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REFERENCES
This handbook or compilation of materials has been put together to assist candidates in their preparation to undertake the Toi Reo Māori Examination.

The handbook has two sections. The first section presents a number of key ideas, terms, explanations, basic concepts, techniques and a model of translation and interpretation. These are by no means extensive and candidates should undertake to consult further relevant sources of information in order to gain a more comprehensive understanding. By engaging in meaningful debate on these topics, it is hoped that the following can be achieved.

- A better understanding of the role and responsibilities of a translator/interpreter.
- Increased awareness of the requirements and performance of a translator/interpreter.
- Recognition of the importance of models for translation.
- Encourage the call for training workshops focussed on a specialist area of translation or interpretation by that specialist.

In addition to the above, it is also hoped that those endeavouring to pursue this as a profession will also consider seriously the contribution of their work as a translator/interpreter to the survival of te reo Māori.

It is intended that this section be studied independently, allowing candidates time to consider key ideas and concepts and come with some familiarity to discuss these.

The second section brings together a number of current and recent translated works from English to Māori. These will form the main body of works to be covered. There are selected pieces and additional pieces to be conducted as self-directed activities outside of the workshop.

The activities to be undertaken during the workshop focus on ‘analysis’ of translation/interpretation processes. This will be complimented with the more common approach to translation/interpreting training activities which is ‘end result orientated’. That is, the end result or final outcome of the translation/interpretation is the focus and not the process. It is hoped that by placing greater importance on the ‘process orientated approach’ the following can be achieved.

- An understanding of the role of decision making in translation
- An appreciation of the importance of continued training
- The relationship between ‘greater demand’ and ‘increased performance’
TRANSLATION & INTERPRETATION – A SIMPLE DEFINITION

Without a doubt, the common ground shared by these two professional activities is that their key function is the same. That is, to re-express in one language what has been ‘expressed’ in another language. Underlying this simple definition are a number of complex processes which require the translator/interpreter to ensure that what is re-expressed communicates the same message of what has been expressed. The single most distinctive feature that sets apart Interpretation from Translation is the condition of timeframe within which the interpreter has to work. In many cases this requires the performance of ‘simultaneous’ interpretation.

Source Language

This is defined as the source of the language that is to be translated. For our purposes, the source language text of translation is mainly the English language. For interpretation, Māori would be the main source language.

Target Language

This is the source language re-expressed in the desired language which is called the target language. As above, the target language text of most translation is mainly Māori and the target language of interpretation is mainly English.

Types of Translation

Where the demand in the nature of work requires that new knowledge and deeper processing of information is required then translation can be categorised into two distinct fields, high level and low level translation.

High Level Translation

High level translation involves the translation of the following genres:
- Literary (Plays, short stories, novels, poetry)
- Scientific Texts, Medical Texts, Legal Texts
- Technical (Manuals, instructions, handbooks)

Specialised Translation

The above genres may also be classified as being specialist in nature and below is a further listing of specialist areas for which translations are sought:
- Computer
- Financial
- Legal
- Scientific
- Economic
- Medical
- Technical
- Other
Low Level Translation

In low level translation the demand for greater knowledge is less apparent and the work is far less complex and hence the main reason that the following might be classified as low level:

- Business letters
- Signage (roads, office and work areas, buildings)
- Advertisements
- Other

Self-Taught Translator

This may be defined as a person who has developed their skills and knowledge of translation over time through a combination of field experience and self-instruction.

Self-Taught Professional

Similar to above, this person has also developed their skills and knowledge of translation through field experience and self-instruction. They may have also enhanced their performance through formal training.

Translation as an Act of Communication

‘Professional Translation’ can be further defined as a paid service requested by a client for whom the activity is a communication function. In other words, Professional Translation can be viewed as essentially an act of communication where the role of the translator is to ensure that the target language (Māori) communicates the same message as the source language (English).

Communication can be broken down into the following key components:

- Words and
- Linguistic structures

For interpretation this also includes voice and delivery.
For translation this also includes formatting issues (font, page layout...).

The Client

The client can be identified as a person, company, government department, business, and organisation. It is the client who orders the translation and pays the translator. In some cases the client is not necessarily the author of the information. As such, translators select a primary loyalty to the author, the audience or the client. In most cases it is to the author. Sometimes however, the interests of all three may conflict and this may cause difficulties.
The Audience

This may range from private or individual use to the much more public, national or international use. For example, translating private manuscripts of your tipuna to translating best-selling books such as ‘Harry Potter’. The audience may also range in age such as kōhanga reo, kura kaupapa, kura tuarua, wānanga, kaumātua. The language may also vary from very simple to complex this being determined by the type of audience for which the communication is intended. The types of publication or output of translation activities are areas such as newspaper, journal, monthly, report, book, textbook, manual, signage in public facilities and government departments.

This is one of many important areas a translator must take into consideration when undertaking to perform a translation. That is, to identify clearly the audience for whom the communication is and its publication output; textbooks for schools at a national level, a bestselling novel for international destination, textbooks for school children intended to enhance the worldview of their hapū.

The Writer or Author (Of Source Language Text)

In addition to the words and linguistic structures, nuances and other subtleties, it is also important for the translator to understand precisely the view or opinion of the writer. These may be expressed in the following statements.

Te Titiro a te Kaituhi

- Te whakahē, te tautoko.
- Me mātua mōhio ki te taumaha o te whakahē, te tautoko rānei.
- Me mātua whakamāori, kia ōrite ai ki tā te kaituhi i mea ai.

Te Wairua o te Kaituhi

- Ahakoa pēhea tō whakaaro mō tētahi kaupapa, kia ū tonu ki tō te kaituhi i whakaaro ai, tōna ngākau pai, tōna ngākau kino.
- Mēnā kei te kaha kitea te riri, te whakaiti, te ngahau, te tātā, me whakaahua anō tō whakamāori i aua mea.
- Kia kaua rawa e tahuringia ki tāu e pai ai.¹

What Knowledge, Skills and Abilities are required by the Translator/Interpreter?

These can be best described by identifying some of the key components of translation expertise.

a) Interpreters and translators must have good passive knowledge of their passive working languages.

For example a literary translator must not only grasp basic meaning of texts, but also the fine shades of meaning as expressed by subtle choices of words and expressions.

¹ Nā Hēni Jacob, Kaiāwhina, Master of Reo degree, Te Wānanga o Raukawa, lecture, 2003.
b) **Interpreters and translators must have good command of their active working languages.**

This requirement for top level translation and interpretation is set at a very demanding level. For example, a technical translator would be able to write publishable texts and have professional writing skills. Literary translators would need to have writing skills similar to those of the literary writers.

c) **Interpreters and translators must have enough knowledge of the subjects of the texts they process.**

Depending on the level of translation required, the speciality of the subject and working conditions, the needs vary. Expert and or relevant documents must be consulted where the translator does not have this knowledge. This is sometimes referred to as having ‘world knowledge’, ‘extra linguistic knowledge’, and ‘specialist knowledge’. This is in addition to have ‘linguistic knowledge’ of language.

d) **Translators must know how to translate.**

This can be best described by identifying some of the key components:

- Conceptual framework
- Technical skills

**These involve the following:**

- Comprehension
- Principles of ‘fidelity’ (accuracy in meaning)
- Professional rules of conduct (technical and human)
- Techniques for knowledge acquisition
- Techniques for language maintenance
- Techniques for problem solving
- Techniques for decision making
- Techniques for note-taking (interpretation) and
- Techniques for simultaneous interpreting

**The Importance of ‘Comprehension’**

Comprehension requires that a translator/interpreter basically have a very good knowledge of language, source and target. In addition to this a translator/interpreter must also have ‘extra-linguistic knowledge’. Translators and Interpreters working in specialist fields such as literary or scientific must ensure they acquire new knowledge as a regular part of their translation/interpretation workings. This is especially important as the knowledge domain of what is being translated is clearly outside of their main knowledge base of language. This is often the case with specialist translations. The acquisition of new knowledge is particularly important in developing ones knowledge of their target language, in this case, Māori.

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3 ānō
What exemplifies good Translation? What are the components of good Translation?

The following are helpful in determining what makes up a good translation. One can equally say that any weakness in the following would demonstrate the opposite.

- Clarity of ideas
- Linguistic acceptability
- Accuracy and acceptability in terminology
- Accuracy in meaning (Fidelity)
- Professional behaviour

What are some of the main translation errors?

In addition to weaknesses in the above, the following are considered main translation errors:

- Insufficient command of the source and or target language (that is, insufficient command of the English and or Māori language)
- Not enough analysis in comprehending the source language (that is, not enough analysis in comprehending the English language)
- A lack of acquiring new knowledge (new knowledge which is required is not sought or thoroughly researched)
- Insufficient effort in finding the best possible meaning (for example relying on the first attempt)

These are particularly apparent where a translator has not developed sufficient translation techniques to guide them through the translation phases in order to produce a high quality translation.

A Sequential Model of Translation

The following model has been taken from Daniel Giles’ *Basic Concepts and Models for Interpreter and Translator Training*. For our purpose it has been simplified but hopefully still maintains the central ideas that describe the model. It is recommended that translators, particularly those who have not yet identified or established a model, within which their translation operations are undertaken, for themselves, seriously consider the application of this model. This would be a very good model to start with as it contains the essential steps towards the final end result, the translation itself. Through application and further practice the steps or sequence can be further refined and perhaps even redefined. Although the sequence appears easy, the whole exercise itself requires a lot of deep processing of information, acquisition of new knowledge, sorting, problem solving, decision making, so it is not without its complexities.
The sequence consists of two phases:

Phase 1: Comprehension

Understanding the messages in the English language, words, linguistic structures, the writers view...

Phase 2: Reformulation

Re-expressing the English language in the Māori language
(re-expressing the source language in the target language)

During each phase the two types of knowledge, the base knowledge (or knowledge of language) and ‘world’ or ‘extra linguistic’ knowledge are central to both Comprehension and Reformulation.

Tests and decision making occurs in each phase. For example when drafting up an initial set of meanings. A translator should critically examine whether they are the most accurate. There maybe a few options to consider before deciding which is best. In doing this, the process undertaken by the translator has been more rigorous and thorough then if they were to rely solely on their first attempt.

Extra knowledge is often if not always required and needs to be sought, particularly when working in specialist fields. This could be the creation of new words where no words in the target language Māori, exist. Specialist dictionaries may need to be consulted to comprehend medical or scientific terminology in the source language (English). Sometimes experts or specialists themselves may need to be consulted.

This model is helpful in getting started. In practice however it is not always strictly adhered to or needs to be. For example a translator in the reformulation phase may attempt to initially assign meanings to most but not all of the target language, hence, gaps may appear in places. They may also have insufficient comprehension of some specialist words in the source language and will return to find those later. This is undoubtedly a process that many translators work with. It should however be strongly emphasised that a model of translation be sought, developed and constantly refined.

Accuracy as a Component of Translation and Interpretation

One of the highest demands in translation is that it accurately renders the meaning of the source language text. The translation/Interpretation ideally should not add or omit, intensify or weaken any part of the meaning. Another way to describe the challenge for translators/interpreters is that there is no automatic equivalence between words and linguistic structures in the source language or target language. The best possible scenario is to work with approximations and decide which is the most accurate without adding to, omitting, intensifying or weakening the meaning.
**Decision Making**

An important part of the work of the Translator/Interpreter is decision making. This can occur on a number of levels. Firstly, as above, considering a number of options to deduce which words or linguistic structures are the most accurate in conveying the meaning. There is greater risk of not finding the most accurate meaning if for example a translator was to rely on their first and only attempt and not explore others.

**Te Taura Whiri i te Reo Māori, Guidelines for English to Māori Translation**

The following guidelines were outlined in the Toi Reo Māori Whakamātautau ā-tuhi, 2003. They extend very practical advice for translators of English to Māori. Some are included as a direct result of the weaknesses or lack of technique that have occurred in published translations from English to Māori as seen by Te Taura Whiri i te Reo Māori.

- Be concise, clear and consistent in vocabulary use
- (signage) remember it’s a sign not a banner
- use standardised titles and vocabulary
- use Te Taura Whiri i te Reo Māori *Guidelines for Māori Language Orthography*
- break long English sentences into smaller Māori ones if necessary
- avoid transliterations if possible
- don’t translate word for word
- use Māori structures and grammar rules
- Most English structures follow Subject – Verb – Object order
- Most Māori structures follow Verb – Subject – Object order
**ACTIVITIES**

*Activity 1*

This activity can be applied to each piece of translation text you work on. It is also an important part of the translation process, in particular the stage before comprehension of the text and reformulation.

1) Ko wai te kaituhi?

2) He aha te tūmomo kaupapa a te kaituhi? Tōna tūranga? Ōna pūkenga?

3) Ko wai mā te hunga māna ēnei kōrero e pānui?

4) Ki te aronga rua te āhua o te kōrero, ka aha koe?

5) Me āta whiriwhiri, he aha te tikanga o te kōrero e hiahiatia ana e te kaituhi kia mōhio te hunga māna e pānui?
**Activity 2**

Identify and assess the weaknesses in the following translation from English to Māori. What changes would you make and why?

<table>
<thead>
<tr>
<th>English</th>
<th>Māori</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission: To conserve New Zealand’s natural and historic heritage for all to enjoy now and in the future.</td>
<td>He āta whakaute, manaaki, me te tiaki ia Papatūānuku Ki Aotearoa kia ū tonu ai tōna Whakawaiūtanga hei oranga ngākau Nō te tini te Mano ināianei, Ake tonu ake!</td>
</tr>
</tbody>
</table>

Activity 3

The following text appears at the end of government department emails regarding confidentiality. Study the communication in the source language text, English. Translate into Māori.

**English**

This email may contain legally privileged information and is intended only for the addressee. It is not necessarily the official view or communication of Te Taura Whiri i te Reo Māori. If you are not the intended recipient you must not use, disclose, copy or distribute this email or information in it. If you have received this email in error, please delete and contact the sender immediately. Te Taura Whiri i te Reo Māori does not accept any liability for changes made to this email or attachments after sending. All emails have been scanned for viruses and content by McAfee Group Shield.
Activity 4

Translate the same material above again. This time, apply the sequential model of translation to guide the translation process (refer to explanations for this). Compare the end results of both your attempts to translate into Māori the above text. Discuss what role the application of the sequential model of translation played in your second attempt.
Activity 5

Compare your translation of activity 3 & 4 with the following translation which officially appears at the end of every email sent out from Te Taura Whiri i te Reo Māori, Wellington. Can you identify any weaknesses in your translation, or perhaps even in the official translation? What are your reasons for this?

Māori

Tērā pea he kōrero me noho matatapu i raro i te ture kei te īmēra nei, e tika kē ana mā te tangata kua huaina ake nei. Ehara i te mea nō Te Taura Whiri i te reo Māori ake, te tirohanga me ngā kōrero o roto. Mehemea eharā māu ngā kōrero, kia kaua rawa koe e whakamahi, e whakaatu noa, e kape, e tuku kē rānei i te īmēra nei, waihoki ngā kōrero o roto. Mēnā i hē te tuku ki a koe, whakakore koa, ka whakapā mai ki te kaituku, inamata. E kore Te Taura Whiri i te Reo Māori e noho papa mō ngā whakarekētanga ki te īmēra nei, ki ngā tāpiritanga rānei o muri i te tukutanga. Kua āta tirohia ngā īmēra katoa mō te huaketo e te McAfee Group Shield.
Activity 6

The following excerpts of English text followed by a translation in Māori are sourced from *Thriving under five, 8th edition*, published by the Royal New Zealand Plunket Society.

Identify what areas you might consider good translation and why. Identify what areas might be considered weak and why. How would you improve the weak areas, that is, what would you change to make it more accurate in meaning?

**Note:** In general there appear to be more additions to the target language (Māori translation) than is actually provided in the source language (English text).

### 6.1

**Children are precious. The most important things you can give them are your love, your understanding and your time.**

*He kuru pounamu ā tātou tamariki. Nō reira, whakapoua tō aroha, tō ngākau mōhio me ō whakaaro ki ō ake tamariki.*

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### 6.2

**Caring for baby keeps you busy. Rest when you can.**

*He mahi taumaha te whakawhānau tamariki, te tiaki pēpi. Nō reira, e te Māmā. me whakatā koe i te wā e moe ana tō pēpi kia āwhina atu koe i tō tinana ki te whakakahua anō i a ia.*

*The Māori translation is rendered exactly as it appears. They are not typing errors*
6.3
A world without cigarette or pipe smoke is the best world for your growing baby.

*He ao auahi paipa kore, auahi hikareti kore te ao tika mō te whakatipu i tō pēpi.*

6.4
When you sleep your baby on her back, sudden infant death is less likely.

*Whakamoea tō pēpi ki runga i tōna tuarā hei pare atu i te mate whawhati tata.*

6.5
Keep your young child safe by securing her in a car seat.

*Whakamaua e koe tō kōhungahunga ki roto i tōna ake tūru i a kōrua e haere ana mā runga waka, ka noho ora ia.*
Plastic bags can suffocate babies. Tie each plastic bag in a knot and keep them away from children.

He kīnī ngā pēke parahitiki. Kaua e waiho i te wāhi e taea ai e tō pēpi te whātora, te tiki atu rānei. Kā mate hēmanaua tō pēpi mēnā ka rāvekehia ngā pēke rā. Purua ki tētahi wāhi kāore e taea e tō pēpi te tiki.

At around one year of age is the best time to change to a front facing child car seat.

Kō tēnei te wā hei whakakautanga mōu kia whakarūtanga i te tūranga wāka ka whakano hoa ana e koe tō pēpi kia taea e ia te tūtū rā te whakamua. Kaua e wareware ki te whakamau i te whītiki.

Bath time can be a time for playing and learning. Staying with baby at all times will keep him safe.

I te wā kaukau, he wā pākehakeha tēnei mō tō pēpi. I a ia e kaukau ana me noho koe i tōna lahia mō te wā katoa. Ki te māhi pēnei koe, ka tiakina tō pēpi mai i te toromitianga, mai i te weranga anō hoki o te wai wera.

To prevent burns, fill the bath with cold water, then add the hot water. Check the water to make sure it is not too hot before putting baby in the bath.

Meatia ko te wai makariri i roto i te tāpu o tō pēpi i mua i te whakakinga ki te wai wera kia mahana ai te wai. Mahia kia pēnā, kia kore e wera te taputapu kaukau mai i te wera o te wai. Whakaritea kia pai te mahana o te wai i mua i tō whakakaukautanga o tō pēpi.

Bright toys near baby invite her to move to get them. Make sure they are safe for baby. Safe toys are bigger than a 35mm film cannister and have pieces that cannot be broken, pulled off or swallowed.

Kia tūpato koe mēnā e hoatu taputapu ana koe ki tō pēpi. Āta tirohia, mehemea e pai ana kia rāvekehia e tō pēpi te taputapu rā. Tirohia mēnā kāhore he wāhanga pakaru, he wāhanga hei whakarāoa atu i tō pēpi, he wāhanga rānei e taea ai e ia te wetewete. He pai te taputapu mēnā e rahi atu ana i te hāmamahanga o te waha.
**Activity 7**

The following excerpts were sourced from *Enrolling to Vote as a New Zealand Māori* published online by the Electoral Commission.

Translate the following excerpts into Māori.
WHERE DO I GET AN ENROLMENT FORM?

- Fill in and post the coupon at the back of this booklet and we'll send you one.
- They're free from any PostShop.
- Phone us free on 0800 ENROL NOW (0800 36 76 56), and we'll send you one.
- Freestyle your name and address to 3676, and we'll send you one.
- Request or print one from our website — elections.org.nz.

After you have filled in the form drop it in at any PostShop or post it (no postage stamp required) to:

FREEPOST 2 ENROL ELECTORAL ENROLMENT CENTRE
P.O. BOX 190, WELLINGTON 6140

CAN I ENROL USING THE INTERNET?

Yes, simply go to our website — elections.org.nz — and click the "enrol, check or update" button. Follow the steps to fill your enrolment details. You can then download and print off an enrolment form with your details already filled in, sign this and send it in to complete the process.

Alternatively, you can submit the transaction and we will send a pre-printed personalised enrolment form for you to check, sign and send back. You can also check your enrolment details online at the website.

CAN I UPDATE MY DETAILS USING THE INTERNET?

A person is able to update their enrolment details electronically once they have filled in, and the Registrar of Electors has accepted, an ‘Enrolling to vote: Application’ form that shows they want to opt in to this service. An applicant’s email address is also required.

The electronic updating of enrolment details is accessed via an igovt logon which allows the use of the same logon details to access various government online services — igovt is secure and maintains your privacy.

Once your enrolment has been processed you will be contacted at the email address provided on your application form to complete registration with the elections enrolment online service. This will either require you to set up an igovt logon, or to use your existing igovt logon if you have one.

Should you decide you no longer wish to be able to update your enrolment details electronically, you need to advise the Registrar of Electors that you opt out of the electronic transactions option. Access to your enrolment record will be amended accordingly.

CAN I ENROL BEFORE I'M 18?

Yes, as soon as you turn 17 you can make a "provisional enrolment" by filling in an enrolment form. When you turn 18 you'll be automatically enrolled.

More information is available in our booklet called "Enrolling to vote before you're 18".
**Activity 8**

Compare your translations with the following which are the actual translations printed in the booklet.

**Decision Making:** Decide whether parts, words, phrases, linguistic structures in the given translation would better convey the message than what you have provided and why.

This of course suggests possible weaknesses or errors in your own translation but it encourages the importance of not relying on the first attempt at translation, seeking a more thorough search for the best and most accurate meanings. It also highlights the importance of practicing translation by applying translation techniques already discussed and the contribution they make to a more rigorous and robust process with a higher quality output.
KEI HEA NGĀ PEPA RĒHITA?

- Whakakā ka whakahokia mai te puka whakaiki kei muri o tēnei pukaiti, ā, ka tukuna atu he pepa rēhita ki a koe.
- Kei ngā toa pouāpeta katoa mō te kore utu.
- Waea kore utu ki 0800 ENROL NOW (0800 36 76 56), ā, ka tukuna atu anō he pepa rēhita ki a koe.
- Tukuna tō inga me tō wāhi noho mā te kuputuhii ki 3676, ka tōnao tētūhi ki a koe.
- Tōnao atu, ka tā mā rānei i te ipurangi – elections.org.nz.

Māu rawa e whakakā ngā pepa rēhita, ka tuku ai ki tētahi toa pouāpeta, ka tuku atu rānei mā te mīra (kore utu), ki:

FREEPOST 2 ENROL
ELECTORAL ENROLMENT CENTRE
POUAKA POUĀPETA 190,
TE WHANGANUI-A-TARA 6140

KA TAEA ANŌ TE WHAKAHOU I AKU KŌRERO RĒHITATANGA KI RUNGA IPURANGI?

Ka taea te whakahou i ō kōrero rēhītatanga mā te rororihiko i muri i te whakakākaitanga i tētahi puka 'Te rēhīta ki te pōti: Tō tono' e tohu ana i tō hiahia ki tōa ratonga, i muri hoki i te whakaae a te Kairēhīta Kaipōtī. Me whai wāhītau-i-mēra hoki.

Ka taea te whakahou i ō kōrero rēhītatanga mā te takiru ike, mā tēnei ka taea te whakamahi i ngā ratonga kāwanatanga ipurangi ike - he hauamauri te ike, me te tiaki i tō matatapu.

Kā oti te whakatau i tō rēhīta ka whakapā atu tētahi kaimahi ki a koe mā te wāhītau i mēra kei runga i tō puka tano, ā, mā tēnei e whakatutuki mānaka tō rēhītatanga pōti kei runga i te ratonga ipurangi. Me whai takiru ike hou koe, me whakamahi rānei i tō takiru ike o nāianei.

Mēnā kāore koe e hiahia ki te whakahou i ō kōrero rēhītatanga mā runga rororihiko, me whakamohio atu i te Kairēhīta Kaipōtī kāore koe i te hiahia whakamahi i ngā kōwhiringa rororihiko. Heoi, ka whakattakahia te whakauru atu ki tō rekoiro rēhītatanga.

E WHAKAAETIA ANŌ AU KI TE RĒHĪTA I MUA I TAKU TAU 18?

Āe, kia 17 ō tau ka taea tō "rēhīta takitaro" mā te whakakā i te popa rēhīta. Kia 18 ō tau kia oti aunoa kē tō rēhīta.

He whakamarāna anō kei te mātārere nei "Te rēhīta ki te pōti i mua i te ekenga ki te 18 tau tō pakeke."
8.2 cont ...
Activity 9

This is a literary translation. The following excerpts have been sourced from the recently published book translated into Māori called *The Cat in the Hat*, written by Dr Seuss. The source text language is English. Apply the sequential model of translation for this activity. 

*Note: Take into consideration the questions from Activity 1 and how that contributes to your overall translation process.*

9.1

The sun did not shine. 
It was too wet to play. 
So we sat in the house 
All that cold, cold, wet day.
I sat there with Sally.
We sat there, we two.
And I said, “How I wish
We had something to do!”

Too wet to go out
And too cold to play ball.
So we sat in the house.
We did nothing at all.

So all we could do was to
Sit!
Sit!
Sit!
And we did not like it.
Not one little bit.
"Have no fear!" said the cat.
"I will not let you fall.
I will hold you up high
As I stand on a ball.
With a book on one hand!
And a cup on my hat!
But that is not all I can do!"
Said the cat . . .

"Look at me!
Look at me now!" said the cat.
"With a cup and a cake
On the top of my hat!
I can hold up two books!
I can hold up the fish!
And a little toy ship!
And some milk on a dish!
And look!
I can hop up and down on the ball!
But that is not all!
Oh, no.
That is not all . . .
9.3 cont ...
Activity 10

Compare your translation with others in your group who have done attempted Activity 9. For example, in addition to your own translation for a part, consider 2 or 3 other attempts and decide which is the best and why.
Activity 11

After having made a decision as to the best possible translation, take this and compare it with the actual published translation.

11.1

Kaore i tō te rā.
He mākū hei tutū.
Ka noho māua i rō whare
He anu, anu, he mākū.
Ka noho māua ko Hari.
Ko māua tahi.
Kā mea ake au, “Menā kē Tauga i whai mahi!”

Mākū rawa ō wahō
He anū rā hei whiu porō.
Ka noho māua rō whare.
Kore rawa he mea pare.

Ko ta māua whano
He noho!
Noho!
Noho!
Noho!
Kore maua i ratā.
Kore, kore rawā.
“Kaua e matakū!”
“E kore koe taka i āū.
Ki runga rānō
I āū tū porō.
He puka tahi ringa!
He kapu tā pōtae!
Ehara i tera anakē!”
Hei tā poti . . .

“Titiro!
Titiro mai!” hei tā poti.
“He kapu he keke.
Hei runga tōku pōtae!
RUA pukapuka!
Te ika kei runga!
He tima pakū!
He miraka he rīhi!
Anā!
Tupeke peke tūporo!
Kaore i mutu!
E kao.
Ehara noa . . .

16
Activity 12

The following excerpts have been taken from *Te Pūrongo a Te Taura Whiri i te Reo Māori, mō te tau i mutu, 30 Pipiri 1993*. Compare the two texts, English and Māori, in particular, headings, tables, captions and other small bits of information.

12.1

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### TE TAURA WHIRI I TE REO MĀORI

#### STATEMENT OF OPERATIONS

FOR THE YEAR ENDED 30 JUNE 1993

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**INCOME**

- Government Grant
- Pilot Māori Language Survey Grant
- Māori Language Curriculum Contract Grant
- Certificate Fees
- Translations
- Registration Fees
- Profit on Sale of Asset
- Consultancy Income
- Interest Received
- Books
- Other Receipts

**TOTAL INCOME**

---

**EXPENDITURE**

- Administration
- Advertising
- Audit Fees
- Consultants Fees
- Depreciation
- General Expenses
- Koha
- Loss on Sale of Asset
- Motor Vehicle Expenses
- Printing
- Rent
- Salaries and Wages
- Travel

**SURPLUS/(DEFICIT) ON OPERATIONS**

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### TE TAURA WHIRI I TE REO MĀORI

#### WHAKAMĀRAMA I NGĀ MAHI

MŌ TE TAU I MUTU 30 Pipiri 1993

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**WHIWHINGA**

- Pōtea Kawanatanga
- Pōtea Rangahautangata Reo Māori
- Pōtea Marautanga
- Utu Tiwhikete Tohungatanga
- Whakamāorianga
- Utu Rēhita
- Hua Hokonga Rawa
- Ratonga Tohuwhenua, Whakaako
- Hua Moni
- Ngā Pukapuka
- Etahi Atu Whiwhinga

**NGĀ WHIWHINGA KATOA**

---

**WHAKAPAUNGA**

- Whakahaere Utu
- Pānui
- Utu Tātari Kautu
- Utu Tohuwhenua
- Whakakēkenga Whāriu
- Whakapaungā Whāriu
- Koha
- Moni Hapa i te Hokonga Taputapu
- Utu Waka
- Utu Tāngatū
- Ati
- Utu a Tau, a Hāora
- Hāereere

---

**TUWHENE/(TAREPA) O ROTO I NGĀ MAHI**
STATEMENT OF ACCOUNTING POLICIES
FOR THE YEAR ENDED 30 JUNE 1993

Nature of the Business
The principal activity of this entity is to promote the Māori language.

General Accounting Policies
- The measurement base adopted is that of historical cost. Reliance is placed on the fact that the Commission is a going concern.
- Accrual accounting is used to match expenses and revenue.
- Grant funds from the Crown are accounted for on an accrual basis.

Particular Accounting Policies
The following particular accounting policies which materially affect the measurement of excess income over expenditure and financial position have been applied:

(a) Fixed asset are shown at cost less accumulated depreciation and have been depreciated on a diminishing value basis at rates which are anticipated to write them off over their estimated useful lives:

- Leasehold Improvements
- Motor Vehicles
- Furniture and Fittings
- Office Equipment
- EDP Equipment

(b) Receivables have been valued at expected net realisable value.

(c) These accounts have been prepared net of GST. The net amount receivable or payable in respect of GST has been included in Accounts Payable, Accounts Receivable, Prepaid Income and Prepayments.

Te Kaupapa A Te Taura Whiri i Te Reo Māori
Ko te tino mahi a tēnei hinaunga he whakataaranga i te reo Māori.

Kaupapa Kaute Whānui
- Ko te wāri o ngā tautapu ko tērā o te wa i hokora mai ai. E whakaponoa ana he whakahaere pūmāri tēnei.
- Ko ngā namā mai me ngā name me utu, kua whakaurua ki ngā whakawhiwhinga, whakapaungia, ko ngā utu tōmua mai, tōmua atu, kāore i roto i ngā whakawhiwhinga, whakapaungia.
- Ko ngā pōtea Kawanatanga mai i te Kauauna, e whakaparamatia ana i runga i te kaupapa kaute tahu.

Kaupapa Kaute Whātiti
Kua whakaurua mai ngā kaupapa whātiti e whai ake nei e tino mōhiota ai te nui eke o te whiwhinga i te whakapaungia.

(a) Ko te wāri o ngā hua pūmāri kua tūia nei te utu tātūra engari ko te hekena wāri kia ōrangi te tangohia ia tau, á, eke noa te wa i whakaraota ka whaihua ēnei hua pūmāri.

- Ngā Whkaparangi Kāanga Riti
- Ngā Waka
- Ngā Rawa
- Ngā Tapalapu Tari
- Ngā Rorohoko

(b) I whakaritea te wāri o ngā namā mai kia hāngai ki te hua e whakaponoa ana ka pūa

(h) Kāore te tāke hokohoko i whakaurua mai ki te whakadotinga o ēnei kaute. Ko te tāke hokohoko e namā mai ana, e namā atu ana rānei, kua whakaurua mai ki ngā Kaute Nama Atu, Nama Mai, Utu Tōmua Mai, Tōmua Atu.
Activity 13

The following material has been sourced from the Toi Reo Māori 2004 Examination (Written). The English and Māori are provided here together for further analysis of the translation process. What are the following genres or types of translations? What skills are required for each?

13.1

POOL LIFEGUARD (full-time)
Jersey Pool – Wainuiomata

If you are interested in a career in aquatics then this is an ideal opportunity. Jersey Pool is looking for a motivated lifeguard with skills in pool supervision and aquatic programmes.

Ideally you will have a background in swimming pool supervision or recreation programmes and be looking for further challenges in your work.

You will possess excellent verbal and non-verbal communication skills and have the ability to lead others in the workplace.

A current First-Aid Certificate and a National Lifeguard Award qualification are desirable. However, for the right person, on-the-job training along with a competitive remuneration package are offered.

*For a position description and more information contact Charlie Boswell, Assistant Manager on 04-724-9838*

Applications close 5pm on Monday, 5 April 2004.
13.2

Pouora Hōpua Kauhoe (Mahi Ukiuki)
Jersey Pool – Wainuiomata

Mehemea e whai whakaaaro ana koe ki tētahi ūmanga i roto i te rāngai rōwai, koinei te wā! E kimihia ana e Jersey Pool tētahi pouora kauhoe rikarika, whai pūkenga anō hoki ki te āta tiaki hōpua me te whakahaere hōtaka rōwai.

Ko te tikanga, kua taunga kē koe ki te mahi tīaki tangata i rō hōpua kauhoe, ki te whakahaere hōtaka hākinakina rānei, ā, me te aha, e kimi mātātaki atu ana koe ki roto i āu mahi.

Me mātua whai pūkenga tiketike koe mō te whakawhitiwhiti kōrero ā-waha, ā-tinana anō hoki me te kaha ki te ārahi tāngata i te wāhi mahi.

E manakohia ana he tangata whai Tiwhikete Whakaora Whawhati Tata e mana tonu ana me tētahi Tohu Pouora Hōpua Kauhoe ā-Motu. Heoi anō, ka whakaritea he whakangungu ā-mahi mā te tangata tika me tētahi mōki utu pai tonu e ārite ana ki ō wāhi mahi kē.

Whakapā atu ki a Charlie Boswell, Kaiwhakahaere Tuarua, tau waea 04-724-9838 mō ngā kōrero e pā ana ki tēnei tūranga me ētahi atu pārongo hāngai.

Ka kati ngā tono ā te 5 karaka i te ahiahi o te Rāhina, te 5 o Paengawahāwhā 2004
13.3

SWIMMING MAYFLIES

Like other orders of insects, mayflies are distributed worldwide except for a few oceanic islands and the polar zones. However, the *Ephemeroptera* is a small order, far from fully identified, with about 2500 named species at present. In New Zealand, this order is represented by 40 described species classified in 8 families, although the list is by no means complete. Three-quarters of the known species are classified in the family *Leptophlebiidae*. Most New Zealand *leptophlebiids* are adapted for clinging to the undersides of stones and boulders in streams. However, the species of the family *Nesameletidae*, represented in New Zealand by a single genus *Nesameletus*, are free swimming and able to dart about with agility to escape predators.
NGĀ RANGITAHl KAUHOE

Pērā anō i ērā atu pūtoi pepeke, kītea ai ngā rangitahi i ngā tōpito katoa o te ao, hāunga anō ētahi moutere i te aumoana me ngā takiwā kōpaka. Heoi anō, he pūtoi iti a ngāi *Ephemeroptera*, ā, kāore anō kia tautohua ōna huānga katoa. Taka mai ki tēnei wā, e 2500 pea ngā momo kua whakainingoaia. I Aotearoa nei, e 40 ngā rangitahi o te pūtoi *Ephemeroptera* kua whakaahutia ā-kupu, nō ētahi whānau e 8, engari kāore e kore arā ētahi huānga kāore anō i mōhiotia. Ko tētahi toru hauwhā o ngā momo e mōhiotia ana, nō te whānau *Leptophlebiidae*. Ko te nuinga o ngā *leptophlebiid* o Aotearoa, he whai urutaunga e pai ai tā rātou piri ki te mata whakarar-o ngā kōhatu me ngā toka noho kōawa. Engari ko ngā momo o te whānau *Nesameletidae*, ko ōna uri i Aotearoa nei nō te puninga kotahi e kīia ana ko te *Nesameletus*, ka kauhoe noa, ka āhei anō ki te kōkirikiri ki hea, ki hea hei karo i te hoariri.
Activity 14

The following activities can be done independently. A follow up can take place in the training session.

1. **Source Language**
   a) What is the source language?
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

   b) Are you proficient in the language and worldviews in order to render an accurate translation?
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

   c) If yes, go to no.2
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

   d) If no, who will assist you? Why have you chosen this person/these people?
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

   e) If no one, then stop. Do not undertake the translation activity.
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

2. **Target Language**
   a) What is the target language?
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

   b) Are you proficient in the language and worldviews in order to render an accurate translation?
   ...............................................................................................................................
   ...............................................................................................................................
   ...............................................................................................................................

c) If yes, are you confident that your reformulation will be equivalent in meaning of the source language?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


d) If yes, go to no.3
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


e) If no, who will assist you? Why have you chosen this person/these people?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


f) If no one, then stop. Do not undertake the translation activity.
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


3. Genre

a) What type of genre is it? Narrative, Advertising, Government policy document?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


b) Have you undertaken translation in this genre before?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................


c) If yes, are you confident that your reformulation will be equivalent in meaning of the source language?
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
d) If yes, go to no.4

If no, who will assist you? Why have you chosen this person/these people?

If no one, then stop. Do not undertake the translation activity.

4. **Client**

a) Are you able to fulfill the Clients demands?

b) Are the demands appropriate or will they diminish the quality of translation and the service of translation?

c) In what form or shape is the translation being presented?

d) Are the timelines reasonable?

e) If no to any of the above, re-negotiate until satisfied.
f) If re-negotiation is unsuccessful, then stop. Do not undertake the translation activity.

5. **Audience/Consumer**
   a) Who is the translation for?
   
   b) Will the Consumer appreciate and understand the translation?
Activity 15

The following is an exemplar of a literary translation of the above novel written by world-renowned creative writer Witi Ihimaera and translated by the also internationally known Timoti Kāretu, New Zealand’s leading authority on the Māori language. Although a specialist area of translation, it is strongly recommended that all read and study at their own leisure the translation by Timoti Kāretu. Please note the translation of the title of the book in English above as it appears on the cover and its reformulation or rendition in the target language, Māori.
THE VALDES Peninsula, Patagonia. Te Whiti Te Ra. The nursery, the cetacean crib. The giant whales had migrated four months earlier from their Antarctic feeding range to mate, calve and rear their young in two large, calm bays. Their leader, the ancient bull whale, together with the elderly female whales, fluted whale songs of benign magnificence as they watched over the rest of the herd. In that glassy sea known as the Pathway of the Sun, and under the turning splendour of the stars, they waited until the newly born were strong enough for the long voyages ahead.

Watching, the ancient bull whale was swept up in memories of his own birthing. His mother had been savaged by sharks three months later, crying over her in the shallows of Hawaiiki, he had been succoured by the golden human who became his master. The human had heard the young whale’s distress and had come into the sea, playing a flute.

RUA

Ko te Mātārare o Valdes i Patagonia. Ko Te Whiti-te-ria. Koia nei te rua o tēnei mea, o te tohorā. E whā marāma i mua atu kua heke mai ngā tohorā tuangaa nei i Te Kōpukatanga ki te Tonga mai i te wāhi rari noa ai te kai ki ngā whanga nui, whanga marino e rua nei ki konei ai ai, tohakawhānau ai, whāngaia ai hoki i ā rātou kūao. Ko tō rātou rangatira, te tohorā toa kaumātua, atu ki ngā tohorā wha kua kuukiua, e waiata ana i ā rātou waiata tino whakahārahi, ā, anō nei he pūtōrino te tangi mai, i ā rātou e tūmātōhī ana i ērā katoa atu o te kāhui. I tāua moana papa pouinamu nei te āhua, e kia nei ko Te Ara-o-te-ria, ā, i raro i ngā whetū, ahurei atu, ahurei mai, ka tatari rātou kia kaha ake ngā mea kātahi anō ka whānau ki taea ai te hekenga roa kai mua i ā rātou aroaro.

I a ia e mātai ana, ka hoki ngā mahara o te kaumātua ki tōna anō whānautanga mai. E toru marāma i muri mai ko tōna whātea he mea whakatotororo, he mea patau e te māngā, i a ia e tangi ana ki tōna whātea i ngā wai pāpaku i Hawaiiki ka manaakitia ia e tētahi tino tangata — i noho nei kei rangatira mōna. I rongo te tangata i te ahotua o te kāiao tohorā ka haere mai ki te moana me te whakatangi haere anō i te pūtōrino.
THREE

I suppose that if this story has a beginning, it is with Kahu. After all, it was Kahu who was there at the end, and it was Kahu's intervention which perhaps saved us all. We always knew there would be such a child, but when Kahu was born, well, we were looking the other way, really. We were over at our Koro's place, me and the boys, having a korero and a party, when the phone rang.

'A girl,' Koro Apirana said, disgusted. 'I will have nothing to do with her. She has broken the male line of descent in our whanau. Aue.' He shoved the telephone at our grandmother, Nanny Flowers, saying, 'Here. It's your fault. Your female side was too strong.' Then he pulled on his gumboots and stomped out of the house.

The phone call was from the eldest grandson, my brother Porourangi, who was living in the South Island. His wife, Rehua, had just given birth to the first great-grandchild of the whanau.

'Tena koe, dear,' Nanny Flowers said into the phone. Nanny Flowers was used to Koro Apirana's growly ways, although she threatened to divorce him every second day, and I could tell that it didn't bother her if the baby was a girl or a boy. Her lips were quivering with emotion because she had been waiting for the call from Porourangi all month. Her eyes went sort of cross-eyed, as they always did whenever she was overcome with aroha. 'What's that? He aha? What did you say?'
Kāti, mena he timatanga tō tēnei kōrero, ko Kahu taua timatanga rā. Nā te mea ko Kahu te mea i reira i te mutunga, ā, nā te urutomo mai pea o Kahu ka ora kō mātou. Kua mōhio noa atu ka puta he tamaiti pērā i a ia engari nō te whānautanga mai o Kahu, kāti, i wāhi kē noa atu mātou e titiro ana, me kī. Arā mātou i tō Koro, mātou ko ngā tama tāne, e kōrero ana, e ngahau ana, ka tangi rā te waea.

‘He kōtiro,’ koirā te kōrero a Koro Apirana me tana mākinokino anō. ‘Kāore au e paku pā atu ki a ia. Nāna kua kore te tātai ure tārewa o tō tātou whānau. Auē.’ Ka panaia atu e ia te waea ki a Kui Putiputi me te kī, ‘Anā. Nōu te hē. He kaha rawa nō te tō o tō taha wahine.’ Kātahi ia ka kuhu i ana kamupūtu ka puta atu i te whare me te riri tonu.

Ko te waea mai nā te mokopuna mātāmua, nā taku tuakana, nā Porourangi e noho mai rā i Te Waipounamu. Kātahi anō ka whānau mai i tana wahine, i a Rehua, te mokopuna tuarua mātāmua a te whānau.

‘Tēnā koe, e ia,’ te kōrero atu a Kui Putiputi i te waea. Kua waia kē a Kui Putiputi ki te āhua amowheke o Koro Apirana, ahakoa ia rua rā whiua ai e ia tana kōrero ka tino whakarērea e ia a Koro, ā, kua kite kē au kāore noa iho he aha tahi ki a ia mehemea te tamaiti i tāne, i wahine rānei. E kereū ana ana ngutu i te kaha o te aroha i te mea kua pau kē te marama i a ia e tatari ana kia waea mai a Porourangi. I āhua rehua ana karu, pērā ai i ngā wā katoa e kaha ana te pā mai o te aroha ki a ia. ‘He aha tēnā? He aha tō kōrero?’
FOUR

BUT THAT was nothing compared to the fight that they had when Porourangi rang to say he would like to name the baby Kahu.

'What's wrong with Kahu?' Nanny Flowers asked.

'I know your tricks,' Koro Apirana said. 'You've been talking to Porourangi behind my back, egging him on.'

This was true, but Nanny Flowers said, 'Who, me?' She fluttered her eyelids at the old man.

'You think you're smart,' Koro Apirana said, 'but don't think it'll work.'

This time when he went out on the sea to sulk he took my dinghy, the one with the motor in it.

'See if I care,' Nanny Flowers said. She had been mean enough, earlier in the day, to siphon out half the petrol so that he couldn't get back. All that afternoon he shouted and waved but she just pretended not to hear. Then Nanny Flowers rowed out to him and said that, really, there was nothing he could do. She had telephoned Porourangi and said that the baby could be named Kahu, after Kahutia Te Rangi.
WHĀ

Engari kāore noa iho he aha taahi o tērā mena ki te whakaritea atu ki te pakanga i puta i te waeatanga mai a Porourangi ki te kī mai i te hiahia ia ki te tapa i tana tamaiti ki te ingoa o Kahu.

Ka pātai a Kui Putiputi, ‘He aha te mate o tēnā ingoa o Kahu?’

Ka kī a Koro Apirana, ‘E mōhio ana au ki āu nā mahi mūrere. Ko koe te mea whakakikī atu i a ia, whakahau i a ia.’

He tino tika tēnei engari ka kī a Kui Putiputi, ‘A wai? Ahau?’

Ka pepe atu ngā kaikamo ki te koroua rā.

Ka kī a Koro, ‘E pēnei ana koe ko tō mōhio kē engari kei te pōhēhē koe.’

Nā i tēnei haerenga atu ōna ki te moana ki reira whakapaeko mai ai, i haere kē atu mā runga i tōku waka, te mea whai mihini.

Kā kī a Kui Putiputi, ‘Hei aha anō māku!’ Kua mahi kino kē ia i mua kē noa atu anō i taua rangi, kua ngongoa kētia mai e ia te nuinga o te hinu kia kore ai te koroua rā e āhei ki te ū mai anō ki uta. Pau noa ake te ahiahi i a ia e hāparangi mai ana, e rotarota mai ana engari ko te kuia rā kāore i arō atu, anō nei kāore i te rongo. Kātahi ka hoe atu a Kui Putiputi ka ki atu ki a Koro Apirana ahakoa pēhea ia e kore e taea e ia te aha. Nāna kē a Porourangi i waea atu ki te kī atu e pai noa iho ana te tapa i te tamaiti ki te ingoa o Kahu, ki a Kahutia-te-Rangi.
REFERENCES


Te Taura Whiri i te Reo Māori (1993). *Te Pūrongo a Te Taura Whiri i te Reo Māori, mō te tau i mutu, 30 Pipiri*. Te Taura Whiri i te Reo Māori: Wellington

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