her, I'll end this story about this mere, for conclusion at another time.

The speaker for today has come in. Therefore, ooh, I greet her now that she's come in ... and is going to talk to us. And so ... ah, I won't drag things out, and so, I will say hello to her now, everyone.

152 weenei = eenei

153 kai = kei

154 eia = ia

155 kaare = kaaore, kaahore

Moorena koe, e hoa, kua uru mai nei hoki koe. Ooo! Taku rekareka hoki kua tae mai koe. Kae te peehea koe?

T Kei te tino pai.

A Ooo, kia ora.

T Aa, aroha mai. Aa, naa te nui o ngaa mahi ... aa ... i tee marae, aa, ka ... ka tae mai i teenei waa.

Aa, i teeraa wiki¹⁵⁶ raa, aa, he ... hee ... tae tuureiti¹⁵⁷ mai noo ... taa maatau manuhiri, ka kore e tae mai.

A Ooo!

T Aa, kaa kite au i aa Hoohepa, inanahi nei, ooo, i tahiraa nei, ka kii mai aia, kaare ia i rongu i aahau. Ka karanga atu au, “Aae, he ... aa ... oo ... noho tonu au i te marae nei ki te aawhina atu, kaa mutu, ka haramai ki te mahi, aa te Noo te ... tuureiti hoki o ngaa ... o taa maatau manuhiri, kaa kore e ...”

A Mmm.

T “... e tae mai.”

A Mmm.

T Aa, i teenei waa, mahue atu i aa au, haramai au, whakareerea atu e au i te marae, ka ... kua haere mai au. Aa, he aroha tonu nooku ki aa koe, ka mahue koe i konei, ko koe anake kei konei ee ... e whakapaaoho ana.

Nooreira, ki te roopuu ... aa ... whakapaaoho, aa, manaaki i too taatau reo ... aa ... irirangi o Ngaati Kahungunu, ngaa mihi ki aa kootou katoa i teenei waa.

Aa, ko tetahi o aku mihi, ka nui taku aroha, rongu ake au i te ata nei, aa, kua ... kua mate ... aa ... tetahi o oo taatau kaimahi ...

A Aae.

Good morning to you, my friend, now that you’ve come inside. Ooh! I’m so glad that you’ve arrived. How are you?

T Very well.

A Ooh, [good on you].

T Ah, forgive me. Ah, it’s due to so much going on ... ah ... at the marae, ah, that ... that I arrive at this time.

Well, the other week, ah, it ... it was ... due to the late arrival of ... our visitors, that I didn’t get here.

A Ooh!

T Ah, I saw Joseph yesterday, or, the day before yesterday, and he said he hadn’t heard me on the radio. I replied, “Yes, well ... ah ... oh ... I’ve had to stay on to help out at the marae, and then, I would come to work, at Then due to ... the lateness of the ... of our visitors, I couldn’t ...”

A Mmm.

T “... get here.”

A Mmm.

T And so, this time, I’ve left it all, I’ve come in, I’ve abandoned them at the marae, and ... I have come in. Ah, I felt so sorry for you, you were left here, just you here by yourself ... broadcasting.

So, to the body ... ah ... of broadcasting, and governance of our ... ah ... [Ngāti Kahungunu radio station], greetings to you all at this time.

Ah, one of my tributes, which saddens me greatly, was hearing this morning, ah, that ... [that one of our co-workers has passed away] ...

A Yes.

T ... i konei, i tetahi waa, a *Lovey*, aa, kaa nui taku aroha ki aa ia.

A Mmm.

T Nooreira, ki aa koe e te whaaea, whaaea aataahua ... aa ... whaaea. Aa, kua aahua roa tou¹⁵⁸ ... te waa, i kite ai i aa koe. Aa, haere atu, haere atu raa ki too taata Kaihanga, aa, haere atu hoki ki ... aa raata maa, kai reira e poohiri¹⁵⁹ mai ana i aa koe. Nooreira, kaa nui rawa atu te aroha ki aa koe, tae atu hoki ki too whaanau, aa, moe mai i roto i te Ariki. Nooreira, aa, kia ora moo teenei waa, ki aa koe.

Aa, ki aa taata katoa hoki te hunga ... ora, teenaa ... kootou katoa, aa, kia ora hoki, *um*, kootou katoa e whakarongo mai nei, *um* ... ki aa maaua ko ... oo, ko te wahine kaha nei ki te haapai ...

A Hmm.

T ... i ngaa mahi o Te Reo Irirangi o Ngaati Kahungunu.

Wehenga 2: Manuhiri – 1

T Aa, kia ora rawa atu kootou katoa i teenei ata. Aae. Mahue atu i aa au taku manuhiri i teenei ata, taa maatau manuhiri.

Ia ... ia Mane, ka tae mai te roopuu Pirihimana¹⁶⁰ aa, kaihautuu o te ... ture kii ... ki roto o Te Kohupaatiki ... ki reira ki te ako ... aa ... i ngaa mahi e paa ana ki aa taata, ki te iwi. E paa ana hoki ki ngaa whakahaere o ngaa marae, eeraa mea katoa.

T ... and who was here, at one time, and that was *Lovey*, ah, I'm so sad for her.

A Mmm.

T So, to you the matriarch, wonderful matriarch ... ah ... matriarch. Ah, it's quite a long ... time, since I saw you. So, farewell, go forth then to our Creator, and go forth also to ... those ones who are there and welcoming you. And so, I have much sadness for you, and for your family, so, may you sleep [peacefully in the arms of] the Lord. Therefore, ah, let me leave it as that for now, in regard to you.

And, so to us all the people ... who are living, greetings ... to all of you, ah, hello also, *um*, to all of you who are listening in, *um* ... to me and ... oh, this woman who really works hard to uplift ...

A Hmm.

T ... the work of Radio Kahungunu.

Section 2: Visitors – 1

T So, greetings to you all this morning. Yes. I left my visitor behind this morning, our visiting group.

Each ... every Monday, a group of Police, ah, upholders of the ... law come to ... into Kohupātiki ... there to learn [about] ... ah ... the [things] pertaining to us, to the people. Pertaining also to the happenings on the marae, those sorts of things.

158 tou = tonu

159 poohiri = poowhiri

160 Pirihimana # Policeman [Police]

Aa, kia aahua maama ake aia¹⁶¹ pea aa raatau mahi, kia moohio aia raatau, aa, ki ... i ngaa tikanga e paa ana ki ... ki aa taatau, ki te iwi Maaori. E moohio ana hoki au, he nui rawa atu ... aa ... ngaa ... rangatahi, kai roto i ngaa whareherehere nei, inaaiane, aa, ki aa au i etahi waa, ehara noo raatau ake te hee.

Etahi o raatau, ka uru noa atu ki roo raruraru, he kore hoki noo raatau, aa, noo te ... ngaa kaimahi o te ture e moohio ... aa ... ki ngaa tikanga o taatau, o te iwi Maaori.

Aa, kua kore hoki e aro i aa taatau rangatahi, e peehea ana ngaa whakahaere hoki aa te ture, kua uru noa atu raatau ki roo raruraru ...

A Mmm.

T ... aa, kaare hoki etahi o raatau ee ... e whakarongo mai.

Um ... nooreira, ee ... ee ... koinei tee ... te wiki toru oo ... too raatau haramai. Kotahi aanoo tee ... te Mane kae te toe moo raatau, moo ngaa mea hou katoa, kaatahi tou ka puta mai, aa ... i te kura ... aa... ki te haere ki aa raatau mahi, aa, ngaa mea rangatahi.

He nui rawa atu hoki, ngaa mea o raatau, kaare anoo kia tae ki te marae. Kaare e moohio ki ... ngaa aahuatanga e paa ana ... aa ... ki te marae, e paa ana hoki ki aa taatau te iwi Maaori.

Nooreira, aa, ka ngaro i te ... Mane, ka mahue ake nei. Koiraa kee te mahi. Aa, i reira maatau e whakarongo koorero ana. E koorero tahi ana hoki ki aa raatau, eeraa mea katoa. Aa, ko too raatau kai~, kaumaatua hoki koo ... koo ... ko *Joe Northover*.

A Aa.

Ah, to perhaps make their job easier, so that they know, ah, about ... the customs pertaining to ... to us, the Māori people. I am aware of course, that there are far too many ... ah ... [of] the ... young people, who are in these prisons at this time, and sometimes, in my opinion anyway, it's not all their fault.

Some of them, just get into trouble, because they ah, the ... the law enforcement people have no understanding ... ah ... about the customs of us, of the Māori people.

And our youth have no clear idea about how the justice system operates, and end up just getting into trouble ...

A Mmm.

T ... and then some of them don't ... listen.

Um ... therefore, ah ... ah ... this is the ... the third week ... of their coming. There's one more ... Monday left for them, for all the new ones, who have only just come out, ah... of training ... ah ... to go to their jobs, ah, the young [graduates].

There are a great many of them too, who haven't been to a marae before. [They] have no idea about ... the things pertaining to ... ah ... to the marae, and concerning us the Māori people.

Hence, ah, [my] absence on ... Monday, just past. That's what I did instead. Yes, we were all there listening to the talk. Talking together with them, and so forth. And their [speaker], an elder by the way, was ... was ... was Joe Northover.

A Right.

T *Umm* ... a ... kaha aia ki tee ... ki tee ako ...

A Ako atu.

T ... aa ... i aa raatau. Ka puta mai i teeraa Mane raa, ngaa kahu moo te ... aa ... moo teenei waa, ngaa kahu potopoto katoa nei. Mate katoa ... mate katoa au i te whakatariri!

Ka ... koorero tonu mai aia ki aa maatau i roto i ana whaikoorero. Whakaaro hoki ma~, hiika! Te roa hoki! Kae te kii atu au ki aku hoa “Kore au, kaare au e tae ki te mahi.”

Titiro ake nei au, “He aha kee raa te mahi aa te koroua ra, e koorero ana hoki kii ... ki tana roopuu?” Araa, aa, naa, i reira aia e kohukohu ana ki aa raatau, moo oo raatau kaakahu haere mai.

“Naa wai aanoo i kii atu ki aa kootou, teenei mea te poowhiri me haere peenaa? Titiro atu ana ki ngaa mea e noho mai raa i runga i te marae, kaare i te mau i eenaa kaakahu.” Eeraa mea katoa, aa, ko ia tonu ki te tohutohu i aa raatau.

A Mmm.

T Ko ngaa mea, o te ata nei, aahua pai oo raatau kaakahu. Kaare aia i koorero ... aa ... i kohukohungia i teenei ata nooreira, aa, mahue pai atu i aa au raatau, aa, i ... i te marae, aa, ka haere mai nei au. Nooreira, aroha mai, mooku i tae mai i teenei waa.

A Ooo, ahuaa

T Ko aua¹⁶² ... ko aua kee atu ... te waa.

T ... and ... he is dedicated to ... to teaching ...

A To teaching.

T ... ah ... them. They came last Monday, in clothing for the ... ah ... for the [summer], in all this short clothing. I was totally ... I was extremely cross!

And ... he let us know in no uncertain terms in his speech. [We] thought, gee! [He's] taking ages! I was saying to my mates, “I won't, I won't get to work.”

I looked over, “What's that old man up to, as he is talking ... to his group?” There he was, ah, over there telling them off, for the clothes they came in.

“Who ever told you that for a pōwhiri you can come dressed like that? Look at those [people] seated on the marae, [they] aren't wearing those kinds of clothes.” All those sorts of things, yes, he was the one having to coach them.

A Mmm.

T As for the ones from this morning, their clothing was quite good. He didn't say anything ... ah ... [they] weren't growled at this morning, ah, so I left them all happy, ah, at ... at the marae, then came here. Therefore, [I am] so sorry for my late arrival at this time.

A Ooh, it's sort of

T It's late ... it's very late ... the time.

- A Ahakoa i tuureiti koe, i tae mai koe, e hoa, koinaa tonu te mea nui. Aa, kua e kaha te mahi i aa koe, kai paangia koe e te rewharewha. Me aata mahi. Ne. Kua e nui rawa tee ... te uta kawenga ki runga i oou pakahiwi¹⁶³, ana, kei paangia koe e te rewharewha, e hoa.
- T Mmm. Kei te pai ...
- A Me aata haere.
- T ... kei te pai rawa atu ...
- A Mmm.
- T ... inaaiane. Nooreira, he whakakaha tonu ki te haere ki te aawhina haere i aa taatau mahi, i aa taatau kootiro. Ko tetahi hoki o aa maatau kootiro kaikaranga, aa, pirangi hoki ai ki eenei mahi, ki te ako, aa ... te tamaahine aa Wii Te Tau Huata, ko Manu.
- A Mmm.
- T Ko ia tee ... te kootiro i haramai i te ata nei. Ka whakaaro au, "Oh!" Kaare au e kaha ki te whakarere atu i aa ia, ko ia anake i reira, kua haere kee hoki teeraa o aa maatau kootiro. Kua haere ... kai ... kai Pooneke ... raaua ko Heitia.
- A Aa.
- T Aa, ka ... whakaaro au, me noho tou au ki te aawhina atu hoki i teeraa. Aa. He pai! Ka karanga atu au, "Maau tonu e karanga ... maa~. Ko au, ko taaku mahi, he tuu i konei te aawhina i aa koe."
- A Mmm.
- T Aa, he pai hoki, raaua koo ... ko Matiu¹⁶⁴ ... aa ... aa Wiiremu¹⁶⁵ Bennett nei.
- A Mmm.
- T Aa ... too maatau roopuu, e toru maatau i reira hei ... hei poowhiri atu i tee ... te roopuu nei.
- A Even though you're late, you arrived, my friend, that's the main thing. So, don't overwork yourself, in case you get the flu. Take it easy. Okay. Don't place too many ... responsibilities upon your shoulders, in case you catch the flu, my friend.
- T Mmm. I'm well ...
- A Take it easy.
- T ... [I'm] really very well ...
- A Mmm.
- T ... now. Therefore, I make an effort to go and help out with our work, with our young women. Actually one of our young karanga women, ah, is very interested in these activities, to learn, ah ... the daughter of Wi Te Tau Huata, Manu.
- A Mmm.
- T She's the ... the girl who came this morning. And I thought, "Oh!" I couldn't abandon her on her own there, as our other young woman has gone away. She has gone ... to ... to Wellington ... her and Heitia.
- A Okay.
- T And so ... I thought, I'd stay back to help this other one. Yes. It was good! I said to her, "You can [do the] call ... ~. As for me, my job, will be to stand here to assist you."
- A Mmm.
- T Yes, and it was good too, her ... and Matthew ... [offspring] of ... of Bill Bennett.
- A Mmm.
- T Yeah ... in our group, there were three of us there to ... to welcome the ... this group.

163 pakahiwi = pakihiwi, pokohiwi

164 Matiu # Matthew

165 Wiiremu # William

A Pirihimana.

T Aae, te roopuu Pirihimana.

A He pai ra teenaa, e hoa. He mahi teenaa.

T Aa.

A E ... e kei te aawhina hoki koe ii ... ii ... i te hunga e ako ana. Naareira, he tino mahi pai teenaa.

A Police.

T Yes, the Police group.

A That's good though, my friend. That's [giving service].

T Yes.

A Ah ... ~~ ... as you're helping ... ~~ ... ~~ ... the people who are learning. So, that's a very important job.

Wehenga 3: Manuhiri – 2

T Whakaaro hoki au, oo, me haramai au. I moata tonu taku haere ki tee ... te marae. Oo ... whakaaro au, me haere au i te koorero atu, kae te haere kee mai aa au ki te mahi, kaare au i te noho atu. Ka aroha au, ka mahue atu ko raaua, e rua noa iho raaua.

A Mmm.

T Ka ... kae te karanga mai taa maatau kootiro, "Aa, ka pai noa atu pea maaua." Karanga atu au, "Oo, kaati. Me noho au i konei. Me noho tonu au i too taha, ki te aawhina atu i aa koe."

Aa, ko tee kaikaranga hoki aa ngaa ... aa ... aa ... aa ... aa *Joe*, a Tuahine. Tuahine. Ko taana nei kaikaranga hoki, he hou anoo.

A Mmm.

T Kei te kii mai ... i kite maatau i aa ia, inanahi nei. Kua kii mai ki aa maatau, "Oo," kei te ako anoo hoki eia. Aa, whakamaa katoa eia, ka karangangia atu ana aia, kia hae~ ... haere mai ki te mau mai.

Ka ... karanga atu au, "Ha! Whakarongo atu au ki aa koe, kei te pai rawa atu too mahi!"

A Mmm.

Section 3: Visitors – 2

T I decided, oh, I would come here. I actually went early to the ... the marae. Oh ... I thought, I'd go and tell them, that I was coming to work instead, [that] I wouldn't be staying on. But then I felt sorry for them, leaving them two there, just the two of them.

A Mmm.

T But then ... our young woman was saying, "Ah, we'll be alright, maybe." I said, "Oh, never mind. I had better stay here. I'd better stay by your very side, to help you."

As for the karanga woman for the ... for... for ... for ... for Joe, for Tuahine. Tuahine. His karanga woman, was new as well.

A Mmm.

T She was saying ... we saw her, just yesterday. And she said to us, that "Oh," she was still learning too. And, that she was really embarrassed when she was asked, to [come] ... to come escort them on.

Then ... I said, "Huh! Listen to yourself, what you are doing is great!"

A Mmm.

T Ka puta mai i te ata nei, whakareerea atu e au ko raaua ko taa maatau nei kai~ ... kae te marae raaua, kae te whakarongo i ngaa koorero o te hui ... aa ... te hui. E toru karaka raa anoo ki te ahiahi, kaa ... kaa mutu taa raatau hui.

Aa, kaa ako raatau ki ngaa aahuatanga katoa o teenei mea ... o te ... o te ... te taha Maaori me te taha Paakehaa ... me too raatau taha hoki. Ka puta mai hoki etahi o raatau, me te mea nei ko raatau tonu ake te ture.

A Hmm, hmm, hmm.

T Kaare nei ee whakarongo mai ... aa ... ki ... ngaa koorero ... e koorerohia atu ana ki aa raatau ... ko te tuhituhi anake. Aa, kua purua atu koe kii ... ki roo herehere. Nooreira ... aa ... ko ngaa mea aahua pakeke ... aa ... he pai aanoo.

A, ko tetahi o ngaa kaupapa aa ... aa ... aa *Joe*, i te ata nei, a, ko tetahi o ngaa pirihimana kai reira inaaiane i ... aa ... he aahua teitei tonu toona nei waahanga i roto i ngaa mahi aa ... aa te ture.

Aa, ka kii mai ai ... aa ... kaa kii mai aia ki aa maatau, “Ko taa taatau mahi o te iwi Maaori, kia kaha tonu taatau ki te aawhina i ngaa mea peenei, kua aahua tae kii ... ki runga raa anoo.” Aa, kia uru atu ko raatau ... aa ... ki roto i te Koomihana¹⁶⁶ Pirihimana.

A Mmm.

T Aa, ka karanga atu au, “Ooo, ka pai raa teenaa.” Aa, kaa kii atu au ki aku hoa, “Aa, kaati. Maaku e koorero i runga i tee ... te reo irirangi ...”

A Mmm.

T She arrived, this morning, and I left her there with our [karanga woman] ... they’re at the marae, listening to the discussions of the hui ... from ... the meeting. Not until three o’clock this afternoon will ... will their hui finish.

And, they’ll be learning all aspects of this thing ... of ... of ... the Māori culture and the Pākehā culture ... as well as their own culture. Some of them come along, as if to say they themselves are the law.

A Hmm, hmm, hmm.

T They don’t even listen ... ah ... to ... the information ... being told to them ... only written material. Next minute, you’re put in ... in jail. Therefore ... ah ... the older ones ... ah ... are quite good.

Ah, one of the topics covered by ... by ... Joe, this morning, ah, was about one of the policemen, there now ... and ... whose position is quite high up within the ah ... the justice system.

And, he said to us ... ah ... he said to us, “What we need to do as Māori people, is to give strong support to people like him, who have kind of reached ... high ranks.” And, so that they gain entry ... ah ... into the Police Commission.

A Mmm.

T And, I then said, “Ooh, that would be good then.” So, I said to my mates, “Oh, well then. I’ll mention it on the ... the radio ...”

A Mmm.

T "... aa ... kia aawhinangia." Ko tetahi o ngaa ... he ... he *Munro*. Noo Te Wairoa tee ... tee ... te pirihimana nei. Kai reira ... aa ... hai aawhina. He aahua teitei tonu aia i roto i ngaa mahi aa te pirihimana. Kaare au i tini ... tino moohio ki aa ia. Ko Piri? Piri ...

A Aae.

T ... *Munro*.

A Aae, aae.

T Moohio?

A Aae.

T Aae, pai hoki tee ... tee ... taua ... taitama nei. Haramai ki te ... ki ... te mihimihi mai. Kai te koorero Maaori tonu ...

A Mmm.

T ... tino Maaori rawa atu nei. Ka karanga atu au, kua karanga atu au ki aa ... ki aaku hoa, "Oo, kaati, kia kaha tonu taatau ki tee ... te aawhina atu i aa ia, me kore pea ... kia tae aia ki runga raa anoo."

Kae te kii mai hoki too raatau kaumaatua, "Arakaa hoki tetahi o aa taatau taangata, koo ... ko Winitana¹⁶⁷. Peenei ana taatau, kaa ... ka taea e ia. Ko ia te Piriimia¹⁶⁸ i tetahi ... tetahi waa. Aa, noo te meatanga ... aa ... ka heke mai teeraa.

Whakaaro tou ngaa Maaori katoa kia kaha tonu raatau ki te aawhina i teeraa, me kore ia e eke atu hai Piriimia, kaare ia i eke atu. Aa, kua tuu mai hoki ko teenei nei, aa, kia kaha taatau ki te aawhina hoki i aa ia."

T "... to ... support him." One of the ... a ... a *Munro*. This policeman ~ ~ ... ~ ~... was from Wairoa. He was there ... ah ... helping out. He's actually quite high up in the police [force]. I didn't ... really know him. Is it Piri? Piri ...

A Yes.

T ... *Munro*.

A Yes, yes.

T [Do you know him]?

A Yes.

T Yes, he's good the ... the ... that ... young man. He came over to ... to ... greet us. And he was speaking Māori too ...

A Mmm.

T ... very Māori too. I said, I said to ... to my mates, "Oh, okay then, let's be very strong in ... in supporting him, in case [he] might ... make it to the very top."

Their elder was saying also, "There's another one of our people too, and it's ... it's Winston. We all thought, that ... he could do it. He was the Prime Minister at one ... one time. Ah, but ultimately ... ah ... [he fell out of favour].

The Māori people decided to lend [him] great support, in case he got to become Prime Minister, but he didn't make it. And now, this one stands before us, so, let us all support him strongly as well."

167 Winitana # Winston

168 Piriimia = Premier [Prime Minister]

Ka whakaaro au, he tino pai tonu, aa, maa taatau tonu e aawhina aa taatau ... aa ... taitama, aa taatau kootiro, ngaa mea, ko¹⁶⁹ uru atu ki eeraa ... tuuranga teitei. Kia kaha tonu taatau ki tee ... te aawhina atu i aa raatau.

Nooreira, mahue pai atu i aa au, raatau, i tee ... te marae, me aa raatau nei mahi moo te marae.

Inanahi nei, aa, i tee Hatarei nei ... aa ... te hura koohatu ... aa ... noo Ruruhira ...

A Mmm.

T ... *Robin and* ooh! Te nui hoki o teena mea, o te kaumaatua, kaare anoo maatau kia kite i te marae, moo tetahi waa roa rawa atu ... i ngaa kaumaatua katoa o ngaa marae, i tae mai ki te aawhina.

A Mmm.

T Tino pai rawa atu i te kitekite ... i te ... kai te nui tonu taatau, ngaa kaumaatua o ngaa marae, aa, kai te ... kei te ora i teenei waa. Nooreira, ka nui te mihi atu ki aa ... raatau ... ki aa kootou katoa, i tae mai ... aa ... ki taa taatau hui, aa, i te Hatarei i roto o Te Kohupaatiki.

Aa, kaa kite hoki aa au i aa Hoohepa i reira, aa, kii mai, "Ooo! Kaare au i rongu i aa koe i runga i te reo irirangi." Nooreira whakaaro au, me tae tonu mai au, i teenei waa, aa, ahakoa ka tae reiti¹⁷⁰ mai.

A He pai noa! Ahakoa peehea. Aae.

T Whakarongo mai au, kai te haramai au, kai te rongu atu au i aa koe e koo~ Ka ... ka whakaaro ...

A Aa.

T ... ka mate kee ko koe i aa maatau, he mahi kee. Nooreira, koinei i tae mai ai i teenei waa.

I thought, it would really be quite good, ah, for us to support our ... ah ... young men and young women, the ones who have gained entry to those ... higher positions. Let us be strong in ... in supporting them.

Anyway, I left them, all okay, at the ... the marae, and their work at the marae.

Just yesterday, ah, on Saturday ... ah ... was the headstone unveiling ... of ... Ruruhira ...

A Mmm.

T ... Robin ... and ooh! There was such a lot, of old people there, who we haven't seen at the marae, for a very long time ... all the elders from the marae came to support.

A Mmm.

T It was great to see ... the ... that there are still lots of us, the elders of the marae, ah, who are ... still alive at this time. Therefore, I wish to pay tribute to ... them ... to you all, who came ... aa ... to our hui, ah, on Saturday at Kohupātiki.

And I also saw Joseph there, and, he said, "Ooh! I didn't hear you on the radio." So I thought, I'd better get myself over here, at this time, even though I arrived late.

A It's okay! No matter what. True.

T I was listening, as I was driving over, I could hear you [speaking]. And ... I thought ...

A Yes.

T ... of how you are inconvenienced, by [us] doing something else. Therefore, that's why I arrived at this time.

I teeraa ... Hatarei atu raa, ka haere maatau, ko taa maatau ... aa ... taa maatau ... aa ... manuhiri noho i waenganui i aa maatau, he *Vietnamese*. Noo *Vietnam* taua ... tangata nei. Aa, i te taha hoki o tetahi o aa maatau tamaiti e noho ana.

Ee kii ana hoki eia, i haramai hoki eia, kai konei eia e ako ana. Oo, i konei, kua hoki kai roto o ... kua hoki raatau ki Pooneke inaaiane. I kii mai ki aa maatau, kua tae katoa aia ki ngaa waahi katoa o te ao nei haere ai, kua hooaha kee i te nohotanga i te taha o ngaa Paakehaa.

A Mmm.

T Ka tonono atu aia i tana ... haramai peenei nei, kaa pai aanoo aia ki te noho i te taha o ngaa Maaori. I rongono aia mo ngaa Maaori, kaare aia e tino moohio, ko ... ka whakaaengia atu, aa, kaa riro i aa Matiu.

Ka haramai aa Matiu, naana i ... i mau, ki aa ia noho ai. E toru wiki pea, e noho ana i te taha o Matiu, aa, kua rite tonu, inaaiane, ki taaua ... ki te whaanau, inaaiane.

A Mmm.

T Moohio katoa aia ki aa maatau.

Wehenga 4: He Maarena

T A, i teeraa Hatarei raa, kaa ... he maarena¹⁷¹ hoki ... aa ... too te whaanau, i roto oo ... Taamaki aa Rua, aa, ka mauria anoo e maatau ki reira. Ooo, pai rawa atu.

Kaa mutu, ka koorero aia ki aa ... tana hoa, i tetahi o ana hoa i ... i haere mai hoki ki te taha i aa raaua noho aia, ooo, e toru nei pea ngaa poo, kaa hoki nei raatau.

The other ... Saturday back there, we went with our ... ah ... our ... ah ... guest who's staying amongst us, a Vietnamese. [This] guy's ... from Vietnam. He's been actually staying with one of our nephews.

He was telling us, that he came here, and that he was studying over here. Oh, he was here, but he's gone back to ... they've gone back to Wellington now. He said to us that he'd travelled all over this world, and was fed up with living alongside Pakeha.

A Mmm.

T He requested when he ... came this way, if he could possibly live with the Māori people. He'd only heard about Māori people, he didn't really know, if ... he would be allowed, and, was taken in by Matthew.

Matthew came along, and he ... took him, to live with him. Three weeks maybe, he's been living with Matthew, and, and he's become just, now, like us ... [part of] the family, now.

A Mmm.

T He knows all of us.

Section 4: A Marriage

T Anyway, the other Saturday, we had ... we had ... a wedding as well ... ah ... of the family, in Dannevirke, and we took him with us, over there. Ooh, it was great.

Later, he told ... his friend, one of his mates ... who came to stay with the two of them, ooh, for maybe three nights, and now they've gone back.

Ka koorero atu aia, “Aae, i haere maatau, ko taku whaanau.” E kii ana aia, “I haere maatau, me taku whaanau, maatau ki Taamaki Makaurau. Ko *Aunty* Mea, ko *Aunty* Mea ki te”

Ooo! Kaa kata kee maatau ki aa ia, kai te koorero mai ki aa au. Kai te karanga atu maatau ki aa ia, “Kaa pai hoki koe.” He tino tangata tiino pai rawa atu nei, huumaarie, he tangata, kaare aana nei koorero. He tino teitei rawa atu i roto i toona nei ... aa ...

A Iwi?

T ... iwi, aa.

A Mmm.

T Raatau katoa i haramai ... aa raatau nei mahi, hika, kai rei~ ... kai runga raa anoo raa.

A Mmm.

T Aa, i haramai ki te ako ... aa ... i te reo ... aa ... i konei. Aa, ka tae mai raatau i teeraa wiki raa, ka poowhiringia too raatau roopuu i haere mai ki ... ki Te Kohupaatiki ... e maatau. I reira raatau, ee ... tekau maa ono nei raatau. Te nuinga o raatau he waahine.

A Mmm.

T Kai roto katoa i ngaa mahi tiketike nei, e mahi ana.

Naa, ka mahingia hoki, ka tono mai aanoo raatau, kaa pai aanoo mee ... mee mahi he haangi, kua rongu raatau. Aa, ka mahingia e ngaa ... mea o te kaaenga, aa maatau tamariki, he haangi maa raatau.

Ka haere anoo raatau ki te titiro. I tae mai, ka haere raatau ki te titiro, e mahingia ana te haangi, e puruhia ana ngaa kai ki roto i te haangi.

He said, “Yes, we went, [me] and my family.” He was saying, “We went, [me] and my family, we [went] to Auckland. There was Aunty So and So, Aunty So and So to”

Ooh! We just laughed at him, while he was telling me. We were saying to him, “You’re too much alright.” He’s a really, really nice guy, and humble, without anything to say. He’s very high up in his ... ah ...

A People?

T ... people, yes.

A Mmm.

T With all of them who came ... their jobs, well, are ... really right at the top.

A Mmm.

T Yes, he came here to learn ... ah ... the language ... ah ... here. Anyhow, they arrived the other week, and their group that came was welcomed on to ... to Kohupātiki ... by us. They were there ... sixteen of them. Most of them were women.

A Mmm.

T They are all working in high positions.

Anyway, [they requested, if it was okay to ... to have a hāngi made for them, as they’d heard about them]. And so, one was made by the ... the [people] from home, ah, our kids, a hāngi for them.

They even went to watch. They arrived, and went over to watch, as the hāngi was being prepared, and the food being put into the hāngi.

- Kua whakaaro maatau, uuu! E kore pea raatau e pirangi te kai, kaa kite he oneone, kai te taapukengia i te oneone, kua kore e pirangi te kai. Noo te tae i te waa i te kai, ooo, kaa mutu kee ki aa raatau teeraa aahua tunu kai.
- A** Mmm.
- T** Kua kii mai etahi, “Ooo” taua mea i noho nei i too ... i te taha o Matiu, “Ooo, ka pai aanoo ... ?” Kua tonu atu aia ki te mea naana i mahi te haangi. “Ka pai aanoo koe i te mahi he haangi i mua i taku hokitanga?”
- “He aha hoki tee ... moo te aha?” Ooo, kei te haramai ana hoa, noo Amerika¹⁷². “Ooo, nee?” “Aa.” Ka paatai atu teeraa, “E hia? E hia raatau kai te haere mai?” Kua kii atu aia, “E rua.” E rua aana manuhiri, kai te
- Kaa kata maatau. Kua kii ... kua kii atu teeraa, “E hika maa, ka mahi ana maatau he haangi, kia nui tonu te tangata, nootemea, he nui rawa atu te mahi te ...”
- A** Te mahi i te haangi.
- T** “... mahi i te haangi.” Ka kata anoo aia. *And* tino pirangi rawa atu raatau ki teeraa aahua ...
- A** Kai.
- T** ... tunu kai.
- A** Mahi kai. Mmm.
- T** Aae. Aae.
- A** He tika
- T** Ngaa waahine, ngaa waahine, whakaaro au, “Oh,” kaare pea te wahine oo eeraa motu e pirangi. Tiino pai rawa atu ki aa raatau.
- We thought, ooh! They mightn’t want to eat it, seeing the soil, seeing it buried with soil, and they won’t want to eat it. When it came time to eat, ooh, they absolutely loved that way of cooking food.
- A** Mmm.
- T** Some of them said, “Ooh” The one staying by our ... with Matthew, “Ooh, will it be okay ... ?” He asked the main hāngi maker, “Would you be able to make another hāngi before I go home?”
- “What’s the ... for what?” Ooh, because he had friends coming over, from America. “Ooh, really?” “Yes.” So the other one asked, “How many? How many of them are coming?” He replied, “Two.” He had two visitors [coming] over
- Then we laughed. And then ... that other one said, “Goodness gracious, when we make a hāngi, it’s for lots of people, because, it’s a really big job ...”
- A** Making a hāngi.
- T** “... to make a hāngi.” Then, he laughed too. And they really wanted that kind of ...
- A** Food.
- T** ... cooking food.
- A** Making food. Mmm.
- T** Yeah. True.
- A** It’s true
- T** As for the women, the women, I thought, “Oh,” perhaps the women from those countries wouldn’t want it. But they really enjoyed it.

Um ... aa ... koinei raa ngaa mahi, e mahitia ana i ... i ... i Te Kohupaatiki i ngaa rangi, kaa ... kaa ... ka mahue ake nei.

Aa, ka haere hoki maatau i taa maatau maarena me taa maatau tangata. Ka tae atu ki reira, kai te paatai kee mai ngaa ... te whaanau, “Ha! Noo hea hoki teenaa? Naa kootou i kite taa kootou?” “Oo, kai te taha tonu o te whaanau e noho ana.”

A Mmm.

T Ko te maarena nei, i maarena kee ki roto i ... waahi, he puihi nei. Kua whakawaateangia hei ... moo eeraa aahuatanga. Rawe hoki teeraa waahi.

A I hea teenaa?

T I roto oo Kaitoke. Kaitoke.

A Ooo.

T Engari, e toru maaero¹⁷³ ki te puihi. I tua atu ...

A Ki te ngahere.

T ... i te marae o ... oo Kaitoke ...

A Mmm.

T ... i muri, i roto i ngaa hiwi¹⁷⁴ oo reira. Aa, kore rawa atu nei maatau i moohio. Ee, ia tau e haere ana maatau ki reira ki ngaa hui, kore rawa atu au i moohio, he waahi peeraa kai reira.

A *Heh.*

T Eeraa, he rawe hoki! Kai waenganui i te puihi ... ngaa waahi hai haeretanga, i te tiro tiro haere. Aa, i reira te maarena nei.

Um ... ah ... and so that's what's been happening at ... at ... at Kohupātiki on the days, that ... that ... have just passed.

Ah, so we went off to our wedding with our man as well. When we arrived there, the family was ... asking, “Huh! Where’s that one from? [Where] did you lot find him?” “Oh, he’s staying with the family.”

A Mmm.

T This wedding, they were actually married in ... a place, that was a bush area. It’s been cleared as ... for such occasions. That place was lovely.

A Where was it?

T In Kaitoke. Kaitoke.

A Ooh.

T But, it was three miles into the bush. Beyond the ...

A To the bush.

T ... the marae of ... of Kaitoke ...

A Mmm.

T ... at the back, up in the hills there. True, we never knew [about it]. Gee, every year we’d be going there for our meetings, but I never knew, that there was a place like that there.

A *Heh.*

T ~ ~ ... it was lovely! It’s in the middle of the bush ... the places to go, and to sight-see. Ah, this wedding was there.

173 maaero # mile

174 hiwi = puke

A, kaa koorero tonu taua tangata nei ki aa Matiu, “He rawe!” Kaare raatau e mahi peeraa ana i reira. Ngaa maarena oo reira, kai roto tonu i oo raatau whare karakia, eeraa mea katoa. Aa, kaare e haere ana ki eeraa waahi. Ka kii atu maatau, kaatahi aanoo maatau kaa kite i teeraa waahi.

A He tika.

T E moohio ana au, ngaa mea o konei nei, o *Havelock*, engari, kaare au i moohio he waahi peeraa anoo kai reira. Tino aataa~! He nui hoki te whaanau katoa i reira.

Kaa mutu, ka hoki mai maatau kii ... kii ... ki te taane ki reira, i reira hoki te haakari. Engari, he tuatahi moo maatau katoa ki te haere. Ko ... ko Ootope te ingoa o taua waahi too~ ... Kaari¹⁷⁵ o Ootope. Tino aataahua teeraa waahi moo te maarena, aa, moo te haere noho nei, ki te haereere.

Aa, kaa ... koa katoa maatau, ngaa mea pakeke. E toru noiho hoki maatau ngaa ... ngaa whaaea o tee ... whaanau o ngaa Raapana¹⁷⁶ nei, kei te toe, inaaiane.

A Mmm.

T Haere katoa maatau i te taha i aa maatau tamariki. Aa, hika maa ... kore rawa atu tetahi o maatau i moohio, i reira anoo teeraa waahi, aa, hai ... hai maarena, hai haere ki ngaa mahi karakia nei, eeraa mea katoa. Tino pai rawa atu ... taa maatau haere.

Wehenga 5: Whakamutunga

T Aa, kua tata tonu raa te waa, hai te mutu atu ... aa ...

A Pai ana.

And, that man kept saying to Matthew, “How fabulous!” They don’t do anything like that over there. The weddings there, are held in their actual churches, those kinds of things. Yes, they never go to these sorts of places. Then we told him, that we had only just seen this place.

A How true.

T I know [of], the places here, in Havelock [North], but, I didn’t know that such a place existed there. It was very [beautiful]! There was also a lot of family there.

After that, we came back to ... to ... to town, as that’s where, that’s where the dinner was. But, that was a first for all of us, to go on. ~ ~ ... Ōtope was the name of that actual place ... Ōtope Gardens. It’s a beautiful venue for weddings, and for just going to, to wander around.

And then ... we were all happy, [us] older folk. There are only three of us ... the matriarchs of this ... Robin family, who are left now.

A Mmm.

T We all went along with our children. Ah, honestly ... not one of us knew, that that place was there, ah, for ... for weddings, to go to for church services, and those sorts of things. It was wonderful ... our trip.

Section 5: Conclusion

T Well, it’s just about time, to finish ... ah ...

A It’s okay.

175 Kaari # Gardens

176 Raapana # Robin

T ... mooku ki te koorero. Hoi aanoo, kai te mihi tonu au. Mihi tonu atu au ki aa *Aunty* Hana, e kaha nei hoki eia ki te ... ki te haere, ki te aawhina haere, aa, ki te mahi hoki i ngaa mahi e ... e paa ana ki ... kii ... kii Ahuriri.

Aa, i aa maatau poo waananga hoki, i ngaa Tuurei¹⁷⁷ ... aa ... e waananga ana i ngaa mahi aa ... aa Wii Te Tau Huata. Aa, kai te whakahou katoangia hoki, kai te ako katoangia ... aana nei mahi i tohutohu eia, i waiho ake e eia ... aa ... ki ngaa roopuu katoa o oo taatau marae.

Aa, nootemea, aa te tau ... aa ... rua mano e whaa kaa ... kaa riro ko taatau ... aa ... hai kaitiaki i te roopuu whakahaere i ngaa mahi haka, aa-ringa, aa te tau rua mano ... aa ... aa whaa.

A Mmm.

T Noo~ ... i whakaaro a Tama, ooo, pai tonu pea ki tee ... ki te whakaa~ ... ki te ako haere anoo i ngaa mahi, i waiho ake eia e tana matua, i ngaa mahi whakapapa i roto i ngaa waiata, i eeraa mea katoa.

Ee, tino pai aa maatau poo i roto oo ... oo Whanganui aa Oorotu, ahakoa e rua tekau nei pea maatau, ia poo. E rua hoki ngaa poo i haere eia maatau, aa, he nui tonu ngaa mea kai te haramai ki te ako. He kaha hoki ana kaiako ki te ako ... aa ... i eenei mahi aa ... ngaa mahi aa Wii.

Nooreira, koinei noiho raa ngaa mahi hou kua ... kua mahingia e maatau. Kua haerengia ngaa haere, aa, mai i te waa ii ... ii ... i tiimata ai au ki te hokihoki mai ...

A Mmm.

T ... ki te ... ki te mahi.

A Mmm.

T ... talking, for me anyway. However, I still have greetings to make. I greet *Aunty* Hana, as she still tries to ... to go, to help out, and to do the work ... pertaining to ... to ... to Ahuriri.

And then, at our Tuesday night classes ... ah ... we're contemplating the work of ... of Wī Te Tau Huata. Ah, [these are] all being revived, and are all being taught ... the work he taught, and left behind ... ah ... to all the groups of our marae.

Ah, because, in the year ... ah ... two thousand and four ... we will ... ah ... be looking after the group that's organising the haka and action song [competitions], in the year two thousand ... and ... four.

A Mmm.

T So ... Tama thought, ooh, it might be a good idea to ... to ~~~ ... re-learn the things passed down by his father, such as the genealogy contained in the songs, and so forth.

Gee, our evenings have been great in ... in Napier, even though there's only about twenty of us each night. On the two nights that we've been, ah, there's quite a lot coming along to learn. His tutors are energetic at teaching ... ah ... these things ... the works of Wī.

And so, these then are the only new things that ... we have done. I've been on trips, ah, since the time that ... that ... that I started coming back ...

A Mmm.

T ... to ... to work.

A Mmm.

T Nooreira, kai te mihi tonu ake kai ... ki aa ... ki aa kootou, e kaha nei, ki te haapai hoki i teenei waahanga moo taatau, Te Waahanga Maaori.

Aa, i te ata nei kaa ... kai te kii atu au ki aku hoa, ka rongo tonu atu au e koorero ana raatau moo ngaa Pirihimana. Ka kii atu au ki taku hoa, kua hoohaa ke au ki teeraa kaupapa. Mahue te kii~ ... ki te kimi i tetahi kaupapa ... aa ... aahua pai ake, kia ... kia rite hoki ki te kaupapa Maaori.

Ka mahue te koorero mai ngaa kaihautuu o te ture, ka koorero tonu moo ngaa Pirihimana. Pai ake me waiho noa iho, me kii tonu mai raatau i te ... te reo Paakehaa.

Nooreira, kaare raa e tino nui ake aku koorero, nootemea, kua tae ki te waa mooku anoo, ki te heke atu. Hoi aanoo, aa, kia ora rawa atu kootou katoa e whakarongo mai nei, ngaa mea katoa o Te Wairoa, o te kaaenga, ahu peeraa atu ki Waikare, aa, ngaa mea hoki, kai konei e whakarongo mai ana.

Ki aa kootou, kai roto i oo kootou kaaenga e whakarongo mai ana, teenaa kootou, teenaa kootou, teenaa taatau katoa, moo teenei waa. Maa too taatau Kaihanga taatau katoa e manaaki, e tiaki, e arataki, i roto i aa taatau mahi. Kia ora.

A Aae, kia ora raa. Kia ora e hoa.

Naa, e te iwi, kua rongo nei koutou ... aa ... i aa *Lil* hoki e koorero ana. Anaa, pai ana ne, te whakarongo ake? Naareira, i teenei Mane e tuu mai nei, me tino kite au i aa koe, i konei, i te iwa tonu o ngaa haaora. He ... tino mea nui ... ki aa taaua teeraa Mane.

T Aae.

T Therefore, I continue to say thank you ... to ... all of you, devoted to supporting this department for us, the [EIT] Māori Department.

Ah, this morning I ... I was saying to my colleagues, as I could still hear them talking about the Police. I said to my friend, I'm sick of that subject. Instead of [finding] ... finding an issue ... ah ... more positive, that's ... that's more like a Māori issue.

Instead of the head people from justice speaking, they're always talking about the police. It would be better to just drop it, or tell it all ... in the English language.

And so, I haven't much more to say, because it's come time for me to step down. Anyway, ah, thank you all for listening in, to all the ones from Wairoa, from home, and heading towards Waikare, and the people too, who are over here listening in.

To you, in your homes listening in, greetings to you, greetings to you, greetings to us all, for this time. May our Creator care for us all, look after [us], and guide [us] always in all our work. All the best.

A Yes, and all the best. All the best my friend.

Well, folks, you've been hearing ... ah ... Lil of course, talking. Well, that made for good listening, ay? So, on this coming Monday, I expect to see you here, at nine o'clock on the dot. There's ... something very special ... in store for us on Monday.

T Yes.

A Naareira, kae te tino titiro atu au ki aa koe e haramai ana, aa, me ... me taku aahua aawangawanga anoo. Pai, kae te ora tonu koe, ne. Kae te whiti¹⁷⁸ rawa atu koe.

Kia tau tonu ngaa manaakitanga aa too taaua Matua, a too taatau Matua i Te Rangi ki aa koe, i ngaa waa katoa, i oo haerenga, i oo noohanga, i oo koorerotanga. Kia tiekina¹⁷⁹ koe i ngaa waa katoa.

T Kia ora.

A Naareira, ki aa koutou hoki e te iwi, noho ora mai koutou, whakarongo tonu mai ki ngaa mahi, e whakahaeretia atu ana ki aa koutou, ia raa, mai i too taatau teihana¹⁸⁰ nei, Te Reo Irirangi o Ngaati Kahungunu. Te teihana, kae te tuku katoa atu ki aa koutou, i ngaa koorero katoa mai o te ao, o te kaaenga, o ngaa waahi katoa.

Naareira, ki aa koutou katoa, aa, kia mau mai koutou. Aa muri iho i te ... te ... i ngaa rongu koorero o te tekau o ngaa haaora, anaa, ka hoki mai aanoo ki te mahi atu ki aa koutou i ngaa mahi hoki ki oo taatau koohanga reo katoa o te rohe.

Naareira, kia mau mai koutou, whakarongo mai.

A And so, I was having a good look at you coming in, and with ... with somewhat of a concern. It's good, you are really well, ay. You're looking very fit.

May the blessings of our Father, our Father in Heaven be with you always, in your travels, when you're resting, or conversing. May you be cared for at all times.

T Thank you.

A Well then, to you everyone, may you all keep safe, and keep listening in to the broadcasts being sent out to you, every day, from our station here, Radio Kahungunu. The station that brings you topics from all over the world, from home, from all places.

So, to all of you, ah, do stay tuned in. After the ... the ... news at ten o'clock then, I'll be back and to continue to bring you the programme for all the kōhanga reo in the area.

Therefore, do stay tuned, and do keep listening.

178 whiti # fit
179 tiekina = tiakina

180 teihana # station



KOORERORERO 4

CONVERSATION 4

E 8 NGAA WEHENGĀ THERE ARE 8 SECTIONS

HE MEĀ HOPU I TE 20 O POUTŪ-TE-RANGI I TE TAU 2000
RECORDED ON 20TH MARCH 2000

Wehenga 1: Huakitanga

A E te iwi, ee whakarongo mai nei ra koutou ki ngā waiata, naana nei hoki i whakatuhera mai teenei hāora, hoki, oo taata. Anaa, ko Te ... Maatangi hoki, anaa ko ngā kootiro teenei oo te kura Māori hoki, oo Turakina. Ae, i mua tata atu hoki, E Peke, anaa, ko Kukupā hoki me taana roopuu.

Naareira, i teenei wā, e te iwi, e moohio ana koutou, koia nei hoki te wāhanga o Te Kohinga Koorero, anaa, kua uru mai anoo hoki too~ ... taa~ ... taku hā koorero hoki, aa Lil Robin i teenei wā. Naareira, ka mihi atu au ki aa ia.

Aa, moorena, e hā. Kua uru mai nei hoki koe ... aa ... ki te koorero i ngā koorero, hoki, moo Te Kohinga Koorero moo teenei āta. Naareira, kai aa koe te wāhanga, inaaiane, ki te mihi atu ki te iwi.

Section 1: Opening

A Hey everyone, you were just listening then to the songs, which opened up this hour, of course, of ours. So that was, Te ... Mātangi [by the way], which was the girls from the Māori school, of Turakina. Yes, and just before that as well was, E Peke, which was Kukupā and his band.

Anyway, at this time, everybody, as you know, this is the Te Kohinga Kōrero session, and [my ... my ... my speaking companion, of course, Lil Robin has come in again at this time]. So, I [shall] greet her.

Ah, good morning, my friend. You have come in of course ... ah ... to give us an update on what's happening, as usual, on Te Kohinga Kōrero this morning. Therefore, you have the time now, to greet the people.

T Aa, kia ora anoo koe, e mihi mai nei, aa, Apikara. Ngaa mihi tino nui ki aa koe, e kaha nei koe ki te kawae i ngaa mahi aataahua i runga i too taatau reo irirangi.

Aa, ki ngaa kaimahi hoki, ngaa kaiwhakahaere katoa i te reo irirangi, kai te mihi tonu atu ki aa kootou, tae atu hoki ki too taatau tumuaki, ki aa koe, Hoohepa, teena koe i teenei ata.

Ka mihi tonu atu hoki ... e ... ki te iwi o Ngaati Kahungunu, e whakarongo mai nei i teenei ata, aa, ki aa maaua ko taku hoa, e whakapaaho atu nei ki aa kootou.

Aa, ko teenei ... aa ... i teenei waa, ka mihi tonu atu hoki i too taatau Kaihanga moo teenei rangi tino aataahua.

Nooreira, ki aa kootou katoa, ki ngaa kaumaatua, ki ngaa kuiia, e noho mai nei i roto i oo kootou kaaenga, e whakarongo mai nei, ki taa kootou reo irirangi, teena kootou, teena kootou. Noho ora mai kootou katoa, ki te whakarongo mai, ki aa maaua e koorero atu ana, ki aa kootou i teenei ata.

Ki ngaa mea o kootou, mai i Te Maahia, aa, ahu mai ki roto o Te Wairoa, ngaa mihi tino nui ki aa kootou i teenei ata. Ki ngaa mea hoki, o kootou kai Erepeti, ahu peeraa atu ki roto o Ngaai Tama Te Rangi, aa, ki Tuuhoe, ki Waikaremoana, teena hoki kootou katoa i teenei ata. Ki ngaa mea hoki, mai i Te Wairoa ki roto o Te Wairarapa, ngaa mihi tino nui ki aa kootou katoa i teenei ata.

Wehenga 2: Tipunga

T Nooreira, ko taa maaua kaupapa koorero i teenei ata, he koorero moo ... te waa i tipu ake eia¹⁸¹ maaua, i aa maaua e tamariki ana.

T Ah, all the best to you, as you greet me, ah, Apikara. Fondest greetings to you, as you painstakingly carry out the wonderful work [that you do] on our radio station.

And to the workers as well, all the executives of the radio station, [I] continue to greet you, including of course our leader, you Joseph, [best wishes to] you this morning.

And [I] also extend greetings ... ah ... to the people of Ngāti Kahungunu, listening in this morning, ah, to me and my friend, broadcasting to you all.

Ah, this ... ah ... at this time, I acknowledge our Creator for this most beautiful day.

And so, to all of you, to the old men, to the old women, residing there in your homes, listening to your radio station, greetings, greetings to you all. Keep well then will you all, and listen in to us two, talking to you this morning.

To those of you, from [over at] Māhia, ah, heading this way into Wairoa, warm greetings to you this morning. Also to those of you at Erepeti, heading onwards into Ngāi Tama Te Rangi, ah, into Tūhoe, [and] to Waikaremoana, greetings to you all this morning. To those also from Wairoa [all the way] to Wairarapa, warm greetings to you all this morning.

Section 2: Growing Up

T And so, our topic of discussion this morning, is a talk about ... the time when we grew up, when we were kids.

181 eia = ai

Nooreira, ki tooku nei ... aa ...
moohio, i aa au e tipu ake ana i roto oo
Waikaremoana, e nohinohi tonu ana au,
he peepi¹⁸² tonu au, ka mauhia au e aku
maatua ... aa ... ki reira.

Ka riro atu au ... aa ... i taku ... *um* ...
matua keekee raaua ko ... aa ... ko aku
karawa i reira. Ka tipu haere ake au, me
te haere tonu mai hoki o aku karawa ki
reira, i te tiro tiro i aa au. Aa, kaare au e
tino wareware ki aa raatau.

Ka aahua pakeke haere ake au, i teeraa
waa, he tino nui ngaa mahi haere ki
te karakia. He karakia tou te mahi ...
atapoo, tae noa ki te awatea. Aa, i te ...
ngaa ahiahi ... ka haere maatau ki ngaa
hui aa ngaa Ringatuu.

Aa, ka oho ake au i waenganui poo, kai te
karakia tonu ... aa ... ngaa pakeke katoa.
Aa, i teeraa waa hoki, kaare au e tino
moohio ana, he aha a ... aa raatau mahi.
E moohio ana au, kei te karakia. Aa, ka
karakia, kaa mutu, ka haere ki ngaa hui.
I etahi waa i aa au e ... e ... pakeke
haere ake ana, i te atapoo tonu atu, kua
whakaohongia maatau ki te haere ki te
awa. Aa, ki reira ki te karakia, aa, ki tee
... mahi i ngaa mahi i reira e paa ana
... aa ... ki te whakamaa i te tinana o
teenei mea te tangata, i roto i ngaa ... i aa
raatau karakia.

Aa ... ki aa maatau hoki, ngaa mea
tamariki i taua waa, aahua matakū nei
maatau. Engari, he pai hoki oo maatau
... aa ... kaumaatua, i teeraa waa. Ko
raatau tonu ki te opeope ... aa ... i aa
maatau.

I tipu peeraa ake anoo koe, e Api?

Anyway, to my ... ah ... knowledge,
when I was growing up in
Waikaremoana, and I was still small,
and I was still a baby, I was taken by my
parents ... ah ... there.

I was 'acquired' ... ah ... by my ... *um* ...
uncle and ... ah ... my elders from there.
As I grew up, my parents would keep
coming there, to see how I was. Ah, I'll
never forget them.

As I got a bit older, at that time, there
was a lot of church-going activity.
'Having church' was what happened
continually ... [from] before dawn, to
daylight. And, in the ... the afternoons
... we'd go to the Ringatū gatherings.

Ah, I'd wake up in the middle of the
night, [they'd] still be having [church] ...
ah ... all the adults. Ah, at that time too,
I didn't really understand what ... [they
were doing]. [All] I knew was they were
[having church]. Ah, [they] would have
church, then go off to the meetings.

Sometimes as I was ... was ... growing
up, at dawn, we would be woken up to go
to the river. Ah, to go there for prayers,
ah, to ... carry out the rituals there
pertaining to ... ah ... the cleansing of
the body of a person, through the ...
their prayers.

And ... to us of course, the children
at that time, we were a little afraid.
But, [our ... ah ... elders were good,
back then]. It was [actually] them who
fostered ... ah ... us.

Did you grow up like that too, Api?

A Aae. Aae. I ... i te haere eenaa tuu mahi ... i waenganui i too~ ... tooku nei rohe. Aa, te haere hoki. Koinaa ngaa haere pai atu, e haere ana ki ngaa ... whakahaere aa te ... Ringatuu.

T Aae. Aa, tino kaha rawa atu hoki, aa, ki Waikare, i aua waa.

A Mmm.

T He karakia tou te mahi. Ka mutu, ka ... ahu peeraa atu ki roto o Ruataahuna, ki Ruaatoki, aa, i ... i ... i runga i ngaa taraka¹⁸³, maumau nei i aa raatau kaimahi, aa, ki aa raatau nei mahi. Ka haere maatau i ngaa waa ... aa ... kaa waatea mai ngaa waka hai mau i aa maatau ko aku karawa ki ... ki reira, tipu haere ake ei.

Aa, e waru nei pea aku tau, ka hoki mai au. Ka whakahokia mai au, aa, ki aku maatua ake. Aa, ko taku ... tipuna wahine ... ee ... ka rite tou te kii atu ki taku paapaa, oo, kia whakahokia mai au, he matemate hoki nooku. Matemate. Ka kii mai, pai ake te whakahoki. Ka haere ... ka haere ake raaua ki Waikaremoana, whakahokia mai au.

A Mmm.

T Hoi anoo, aa maatau mahi, e tipu ake ana maatau i taua waa, he miraka¹⁸⁴ kau. Naa too¹⁸⁵ atu te nui o te kau. Ka ako. Kaaore hoki au e moohio i te miraka. Kaa ako i te miraka kau. Ka kikingia¹⁸⁶ e te kau tee ... te paakete¹⁸⁷, ka maringi te miraka. Ka riiria maatau e ... e ngaa mea pakeke, eeraa mea katoa.

A Yes. Yes. Those ... those sorts of things happened ... within m~ ... my locality. And the trips too. They were the best trips, going to the ... services of the ... Ringatū.

T Yes. Yes, it was really strong too, ah, at Waikare, in those times.

A Mmm.

T Prayers were conducted [all the time]. And then, [they'd] ... head off into Ruatāhuna, to Ruātoki, ah, on ... on ... on the trucks that carried their workers, ah, to their jobs. We'd go when ... ah ... the trucks were available to transport me and my elders to ... there, to where I would grow up.

Ah, I was about eight years old when I came back. I was brought back, ah, to my real parents. Ah, my ... grandmother ... ah ... she kept saying to my father, oh, to bring me back home, because I was sickly. Sickly. She said it was better to take [me] back. They came ... they came over to Waikaremoana, and brought me back home.

A Mmm.

T Anyway, our work, we were growing up at that time, was milking cows. And the cows were really huge. I learned. As I didn't know how to milk. So [I] learned to milk cows. [The cow would kick the] ... the bucket, the milk would spill. We'd get a growling from ... from the older ones, those sorts of things.

183 taraka # truck

184 miraka # milk

185 too = tonu

186 kikingia # kick + ngia

187 paakete # bucket

Aa, kaare au i tino hiahia ki teeraa mahi, nootemea he moata rawa i te ata. I te ... i te atapoo tonu atu, aa, kua ma~ ... matika¹⁸⁸ ki te miraka kau. I ngaa ahiahi, aa, kua hoki mai i te kura, aa ... e toru maero hoki tee ... te tawhiti atu o te kura i aa maatau. I etahi waa, ka ha~ ... haere maa runga i ngaa hooiho¹⁸⁹. Aa, kaaretahi nei he tera¹⁹⁰ oo ngaa hooiho.

A Mmm.

T He peeke¹⁹¹ noa iho te kaahuka kai runga. Aa, ka haere ki runga i ngaa hooiho. Aa, ka ... etahi waa, aa, he kaha rawa noo te oma o te hooiho, kua taka. Kua taka ki raro, puukai ai, ki reira puukai ai!

Kua haramai etahi atu ra, kua ... hopua te hooiho, ka whakahokia mai. Eeraa mea katoa, i aa au ... i aa au ee ... e tipu ake ana.

Ka haere maatau ki te kura, aa, ko oo maatau kuiia tonu ... aa ... oo te marae, haere ei, haere mai ki te ako i aa maatau i ngaa mahi-aa-ringa nei, i ngaa mahi raranga, eeraa mahi, i ngaa mahi e mahitia ana, i eeraa waa.

Aa, ka pakeke haere ake au, aa maatau mahi ia ... i ngaa waa ... ee ... ki te whakatipu kai. Koiraa tetahi ... ngaa ... ngaa maara kai. Inaa tonu atu te nui, o eenaa maara kai!

A Mmm.

T He maara tou taa teenaa whaanau, taa Ka haere katoa te whaanau, ngaa whaanau katoa ki te aawhina atu i teenaa whaanau, teeraa whaanau.

A Mmm.

Ah, I didn't really like that job, because it was too early in the mornings. At ... at dawn, ah, we would get~ ... get up to milk cows. And in the afternoons, ah, we'd come back from school, ah ... it was ... three miles the ... distance of the school from us. Sometimes [we] would [go] ... go on horseback. And there were no saddles on the horses.

A Mmm.

T Only a sugar bag was used as a blanket on top. And [we] would go on the horses. And then ... at times, ah, because the horse ran too fast, [I] would fall off. [I] would fall off, into a heap, and lie there in a heap!

Then the others would come, [they] would ... catch the horse, and bring it back. All those things, when I ... when I was ... was growing up.

We would go to school, ah, and our nannies ... ah ... from the marae, would come, would come teach us the handiworks, weaving activities, those activities, the activities being practised, in those times.

And as I grew older, our jobs every ... at the times ... ah ... were growing food. That was one ... the ... the food gardens. They were so huge, those food gardens!

A Mmm.

T [Each and every family, had their own food garden]. The whole family would go, all the families [would go] to help [this] family, and [that] family.

A Mmm.

188 matika = matike
189 hooiho # horse

190 tera # saddle
191 peeke # bag [sack]

- T** Aa, te nunui hoki o teena mea, te maara kai. He taaewa, he kuumara, hee merengi, he paukena, he tootoo huka¹⁹². Rongo ake au i tetahi ... ata ra, e whakahuangia ana teenei mea i te tootoo huka.
- A** Tootoo huka.
- T** Ka ... kaare anoo au kia rongo, ka ... i te waa ra anoo e tamariki ana maatau. Koira tetahi kai tino nui rawa atu i aa maatau. Pai noiho ki aa maatau, ki ngaa tamariki te haere atu ki roto ki ngaa maara kai, ki reira, noho ai, i te ... i te ngaungau tootoo huka.
- A** Tapahi. Tapahi ...
- T** Te tapahi.
- A** ... tapahi i te tootoo huka ...
- T** Aa.
- A** ... ka mau mai ki raro i ngaa marumaruru ...
- T** Maru.
- A** ... ne?
- T** Ki reira
- A** Ngaa waahi marumaruru. Ki reira noho ai, kai tootoo huka. E hika maa e! Maumau i te kura. “He aha waa¹⁹³ koutou?” “He tootoo huka.” Mmm.
- T** Aa, kua kore kee ngaa tamariki o naaianei¹⁹⁴ e moohio, ki te tootoo huka.
- A** Kua kore au e kite ake.
- T** Kua kore e kitea, aa. Kua korekore teenei mea te piki.
- A** Aae. Engari teena!
- T** Ngaa hua raakau.
- A** Engari, teena, te piki. Aa, kae te nui.
- T** Nee?
- A** Taku kite
- T** Ah, they were so big, the food gardens. There were potatoes, kumara, melons, pumpkins, and sugar cane. I heard one ... morning there, [sugar cane, being mentioned].
- A** Sugar cane.
- T** And ... I’ve never heard it mentioned, since ... the time when we were kids. That was one food we really held in high regard. It was no sweat for us, the kids to go out into the food gardens, and while there, we’d sit, to ... to chew on sugar cane.
- A** Cut. Cut ...
- T** Cutting.
- A** ... cut the sugar cane ...
- T** Yes.
- A** ... and bring it under the shade ...
- T** Shade.
- A** ... eh?
- T** There
- A** The shady spots. And sit there, and eat sugar cane. Goodness gracious me! And take it to school. “What have you got?” “Sugar cane.” Mmm.
- T** And, the kids of today, no longer know about sugar cane.
- A** I don’t see it around.
- T** It’s not seen anymore, true. And the fig has become scarce [too].
- A** Yes. But not that!
- T** The fruit.
- A** But, that one, the fig. Ah, there are lots.
- T** Really?
- A** I’ve seen

192 huka # sugar

193 waa = aa

194 naaianei = inaianei

- T Kei te nui tonu? Kua kore ...
- A Aa! Kai aa au tetahi, kai taku kaaenga.
- T Nee? Kua kore i aa maatau ra. E ... kotahi te ... te raakau, i reira, oo, ka hia nei! E pakupaku noiho ana maatau i teenaa ra. Hoki rawa atu au, i naa too ake nei, kua kore.
- A Aae. Te tere¹⁹⁵, ne? Te tere ... te ... te ... te piki.
- T Aa.
- A Koiraa ngaa mea ...
- T Te tere.
- A ... tino nui atu.
- T Te nui hoki o te tere.
- A Tipu haere ana, i te taha o te awa, i runga i ngaa hiwi. Haere ei maatau te kohi tere moo te Kiriihimete¹⁹⁶.
- T Aa. Peeraa anoo maatau.
- A Ngaa Kiriihimete, anaa, ka haere i te mau i nga keena¹⁹⁷ maa runga hooiho. Noho ai koe i runga i te hooiho, anaa, ka kohi mai.
- T Kaa kohi. Aa.
- A I ngaa tere.
- T Ka haere maatau ki te tiki i aa maatau kau, kaa piki i runga i te hooiho, ki reira tuu ai, ki tee ... ki te kohi i ... aa ... ngaa hua aaporo¹⁹⁸.
- A Aae.
- T Aa, kaa mau ki ... ki roto i ngaa ... ki te waahi miraka i ngaa kau. Aa, hei te mea~ ... meatanga mai o te kiriimi¹⁹⁹, kaa riro koiraa taa maatau mahi ... he kai ... ee ... aa ... aaporo me ngaa kiriimi. Oo, te pai hoki!
- T [Are they] still plentiful? They're no longer
- A Yes! I've got one, at my home.
- T Really? We don't have any over our [way]. There ... was one ... tree there, oh, for how long! We were still only little at that time. When I finally went back, just recently, it had gone.
- A Yes. Cherries, ay? The cherry ... the ... the ... [and] the fig.
- T Yes.
- A Those were the things ...
- T The cherry.
- A ... that were very plentiful ...
- T There were so many cherries.
- A ... growing, on the side of the river, and on the hills. We'd go and pick cherries for Christmas.
- T Yes. The same with us.
- A At Christmas times, as usual, we'd go and take the cans on horseback. You would sit on the horse, and then pick them.
- T [You'd] pick away. Yes.
- A The cherries.
- T When we'd go to get our cows, we'd get on the horses, and stand there to ... to pick ... ah ... the apples.
- A Yes.
- T And then, take them to ... into the ... the place where [we] milked the cows. And, on the ... on the [separation out] of the cream, we'd end up doing that ... eating ... ah ... ah ... apples with the cream. Oh, it was good!

195 tere # cherry

196 Kiriihimete # Christmas

197 keena # can

198 aaporo # apple

199 kiriimi # cream

Ha! Hai te tukutanga i ngaa kiriimi ki tee ... ki tee taaone, kaa kite too maatau paapaa i ngaa riipoata²⁰⁰. Ha! Kaare kee i nui te haere o te kiriimi. Ko maatau tonu, kai te kai i te kaaenga ra. Aa ...

A Mmm.

Wehenga 3: Kohikohi Kai – 1

T He tino nui rawa atu ngaa mahi i mahia e maatau. I ngaa waa haere raatau ki tee ... te hao, ki te hao, aa, ngaaore, eeraa mea.

A Iinanga. Mmm.

T Aa, iinanga. Kaa noho koo ... ko tetahi o maatau ki runga i te ... tetahi raakau ki te ... te ... ki te titiro mena kai te haere mai hee ... hee ... hee ... he ngaaore, iinanga raanei. Koiraa tetahi mahi anoo.

Aa, kua hiamoe te ... kua hiamoe, kua kore e pirangi noho i reira. Engari, i teeraa waa oo maatau pakeke, i ... i te waa e rere ana tee ... te ika i te awa, kaa noho raatau i reira.

Kikii ana ngaa tini²⁰¹ ... tini karahiini²⁰² nei ... kikii ana teeraa, aa, kaa ... ka tuarihia maa ngaa whaanau katoa.

A Mmm. Mmm.

T Aa, noo naaianei nei, e hika maa! Kore ... kaare e kitea teeraa ...

A Teeraa aahuatanga.

T ... teeraa aahuatanga.

A Ne?

T Aa.

Huh! When the cream was sent off to ... to town, our father would see the reports. Huh! There wasn't much cream going. We, our very selves, were consuming it there at home. Ah ...

A Mmm.

Section 3: Food Gathering – 1

T There were lots of things done by us. During the times they went to ... net fish, to set nets to catch, ah, smelts, those things.

A Whitebait. Mmm.

T Yes, whitebait. One of us ... would sit up in ... a tree to ... to ... to see if any ... any ... any smelts or whitebait ... were coming along. That was another job.

And, [we] would get sleepy ... get sleepy, and then we wouldn't want to stay there. But, at that time our elders, at ... at the time the fish were running ... in the river, they'd stay put.

When the tins were full ... kerosene tins ... once they were full, ah, then ... they'd be distributed to all the families.

A Mmm. Mmm.

T And nowadays, gosh! No more ... that's not seen ...

A That sort of thing.

T ... that practice.

A Ay?

T Yes.

- A** Aae. *Um* ... kae te awa hoki ... o Koopuuaawhara. Anaa, kai raro too²⁰³ ake hoki i too maatau kaaenga noho. Ngaa ata too atu, ka matika aaku nei tamariki ki te haere i te hao. Piringi katoa hoki raatau i teeraa mahi, te hao iinanga, ngaaore, kookopu noa.
- T** Kookopu.
- A** Ngaa tuumomo ika katoa.
- T** Ki te rapu tuna. Te rapu tuna. Aa, ki te mahi kaakahi.
- A** Aae.
- T** Eeraa mea katoa, i roto i too maatau nei awa, i te awa ... aa ... i Te Waiiau. Ee, noo naaianei kua korekore katoa eeraa
- A** Kua ngaro, ne?
- T** Kua ngaro. Kua ngarongaro katoa. Ko ngaa mahi pea, e tukuna mai nei ngaa ... ngaa kino i roto i ngaa ... i ngaa whare hiko, kai runga atu ra.
Kua korekore katoa, inaaianei, teeraa aahuatanga i oo maatau awa. A, iti noiho nei, inaaianei, te ngaaore ... ee ... kaa rere i reira. Aa, i mua atu ra, i aa maatau e tamariki ana, teenaa mea te ngaaore! Teenaa mea te ika!
- A** Mmm.
- T** Kaa mutu, i etahi waa, ka haere hoki oo maatau pakeke ki te one ... aa ... ki Te Wairoa ... ki reira ki tee ... ki te mahi, i teeraa waa, ki te mahi pipi.
Aa, kaare hoki i roa kaa kore i reira, haere ra anoo ki Te Maahia. Aa, mai i too ... too maatau nei waahi nohonga ki reira, ki te mahi pipi, eeraa mahi katoa.
- A** Mmm. Mmm.
- A** Yes. *Um* ... at the river ... of Kopūāwhara. There, just below the home we lived at. In the early mornings, my kids would get up to go net fishing. Because they were really keen on that pastime, netting for whitebait, smelts, and even cockabullies.
- T** Cockabullies.
- A** All kinds of fish.
- T** To go eeling. Going eeling. And getting freshwater mussels.
- A** Yes.
- T** All those things were in our river, at the river ... ah ... the Waiiau. Hey, nowadays they're not there anymore those
- A** They've gone, ay?
- T** They've gone. They've totally disappeared. It's the activity maybe, of releasing the ... the toxins from the ... the power stations, further up there.
They have gone altogether now, those characteristics of our rivers. Ah, there's very few smelts nowadays ... ah ... that run there. Yes, before, when we were kids, there were heaps of smelts! Heaps of fish!
- A** Mmm.
- T** And then, sometimes, our elders also went to the beach ... ah ... to Wairoa ... over there to ... to get, at that time, to get cockles.
And it wasn't long before they ran out there, and [we'd] have to go all the way to Māhia. Ah, from our ... our dwelling place to there, to get cockles, those sorts of activities.
- A** Mmm. Mmm.

T Mahi kina. Aa, noo too maatau nei pakeke haeretanga ake, ka whakaaengia hoki maatau kia haere. Aa ... kua moohio tonu koe i ngaa aahuatanga o ... oo te ... oo teenei mea, te haere ki reira.

Kaare e haere noa atu ki reira, kaa kai kai roto i te wai, eeraa mea katoa. A, kua ee ... e ... e haere ki uta ra, ki reira kai ai, kai roto tonu etahi ... i te a~ ... i tee ... i te wai. Aa, kua hei haaparangi²⁰⁴ haere noiho i reira ... haaparangi, eeraa mea katoa.

A Mm.

T Ka tohutohungia maatau e oo maatau ... pakeke. Aa, he pai hoki ... ki aa au ... ki aa au nei, kia moohio hoki, inaaiane nei, ki aa au, kia moohio hoki aa taatau nei mokopuna, aa taatau tamariki, ki eera aahuatanga.

Kia mau tonu eia ... ngaa mahi aa oo taatau tiipuna. Nootemea, ki aa raatau, eeraa aahuatanga, aa, i aua waa, he tino tapu rawa atu. Kaare nei raatau e mahi tamariki noa iho nei i aa raatau nei mahi.

A Mmm.

T Ko koe ra te mea i tipu ake i te taha o tee ... o te one. E moohio ana koe i ngaa aahuatanga.

A Aa. He tika tonu teena ... teena koorero. Kaare hoki maatau e haere nooho ki te one, e mau paakete, mau kete tahito. He kete hou kee.

T Kaa tika.

A Ka ... ko²⁰⁵ rarangangia mai he kete, anaa, ko pai taa maatau haere ki te one. Ki te haere atu hoki koe, kaare hoki maatau e maakuu noiho.

T Aa.

T To get sea eggs. And [it was] only when we grew older, [that] were we allowed to go [alone]. Ah ... you'd know by then the procedures required for ... for ... going there.

You don't just go there and eat while in the water, all those things. And don't ... go ... go ashore there and eat, while others are still ... in the [river] ... in the ... in the water. And don't go just shouting around there ... shouting, all those things.

A Mmm.

T We were told those things by our ... elders. And, it was good ... to me ... to me, to know of course, nowadays, to me, for our grandchildren and children to understand those procedures.

That they endure ... the practices of our ancestors. Because, to them, those things, in those days, were very sacred. They would never carry out their practices in an immature manner.

A Mmm.

T You were the one who grew up next to the ... to the beach. You know the procedures.

A Yes. That's quite right ... that statement. We wouldn't go to the beach, and take a bucket, or take an old basket. It'd be a new basket instead.

T Indeed.

A So ... a new basket would be woven, and then, we'd be all set to go to the beach. And if you would go of course, we wouldn't even get wet.

T Yes.

204 haaparangi = uumere, tiuwaha, haamama

205 ko = kua

- A** Kaare oo maatau waewae e tino ... e ... e maakuu, kua kii te ... i aa maatau te kete paaua. Ka kite koe e haere ana te paaua i runga noiho i ngaa ... i ngaa poohatu²⁰⁶, ne. Kaare e maakuu. Hoi anoo, kaa kohi, kua kii te kete, kua hoki ki te kaaenga.
- T** Aae.
- A** I teenei waa, kaare koe e kite ... i te paaua. Me haere ra anoo koe ki te ... me ruku!
- T** Aae. Aa, kua ... kua korekore katoa. Aa
- A** He takakinongia, nee?
- T** Aae.
- A** I ngaa mahi.
- T** Tika.
- A** Te matemate atu o ngaa tiipuna, kua kore e aro ake tee ... raarangi o muri iho, ne! Ngaa reanga o muri iho, kua kore e tieki. Kua kore e moohio te tieki. Raahuingia ai hoki teeraa mea, te kai ...
- T** Aae. Tika.
- A** ... i te moana. Aa, kaa noho ai ... he ... he marama pea, e rua marama, anaa, kua ... kua tuhera²⁰⁷. Kua pai te haere i te mahi kai moana. He tieki teeraa i te kai.
- T** He tika rawa atu. Tika tou.
- A** Tieki i teeraa mea i te kai. Mm.
- T** E ... peenei tou hoki i aa raatau, aa, kaa tahu i ngaa miiti. Eeraa mea.
- A** Mm.
- T** He tiaki.
- A** Tieki kai.
- A** Our feet wouldn't get very ... ah ... wet, and our baskets would be filled ... by us with pāua. You'd see the pāua moving, just on ... the rocks, ay. [You] wouldn't get wet. Anyway, you'd gather away, and the basket would fill up, then [you] would go home.
- T** Yes.
- A** These days, you don't see ... the pāua. You actually have to go to ... dive [for them]!
- T** Yes. Ah, they're ... they're all gone. Ah ...
- A** They are being violated, ay?
- T** Yes.
- A** By the [over] use.
- T** True.
- A** With the passing of the ancestors, there's no longer any regard ... by the following generations, ay! The recent generations no longer look after [things]. They no longer know how to conserve. Restrictions were placed, of course, on food ...
- T** Yes. True.
- A** ... in the sea. Ah, it'd remain for ... a ... a month perhaps, or two months, and then, it would ... would open. It was okay to go and gather seafood [again]. That was a way to conserve food.
- T** That's so right. So true
- A** Conserving food. Mmm.
- T** Ah ... and just like them, ah, when [they'd] render down the meat. Those things.
- A** Mmm.
- T** It was preserving.
- A** Preserving food.

206 poohatu = koohatu

207 tuhera = tuwhera

- T** Tieki kai, moo te waa e tika ana. Eeraa mea katoa. Aa, ka haere ki te kato puuhā, eeraa mea katoa, ka torooringia.
- A** Mahi torooi.
- T** Ka torooi i ngā waatakirihi²⁰⁸, i ngā koouka, aa, e ... eeraa aahuatanga katoa. Noo naaiane nei, kua kore, kore rawa atu nei au e kite ake ... te koouka, ee ... ee torooringia ana. *Um ...*
- A** Aae. He matemate tonu ooku, ka haere au i te tiki koouka. Mea mate taku puku, aa, he puku raanei i te korokoro. Ee! Haere atu koe ki te kohi koouka.
- T** Aae.
- A** Hoki ra anoo ki te kaaenga tiki ai.
- T** Ne?
- A** Kaare au e moohio i ngā kaaenga o konei, naareira, me hoki rawa ki te kaaenga, kai reira te koouka. Aa, i whakatipungia mai au i te kai i teeraa koouka, aa, me hoki anoo au ki reira ...
- T** Oo, kia ora.
- A** ... tiki atu ai i te koouka i reira. Ko etahi hoki, ka tapahi keengia te koouka, ne. Moumou!
- T** Aa, ki reira ... ~~~ ...
- A** Ne. Kaare e moohio ka tipu tou mai he kai i runga, nee. Aa, too maatau koouka rongooa kai te kaaenga. Hoki atu, araa! E! Pai nooho taa maatau whaatoro atu, ne. I mua, aa, ka piki haere kee atu ngā tamariki maa runga ... mea ki te tiki atu.
- T** Haere ra anoo ...
- A** Inaaiane, i te ... i te kore hoki o maatau i reira pea, ne. Ooo, araa! Mai i raro ki runga!
- T** Nee?
- A** Te koouka e tipu haere ana. Mmm.
- T** Preserving food, for the right times. All those things. And then going to pick pūhā, all those things, and preserving it.
- A** Making torōi.
- T** Watercress would be made into toroi, as would cabbage tree leaf stem, ah, those ... all those things. Nowadays, I never, ever see ... the kōuka being ... being preserved. Um ...
- A** True. When I get sick, I'd go to get kōuka. If my stomach is upset, ah, or [if] there's a lump in my throat. Hey! You would go and collect kōuka.
- T** Yes.
- A** Go all the way back home to get it.
- T** Really?
- A** I don't know the places here, so I must go right back home, where the cabbage tree is. Ah, I grew up eating that kōuka, so I must go back there ...
- T** Oh, good on you.
- A** ... to get the kōuka from there. Some people, by the way, cut down the whole cabbage tree, ay. What a waste!
- T** True, right there ... ~~~ ...
- A** Ay. [They] don't know that food will continue to grow on it, ay. As for our medicinal kōuka at home. When we go back, there it is! Gee! It was [no sweat] to just pluck it off the tree, ay. Before, ah, the kids used to climb up instead on ... something to get it.
- T** [You] would go all the way ...
- A** Nowadays, due to ... due to our no longer being there perhaps, ay, ooh, there they are! From top to bottom!
- T** Really?
- A** The cabbage tree flourishing. Mmm.

- T** Kaa pai raa teenaa. Aa, ko te kaaenga hou o tetahi o aku tamaiti, i taku maataamua, kai Waikaremoa~, kai waho tonu hoki i tana kaaenga, tetahi. Ka kii atu au ki aa ia, “Moohio raa koe ki te haramai ki konei. Konei ... i te kaaenga nei te ... aa ...te koouka i waho.” “Oo, he pai ki te kai?” Karanga atu au, “Aa! He pai hoki i te kai.”
- A** Mmm.
- T** “Nee?” Oo, ka~ ... kaare anoo raatau nei kia moohio, ki tee ... ki te whawhati.
- A** A, e rua waaku kae te kaaenga, i ~~~ ... kei taku kaaenga e tipu ana. Moo ... moo ngaa mahi peeraa, ne.
- T** Aa.
- A** Ka matekai i te koouka, anaa, haere atu ... te tiki atu.
- T** Ko maatau, i aa maatau e pakupaku ... haere ra anoo maatau kii ... kii ... ki roto ... ki runga i ngaa hiwi ii ... i muri oo ngaa kaaenga, ki reira, aa, ki reira whawhati mai ai. Pai noiho hoki ngaa ... ngaa taangata i reira i teeraa waa, whakahaere i ngaa paamu²⁰⁹ i reira i taua waa. Whakaaengia maatau ...
- A** Mmm.
- T** ... ki te haere ki ... ki oo raatau paamu, ki tee ... ki tee ... kato puuhaa, ki tee ... whati koouka, eeraa mea katoa. Kaare ra~ ... Engari, noo naaianei, ka aahua aawangawanga te tangata i te haere, kai riiria mai koe!
- E kore e whakaaengia mai, te haere atu ki runga i oo raatau paamu. Kua kore aa maatau tamariki i te kaaenga e haere ki aua waahi, i haere eia maatau. Ka haere maatau ki roto i ngaa wai e rere iho mai i ... i tee ... i runga i ngaa hiwi, ki te hopu ...
- T** That’s good. Ah, the new home of one of my sons, my eldest child, at Waikare[moana], has one right outside his house. I said to him, “You certainly knew to come here. Here ... to this home ... ah ... [with] the cabbage tree right outside.” “Oh, is it okay to eat?” I said, “Yes! It is good to eat.”
- A** Mmm.
- T** “Ay?” Ooh, [they] ... they still don’t know, how to ... how to snap [them off].
- A** Ah, I’ve got two at home, at ... growing at my house. For ... for those kinds of uses, ay.
- T** Yes.
- A** When [you] get hungry for kōuka, then simply go ... and get it.
- T** As for us, when we were little ... we’d go to ... to ... into ... onto the hills ... behind the homes, and there, ah, and there, break them off. It was okay of course [with] the ... the people there at that time, who managed the farms there at that time. We were allowed to ...
- A** Mmm.
- T** ... to go there to ... to their farms, to ... to ... pick pūhā, and to ... gather kōuka, all those things. There was no [problem]. But, nowadays, a person gets a bit wary about going, in case you get told off!
- [You] are not allowed, to go on to their farms. Our children back home no longer go to those places that we went to. We would go into the waters running down ... from the ... from on the hills, to catch ...

A Mmm.

T ... *um* ... koouka, ngaa Aa! Hopu kooura. Ngaa mea oo roto i ngaa wai nei.

A Kooura haawai.

T Aa, kaa ... kaa mau ki te kaaenga. Kaa mau raanei hee ... hee ... he tini tonu, hei ... hei ... hei tunu i ngaa ... ngaa ... ngaa kooura ra. Eeraa mea katoa. Inaiaanei, kua kore!

Wehenga 4: Kohikohi Kai – 2

T Ka koorero au i eeraa aahuatanga ki aku tamariki, kaaore ra raatau e moohio e peehea ana au, e aha ...

A Mmm.

T ... e koorero ana au moo te aha ... eeraa mea katoa. Ngaa mahi haere nei i te whai pooaka. Eeraa mea ... eeraa aahuatanga. Kua kii mai raatau, oo, piirangi raatau i te haere i te whai pooaka. “E kii, e kii!” Kaare nei e haere, ka haere tonu atu. “Kai reira, e tatari mai ana ki aa koe?” Aa, koiraa etahi. Ko ngaa taane, ka haere te whai pooaka, ko maatau ki te mahi i etahi mahi atu.

Aa, he pai hoki! Anaa, i ngaa waa kaa ... ka hauhake i ngaa kai ... i ngaa maara kai ... ka haere katoa, ia whaanau ki te aawhina atu i etahi ra. Aa, kaa kite i ngaa teeneti²¹⁰ kai roto i ngaa maara e

A Mmm.

T Ka hoki atu maatau, mee ... kaa ... ka peka atu. Aa, kai te unu²¹¹, kae te ... kae te kai raatau. Kaa noho maatau katoa i te kai, i waenga ... i waenga i tee ... te maara. Aa, he pai hoki ... he ... he pai hoki ngaa ... ngaa kuiia i taua waa ra. Ko raatau tonu hoki ki te whaka~ ... ki ... ki te tunu i ngaa kai. Aa, kia pai ai hoki tee ... te hoki mai o ngaa tamariki.

A Mmm.

T ... um ... kōuka, the Oops! To catch crayfish. The [freshwater ones].

A Freshwater crayfish.

T Yes, and ... then we’d bring them home. Or take a ... a ... a tin, to ... to ... to cook the ... the ... those crayfish [in]. All those things. Now, they’re extinct!

Section 4: Food Gathering – 2

T When I talk about those things with my children, they don’t know what I’m going on about, what ...

A Mmm.

T ... what I am talking about ... all those things. Activities such as going out pig hunting. Those things ... those activities. They would say to me, oh, they want to go pig hunting. “You don’t say!” They don’t [ever] go, and yet they still went out. “[Do you think the pigs] will be there, just waiting for you?” Yes, those were some [things]. The men, would go pig hunting, and we did other jobs.

Yes, it was good! And then, at the times to ... to harvest the food ... in the vegetable gardens ... everyone went, each family would help the others. Ah, [you] would see the tents in the gardens

A Mmm.

T When we would go home [we would have to] ... then ... call in. And they’d be drinking, and ... they’d be eating. We’d all stay to eat, in the middle ... in the middle of the ... the garden. Yes, [the nannies at that time ... were lovely]. It was them who would make ... would cook the food. Yes, so it’d be nice for the ... the return [home] of the children.

210 teeneti # tent

211 unu = inu

- Aa, i etahi waa, aa, ko ngaa kuiia kai roto kee i te kiitini²¹², kai te ... kei te marae ee ... e taka kai mai ana raatau. Aa ... kaare teenei mea, maatau nei te tamariki ... aa ... i matekai i taua waa ... ahakoa, kaare maatau nei i haere ki te taaone, kaare i tino hoko miiti mai, eeraa mea katoa. Aa, ka whakamarokengia ngaa tuna, ka mmm ... kaa ... whakaauahingia nei.
- A Mmm.
- T I mua ...
- A Mmm.
- T ... o te ... ka rarangia, i mua.
- A Ka raararangia.
- T Ka raararangia. Aa. Eeraa mea katoa. Ka~ ... kaare maatau i tino ... kaare aku ... aku maatua, aku tiipuna, i tino hoko ... hoko kai nei. He ... he huka anake ...
- A He paraaoa²¹³.
- T ... he paraaoa, i etahi waa. Ko raatau tonu hoki ki te ...
- A Te tunu.
- T ... ki te tunu ...
- A Aa.
- T ... i ngaa waa katoa. He ... he ... e ... ko te ... te nuinga o te waa, ngaa kai, ko ngaa kai tonu i te kaaenga. Kaare rawa atu raatau i haere ki te hoko miiti mai. Nootemea, he nui tonu ngaa miiti kau nei.
- A Aae.
- T A, teenei mea te ika ... eeraa mea katoa. Aa, he kaha kee ngaa ... raatau, i teeraa waa. Ka haere i runga i oo raatau waka. He waka tonu hoki too teenaa marae rawa. Noo naaianei, kua korekore katoa oo maatau. Ka haramai te waipuke, mauria atu ana.
- And, sometimes, ah, the nannies would be in the kitchen, at the ... at the marae ... they'd be cooking food. And ... none of, us the children ... ah ... ever went hungry at that time ... even though we never went to town, and rarely bought meat ... those sorts of things. Ah, the eels would be dried, and mmm ... then ... [they] would be smoked.
- A Mmm.
- T Before ...
- A Mmm.
- T ... the ... [they'd] be grilled, before.
- A They'd be grilled.
- T They'd be grilled. Yes. All those things. [We] ... we didn't really ... my parents, and my grandparents, didn't really buy ... buy food. Some ... some sugar only ...
- A Bread.
- T ... bread, sometimes. As they would ...
- A Bake.
- T ... bake ...
- A Yes.
- T ... all the time. Some ... some ... ah ... the ... the majority of the time, the food was the food we had at home. They didn't ever go to buy meat. Because there was plenty of beef [around].
- A Yes.
- T And then there was fish ... all those things. Yes, they were tough as in those days. They'd travel in their canoes. Each marae had their very own canoe. Nowadays, we don't have any more. The floods came, and [they] were carried away.

212 kiitini = kiihini # kitchen

213 paraaoa # flour [bread]

- A Ngaa waka.
 T Ngaa waka. Aa.
 A Aa, koinaa tonu too maatau ... mea haereere ai maatau, i aa maatau e tamariki ana, ka haere maa runga waka, ki te mahi wahia²¹⁴, mai i te one. Ka mau mai, aa, tata tonu hoki ki te kaaenga, ne.
 T Aa.
 A Hoi anoo, ka pangapanga atu ... i tua o te taiapa. Kaa mutu ka hoki. Hoki rawa mai maatau, kua oti te whakatuutuu i oo maatau maatua.
 T Aae.
 A Mea whakatuutuu i ngaa wahia paewai raa, nee.
 T Aa, koiraa hoki tetahi ...
 A Ngaa ... araa ... o te one ... eenaa. Ka pai hoki te maroke. Ee! Kaa pai te kaa aa te ahi!
 T Ee! Pai hoki, he mahana. Oo, tino mahana nei. Aa, aa, tino kaha raatau ki eeraa mahi i teeraa waa. E tipu haere ake ana hoki maatau, ka haere atu ki te aawhina i aa raatau, te whakatuutuu haere i ngaa ... i ngaa wahia ... paewai.
 A Ka haere ... maa runga kooneke.
 T Aa. Ngaa kooneke. Ka ...
 A Kaa taatua.
 T ... heke ki te ... i te tiki wai.
 A Aa.
 T Aa, eeraa mea katoa. Aa, i mahitia aia²¹⁵ e ... e raatau, aa, tipu ake i eeraa waa. Aa, ki aa au nei, he tino pai rawa atu eeraa waa, kaare i haere ki te taaone, kaare He nui rawa atu noo te mahi ... aa, noo ngaa
 A Kaare e mate i te wh~ ... i te wai.
- A The canoes.
 T The canoes. Yes.
 A Yes, that was our actual ... thing that we travelled on, while we were children, we would go by canoe to get firewood from the beach. We would bring it back, ah, quite close to [our] home, ay.
 T Yes.
 A Anyway, [we] would throw them ... over the fence. And then go back. By the time we got back, it had been all stacked up by our parents.
 T Yes.
 A They had stacked up all that driftwood, ay.
 T Yes, that was one ...
 A The [ones] ... um ... from the beach ... those ones. They would be nice and dry of course. Gosh! The fire would burn really well!
 T Gee! It was lovely, as it was warm. Oh, very warm. And ah, they were capable at doing those things at that time. We were growing up of course, and we'd go and help them to stack up the ... the firewood ... driftwood.
 A We travelled ... by sledge.
 T Yes. The sledges. Then ...
 A Then belt them [down].
 T ... go down to ... to fetch water.
 A Yes.
 T Yes, all that sort of stuff, ah, was done by ... by them, ah, who grew up in those times. Ah, to me, those were great times, [we] didn't go to town, didn't It was because there was a lot to do ... and because of the
 A There were no problems with ~ ~ ... with the water.

214 wahia = wahie

215 aia = ai

- T Kaaore.
- A He puna wai tonu too teenaa whare ...
- T Aae.
- A ... too teenaa. Anaa, te waahi miraka kau hoki, he wai tonu kai reira ...
- T He wai tonu.
- A ... he puna wai moo te horoi hoki i tee ... i te whare miraka.
- T Aae.
- A Eeraa mahi katoa. E hoa, i teenei waa ...
- T Kai te
- A ... kae te mate teenaa kaaenga i te wai. Kaare He maangere hoki, ne ...
- T Aa.
- A ... ki te mahi puna.
- T Kai te mate teenaa whaanau, kua kore he kai ... aa ... i ... te ...
- A Kore he kai.
- T ... haere ki ngaa waahi, kai reira nei ee ... ee ... ee ... ngaa kai. Aa ...ka aroha hoki!
- A Hoko kai. Me hoko.
- T Aa. Me hoko. Me mahi raanei he maara.
- A Ka mahua²¹⁶ te mahi maara kai.
- T Aa.
- A Kaare!
- T Maa ngaa mea peeraa.
- A Mmm.
- T Engari, he tika too koorero, kua maangere rawa atu. Pai ake te haere ki te hoko, aa, kua kore hoki he ... he puutea i roto i ngaa puukoro, aa, he mate kee! He mate kee.
- T No.
- A There was a water pond for each [house] ...
- T Yes.
- A ... and every [house]. And the milking shed also had its own supply ...
- T Of water too.
- A ... a pond of water to clean out, also, the ... the milking shed.
- T Yes.
- A All those activities. Man, these days ...
- T It is
- A ... that village is having problems with water. There's no Due to laziness, ay ...
- T Yes.
- A ... to build a pond.
- T That family is suffering, as there's no food ... ah ... that ... is ...
- A No food.
- T ... going to the places, where there's no ... ah ... food. Ah ... it's so sad!
- A Buy food. [You] have to buy it.
- T Yes. [You] have to buy it. Or make a [vegetable] garden.
- A Instead of making a vegetable garden.
- T Yeah.
- A No!
- T For [people] in that situation.
- A Mmm.
- T But your statement is correct, that people have become really lazy. [They] would rather go out and buy, and then, there's no ... money in [their] pockets, so then, that's another problem! Another problem alright.

Nooreira, aa ... oo, tino nui rawa atu ngaa mahi i ... i tooku nei waa. Ka haere maatau ki te kura. Etahi i ... i ... i ... i te raumati, ka haere maatau maa runga i oo maatau hooiho. Aa, nootemea, e ... e rua maero nei pea te waahi ka haramai ... aa ... te waka hai... hai tiki mai i ngaa kiriimi. Aa, ka maua atu e maatau ngaa ki~, kaa mutu, ka haere atu ki te kura. Ka hoki mai.

He nui tou maatau, ka haere i runga ... hooiho. Ka hoki mai i te raumati, ka peka kee atu ki ngaa waahi kaukau ra, ki reira kaukau aia me ngaa hooiho anoo kai te kaukau. Ka mau maatau i too maatau kura maahita²¹⁷ i tetahi waa. Ka koorerongia ki oo maatau maatua, koiraa kee te mahi. Aa ... ka hoki atu ki te kaukau i runga i te rori²¹⁸, ka mahua atu te hoki tika ki te kaaenga.

Aa, ko ... ka peenei hoki raatau, ooo, he nui noo ngaa mahi kei te kura, koiraa maatau e roa nei ki tee ... ki te tae atu ki te ta~... ki te kaaenga. Hoi anoo, kaa mutu teenaa aahuatanga. Aa, ka ... ka hoki ra anoo maatau i te kaaenga, ki reira kaukau ai.

Um ... ka aahua pakeke haere ake maatau, aa, ka haere ki roto i ngaa ... ngaa ngahere ki ... ki te Mauria maatau i te tiro tiro i roto i ngaa ngahere, te koorero moo ngaa aahua raakau katoa, e tipu ana, i reira. He pai hoki, eeraa haere aa maatau. He ako i aa maatau i ngaa mahi ... haere i roto noa i te ngahere ... eeraa mea ... mea katoa.

Aa ... ka hoki mai maatau, aa, i etahi waa hoki, aa, ka haere mai ngaa pakeke o te marae, ki te ako i aa maatau i ngaa mahi tukutuku nei.

A Mmm.

However, ah ... oh, there were lots of activities in ... in my time. We would go to school. Sometimes in ... in ... in ... in the summer, we'd go on our horses. Ah, because it was ... about two miles away from the place to which came ... ah ... the vehicle to ... to fetch the cream. So, [it] would be taken by us to the [pick up point], then [we] went to school. Then came back.

There were lots of us that travelled on ... horseback. We'd come home in the summer, and drop in instead to the swimming spots, to have a swim there, with the horses swimming too. We got caught by our teacher one time. He told our parents that that's what we were doing instead. Yes ... we'd go back for a swim along the road, instead of going straight home.

Ah, they'd ... they thought, ooh, it was because there was so much work to do at school, that's why we were taking so long to ... to get back to the ~~ ... to home. Anyway, that ended that business. And then ... we would go right home, and swim there.

Um ... when we got older, ah, we went into the ... the bush to ... to We were taken to look around in the bush, to talk about all the kinds of the trees that were growing in there. They were good too, those outings of ours. They were to teach us the procedures ... to do with going into the forest ... those things ... all those things.

And ... we'd come back home, and sometimes too, ah, the elders from the marae would come to teach us how to do tukutuku.

A Mmm.

217 maahita # master [teacher]

218 rori # road

T A raatau ... aa ... ngaa ... ngaa ... aa ...
ooo, he aha ina ngaa mea hai tuitui nei
... i ngaa ... i ngaa ... ngaa puu kaakahu?
Aa raatau puu kaakahu? Hai mahi hoki,
kia pai ai te mahi atu i ngaa ...

A Te tuitui haere i ngaa ...

T Te tuitui. Aa.

A Aae.

T He kiekie hoki, aa etahi.

A He kiekie. He piingao.

T He piingao, aa. Etahi o oo maatau kuiia,
haere ei hoki raatau ki ... heke peenei
mai ai raatau. Kua hoki, inaa tou atu
te nui! Ka whakamaroke i aa raatau
piingao, mauria mai ki te kura, hei ako i
aa maatau, i eeraa mahi.

Kua kore nei au e kite ake e mahingia ana
eeraa mahi, i ngaa kura. Kei te aro kee i
te mahi i ngaa mahi ... aa ... Paakehaa
katoa nei, ki aa au, inaaiane.

A Mmm. Aae.

T Aa, kua kore eeraa mahi. Aa ... kaa
tohutou mai raatau, kai hea eeraa ...
eeraa ... ngaa piingao ... kai hea. Ka
kitea ei i te taha o te moana.

A Te one, aae.

T Aa, eeraa e ... e ... tipu haere ana. I
teeraa waa hoki, he tino nui rawa atu.
Inaaiane nei, ka rongorongō ake au kua
aahua korekore haere nei.

A Kua tawhiti te haere ...

T Kua tawhiti.

A ... o te tangata ki te rapa²¹⁹ i te piingao.

Wehenga 5: Te Mahi me te Taakaro

T Aa, ki tee ... ki te rapu kiekie hoki. Me
moohio tonu koe, kai hea e ... te kiekie e
tipu ana, kaa pai ... te haere.

T Their ... ah ... the ... the ... ah ... ooh,
what are those things used to sew ... the
... the ... the bundles of fibres? Their
bundles of fibres? To collect, of course,
and so have available for doing the

A To sew the

T To sew. Yes.

A Yes.

T Kiekie of course, is what some used.

A Kiekie. And pīngao.

T Pīngao, yes. Some of our nannies, they
would go also to ... they would come
down this way. And when they returned,
[they had] heaps of it! They'd dry out
their pīngao, and bring it to school, to
teach us those crafts.

I no longer see those activities being
done in the schools. They are focussing
instead on doing things ... ah ... that are
all Pākehā, to me, nowadays.

A Mmm. Yes.

T Yes, those things are not done anymore.
Ah ... they'd teach us about where those
... those ... the pīngao were. They would
be seen on the sea side.

A The beach, yes.

T Yes, those ... that were ... growing there.
At that time, of course, there were heaps.
Now, I hear that it has become somewhat
scarce.

A It is now a long way to go ...

T A long way.

A ... for a person to search for pīngao.

Section 5: Work and Play

T And, to ... to find kiekie too. You need
to know where ... the kiekie is growing,
then it's okay ... to go there.

219 rapa = rapu, kimi

Aa, he aha anoo etahi o aa maatau mahi, i aa maatau e... e ... ee tipu ake ana? *Um* ... ooo he ... he ... he haere hoki i runga i oo maatau ... i ngaa ... aa ... mea ... aa ... ngaa *cage*, kua mahingia nei ki ... hai whakawhiti ki tetahi taha o te awa.

A Mmm.

T Ka mahue i te ... te mahi! Koiraa ngaa mahi. Kaa rere, ka whakarerengia ki waenganui, ka whakataka atu ki roto i te wai, ki reira ... ki reira, ki te kaukau, eeraa atu, rukuruku i roo ... i roo awa ra.

Aa, tino pai rawa atu ki ngaa mea taane ra, ngaa ... ngaa mea taane, hoki. Pai rawa atu ki aa raatau teeraa ... teeraa mahi, i aa maatau e ... e tipu haere ake ana.

Aa, ko tetahi hoki o aku ... *um* ... matua keekee, aa, ko ia te rangatira o ... o te waahi kutikuti²²⁰ hipi i tua tonu o te awa. Ka haere maatau ki reira, ka whakamahingia maatau e too maatau whaaea, ngaa waahine, ki te tahitahi.

Kaaore i roa, kua mate katoa ngaa ringaringa, kua kore maatau e haere ki reira. Kua haere kee, i etahi waahi kee.

A Mmm.

T Aa. Tino nui rawa atu ngaa mahi, i taua waa, i mahitia e maatau. Peehea ngaa mahi, i mahitia e ... e kootou?

A O, kaare. He nui, he nui. Koinaa anoo. He waahi anoo moo te haere ki aa maatau mahi ... moo teenei mea moo te porohiianga, ne. Kaare maatau e tino piringi²²¹ te porohiianga, engari, te haere te whai haere i aa raatau, ne.

T Aa.

A Whai haere i te mahi tiro kai haere, he aha te mea kia moohio maatau. Aa, koinaa! Peenaa i aa koe na.

Yes, what else did we do when we ... were ... growing up? *Um* ... ooh [one thing] was ... was ... was going on our ... on the ... ah ... things ... ah ... the ... cages, which were built to ... to cross over to the [other] side of the river.

A Mmm.

T Instead of ... working! That's what we did. It would fly, it would be flown into the middle, then [we'd] be dropped into the water, there ... there, to swim, those sorts of things, and diving into ... into that river.

Ah, it was really neat fun to the men there, the ... the men, of course. They really loved that ... that pursuit, when we were ... growing up.

As for one of my ... *um* ... uncles, ah, he was the boss at ... at one of the sheep shearing sheds situated just on the other side of the river. When we'd go there, we would be put to work by our mother, that is, the women, to do the sweeping.

It wasn't long, before our hands were aching, and we no longer went there. We rather went to other places instead.

A Mmm.

T Ah. There were heaps of things, at that time, done by us. How about the things done by ... by you lot?

A Oh, no. There was a lot, a lot. Those things too. There was time for us to go to our jobs ... and [time] for playing around ay. We weren't that interested in playing, however, more into following them around, ay.

T Yes.

A [We] followed [them] as they looked for food, and [liked] finding out what we needed to know. Ah, that's it! Just like you.

220 kutikuti = katikati

221 piringi = piirangi

- T** Ka tohutohungia mai maatau ... i te aahua pakeke haeretanga. “Ka aahua pakeke haere ake koe, kaa mate waahine koe. Me kaua koe e haere ki roto i te maara kai haere ei.” Eeraa mea katoa.
- A** Aae. Kauka²²² e piki runga hooiho.
- T** Kaua e piki i runga. Kaua e taawhai i runga i ngaa taane, e ... i oo tamariki, i ngaa tamariki. Eeraa mea katoa.
- A** Aae.
- T** Aa ... naaianei nei, kaa kite au i ngaa whaaea, e taawhai ana i runga i aa raatau tamariki. Ka kii ake au, “Kaua raa e taawhaingia too tamaiti.” Kua kii mai, ooo, kai te pai nooho, kua waia kee ana tamariki.
- Kaare hoki e whakarongo mai. Kaati!
Kaare e pai te koorero atu ki ngaa mea peeraa.
- A** Mmm.
- T** Aa. Kaa kite au, tino nui rawa atu nei, kaa haere ki roo Ka tohutohu atu au aku mokopuna, “Kaa mate kootou, kaua e haere ki roo kaari²²³ raa, ngaa kaari aa etahi atu raa haere ei.”
- Kua karanga mai, “Ooo, he aha te mate?” ... kai te ... horoi tonu raatau i aa ratau. Ka karanga atu, “Ehara koinaa te mate! Aa, ka mate peeraa teenei mea te wahine, tee ... te ... te kootiro, kua uru atu koe ki te waahanga o ngaa waahine.”
- A** Mmm.
- T** “Kua noho tapu tonu koe.” “Aa ... oo! Ne? Ooo.”
- Aa ... aa ... kaare hoki e tino moohio inaianei ki Ka tohutohu atu koe, he aha te take. Ka ... ka titiro mai ki aa koe, me te mea nei, kaaore noa i tee ... i te moohio, he peehea anoo te tikanga o oo koorero.
- T** We were instructed ... as we got older. “When you get older, you will get your women’s sickness. You must not go into the vegetable garden wandering about.” All those sorts of things.
- A** Yes. Don’t you get onto a horse.
- T** Don’t get on. Don’t step over the top of men, or ... your children, any children. All those [teachings].
- A** Yes.
- T** And ... nowadays, I see the mothers, stepping right over their kids. I said to [one] of them, “Do not step over your child.” She then said back to me, ooh, it was okay, and that her children were used to it.
- [She] would not listen. Oh well! It’s no use talking to the ones like that.
- A** Mmm.
- T** Yes. I see [them] all the time. [They] go into the I instruct my grandchildren, “When you’ve got your period, don’t go into the vegetable garden there, or into anyone else’s roaming around.”
- They’d say, “Ooh, what’s the problem?” ... as [they] do ... still wash themselves. I tell them, “That’s not the problem! Ah, when [a woman, or rather ... a girl starts menstruating], you have entered into womanhood.”
- A** Mmm.
- T** “You are in a restricted state.” “Ah ... oh! Ay? Ooh.”
- Ah ... ah ... they have no idea nowadays of You tell them about things, and what the reason is. Then ... they look at you, as if to say, they have no ... idea, what you are actually talking about.

222 kauka = kaua

223 kaari # garden

Engari, i tohutohungia maatau. “Kaua ee ... ee ... e haere ki roo ... ki roo kaa~ ... ki roo maara ra haere ei. Aa, ki tee ... te kari ... kari taaewa, eeraa mea katoa. Kaua e whakatata atu ki eeraa, ooo, ki eeraa waahi.”

Aahua pake~ ... oo ... whakaaro maatau, ooo, pai raa teeraa, kua kore maatau nei e haere ki te mahi, i ngaa waa kei te mahi ...

A Tiki taaewa.

T ... taaewa.

A Te tiki riiwai, ki te tiki kamokamo. Kaare e pai ...

T Aae.

A ... te haere ki waenga i te maara kamokamo. Ka kite toungia²²⁴, ne.

T Aae. Ka ...

A Ka moohio tonu raatau, eee, i te takatakahi eenei tamariki.

T Ngaa harakeke, ka kitea tonungia. Aae, eeraa mea. Koorero mai too maatau whaaea, “Kaua kootou hei ... e ... e haere ki ngaa harakeke ... ki reira.”

A Mmm.

T “Nee?” “Aa! Ka ... ka moohio tonu maatau, i reira” “Ooo, nee?” Aa. *And* etahi hoki o ... ngaa ... ooo I aa au, kua aahua pakeke haere, aa

He tino kaha rawa atu hoki, aku kuiia, i taua waa, ki tee mahi hara~. Ai! I te mahi whaariki. Kia hoki atu maatau, i etahi waa, kaa mutu aa maatau mahi, tonungia mai maatau kia haere atu i te karakia.

Kaa kite maatau i aa raatau ... ee ... waa raatau whaariki. Ko etahi, kai te raranga tonu. Ka whakanohongia maatau ki te ... ki te ako ki te raranga.

But, we were taught. “Don’t ... go into ... into gard~ ... into the garden, wandering about. Ah, to ... to dig ... dig potatoes, all those sorts of things. Don’t go near to those, ooh, to those places.”

When we got [older] ... ooh ... we realised, ooh, that was fine, and that we could not go to work, at the times of [harvesting] ...

A Harvesting potatoes.

T ... potatoes.

A Harvesting potatoes, collecting kamokamo. It’s not good ...

T Yes.

A ... to walk amongst the kamokamo. It’s easily detected, ay.

T Yes. Then ...

A They could tell, yeah, that these children were trampling [there].

T With flax, it’s easily detected too. Yes, those things. Our mother told us, “Don’t you lot go ... ah ... go to the flax ... [don’t go] over there.”

A Mmm.

T “Really?” “Yes! And ... we’d soon know, [you] were there” “Ooh, really?” Ah. And also some of ... the ... ooh Now that I have become somewhat older, ah

My nannies were really enthusiastic, at that time, about making fla~. Oops! About making mats. When we’d go back home, sometimes, on finishing our chores, we’d be sent off to church.

We would see their ... ah ... their woven mats. Some would still be weaving. We would be told to sit down ... and learn how to weave.

Kaare i roa, kua tahia ake maatau i te taha, he kore hoki e tika noo te ... whakatakoto, i ngaa ara ... ara moo tee ... moo tee ... aa ... moo te whaariki ra.

Engari, he ... pai rawa atu ki aa au, teeraa waa. He nui raatau i moohio. Inaaiane, kaare rawa atu. He tino iti noiho nei ngaa mea, kai te moohio ki tee ... ki te raranga.

Aa ... taku wehetanga mai hoki peenei, ooo, taku wehetanga mai i te kaaenga, kaa kore au e kite i eeraa mahi. Ka matemate katoa hoki oo maatau kuiia. Kua kore ... e ... ngaa mea o reira e ... e kite ake au, e mahi whaariki ana.

A Mmm.

T Kaa aroha!

A Pai ki aa au teeraa mea, te whai haere i aku kuiia, moo te mahi whaariki.

T Aa.

A Piirangi atu au i teeraa mea, te raranga i oo raatau taha.

T I oo raatau taha. Ko taku whaaea hoki, i te pai atu hoki ki aa ia eeraa mahi, te mahi kete nei, i ngaa mahi ... i ngaa kete whakairo.

Ko au anake, te mea o ngaa waahine, kaa noho i tana taha. Ko etahi ra, kaare i roa, kua hooaha, haere atu ana!

Ko too maatau tuahine pakeke, kaare rawa atu e pai! Karanga mai ana too maatau maamaa ki aa ia kia haere, oma atu ana! Ka karanga mai, "Ooo!" Kaare aia e piirangi i teeraa mahi.

Kua haere atu ko au, ki tana taha, ki reira aia whakaatu mai ai ki aa au. Engari, kaaore hoki i tino roa rawa atu, ka matemate katoa raatau. Kua kore naaiane ngaa mea peeraa ... e ... kai waenganui i aa maatau.

It wouldn't be long before we'd be brushed aside, because of not making straight ... the rows ... rows for the ... for the ... ah ... for that mat.

But, it ... was wonderful to me, that time. A lot of them had the knowledge. Nowadays, not even. Only a small minority know how to ... to weave.

And ... when I came here to live, ooh, when I left home, I didn't see those sorts of activities. All of our nannies passed away of course. No longer ... are ... the ones from there from what I see, making whāriki.

A Mmm.

T How sad!

A Some thing I enjoyed, was following my nannies around, for whāriki weaving.

T Yes.

A Something I wanted, was weaving by their sides.

T By their sides. My mother of course, had a liking for those sorts of activities, making kete, making ... the patterned kete.

I was the only one of the girls who sat alongside her. The others, it didn't take long, and they were bored, and off they went.

Our eldest sister didn't like it! As soon as our mother called her to go over, she ran off! And she'd call out, "Ooh!" She didn't want to do that activity.

Then I would go to her side, and there she'd show me what to do. But then, it wasn't long after that, they all passed away. We certainly don't have the expertise ... here ... amongst us anymore.

- A** Mmm. Ooo, tino pai atu, e hoa. Tino pai kee atu eeraa waa, pai kee atu i teenei. Ne? Aa, whakatipungia mai e au, aaku nei tamariki, i te kaaenga. Anaa, kia ... noo te pakeketanga ra anoo nei, kua moemoe waahine, kua moemoe taane. Kaatahi anoo kua ho~ ... ka haramai ki ngaa taaone nei noho ai, ne. Naa, ko aa raatau tamariki, i whakatipungia e raatau i ngaa taaone. Me taa raatau kii anoo, pai kee atu me²²⁵ i whakatipungia mai aa raatau tamariki, peeraa i aa raatau, whakatipungia mai i te kaaenga, ne.
- T** Mmm.
- A** Kaare raatau ee ... tino nui te raruraru. Araa, aa raatau porohiianga, ka piki haere kee ki runga hiwi, retireti ai, i runga rau ... i runga mea koouka.
- T** Rau koouka, aae.
- A** Aae. Retireti, he nui ngaa porohiianga i reira. Kaare e uru ana ki roo raruraru.
- T** Tika.
- A** Aa. Ko konei. E hika! Maa te moni tonu, kaa kite i tetahi mea peeraa, moo te haere ... ki ngaa mahi maa te tamariki, ne?
- T** Ko tetahi o aku mokopuna, e toru noiho ngaa tau. Kua moohio noa atu aia, inaaiane, kua tonu mai ki aa au, hee ... he moni maana, hei haere ki aa *McDonald*. "E kii! Kai ... kai te peepi tonu koe, kua tonu mai."
- A** Aae, tika raa. Aa, koiraa hoki te koorero aa aku tamariki. Ooo! Wawata kee raatau ii ... i tiakina aa raatau tamariki peeraa i aa raatau. I tipu mai raatau i te kaaenga. Aa, me too raatau moohio, oo, ngaa tuu momo²²⁶ hiianga katoa i aa raatau i te kaaenga. He hiianga pai eetahi.
- T** Aae.
- A** Mmm. Ooh, very good, my friend. Those times were very good, much better than this one. Ay? Yes, I raised my children, at home. Then, when ... they grew up, they married wives, and married husbands. Only then ... [have they] moved to towns to live, ay. Now, their kids were all brought up by them in town. And they say, it would have been better if their children, just like them, had been brought up back at home, ay.
- T** Mmm.
- A** They didn't ... get into much trouble. [You see], their idea of mischief was climbing up a hill, and sliding down, on leaves ... on cabbage tree ones.
- T** Cabbage tree leaves, yes.
- A** Yes. Sliding down, there's lots of mischief-making there. [You] don't get into trouble.
- T** True.
- A** Yeah. Over here. [Gosh!] It is only with money, that [you] see something like that, for an outing ... to where activities for the kids are, ay?
- T** One of my mokopuna is only three years old. He already knows a lot, so now, he has asked me for ... some money for him, to go to McDonald's. "You don't say! [You're] ... still a baby, and you are already asking."
- A** Yes, true indeed. Yes, that's what my children reckon too. Ooh! They wish that ... their children had been cared for like they were. They grew up at home. Yes, with their knowledge of the different types of mischief they got up to at home. Some was good fun.
- T** Yes.

225 me = mehemea

226 tuu momo = tuu aahua

Wehenga 6: Kohikohi Kai – 3

A Ka porohianga noiho. Paakarukaru noa ake oo raatau tarau i te mahi retireti. Kaa mutu, ka haere raatau ki te kaukau, ka hopu ika. Ngaa tuu aahua ika katoa ee ... e mau mai ana i aa raatau.

Haere i te hii tuna. Mmm. Te pia²²⁷ tuna, ko ... e moohio katoa ana raatau ki eeraa mahi, ne.

T Aa.

A Anaa, kaa pai hoki! Maumau haerengia ai hoki, koiraa ngaa mahi. Haere i te pia tuna i ngaa rangi, kaaretahi he mahi. I ngaa Raahoroi.

Kua haere raatau o²²⁸ te paapaa ki te pia tuna. Anaa ... kaa pai hoki, te haere atu, ka mau haere raatau. Ooo! He pai ki aa raatau. Te whakarapu tuna.

T Aae.

A Ana, me peehea te ... te whakarapu tuna. Ooo! Kore atu au e piringi maaku e puru taku ringa ...

T Ooo.

A ... ki roto i te rua ...

T Aa.

A ... tuna. Eee!

T Te maania maatika!

A Mmm.

T *Yuck!* Ka haere maatau ki ... ki te hii ika ... aa ... hii tuna ... i etahi poo, i te taha o too maatau paapaa. Ka hoomai katoangia e ia, tetahi ... ee ... hii maa maatau. Ka whakanohonoho.

Section 6: Gathering Food – 3

A It was just playing. [Their trousers would simply get ripped] from the sliding action. And then, they'd go swimming and catch fish. All sorts of fish ... were being caught by them.

And go eeling. Mmm. Spearing eels, ~~ ... they all knew how to do those things, ay.

T Yes.

A And so, that was good! [The children] were carted around, that's what was done. Going off to spear eels on the days when there was no work. On Saturdays.

They would go with [their] father to spear eels. And ... it was good, going along, as they caught on. Ooh! They really enjoyed it. Catching eels by hand.

T Yes.

A Ok then, how do you ... grab the eels. Ooh! I would never want for me to put my hand ...

T Ooh.

A ... into the hole ...

T Yes.

A ... of the eel. Eww!

T [It's so slippery!]

A Mmm.

T *Yuck!* We'd go ... fishing ... ah ... eeling ... some nights with our dad. He'd give us all ... yeah ... a line for [each of] us. And sit [us] down.

227 pia # spear

228 o = ko (may be per Māhia)

Aa! Kua ngau mai te tuna. Kai konaa tonu e haaparangi ana, “Ee kai konaa tou e.” Kua tata tou, ka taka atu ki roto i te wai. Kai te karanga mai too maata, “Whiua ki runga! Whiua atu! Kia ... kia kaha tou too whiu mai ... i too hii ... ki runga!”

Hai te eketanga mai hoki, ki taahaki ra, he mate kee! Kaare au e piirangi mahi. Kai konaa tou e oreore haere ana, te ... te tuna ra. Kaa riro kee maa raata, maa ngaa taane e whai haere. Uuu! Kore rawa atu au e kaha i te whaatoro atu!

A Ooo! He pai i te tamariki teeraa mahi, e hoa. Te hopu haere i naa tuna. “Oh, hika! Kei konei! Anei kee! Anei kee!”

Anaa. Anaa, tetahi mahi hoki, ana, he pia haere ana i roto i te awa. Aa, kua tuupono mai eetahi ika, peenei i te moorihana nei.

T Aae, aa.

A Engari he taami turi. Kiingia, he taami turi.

T Aae.

A He moorihana tonu pea engari, kua tae i te mutunga mai o te nunui!

T Aae.

A Anaa, kua kiia he taami ...

T Taami ...

A ... turi. He ika paatio ...

T ... paatio.

A ... ne.

T Aa, ne?

A Paatio atu te aahua o eena ika. He iwiiwi hoki! Paawharangia ai e ... ee ... e ooku maatua, kaa mutu, kaa tote.

T Kaa tote.

A Anaa. Ka waiho ...

T Whakamaroke.

Next minute! The eel would bite. He'd be right there shouting, “Hey, it's still there.” [He] had got close to falling into the water. Our [father] would be calling out, “Throw it up! Throw it! [Make ... make sure you throw it really hard] ... your fishing line ... up!”

When it lands of course, on the bank, then that's another issue! I wouldn't want to handle it. It'd still be wriggling away there, the ... that eel. It'd be left for them, for the men to chase. Eww! I was never brave enough to reach out for it!

A Ooh! Children enjoy that sort of thing, my friend. Going catching eels. “Oh, blimey! Over here! Here's one! Here's one!”

Anyway. Anyway, one pastime too, well, was spearing eels in the river. And, they'd come across some fish, just like carp.

T Yeah, yes.

A But they are large old carp-like fish. They are called tāmi turi.

T Yes.

A Perhaps they are still carp, but they've grown to a huge size indeed!

T Yes.

A And so, they're called tāmi ...

T Tāmi ...

A ... turi. It's a gnarly fish ...

T ... calloused.

A ... ay.

T Yes, really?

A [They] have a calloused look, those fish. They're also very bony. They'd be cut and opened up by ... by ... by my parents, then salted.

T Salted.

A Then. They are left ...

T [To make them] dry.

- A ... kia maroke. Aae.
- T Ooo, pai atu hoki ki aa au, ngaa ika peeraa. Whakamarokengia.
- A Mmm.
- T Ka paraingia²²⁹ kia pakapaka tonu. Pai tonu too kai tonu atu i ngaa ... poroiwira.
- A Ae. Kaare koe e moohio ...
- T Kaare. Aa ...
- A ... ko ... ko whatiwhati katoa i te ...
- T ... kaa whati
- A ... pakapaka, hoki.
- T Kua whatiwhati noa, pai noa. Kai te kii mai too maatau *nanny*, “Kainga katoangia. Kauga hai”
Kei konaa tou maatau, ooo, aahua pakeke haere maatau. Ooo! He tino pai rawa atu.
Ka whakamaroke ... aa ... whakamaroke ... kuumara ... aa ... ee
- A Ae. Kuumara kao.
- T Aae. A, kaa rongu au i tetahi o ... oo ngaa waahine e koorero moo tee ... moo te ... ngaa ... *um* ... *um* ... aa ... oo! Kua wareware, hoki, i aa au te ingoa. Ngaa ... ooo ... *shark* ... whakamarokengia nei. Te kaha oo te haunga
- A Aa ko te mangoo?
- T Mangoo. Aae.
- A Mangoo whakamaroke?
- T Whakamarokengia nei.
- A Aae. Kaa mutu ...
- T Ooo!
- A ... kaa tunutunungia, ne. Purua atu ki roo ...
- T Aae.
- A ... to dry. Yes.
- T Ooh, as I really like, fish done like that. That’s been dried.
- A Mmm.
- T It is fried until it’s quite crispy. You can even eat the ... bones and all.
- A True. You wouldn’t know ...
- T No. And ...
- A ... as they ... they totally disintegrate due to the ...
- T ... then break up
- A ... crispiness, of course.
- T They’d just break up, [no sweat]. Our nanny would be saying, “Eat it all up. Don’t [waste it]”
We were still there, ooh, as we got older. Ooh! It was a great.
- Then dry ... ah ... dry ... kumara ... ah ... and
- A Yes. Kumara kao.
- T Yes. And, I heard one of ... the women talking about the ... about the ... the ... um ... um ... ah ... oh! [I’ve forgotten, the name, by the way]. The ... ooh... shark ... that has been dried. The smell is so strong
- A Ah, the mangō shark?
- T Mangō. Yes.
- A Dried shark?
- T That’s been dried.
- A Yes. And then ...
- T Ooh!
- A ... it would be grilled, ay. Placed in the ...
- T Yes.

229 paraingia # fry + ngia

- A ... pungarehu, ka tunutunungia, kaa mutu, ka paopaongia.
- T Ka pao. Ko te haunga!
- A Aa. Kaare nooho pea, ee ... e kaha, te haunga. Ko tee ... maroke nooho o toona aahua. Engari hei too kaitanga atu, tino reka atu, hoki.
- T Kore rawa atu ... kore rawa atu maatau e kai atu ka
- A Ne?
- T I te waa hoki, kai te whakamarokengia, te kaha o te haunga!
Koirā, hoki te ... tetahi mea, kaare maatau i tino waia ki ngā kai o te moana.
- A Haaa!
- T Hai te mautanga mai ki reira, a, ka tuu kee ngā ihu, i reira. "Oo, he aha hoki teenaa kai? He aha hoki e whakamarokengia ana, kia peenaa te kaha o te ... ?" He haunga hoki etahi. Kore rawa atu maatau e whakatata atu.
Engari, ko ngā kai tou, i reira i roto i ngā awa. E moohio ana maatau. Pai noiho ki aa maatau te tamariki. Ko maatau tou i te ... te tunu maa maatau tonu, mena kaare ngā ... pakeke i reira.
Tohutou mai raatau, "Me peenei kootou, me peeraa." Ka haere kee raatau i te mahi ... ki te mahi. Aa, pai noiho.
- A Koohua ai maatau i ngā ... i ngā ngāaore. Ngāa ngāaore.
- T Aae.
- A Ka koohuatia, kaa mutu, ka purua atu he pata ...
- T He pata.
- A ... ki roto.
- T Tino pai, ne.
- A ... embers, then grilled, and then, it is thumped.
- T [They'd] thump. But the stench!
- A Ah. Perhaps it wasn't that ... strong, the smell. It ... just looks so dried up. But when you're eating it, it's so delicious, of course.
- T Not ever ... never, ever did we eat it
- A Really?
- T At the time particularly, when it's being dried, the smell is so strong!
There was, of course, [one] ... one consideration, we weren't very used to the food from the sea.
- A True!
- T Whenever it was brought over there, next minute, we'd turn our noses up at that. "Oh, what the heck's that food? Why is it being dried, so that the smell is strong ... ?" Some was so smelly. We wouldn't go anywhere near it.
But, as for food itself, [it] was there in the rivers. We were in the know. It was [all good] for us the kids. We would ... cook for ourselves if there were no ... adults there.
They'd instruct [us], "Do it like this you lot, do it like that." Then they'd go to work ... to work. Yes, it was fine.
- A We'd boil the ... the smelts. The smelts.
- T Yes.
- A [They] would be boiled, and then, butter would be put in ...
- T Some butter.
- A ... into it.
- T Very good, ay.

A Kaa mutu, kaa kai, ee hoa! Ooo! Tino reka! Kaa unu hoki i te wai. Ooo!

T Tino pai, ne.

A Tino pai atu!

T Peenaa tonu maatau. Koiraa tonu te mahi ka ... He ... he ... koohua tou maa teenaa.

Ko te nui! I koorero ake ra au, tino nui rawa atu kee te ngaaoore, i teera waa. Ka koohua tou teenaa i taana koohua, teenaa i taana koohua ...

A Mmm.

T ... kaa noho i konaa. Aa, ka puru atu, inaa too atu te nui o te pata. Kia kaha tonu tee ... te ... te nui o te pata, kia reka ai hoki i te kai.

A Aae.

T E ... e

A Ooo, he tino reka! Tino reka atu te ngaaoore.

T Ka

A Etahi hoki, kaare e piringi te ngaaoore, ki aa raata, he nunui rawa! Eee!

T Nee?

A Koiraa kee te rekanga atu, nee?

T Ooo! Tino reka ki aa au te ngaaoore, te iinanga.

A Naa ... i ngaa iinanga raa ... te pakupaku maarika! Kaare e rongongia e koe te reka! Engari te ngaaoore! Eee! Rongo pai koe! Kaa noho mai hoki he kookopu i reira.

T He kookopu.

A Inaa hoki, whetee ana ngaa puku o te kookopu i naa ...

T Aa.

A And then, we'd eat it, ooh mate! Ooh! Delicious! Then [we would also] drink the juice. Ooh!

T Very good, ay.

A Extremely good!

T We were like that. That's what [we] did A ... a ... pot in fact for each [person].

It was plentiful! As I mentioned before, there were [heaps] of smelts at that time. [Each person would boil their own pot] ...

A Mmm.

T ... and [wait] there. And then, put in [heaps] of butter. Make sure to have ... lots of butter, so they're tastier to eat.

A Yes.

T Ah ... ah

A Ooh, it would be very tasty! Smelts are really tasty.

T Then

A Some people meanwhile, don't desire smelts, because to them, they're too big! Hey!

T Really?

A That's why [they] are tastier, ay?

T Ooh! Smelts are really delicious to me, and whitebait.

A Now ... regarding those whitebait ... [they're] so extremely small! You can't taste that flavour! But smelts! Hey! You sure taste it! [Cockabullies were also found there].

T Cockabullies.

A Furthermore, when the cockabullies have swollen bellies with the ...

T Yes.

- A ... heeki²³⁰ o roto, ne?
 T Aae. Aa, tika rawa atu. Aa ... i ngaa waa ...
 A Oo, kua kai katoa au.
 T ... ka haere i ngaa waa i roto i tee ... te waa makariri, ka tukuna e oo maatau tipuna me taku paapaa, he hiinaki ki roto i te paa.
 A Hei hopu ...
 T Hei hopu
 A ... matamoe.
 T Hei ... aa. Anaa i etahi waa, he kookopu, inaa too atu te nunui!
 A Aae.
 T E hika maa! Aa, *and* ka taongia e raatau. Ooo, te reka hoki! Te reka. Engari, ka tuuari haerengia, aa, kikii ana teeraa ngaa puurangi.
 Ko taku... aa ... matua tipuna, koiraa tana mahi, naa, kore ana mahi, kai reira aia e mahi puurangi ana, hei ... hei ... moo te ... moo te paa. E rua, e toru noa atu aa raatau paa i reira.
 A Mmm.
 T Aa, i ... etahi waa, hei hopu ... aa ... paatiki. Paatiki, kaa piki ake i too maatau awa ...
 A Mmm.
 T ... aa ...
 A I roo kupenga.
 T ... i ngaa ... i ngaa tuna heke raa. Ngaa mea
 A He hao hoki.
 T He hao?
 A He hao.
 T Aa.
 A Ee ... hee pakarara.
- A ... eggs inside, ay?
 T Yes. Yes, so true. And ... when ...
 A Oh, I've eaten them all.
 T ... we'd go during the times of the ... the cold season, an eel trap would be set by our grandparents and my father, in the weir.
 A To catch ...
 T To catch
 A ... matamoe eels.
 T To ... yes. And sometimes cockabullies, [they] would be really big!
 A Yes.
 T Gracious! Yes, and they'd be cooked by them. Ooh, they were so delicious! Sweet as. But, they'd be shared around, ah, when the nets got full.
 My ... ah ... grandfather, that's what he did, so when he had no work, he'd be there making bag nets, to ... to ... for the ... for the [eel] weir. [They had two, three and even more weirs there].
 A Mmm.
 T And, at ... sometimes, [nets] to catch ... ah ... flounders. Flounders, came up our river ...
 A Mmm.
 T ... and ...
 A Into nets.
 T ... with the ... those migrating eels. The ones
 A The hao [eels] of course.
 T Hao?
 A Hao.
 T Okay.
 A And ... there were pakarara [eels].

T Kiikii ana teeraa ngaa

A He matamoe i naa makariri, anaa, kua tata nei koe. Ae, i teenei marama atu ki ... teenei marama e tuu mai nei.

Wehenga 7: Tipunga – 2

T Kaa ... e ... hee ... he whare raupoo nei hoki too maatau, i te taha oo tee ... oo te awa. Ooo, pirangi atu maatau ... i te haere ... kia whakaaengia maatau te haere ki te ... ki reira, moe ai i te taha o oo maatau *nanny*.

E! Ko te auahi maarika! Ka huuango noiho au ka ... i te ... kore atu au e whakaae ki ... kia ho~ ... whakahokia au i te kaaenga.

Mahana hoki aa roto i taua ... i taua whare roopu ... aa ... raupoo nei. Kai te kii mai taku *nanny*, “Ooo, ka mate kee koe i te huuango, i te auahi.”

Hee ... hee ... hee ... he ahi tonu hoki taa raatau, i waenganui ko ... waenganui o tee ... o te whare nei. Engari, kaaretahi hoki hee ... hee ... he wini²³¹ ... ko te toa²³² anake.

A Mmm. Aae. Peenaa tonu te whare o ooku nei tiipuna, noho ai i te taha moana ra ho~. I te taha tonu o te awa. Moo Tata ... tata atu hoki ki aa raaua paa tuna.

T Mmm.

A Eena mea katoa.

T Aa.

A A Hira Koroua. Koiraa tetahi o maatau koroua, noho mai ei, i tahi taha o te awa me toona nei whare ...

T Whare.

T They’d fill up those [nets]

A There were matamoe [eels] in the winters, and so, you have got closer. Yes, from this month onwards to ... this month coming up.

Section 7 – Growing up – 2

T Then ... ah ... [we had a raupō house as well], on the side of the ... of the river. Ooh, we yearned ... to go there ... for us to be allowed to go to the ... to there, to sleep by the side of our nannies.

Ah! It was really smokey! And I’d get asthma and ... from the [But] never would I agree to ... to be ~~ ... me being taken home.

It was warm inside ... that rōpu house ... ah ... raupō house. My nanny would be saying to me, “Ooh, you’ll get asthma, from the smoke.”

[They had a ... a ... a fire], in the middle ... middle of the ... of this house. But, there weren’t any ... any ... any windows ... only the door.

A Mmm. Yes. [My grandparents’ house was like that], they used to stay at the seaside ~~, the side of the river. For To be close ... close of course to their eel weirs.

T Mmm.

A All those sorts of things.

T Yes.

A Hira Koroua. He was was one of our male elders, who used to live on one side of the river in his house ...

T House.

231 wini # window

232 toa = door

- A ... pakupaku nei. E noho mai ana i reira. Pai kia noho mai i taha o te awa, ay. I etahi waa hoki, hoohaa au i te noho i te kaaenga, ka haere au ki oku²³³ maa~ ... ki oku tiipuna, taha o te awa noho ai.
- T Te taha. Aa.
- A Kaa moe i reira. He pai hoki ngaa whare moe, ne.
- T Aa.
- A Koi~ ... peenaa i too koorero naa, eee, he raupoo noiho ...
- T Raupoo, he mahana.
- A ... he maanuka, ka mahi haerengia i muri.
- T Aa.
- A Anaa! Te ruru hoki!
- T Aa. *And* te mahana kee! Aa! Te pai atu ki aa au, te moe i roto ... i aua whare, te taha o aku tiipuna. *Um*, ka haere mai too maatau paapaa i te tikitiki mai i aa maatau, kua karanga atu ... too maatau tii~, “Waiho noangia aku moko-puna, kei te pai noa iho raatau.” Ka whakaaengia maatau kia noho i roto i
- I noho ai, kua pai ai taku koorero inaaiane. Mena kaaore maatau i whakaaengia, aa, kaare e moohio moo eeraa aahuatanga.
- A Mmm.
- T Koo ... ko etahi o aku ... aku koroua, ko raatau tonu i te whakatipu i aa raatau toorori.
- A Aae. Aae.
- T Koiraa tetahi ...
- A Te toorori.
- T ... tetahi mahi
- A Koiraa t~... te mea e ... ko ngaa toorori. Inaa noa atu hoki te ror~ ... rarahi o ngaa rau, nee?
- A ... that was small. [He] was living there. It was good living on the side the river, ay. Sometimes I'd get bored staying at home, and I'd go to my par~ ... to my grandparents, to stay beside the river.
- T The side. Yes.
- A I'd sleep there. The bedrooms were lovely too, ay.
- T Okay.
- A ~~ ... it's like what you said, hey, it was just raupō ...
- T Raupō is warm.
- A ... and mānuka, which was used to reinforce the back.
- T Okay.
- A [And there you are]! So protective too!
- T Yes. And so warm! Yes! I loved it, sleeping in ... those houses, at the side of my grandparents. Um, our father would come to get us, then in reply ... our grand~~ would say, “Just leave my grandchildren, they're okay.” And we'd be allowed to stay in
- Staying there, has better enabled me to comment now. If we weren't allowed to, ah, [I] wouldn't know about those things.
- A Mmm.
- T Some ... some of my ... my koros, they actually grew their own tobacco.
- A Yes. Yes.
- T That was one ...
- A Tobacco.
- T ... one activity
- A That was ... the thing ... the tobacco. It had such ... large leaves, ay?

- T Aa!
- A Anaa, ka whakaherehere haerengia ka ... whakamaroke.
- T Whakamarokengia.
- A Mmm.
- T Aa, kaa mutu, ko raatau tonu ki te wha~ ... ki te mirimiri. Te miri kia maroke.
- A Kia maroke.
- T Kaa mutu, ka purua atu i tetahi ...
- A I etahi ki roo paipa²³⁴.
- T ... aa ki rot~ ... tetahi rongoa hai ... hai puru ki roo paipa.
- A Mmm.
- T Ooo, ko te kaha ... hoki o te haunga!
- A Kaare au i kite i aa raatau e puru rongoa ana ki roto. Hoi anoo ...
- T Aae, tetahi ...
- A ... kua kite au, e miri ana, kaa mutu, kaa puru ... peepeehi atu, ki roto i te paipa ra. Aa, kaa mutu, kaa noho i te momi i te paipa ra, ne. Tahu i te maati²³⁵. Kaa momi i te paipa ra. Ooo! Ngaa koroua tonu, me oo maatau kuiia.
- T Me ngaa kuiia, aae.
- A Aae.
- T Tetahi o oo maatau kuiia, koira ... Kaa heke mai ki te taha o te awa, ki konaa, me tana paipa. E hika maa!
- Aa ... naaianei nei, kua kore hoki eeraa mea katoa. Korekore rawa atu nei. Naa, ko maatau o Te Kohupaatiki ra, kua kore rawa atu ngaa ... koroua o reira. He waahine anake kai reira.
- Naa, ka hoki atu au ki te kaaenga, kaaretahi he ... he ... he pakeke kai ... kai reira.
- A Mmm.
- T Yes.
- A So, they'd tie them in bundles and ... dry them.
- T Dry them out.
- A Mmm.
- T And then, they'd ... rub it. Rub it when it's dry.
- A When it's dry.
- T And then, put it into a ...
- A [Put] some into a pipe.
- T ... ah into it ... some additive to ... to then put into the pipe.
- A Mmm.
- T Oh, it was so ... smelly too!
- A I never saw them putting additives into it. However ...
- T Yes, one ...
- A ... I have seen, [them] rubbing it, then, putting it in ... pressing it, into the pipe. Yes, and then, [they] would sit and smoke that pipe, ay. Light the match. Then suck away on that pipe. Ooh! The koros themselves, and our nannies.
- T And the nannies, yes.
- A Yes.
- T One of our nannies was like that ... She'd come down to the side of the river, and be there, with her pipe. [Too much]!
- Ah ... nowadays, those things have all gone. Totally disappeared. And so, for us at over at Kohupātiki, they have disappeared ... the koros from there. Only women are there.
- Also, when I go [back] home, there aren't any ... any ... any elders over ... over there.
- A Mmm.

234 paipa # pipe

235 maati # match

T Ka ... too maatau nei pakeke, ko taku ... taku ... too maatau maataamua, aa, ko tetahi o oo maatau tuakana. Ko koretahi²³⁶ he ... he waahine pakeke oo reira. Ko ngaa mea tamariki kee ake i aa um ... i aa au nei. Aa, kaa aroha kee. Aa, kua kore hoki ngaa aahuatanga o mua ee ... e koorero ake nei au. Koiraa ngaa mahi he haere, aa, he haere ki te mahi ... ki te whai haere ki te ako i eenei aahuatanga ... aahuatanga mahi. Aa, i moohio ai au ki te koorero moo eenei aahuatanga.

A Mmm.

T Aa. Aa, ki te whakatipu ... whakatipu ... aa, kai nei. Noo raatau te tohutohu mai i aa maatau, me peenei kootou i te pangapanga taaewa, eera mea katoa. Taaewa kootero anoo hoki, tetahi mea.

A Taaewa kootero.

T Kootero.

A Piirangia²³⁷ ngaa taaewa ...

T Aa.

A ... ka tapatapahingia ...

T Tapatapahi ...

A ... ka puru i roo peeke paraaoa nei.

T Aa.

A Ka mau ki roo wai, takoto mai ai ...

T Takoto ai.

A ... moo tetahi waa, kia pirau.

T Kia pirau ra anoo.

A Aa, ka mau mai i te haunga ...

T I te haunga.

A ... maarika, ne. Kaa mutu ka ... mahingia mai ...

T Mahia. Aa.

T ~ ~ ... Our elder is my ... my ... our [family's] first born, ah, one of our older sisters. There are no more ... women elders from there. There's the ones younger instead than um ... me even. Ah, how sad.

Ah, the old ways from before have disappeared ... as I have been saying. That was due to being on the move, ah, going to work ... to pursue and learn these things ... ways of doing things. And, I came to know about and able to talk about these things.

A Mmm.

T Yes. And to grow ... grow ... ah, food. It was through their teachings of us, this is how you should plant potatoes, all those sorts of things. Fermented potatoes also, was another thing.

A Fermented potatoes.

T Kōtero.

A Peel the potatoes ...

T Yes.

A ... then cut them up ...

T Cut up ...

A ... and then put them into a flour bag.

T Yes.

A You place [them] into the water, to lie there ...

T To lie there.

A ... for some time, to ferment.

T Until [it is] really fermented.

A Yes, and [they] get smelly ...

T A stink smell.

A ... as anything, ay. Then they're ... prepared ...

T Prepared. Yes.

236 koretahi = kaaore teetahi mea kotahi

237 piirangia # peel + ngia

A ... aa, kaa mutu, ka paraingia.

T Ka parai. Aa.

A Ooo!

T Aa. Eeraa aahuatanga katoa.

A Eeraa kai.

T Kai. Aa, koinei hoki au e kii ake ai. E ... koorero nei koe, he tino waa pai kee, teeraa waa, aa, te tipu haeretanga ake i ngaa kai, i ngaa mahi, i ngaa mahi hiianga eeraa mahi katoa.

A Mmm.

T Kaare teenei mea te tamariki i uru ki roo raruraru. Ko ngaa mea tino kaha te maaroo o ngaa tamariki, eeraa pea ka riiria, aa, e oo ... aa ... raatau maatua ka ... aa ... eeraa mea katoa.

Engari, he pai ake teeraa waa i teenei waa. Noo naaiane nei, ko te nuinga hoki oo taatau ... ngaa mea aahua tamariki ... ake nei, kai roto kee i ngaa taane nei e noho haere ana. Kaare raatau e moohio ... ki eeraa aahua tipurangatanga.

A Mmm.

Wehenga 8: Whakamutunga

T He aha te waa moo taaua?

A Aa, kae te pai.

T Oo, kai te pai?

A Hoi anoo, ee, kai te kii hoki aa roto nei i teenaa mea i te tangata, e hoa. Aae, e haramai ana raatau e ... e ... ki te tiro tiro haere i roto nei, kaa mutu, ka haere i aa raatau mahi, ne.

T Aae.

A Aa, naareira, kae te kii mai teenaa taha i te tangata. Oo taaua waahi katoa kae te hurihuri ake, e mahi haere ana aa raatau mea.

T Aae.

A ... and, after that, they're fried.

T [They] fry them. Yes.

A Ooh!

T Yes. Those sorts of things.

A Those foods.

T Food. Yes, that is why I mention this. As ... you speak of it being a very good time, that era, ah, the growing of the food, the activities, the mischief, all those things.

A Mmm.

T The children didn't get into trouble. Those of the children who were really tough, maybe [they] were growled at, ah, by ... their parents and ... ah ... all those things.

But, that time was better than this time. As nowadays, the majority of us ... the younger generation ... are living in the cities instead. They don't know ... about those sorts of upbringing.

A Mmm.

Section 8: Conclusion

T What is our time?

A Yes, it's fine.

T Oh, it's okay?

A However, hey, it's full up inside here with people, my friend. Yes, they come here ...um ... to look around inside here, and then, go off to do their own thing, ay.

T Yes.

A And, so, that side is full of people. All our spaces are rather busy, and they're doing their thing.

T Yes.

A Naareira, aa, e pai too ana taaua. Me ...
me whakangaa pea, me haere ...

T Aae.

A ... pea he waiata? Aa, naareira, ki aa
koutou katoa ra e te iwi, aa, kua piki atu
hoki te ringa o te karaka nei, aa, ee ... e
waru atu ki te tekau o ngaa haaora.

Aae, e moohio ana koutou, kua tata tonu
te tae ki te mutunga hoki, o ngaa ... oo
te waahanga moo Te Kohinga Koorero.
Aa, naareira, ki aa koutou katoa, e noho
mai naa koutou, i oo koutou kaaenga, ko
te wawata atu he pai te haere atu o eenei
mahi ki aa koutou.

Naareira, ka tuku atu au, he waiata ki aa
koutou, aa, kaa mutu, ka hono atu taatau,
anaa, ki aa Ruia Mai, *oh well*, otiraa ki Te
Rongo Mana Maaori. Kaa mutu teeraa,
ka huri atu anoo ahau ki te mahi atu ki
aa koutou, i ngaa mahi hoki ki oo taatau
koohanga reo katoa o te rohe.

Naareira, ki aa koutou katoa, noho ora
mai koutou.

T Mmm.

A Whakarongo tonu mai, ki ngaa
whakahaere, ki ngaa nekeneke o too
taatau teihana nei, Te Reo Irirangi o
Ngaati Kahungunu.

A Therefore, ah, you and I are still all
okay. We should ... should have a break
perhaps, and [play] ...

T Yes.

A ... a song perhaps? Therefore, to all of
you people out there, yes, the hand of
the clock has risen, and it's ... it's eight
minutes to ten o'clock.

Yes, as you know, we have nearly reached
the end of the ... of the session for Te
Kohinga Kōrero. And therefore, to you
all, who are at home, the hope is that the
programme has been well received by
you.

So, I'll play a song for you, and then,
we'll link in, yes indeed, to Ruia Mai, oh
well, actually to Te Rongo Mana Māori.
When that's over, I'll get busy once
again to bring to you the kōhanga reo
programme, for all our kōhanga reo of
the district.

So, to all of you, do keep safe.

T Mmm.

A Keep listening in, for the developments,
and the happenings from our radio
station, Radio Kahungunu.

Raarangi Kupu – Glossary Based on Footnotes

Group 1: (=) Kupu Taurite / 'Local' Synonyms

aa	ae
aakuni	aakuanei
aau	au, ahau
aawhea	aahea
aia (per T. Robin)	ai
aia	ia
anahe	anake
araka	araa
aua	au, ahau
aua	hipa
auii	uii, auee
eeraa	teeraa pea
eeraa pea	teeraa pea
ehiehi	ahiahi
ei	ai
eia (per T. Robin)	ai
eia	ia
haaparangi	uumere, tiwaha, haamama
hai	hei
hanga	taangata
harakoa	harikoa
haramai	haere mai
he aha ina	he aha anoo nei
hemo	mate
hiwi	puke
hoi anoo	heoi anoo
huhua	maha
huuango	kume
inaa too	inaa tonu

kaaenga	kaainga
kaaoretahi	kaaretahi
kaare	kaaore, kaahore
kaaretahi	kaaore tetahi mea kotahi
kae te	kei te, kai te
karanga	kii
karawa (Waikaremoana, per T. Robin)	pakeke
kauka	kaua
ko	kua
kohukohu	kangakanga
konohi	kanohi
koohatu	poohatu
kootou (per T. Robin)	koutou
koretahi	kaaore tetahi mea kotahi
kori	taakaro
kuku	kuutai
kutikuti	katikati
maamaa	ngaawari
maamaa	whaaea
mahua	mahue
maoa	maoka
matika	matike
me	mehemea
mea	mehemea
meana	mehemea
mena	mehemea
mooho	moohio
moohou	moou
naa (per A. Rārere)	ngaa
naa tonu nei	peenei tonu nei
naaianei	inaaianei
nikaa	anei
noo	noa
nooho	noa iho
noongia	noangia, noatia
o (per Māhia region)	ko
oku	aku
paapaa	matua taane

pakahiwi	pakihiwi, pokohiwi
piiringi	piirangi
piriingi	pirangi
piringi	pirangi
poohatu	koohatu
poohiri	poowhiri
pouaka whakaata	television
rapa	rapu, kimi
roo	roto i te
taaina	teeina
tahito	tawhito
tau (per T. Robin)	tonu
tieki	tiaki
tiekina	tiakina
tiipuna	tuupuna
tipuna	tupuna
toku	taku
tona	tana
too	tonu
toongia	tonungia
toremi	toromi
tou	tonu
toungia	tonungia
tuhera	tuwhera
tuu aahua	tuu momo
tuu momo	tuu aahua
unu	inu
waa	aa
waaku	aaku
waau	aau
wahia	wahie
waimaria	waimarie
weenaa	eenaa
weenei	eenei
weeraa	eeraa
weetahi	eetahi
whakataa	whakangaa
whakatuhera	whakatuwhera

Group 2: (#) Kupu Mino / Borrowed Words; Transliterations

aaporo	apple
Amerika	America
haaora	hour
haate	shirt
haawhe	half
Hatarei	Saturday
hipi	sheep
Hoohepa	Joseph
hoohipera	hospital
hooiho	horse
hoonore	honour
huka	sugar
kaanga	corn
kaari	garden
Kaari	Gardens
karahiini	kerosene
karaka	clock
kau	cow
kaute	count
keena	can
kiihini	kitchen
kiitini	kitchen
kiki	kick
Kiriihimete	Christmas
kiriimi	cream
Koomihana	Commissioner
Kuiini	Queen
kuki	cook
maaero	mile
maahita	master [teacher]
maati	match
Maehe	March
maarena	marry, marriage
Mane	Monday
Matiu	Matthew
meeneti	minute

merengi	melon
miiti	meat
miraka	milk
moni	money
moorena	[good] morning
naihi	knife
Neepia	Napier
neehi	nurse
Noema	November
paakete	bucket
paamu	farm
Paamutana	Palmerston North
Paati	Pat
paipa	pipe
paraaoa	flour [bread]
parai	fried
paraingia	fry + ngia
Paraire	Friday
pata	butter
paukena	pumpkin
peeke	bag
peeke	bag [sack]
peepi	baby
pepa	paper [newspaper]
pia	spear
piihi	piece
piirangia	peel + ngia
piki	fig
pikitia	pictures [movies]
pirihimana	police
Piriimia	Premier [Prime Minister]
Poihaakena	Port Jackson [Sydney]
pooaka	pork [pig]
pouaka	box
pouaka whakaata	box [television]
puihi	bush
Raapana	Robin
Pooneke	Port Nicholson [Wellington]

reiti	late
riipoata	report
rori	road
taaima	time
taakuta	doctor
taaone	town
taara	dollar
taka	tucker [to cook food]
taraka	truck
teeneti	tent
teihana	station
tera	saddle
tere	cherry
tiati	judge
tini	tin
tiu	stew
toa	door, store [shop]
toomato	tomato
tooti	torch
tope	chop
tote	salt
Tuurei	Tuesday
tuureiti	too late
waariu	value
waatakirihi	watercress
whiti	fit
whuruki	fluke
wiini	win
Wiiremu	William
wiki	week
wini	window
Winitana	Winston

HE TAONGA NŌ TE PĀTAKA KŌRERO O TE REO IRIRANGI O KAHUNGU

This audio book contains a CD-ROM of four conversations of up to an hour's length in the Māori language which were recorded on Radio Kahungunu in 2000. They are between the host of the Kohikohinga Kōrero Show for kaumātua (elders), Apikara Rārere and her regular Monday morning guest, Te Arahea (Lil) Robin. The text of the book contains transcriptions of all four conversations in Māori, with parallel translations into English on the right side of the page, and footnotes. The audio-book is the first in a planned series of Pukapuka Kōrero.

The provision of this resource as a package enables the learner to utilise it as a private 'total immersion wānanga' at home alone, at will; or as part of any te reo Māori class of virtually any level. Benefits to the learner are to be gained in various ways i.e. by merely playing the recording repeatedly to attune their ears to the rhythms of the spoken language; then actually looking at the transcribed Māori words to start making sense of the barrage of sounds and the words on the page; then looking at the English translations and listening to the recordings; then comparing the two texts both with and without the recording.

The special nature of this audio book is that the recording is based on natural conversational speech, rather than on simulated dialogues with recordings of actors' voices. The voices are those of two native speakers, which are loaded with a wide range of examples of good practice language use, idioms and some local features. The prime purpose of this resource is to promote conversational Māori language. Apikara speaks a mix of Rongomaiwahine/Kahungunu language and Te Arahea speaks a mix of Kahungunu/Tūhoe language.

KO TE KAITUHITUHI

Noo ngaa iwi o Rongomaiwahine, o Ngaati Kahungunu, me Rangitaane a Joseph Te Rito. Naa oona tiipuna aia iwhaangai i Te Maahia, aa, i Oomaahu hoki. I aa ia i Te Whare Waananga o Wikitoria, ka uru atu ia ki roto i Te Roopuu o Te Reo Maaori. Naa teenei roopuu me Ngaa Tamatoa i kawe Te Petihana o Te Reo Maaori ki te Whare Paaremata i te tau 1972. Naa wai raa ka puta ake a Joseph hai kura maahita, aa noo muri, ka noho ko ia hai tumuaki moo Te Waahanga Maaori i EIT moo ngaa tau tekau maa whitu. Ka tiimata Te Reo Irirangi o Ngaati Kahungunu i reira i te tau 1988, aa, ko Joseph tonu te kaihautuu mai ra anoo, ki naaiane i tonu. Ka huunuku ia ki Taamaki Makaurau i te tau 2003 hai Kaihautuu Reo me ngaa Tikanga Maaori i Whakaata Maaori. Kaatahi ka whai tuuranga ia i roto o Ngaa Pae o te Maaramatanga i Te Whare Waananga o Taamaki Makaurau, moo ngaa tau tekau maa rua. Ka tutuki i aa ia tana Tohu Kairangi i reira i te tau 2007. Ko tana wawata, kia noho ko teenei momo rauemi nei, a te pukapuka koorero, hai rauemi whakaako reo Maaori, ako reo Maaori hoki, i roto i ngaa akomanga whakaako reo Maaori i roto i te rohe o Rongomaiwahine/ Ngaati Kahungunu.



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