

RP 1-08



He whakamātautau pānui pukapuka e āronui ana ki te taumata teitei o te mōhioanga

NĀ

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I TAURI I TUHITUHI

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I WHAKAMĀORI

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Kaore e whakaaetia tēnei pānuitanga kia tatauria, e whakaputua ki rō pūnaha tīpoka e pāhotia ahakoa he aha te āhua me te ara, hiko-iti, aunoa, kape whakaahua, hopukanga, he rerekē rānei, horekau i hōmai te tukunga-ā-tuhi a te kaiwhakaputa pukapuka ēngari i te okotahi o te 40 Whārangi Aromatawai mā ngā Akonga e whakaaetia ana pea kia kape whakaahuatia mai i te kape matua anake.

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IHIRANGI

E rua ngā pukapuka ō tēnei kete - ko te pukapuka whakamārama me tētahi pukapuka wehe kē, e pupuri ana i ngā tuhinga mā ngā akonga. E toru ngā wāhanga ō tēnei pukapuka whakamārama

WĀHANGA TAHI TE ARATAKI	whārangī	English
Whakataki - foreword	4	
Whakamōhio	6	7
E pā ana ki ngā Tuhinga	8	9
Me Pēhea te Whakamahi i a HAURAPA-PROBE	10	11
Ngā Whakahaerenga i a HAURAPA-PROBE	12	13
Kōwhiritanga 1 - rārangi pānuitanga ōpaki	14	15
Kōwhiritanga 2 - te tātari aroā pānui wahangū	16	17
Kōwhiritanga 3 - te tātari aroā rongo	18	19
Kōwhiritanga 4 - te tātari aroā tuhutuhi	20	21
Pānui-ā-waha (whakamahi ana i te kōwhiritanga 1)	22	23
Te Tātari Pānui-ā-waha (whakamahi ana i te kōwhiritanga 1)	24	25
Aroā	26	27
Pūnaha Whakarōpu Aroā	28 & 30	29 & 31
Te Āhua mō te Rekoata i te Aroā	32	33
Ngā Whakamāoritanga mō ngā Otinga Aroā	34	35
WĀHANGA RUA WHAKATAU PŪWĀHI	37 - 41	
WĀHANGA TORU NGĀ WHAKAUTA	43 - 64	
WĀHANGA WHĀ NGĀ KĀPE MATUA	65 - 110	

Ko ngā rauemi tuhi i roto i a HAURAPA-PROBE i tauratia kia hāngai tonu me te ngāwari noa iho hoki. I whakaraupapahia ngā tuhinga kia rua tekau ngā huinga. He tuhinga pūrākau me te tuhinga pukapuka take tūturu mō ia huinga. I roto i te Reo Pākehā PROBE kei ia huinga he pānui-ā-tau tekau-mā rua marama te roanga. Ko ngā huinga e whai ana, ka tāpiki ono marama tēnā ki tēnā.

I whakaraupapa pēneihia ngā huinga

	English Reading Age		English Reading Age
Huinga 1	5.0 - 6.0 yrs	Huinga 11	10.0 - 11.0 yrs
Huinga 2	5.5 - 6.5 yrs	Huinga 12	10.5 - 11.5 yrs
Huinga 3	6.0 - 7.0 yrs	Huinga 13	11.0 - 12.0 yrs
Huinga 4	6.5 - 7.5 yrs	Huinga 14	11.5 - 12.5 yrs
Huinga 5	7.0 - 8.0 yrs	Huinga 15	12.0 - 13.0 yrs
Huinga 6	7.5 - 8.5 yrs	Huinga 16	12.5 - 13.5 yrs
Huinga 7	8.0 - 9.0 yrs	Huinga 17	13.0 - 14.0 yrs
Huinga 8	8.5 - 9.5 yrs	Huinga 18	13.5 - 14.5 yrs
Huinga 9	9.0 - 10.0 yrs	Huinga 19	14.0 - 15.0 yrs
Huinga 10	9.5 - 10.5 yrs	Huinga 20	14.5 - 15.5 yrs

WHAKATAKI - FOREWORD

The Te Reo Maori translation of PROBE happened because a growing number of Maori educators, who knew how PROBE Reading Assessment successfully filled a void in assessment of comprehension in English, wanted it to do the same in Te Reo.

The translation task wasn't easy. As a unique, behavioural assessment resource, PROBE was difficult to do in English, taking three writers many thousands of hours to complete. The Maori translation has also taken a considerable time in order to ensure its effectiveness.

Why has PROBE been translated rather than an original Maori PROBE commissioned?

Although this may have been more desirable, it wasn't feasible. Apart from being an incredibly arduous and costly task, the tools to measure the complexity of structure in Maori are currently not available. I am sure that these tools will be developed in the future.

Are the translated stories suitable for Maori students? If modern Maori children go to shops, travel on boats and planes, go to the beach, use phones and computers, want to find out about the natural world, other people, other times and other places, the answer is definitely yes.

How can performance be recorded? The table on the bottom of page 3 shows the levels (ngā huinga) and the English 'reading age' of the translated texts. This provides a general guide to the difficulty of the stories - particularly the difficulty of concept. It would be technically incorrect to record a 'reading age' rather than a 'reading level'.

The addition of key words with all answers in HAURAPA-PROBE has been included to help assessors judge more confidently whether the student's response is correct or not.

There are some issues that users of HAURAPA-PROBE need to be aware of.

Experience has taught us that teachers using PROBE have compromised the test by:

1. omitting to read the Guide (carefully) before testing.
2. not referring to the answers as they proceed - letting wrong answers through.
3. getting caught in the sympathy trap - 'this is too hard for my poor students'.
4. teaching the test - discussing with students how they could have found the answer

I would like to thank Mere Clarke for her incredible knowledge, skill, enthusiasm, and tireless work in translating PROBE, Catherine Parkin for the important analytical work she has done and the licenced translators, Piripi Walker & Ian Cormack, for the final editing. I would also like to express my gratitude to the many people who played a supportive role in bringing this about: Gordon Pepere, and those who reviewed the work: Clara & Te Whare Turewhenua, Pirihira Ormsby, Te Rina Jo, Meri Marshall and her colleagues at Victoria University, Francis Higham & Pirihira Keelan who typed the initial draft and a special thanks to Bruce Whitley for his brilliant cover design. Nā reira tēnā koutou tēnā koutou, tēnā koutou katoa.

I trust that you, as a Maori educator, will find HAURAPA-PROBE to be of great benefit in helping you help students to increase understanding of what they read by targeting the weaknesses that are exposed through this assessment.

Heoi anō rā noho ora mai.

Nā Chris Parkin
Triune Initiatives
Wellington 2007

RV08

HAURAPA PROBE

WĀHANGA TAHI HEI ARATAKI

HE KORE-TURE TE KAPE I NGĀ WĀHANGA 1, 2, & 3 o tēnei puka whakamātautau

I whakae te kaiwhakaputa ko te wāhanga 4 (mō te Kape Matua) anake hei kapehanga mehemea kei te whakamahia hei wāhi o te aromatawai raupapa mahi katoa, ā, ēhara hoki i te kape nō ētahi atu kape.

Wāhanga 1(Arataki), 2 (Whakautu), 3 (Pūwahi) kauaka rawa e kapea ahakoa pēhea.

IT IS ILLEGAL TO COPY PARTS TAHI, RUA & TORU of this manual

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WHAKAMŌHIO

HAURAPA-PROBE

Ko te Āta Mātai Pānui Whiti, te Tātari Whanonga me te Aromātainga o te Aroā, he aromatawai pānui e whakakotahi ana i te aromātai o te tōtika pānui, te whanonga pānuitanga me te hōhonutanga o te māramatanga o te pānui.

I taurahia, i tuhia a Haurapa-Probe e tētahi rōpu kaimahi umanga mātauranga, i mahi haere i roto i ngā momo kura katoa, mai i ngā kura tuatahi, tuarua, me ngā ākonga pakeke i roto i Aotearoa mō tua atu i te toru tekau tau. Nā ō rātou tautōhito i roto i ngā aromatawai pānui me te tātari nā reira kāore i tino whai wāhi te taumata teitei o te tōtika pānui ki te hōhonutanga o te mōhiotanga. Nā, hei whaiwhai i tēnei raruraru, ka tuhia e rātou he mahi ngāwari ki te mau hei taura aromatawai whanonga e tautuhi ana he pēhea te pānui ā ngā kaipānui me ngā mea e mōhiotia ana e rātou.

Ahako ko tā Haurapa-Probe ko te arotahi ki te whakatau i te tika o ngā pānui me te mōhio o ngā ākonga mai i te tau 3 ki te tau 10 (ākonga 7 ki te 15 ngā tau) ka taea anō hoki te whakamahi i te taha o ngā tamariki nohinohi me ngā pakeke.

Ko te whakaaro ā ngā kaituhi kia kaua e kōmaka mārika anake i ngā ākonga mā ō rātou taumata mō te whakatahuri reo kia mārama ai, me te mōhiotanga. Ko te tino whāinga kē kia anga ngā kaiako ki te tautuhi ngā uauatanga, ka huri ki te whakatikatika mā te whakatakoto i tētahi hōtaka panoni.

NGĀ KŌRERO MŌ TENEI WHAKAMĀORITANGA

I whakatika atu ngā kaituhi o Haurapa-Probe ki te anganui i te aromatawai o te mōhiotanga i roto i te reo Ingarihi, kia taea ai e ngā kaiako te hoatu ki ā rātau ākonga ngā tohutohu e tika ana i roto i ngā wāhi hāngai pū. I tino tautokohia me te whai hua anō hoki puta noa i Aotearoa me Ahitereiria. Ka kitea a Haurapa-Probe i neke atu i te 27 whenua huri noa i te ao, āpiti atu ki Perū, Ōmana me ngā moutere o Falkland.

Whai ake nei tēnā ētahi kaiako o te Reo i kite atu, arā, he tino wāriu tēnei rauemi mehemea i roto i te Reo Māori.

I kitea atu e Mere Clarke, arā mā te whakamāori i tēnei rauemi whai-wāriu, ka whai wāhi hei whakatikatika i te uauatanga o te mōhiotanga i roto i te reo Māori, ā, ki te āwhina hoki ki te whakapakari i te reo mō ngā ākonga katoa.

He tini rau ngā haora i whakapauhia ki te whakamāori me te whakapūmau kei te tika me te pupuri hoki i te tikanga o te tino kaupapa mahi.

HE KORERO RĀPOPOTO MO TE KAIWHAKAMĀORI

Ko Mere Clarke nō Ngāti Porou, he kaiako matatau kua eke ki tōna kaumātuatanga. He kaituhi pukapuka, he kaiwhakamāori. I tēnei wā he kaitohutohu a ia (RTM) i te Reo me ōna Āhuatanga, i roto i te rohe o Tūrangānui. I roto hoki i āna mahi whakamāori, ka whakauru mai ētahi atu tuhinga pēnei i nga mahi ture pānuitanga mātauranga me ētahi hītori. I te tau 1998 i whakawhiwhia a ia e te NZLIA ki tētahi hōnore mana nui, arā ko te 'Tohu Kura pounamu', mō tōna pukapuka pakiwaitara, *Whirikoki me tōna kēkeno*.

INTRODUCTION

PROBE

Prose Reading Observation, Behaviour and Evaluation of Comprehension is a reading assessment that combines evaluation of reading accuracy, reading behaviour and in-depth reading comprehension.

PROBE has been designed and written by a team of specialist education practitioners, who have worked with a wide range of primary, secondary and adult students in New Zealand and Australia over the past thirty years. Their experience in reading assessment and analysis led them to recognise that a high level of reading accuracy did not necessarily correlate with a corresponding depth of understanding. To address this problem they wrote an easy-to-use, behavioural style assessment that could identify how readers read and what they understand.

Although PROBE was designed with a focus on determining the reading accuracy and comprehension of students from Year 3 to Year 10 (students aged 7 to 15 years), it has been successfully used with both younger readers and adults.

The writers' intent is not to have students simply classified by their level of decoding and comprehension. Their primary aim is to have educators identify difficulties and to address them by providing a programme of change.

SOME INFORMATION IN ENGLISH MAY DIFFER FROM TE REO

Some information in English (on the facing pages of Part 1: The Guide) may differ from the Maori translation version.

Information has been either omitted or added where necessary.

E PĀ ANA KI NGĀ TUHINGA

Ko ia tuhinga whā tekau a HAURAPA-PROBE, i whakaaro tūturuhia hei taonga aromatawai.

Nā reira ngā pūrākau i karo ai i ngā raruraru i puta mai nō ngā papanga tuhi, kāore i tuhia tūturuhia mō te aromatawai, i tangohia mai rānei nō roto i te horopaki.

I tuhia ngā horopaki HAURAPA-PROBE, ā, i whakaraupapahia i roto i te taumata tino whai takenga me te whakauru ngātahi atu i ngā pakiwaitara me ngā kōrero pono i ia tau pānui pukapuka.

Hei whakaiti i te ngākau kawa me te whakaahei i te kaitātari kia hāngai te aromatawai i te kaha o te kaipānui ki te tango mai i ngā pānuitanga kei roto i te tuhinga, ka whakapau kaha ngā kaituhi ki te whakaputa i tētahi tuhinga i roto i te Reo Ingarihi ā-Taiao Tikanga Noa, ā, (kia rite te nui) kāhore e motuhake kia tikanga-ā-iwi, ā-rohe anake.

Nā te mea he tātaritanga tēnei mō te kaha o te kaipānui ki te whakatahuri me te mōhio i te tuhinga, kāore he pikitia, he tīwhiri taitara whāiti noa hie whakapūmau, ko ngā hua i pūtakehia i runga i ēnei pūkenga.

Nā te whakauru ngātahi i ngā kōrero pono me ngā pūrākau i whakaatu ngā whakaaro o te kaituhi, arā, ko ngā momo tuhinga e rua, he motuhake kei roto i ō rāua rōpū whakaraupapatanga ā-roto, whakamahi i ngā rārangi kupu, me ngā herenga a ia momo tuhinga i runga i te kai pānui.

Ki te kapea tētahi, me tētahi atu rānei tērā pea ka whakararua ngā kaipānui, ka whakakotitia rānei ō rātou pūmanawa motuhake.

Pai noa iho ētahi ākongā, ki te rite o ngā whakaaro me te whakaaturanga raupapa pānuitanga pūmau i roto i ngā tuhinga kōrero pono.

Ko ētahi he wawe noa iho te taea te taha whakaaro tuakiri, ngā momo whakamahi huhua i ngā rārangi kupu me te iti o te matapae o te hanga i roto i ngā pakiwaitara.

Nā te tāpikinga o ia huinga tuhinga i whakawāteatia he whiriwhiringa whānui atu o te tuhinga.

Ko ngā whiti, ngā tuhinga hangarau me ngā tuhinga tohutohu i whakakorea atu, nō te mea ko te kī a te rangahau nā ngā kupu tautōhito nei, nā reira te āhuatanga tūingoa putanga i hārakiraki ai i roto i ēnei momo tikanga.

I te wā e kōwhiri take ana mō ngā kōrero pono, pau tonu te kaha ki te whakapūmau i te mea tika. He nui ngā mātāpuna i uiuia, ā, mehemea e hiahiatia ana, ka whakapūmautia ngā meka pono. Ko ngā take matawaenga, whakarangirua i te whakaaro me ngā pānuitanga tautohe, kua karohia atu, kāore e puta ana i te pukapuka nei.

ABOUT THE TEXTS

Each of PROBE's forty original texts has been purpose written as an assessment tool.

The texts thus avoid the problems posed by material which has not been specifically written for assessment or has been taken out of context.

The PROBE texts have been written and organised with a high interest level and to include both fiction and non-fiction at each reading age.

To reduce bias and enable the assessor to more accurately evaluate the reader's ability to draw on the information contained in the text the writers have endeavoured to produce texts that are in Standard International English and (as much as possible) culturally and geographically non-specific.

As this is an assessment of a reader's ability to decode and comprehend text, there are no pictures and limited title clues to ensure the results are based on these skills.

The inclusion of both non-fiction and fiction stories reflects the writers' view that the two types of writing are distinct in their internal organisation, use of vocabulary and the demands each makes on the reader. Omitting one or the other could disadvantage readers or misrepresent real ability. Some students are more comfortable, for example, with the objectivity and sequential presentation of factual information contained in non-fiction texts. Others cope more readily with the subjectivity, varied use of vocabulary and less predictable structure of fiction.

The overlapping of each set of texts allows for a wider choice of text.

The reading age of the texts has been largely determined using the Elley Noun Frequency Method (Elley, W.B. and Croft, A.C., - NZCER, revised edition 1989), with some cross checking using the Fry Readability Formula (Modified) for higher level texts. For texts with less than 25 nouns, in which the Noun Frequency Method is acknowledged to be unreliable, Holdaway's Sight Words and Progression of Word Recognition Skills (Holdaway, D., Ashton Scholastic, 1972) has been used. In addition to these readability tools, the writers have used their collective experience to determine the linguistic and conceptual complexity of each text.

Poetry, technical and instructional writing have been intentionally omitted as research suggests that the specialised vocabulary makes the noun frequency count method unreliable in these genres.

In selecting topics for non-fiction texts every effort has been made to ensure factual accuracy. Numerous sources have been consulted and, when necessary, facts have been cross-referenced. Topics involving debatable or controversial information have been avoided.

ME PĒHEA TE WHAKAMAHI I A HAURAPA-PROBE

Ahakoā ka whakamahi ngā kaiako i a HAURAPA-PROBE mō ngā pūrongo whai tikanga, te aromatawai i ngā akonga uruhou mai me te āwhina i ngā whakataunga whakapiki, ko te tino mahi mananui a HAURAPA-PROBE, he tautuhi i te tohutohu e hiahiatia ana me te aroturuki i ngā nekenga takitahi o ia akonga.

TE RŌPŪ I WHIRIWHIRIA

I tūmanakohia ka tino whakamahia a HAURAPA-PROBE ki waenganui i ngā ākonga mai i te whitu tau ki te tekau mā rima tau. Heoi anō, ka taea tonu te whakamahi i te taha o ngā ākonga tamariki ake, i te taha o ngā pakeke e whakapau kaha ana.

NGĀ HUARAHI WHAKAHAERE I A HAURAPA-PROBE

Ko tētahi o ngā tohu tino nui o HAURAPA-PROBE, ko te āhua ngāwari. E whā ngā kōwhiritanga hei whiriwhiringa. He whai tikanga me hāngai tonu tō kōwhiri mō ngā ākonga e aromatawaia ana.

KŌWHIRITANGA TAHI

RĀRANGI PĀNUITANGA ŌPAKI.....*tirohia te whārangi 14.*

Ko te nuinga o te whakamahi auau i a HAURAPA-PROBE ina hiahia te kaiako ki te aromatawai i te whakatahuri pānui me ngā taumata mōhiotanga.

KŌWHIRITANGA RUA

AROĀ PĀNUITANGA WAHANGŪ*tirohia te whārangi 16.*

Mā te aro inati o ngā whakaaro ki te whakatutukitanga pānui-ā-waha pea ka kotiti ngā arotake pānui mō ētahi ākonga, ā, me āta waiho mārire ki te taha, mō ngā ākonga matatau wahapū ki te pānui. Nā reira, ko te tohutohu, me whakaaronui ngā kaiaromatawai, kia mārama hoki kāore he whakahau kia piri tonu ki te whakamātautau-ā-waha.

KŌWHIRITANGA TORU

AROĀ-Ā-RONGO.....*tirohia te whārangi 18.*

Mō te kaipānui kāore i tino matatau, he taumata mōhiotanga tōna i runga ake i tōna taumata whakatahuri i te reo. Mehemea koiane te whakaaro, ā, tēnā, me anga te kaiaromatawai ki te pānui-ā-waha i te tuinga, kātahi ka whiu atu i ngā pātai hei aromatawai i te taumata mōhiotanga.

KŌWHIRITANGA WHĀ

AROĀ-Ā-TUHI.....*tirohia te whārangi 20.*

Ka taea te whakamahi a HAURAPA-PROBE hei aromatawai tuhituhi i te taha o ngā ākonga pakeke tino matatau. He puka tāruarua kei muri i tēnei pukapuka whakamārama.

HOW PROBE CAN BE USED

Although teachers may use HAURAPA-PROBE for formal reporting, assessing newly enrolled students and aiding in promotion decisions, the most important use of PROBE is identifying instructional need and monitoring individual progress.

TARGET GROUP

It is expected that HAURAPA-PROBE will mainly be used with students aged seven to fifteen years. However, it can be used successfully with competent younger students and adults who are struggling.

OPTIONS ADMINISTERING HAURAPA-PROBE

One of HAURAPA-PROBE'S key features is flexibility. There are four options to choose from. It is important that your choice is an appropriate one for the student(s) being assessed.

OPTION ONE

INFORMAL READING INVENTORYsee page 15

The most frequent use of HAURAPA-PROBE, where the student's decoding ability as well as comprehension level needs to be assessed.

OPTION TWO

SILENT READING COMPREHENSION.....see page 17

Undue attention paid to oral reading performance may adversely affect reading assessments for some students and is often unnecessary for fluent decoders. It is recommended therefore that assessors exercise discretion and do not feel they have to adhere rigidly to oral testing.

OPTION THREE

LISTENING COMPREHENSIONsee page 19

A struggling reader may have a comprehension level higher than their decoding level. If this is suspected, then the assessor may read the text aloud and then ask the questions to assess the comprehension level.

OPTION FOUR

WRITTEN COMPREHENSIONsee page 21

With older, more competent students HAURAPA-PROBE can be used as a written assessment. A photo-copiable answer sheet is at the back of this manual.

RĀRANGI PĀNUITANGA ŌPAKI

RAUPAPA MAHI

1. **Me whakatika te noho a te ākongā** kia whakatā ai, kia tau ai ia.
2. **Whakamāramatia atu ki te ākongā**, he whakamātautau tēnei hei rapu he pēhea tōna matatau ki te pānui pukapuka.
3. **Kī atu ki te ākongā**, ka taea e ia i te tuatahi te pānui te pakiwaitara ki a rātou ake, kātahi ka tonoa atu kia pānui-ā-waha mai ki te kaitātari, ā, i te mutunga, ka whiua atu ētahi pātai mō te pūrākau i pānuitia e rātou.
4. **Whakamāramatia atu ki te ākongā**, arā, ko ngā pātai aroā he pātai hei rapu he pēhea tō rātou matatau ki ngā pānui i pānuitia e rātou, ā, ahakoa kāore ngā whakautu i tino mārama, ka kitea i roto i te tuhinga.
5. **Whakamōhiohia atu ki ngā ākongā, ēhara tēnei i te whakamātautau mahara**, arā, ka noho tonu te tuhituhinga i mua i a rātou hei whakapā atu puta noa i te whakamātautau raupapa mahi.
6. **Kōrerohia anō**, he whakamātautau tēnei, me te kore hoki e whakaaetia te kaiwhakakapi ki te hoatu kupu ngaro ki te āwhina rānei i ngā ākongā ki te whakautu i ngā pātai.
7. **Hoatu te tuhituhinga ki te ākongā** hei pānui noho-puku.
8. **Tonoa atu te ākongā** kia pānui-ā-wahatia te pakiwaitara (*titiro ki nga huinga 1 & 2*) kei a ia te roa, te poto rānei o te wa. (Ēhara tēnei whakamātautau mō te tere o te pānui.)
9. **Rekoatahia te whanonga pānuitanga a te akonga** ki runga ake i te tuhinga i te wā e pānui ana ia (*titiro ki te Tirohanga Pānui-a-wāha*).
10. **Whakaotia ngā tirohanga pānui pukapuka** mā te tuhi i ngā whanonga whānui ki roto i pouaka Tātari Pānui-a-wāha.
11. **Timatahia te pānui aroā** (*tirohia te tuhinga 3*)
Me te aro kia tika tonu te mahi i ēnei mahi e whai ake nei:
 - i. **Pānuitia ngā pātai aroā, kia hāngai** ki ngā tuhinga o runga i te whārangi (*tirohia te tuhinga 4*)
 - ii. **Pai ake te rekoata i ā rātou whakautu-ā-waha, i te puru he tohu**, kia noho wātea ai te tiro-whānui i te wā e tirohia ana anō aua tukunga iho.
 - iii. **Mehemea kei te kitea atu te ākongā e hangahanga ana**, e whirinaki ana rānei ki ngā mōhiohanga o mua hei whakautu i ngā pātai, ka taea e te kaiaromatawai te anga anō te whakaaro ki runga i te tuhinga, mā te pātai atu ki te akonga. "*Whakaaturia mai ki aha kei whea taua kōrero.*"
 - iv. **Mehemea kei te hiahia he whakamārama kē atu**, ka taea te wero-a-kupu atu te ākongā me te pātai, "*Ka taea e koe te kōrero mai tētahi wāhi iti nei?*" Heoi anō, i roto i te hiahia kia tika tonu, me kauaka ētahi atu āwhina i a ia.
12. **Mihi atu ki te akonga** i te mutunga o ngā whakamātautau mō tōna whakaae kia mahi ngākau-tahi.

TUHINGA

1. Nā te mea, ko te whakahau a HAURAPA-PROBE i te kaiwhakakapi kia tuhia ngā hē i whakatahuritia me ngā whanonga pānui, **he pai noa iho kia whakamahia he rīpene-hopu-reo hei āwhina kia tika ai te tuhi i ngā raraunga**. Mehemea ka whakamahia te rīpene-hopu-reo, me whakapā atu ki te ākongā mō tēnei, ā, me te whakamōhio atu hoki he aha ai.

2. Mo te kaha ki te whai i te tino tika **kauaka e hoatu ngā kupu kāore e mōhiohia ana**. Heoi anō, mehemea ka raru te akonga i tētahi kupu, ā, ka ngaro te wahapū katoa me te ngako o te ariā, ka taea e ngā kaiako te whirwhiri mehemea me hoatu te kupu kāore i mōhiohia. Mehemea ka hoatuhia he kupu me tino rekoata nō te mea mā tēnei e puea ake ai he puaki mōhio whai tikanga mō te hātepe whakatahuritanga.

3. **I mua i te panuitanga i te huinga patai aroā**, he pai noa iho te tono atu ki ngā ākongā kia **tāruatia** ngā tino āhuatanga, ngā tino mahi rānei o te pūrākau i roto i ā rātou ake kupu. Mā te pēnei pea ka kitea te kakama o te ākongā ki te whai i te kaupapa o te pūrākau, i te raupapa rānei. Ahakoa rā, ehara tēnei anake i te taonga tātari aroā tino hōhonu. Ko te take o ngā mokowā o ngā whakarere-tanga, i te wā e tāruatia ana, ka whakaputahia i roto i ngā tino pātai aroā.

4. Mehemea kei te hiahia rātou, **ka taea e ngā kaiwhakakapi te kōwhiri** mai i te whānuitanga o ngā pātai aroā, engari, ko te tino whakahau me pātai katoa ngā pātai, mā konei hoki e hōmai ai he arotakenga tika mō ngā pakaritanga me ngā ngoikoretanga. Mehemea he whiri-whiringa pātai i wehea, me whakaatu i roto i te wāhanga tātaritanga o te whārangi arotake a te ākongā.

5. **Tērā pea, ka whakautu wawetia e ngā ākongā tino kakama-ā-waha ngā whakautu ki ngā pātai muri iho**. Otirā, ki te whakauturia te roanga atu, me te nuinga o te whai mana, me ui tonu ngā pātai katoa.

INFORMAL READING INVENTORY

PROCEDURE

1. **Ensure that the student** is relaxed and comfortable.
2. **Explain to the student** that this is an assessment of how well they can read.
3. **Tell the student** that they can first read the story through to themselves, then they will be asked to read aloud to the assessor, and finally they will be asked some questions about the story they have read.
4. **Make it clear to the student** that the comprehension questions are to find out how well they can understand what they read, and although the answers may not always be apparent, they can be found in the text.
5. **Let the student know that this is not a memory test** and that they will have the text in front of them to refer to throughout the testing procedure.
6. **Reiterate** that this is an assessment and that the assessor cannot give unknown words or assist students in answering the questions.
7. **Give the student** the text to read through silently.
8. **Ask the student** to read the story aloud (see notes 1 & 2) *in their own time*. (This is not a speed reading test.)
9. **Record the student's reading behaviours** above the text as the student is reading (see *Oral Reading Observation*).
10. **Complete the reading observation** by noting overall behaviours in the Oral Reading Analysis box.
11. **Begin the reading comprehension** (see note 3) making sure you do the following:
 - a. **Read the comprehension questions exactly** as they are written on the sheet. (see note 4)
 - b. **Record their responses rather than a putting a tick**, to allow greater insight when reviewing results. (see note 5)
 - c. **If the student appears to be improvising** or relying on prior knowledge to answer questions, the assessor can re-focus attention on the text by asking the student to... "Show me where it says that."
 - d. **If further elaboration is required** the student can be prompted by asking: "Can you tell me a little bit more?" However, in the interests of accuracy, there must be no other prompting.
12. **Thank the student for their co-operation** when the assessment has been completed.

NOTES

1. As PROBE requires the assessor to record BOTH the decoding errors and the reading behaviours, **a tape recorder could be used to assist in the accurate recording of data**. If a tape recorder is used the student needs to be made aware of this and why.

2. In the interests of accuracy, **unknown words should not be given**. However, if a student has become 'stuck' on a particular word and overall fluency and cohesion of concept is being lost, assessors may use their discretion about supplying the unknown word. If a word is supplied this must be recorded as it provides valuable information about the decoding process.

3. **Before beginning the set comprehension questions**, students can be asked to retell the main points or events of the story in their own words. This may give some impression of the reader's ability to follow the story line or sequence. However, this is not in itself a total comprehension tool.

4. **Assessors may wish to select** from the range of the available comprehension questions, but are strongly advised to ask all questions as this will give a more accurate assessment of comprehension strengths and weaknesses. If a selection of questions has been made this needs to be noted in the analysis section of the student assessment sheet.

5. **Some highly verbal students may pre-empt the answers to later questions**. Nevertheless, to maintain continuity and overall validity, all questions should be asked.

ĀROA

Ko te tikanga nui o HAURAPA-PROBE mō te aroā i whakaraupapahia i runga i te whakapono ko te māramatanga o te mea i pānuitia te whāinga take matua o te pānui.

Ahakoia he whai wāhi tonu te tikanga kei te mata tonu o ngā kupu o te tuhinga, he nui kē atu ngā āhuatanga o te pānuitanga. Nā, ko ngā akonga, mehemea ka kaha ake te matakite me te tātari i roto i ā rātou pānuitanga, me mōhio rātou ki te ‘pānui waenganui, i tua atu hoki i ngā rārangi.’

I ā rātou e kauneke ana i roto i ngā pūnaha o te kura, ko te tino tūmanako ka taea e rātou te mātau ngā tino tikanga whakataunga, arotake i te tuhinga mā te toro ki kō atu i te mea i hōmaitia, mā te whakariterite anō i ngā pānuitanga ma te whakatau i te tikanga o ngā kupu tauhou, o ngā kupu ngaro rānei nō te horopaki, me te urupare ki te mea i pānuitia.

E ono ngā pātai kua oti te whakatau me te whakamahi hei meiha i te hōhonutanga o te māramatanga o te akonga.

Ā-KUPU

WHAKARITENGA ANŌ

WHAKATAUNGA

RĀRANGI KUPU

AROMĀTAINGA

URUPARE

KUPU WHAKAMĀRAMA I NGĀ MOMO PĀTAI

ā-kupu

he pārongo i hōmai hāngaitia i roto i te tuhinga

whakaritenga anō

te hangahou kia rua, kia nui atu rānei ngā pitopito pārongo i roto i te tuhinga

whakataunga

he pārongo i whakapaea ēngari kāore i homai hāngaitia i roto i te tuhinga

rārangi kupu

he whakatau i te tikanga o ngā kupu ngaro, i te horopaki

aromātainga

he mārohi rāwaho i ētahi atu pārongo kāore i hōmaitia i roto i te tuhinga

urupare

he whakapuaki i te whakaaro i takea mai i te pārongo i hōmaingia i roto i te tuhinga

COMPREHENSION

PROBE's emphasis on comprehension is based on the belief that understanding what is read is the ultimate function of reading.

While surface meaning has its place, there is considerably more to reading. For students to become more insightful and analytical in their reading, they need to be able to 'read between and beyond the lines.'

As they progress through the school system, increasingly the expectation is that they can comprehend the underlying inferences, evaluate the text by extending beyond what is given, reorganise information, infer the meaning of unfamiliar or unknown words from context and react to what has been read.

Six types of questions have been defined and used to measure students' depth of understanding.

LITERAL

REORGANISATION

INFERENCE

VOCABULARY

EVALUATION

REACTION

DEFINITIONS OF QUESTION TYPES

literal - information that is given directly in the text

reorganisation - reconstructing two or more pieces of information contained in the text

inference - information implied but not given directly in the text

vocabulary - determining the meaning of unknown words from context

evaluation - extrapolating additional information not given in the text

reaction - expressing an opinion based on information given in the text

PŪNAHA WHAKARŌPU AROĀ 1

Ko te mahi a HAURAPA-PROBE Aromatawai he tautuhi me te whakatau i ngā wāhanga e ono o te aroā: **ā-kupu, whakaritenga anō, whakataunga, rāangi kupu, aromātainga, urupare.**

- ◆ Ka noho ngātahi ēnei wāhanga e ono, hei waihanga he wehewehenga ahu whakamua (taxonomy - pūnaha whakarōpu).
- ◆ Ko ia o ēnei wāhanga i whakataua, i honoa ki ētahi i rō raupapa piki whakarunga, ke ētahi atu i runga i ā rātau whakahau ki te kaipānui.
- ◆ Ko ia o ēnei wāhanga o te aroā kei te pupuri i roto i a ia he ūpane uaua.
- ◆ Hei whakakite i ngā momo pātai e ono, i whakamahia e ngā kaituhi he pūrākau mō tētahi tangata paki, ko Tame, nāna i hoko mai he motokā hōu.

Ā-KUPU

I hokona mai e Tame he motokā hōu, kikorangi.

Hei whakautu i te pātai ā-kupu:

He aha te tae o te motokā hōu o Tame?

ko ngā kupu *take nui, motokā* me *kikorangi*, kei te pātata, ā, kei te hiahiatia kia anga te kaipānui ki te hono i ēnei ariā e rua hei whakautu i te pātai.

Ka tae ki te taumata piki ake te matatini ka taea te huri pēnei i te tuhinga: *I hokona mai e Tame he motokā hōu. He pātata me te kikorangi.* Mā te whakamahi i taua pātai anō, te rapu i te whakautu ka hiahiatia kia hono te kaipānui i te tūpou 'ia' ki te motokā me te tae.

WHAKARITENGA ANŌ

Pīrangi a Tame ki te hoko i tētahi motokā hōu. I te tuatahi kāore ia i tino mōhio ko tēhea tae hei whiriwhiringa. Kātahi a ia ka tiro whakarunga ki te rangi mahea, rangi e whiti ana te rā, nā reira ka tohua e ia ko te kikorangi.

He āhua ōrite te whakaritetanga anō ki te mea ā-kupu nō te mea ka kitea tonutia i roto i te tuhinga. Heoi anō, kāore i rite ki te mea ā-kupu, kāore ngā tohu i honoa mā te tūpou. E kitea ai te whakautu ki te pātai ōrite :

He aha te tae o te motokā o Tame?

ko ngā kupu take nui ko *tae, motokā hōu* me te whakautu *kikorangi*, me huihui anō (whakarite).

I ngā taumata teitei ake ka wehewehea pea ngā tohu mā ētahi kōwae. Ko te tino take mō ā-kupu me te whakaritetanga anō, ko ngā kupu take nui ka kitea tauarohia i roto i te tuhinga.

WHAKATAUNGA

I whiriwhiria e Tame he motokā i roto i te tae o te rangi i tētahi ata mahea, rāwhiti ana te rā.

Pērā i te whakaritetanga anō ka hiahia ā-kupu i ngā tohu nakunaku kia huihuia anō, ēngari, ināianei kei te noho whakapae te pānui, tāpiri atu ana ki te uauatanga o te mahi. Na, hei te whakautu i te pātai:

He aha nā te tae o te motokā o Tame?

ka anga te kaipānui ki te hono i ngā kupu take nui *motokā* me *te tae o te rangi, mahea, rāwhiti ana te rā*, me te whakatau arā, nā reira i tohua e ia he motokā *kikorangi*.

COMPREHENSION TAXONOMY 1

The PROBE Reading Assessment identifies and defines six elements of comprehension: **literal, reorganisation, inference, vocabulary, evaluation, reaction.**

- ◆ Together these six elements form a progressive classification (taxonomy).
- ◆ Each of the defined elements is linked to the others in ascending order in terms of the demands they make upon the reader.
- ◆ Each of these elements of comprehension contains within it gradations of difficulty.
- ◆ To model the six question types the writers have used a story of a fictional character Tommy who buys a new car.

LITERAL

Tommy bought a new, blue car.

To answer the literal question:

What colour was Tommy's new car?

key words *car* and *blue* are adjacent and the reader is required to connect these two ideas to answer the question. At a more complex level, the text may become: *Tommy bought a new car. It was shiny and blue.* Applying the same question, finding the answer requires the reader to connect the referent 'it' to the car and the colour.

REORGANISATION

Tommy wanted to buy a new car. At first he didn't know what colour to choose. Then he looked up at the clear, sunny sky so he chose blue.

Reorganisation is similar to literal in that the clues are found directly in the text but are scattered throughout it. Clues can often involve a referent. To find the answer to the same question :

What colour was Tommy's car?

the key words *colour, new car* and the answer, *blue*, must be reassembled (reorganised). At higher levels clues may be separated by several paragraphs. The main point about both literal and reorganisation is that all of the key words are found directly in the text.

INFERENCE

Tommy chose a car in the colour of the sky on a clear, sunny morning.

Like reorganisation, inference requires disconnected clues to be reassembled, but now the information is *implied*, adding to the difficulty of the task. Now, to answer the question:

What colour was Tommy's car?

the reader has to connect the key words *car* and *colour of the sky* and *clear, sunny* and infer that therefore he chose a *blue* car.

RV08



WĀHANGA RUA
WHAKATAU PŪWĀHI
WHAKAMĀTAUTAU

MOTUHAKE MŌ HAURAPA-PROBE

puka rekoata pukamatua - whārangi 95

HE KORE-TURE TE KAPE I NGĀ WĀHANGA 1, 2, & 3
o tēnei pukapuka whakamātautau

I whakaae te kaiwhakaputa ko te wāhanga 4 (mō te Kape Matua) anake hei kapehanga mehemea kei te whakamahia hei wāhi o te aromatawai raupapa mahi katoa, ā ēhara i te kape o ētahi atu kape.

Wāhanga 1(Arataki), 2 (Whakautu), 3 (Pūwāhi) kauaka rawa e kapea ahakoa pēhea.

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E PĀ ANA KI TE WHAKATAU PŪWĀHI

Ēhara te **Whakatau Pūwāhi HAURAPA-PROBE** i te whakamātautau tū motuhake. He momo ārahi kē hei whakapūmau i te pūwāhi tīmatatanga mō HAURAPA-PROBE.

TAUIRA

I roto i te Pānui Aromatawai o HAURAPA-PROBE, e rua tekau ngā huinga pūrākau, me tētahi pukapuka take tūturu tuhinga kei ia taumata. (Ka kitea te tau huinga o ia taumata i te kokonga ringa-matau o te whārangi o ngā puka aromatawai a ngā ākonga me ngā Pukapuka Mahi Ākonga.)

Ko ngā kupu i roto i te Whakatau Pūwāhi HAURAPA-PROBE i kōwhiria kia hāngai ngātahi ki ngā pūrākau me ngā pukapuka take-tūturu o ia o ngā huinga i roto i te Pānui Aromatawai a HAURAPA-PROBE.

I te taumata o raro iho kua tata katoa ngā kupu ingoa te taporo, i te taumata o runga ake, he maha ngā momo kupu (kupu āhua, kupu tūmua, kupu mahi - kupu pū-tūkē) i whakaurua mai.

Ko ngā kupu i arohia i roto i te **Whakatau Pūwāhi HAURAPA-PROBE** i whiriwhiria i runga i te kaupapa, ko te nuinga he kupu he ōrite te whakahua ēngari kāore i auau te whakamahi kāore i mōhiohia i taua wā tonu.

1. uauatanga o te Whakahuahua

2. torutoru nei te whakamahi

WHAKAAROHANGA WHAI TIKANGA

1. Ko ngā kupu tū wehewehe he uaua i ētahi wā mō te kaipānui ki te whakaingoa.
2. Ko te mōhio ka taea e te kaipānui te whakatahuri tika ngā kupu, kāhore tēnei i te kī ka taea e te kaipānui te whakamārama pai.
3. Kauaka e whakamahia auautia te Whakatau Pūwāhi i te taha o te ākonga kotahi. I te wā kua whiwhi koe i te otinga whakamutunga mai i te Aromatawai Pānuitanga HAURAPA-PROBE kua mārama noa ake ko te pūwāhi mō te HAURAPA-PROBE Aromatawai o muri mai.

ABOUT HAURAPA-PROBE DETERMINER

HAURAPA-PROBE DETERMINER is **not** a stand alone test.
It is a guide to establish a starting point for HAURAPA-PROBE.

DESIGN

In the HAURAPA-PROBE Reading Assessment there are twenty sets with a fiction and non-fiction text at each level. (The set number can be found at the bottom right-hand corner of the page of the student assessment sheets and the *Student Texts* book.)

The words in the HAURAPA-PROBE Determiner have been selected directly from both the fiction and non-fiction texts of each set in the HAURAPA-PROBE Reading assessment.

At the lower level, nouns have been almost exclusively targeted, while at the higher level a variety of types of words (adjectives, prepositions, verbs & adverbs) have been included.

The targeted words in the **HAURAPA-PROBE DETERMINER** have been selected on the basis of...

1. **phonetic difficulty**
2. **low frequency usage**

IMPORTANT CONSIDERATIONS

1. Words in isolation can often be difficult for a reader to identify.
2. The fact that a reader can decode words effectively does not automatically suggest that the reader can comprehend well.
3. Do not overuse the HAURAPA-PROBE **DETERMINER** with an individual student. When You have gained a final result from the HAURAPA-PROBE Reading Assessment the starting point for the next HAURAPA-PROBE Reading Assessment is apparent.

RV08



WĀHANGA TORU NGĀ WHAKAUTU

HE KORE-TURE TE KAPE I NGĀ WĀHANGA 1, 2, & 3 o tēnei pukapuka whakamātautau

I whakae te kaitauaki ko te wāhanga 4 (mō Kape Matua) anake hei kapehanga mehemea kei te whakamahia hei wāhi o te aromatawai raupapa mahi katoa, ā ēhara hoki i te kape nō ētahi atu kape.

Wāhanga 1(Arataki), 2 (Whakautu), 3 (Pūwāhi) kauaka rawa e kapea ahakoa he aha.

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Parts 1, 2 & 3 (Guide, Answers, Determiner Guide), are NOT TO BE COPIED in any way.

IMPORTANT

THE USE OF ANSWERS AND KEY WORDS

The aim of HAURAPA-PROBE is to assess a student's understanding of a written text.

There will be times when a student gives a response that **seems** plausible. However, if it is not related to the text it cannot be marked as correct.

The Answer section of HAURAPA-PROBE must be in front of the assessor when the assessment is being administered.

The key words are the words in the text that **MUST** have been taken into consideration, on some level by the student, in order to give a correct response.

The key words are provided with the answers to allow the assessor to decide whether the given answer is based on the information given in the text rather than based on prior knowledge or personal experience.

Aromātainga (evaluation) and urupare (reaction) questions have a standard notation (at the bottom of each page) that must be taken into consideration.

NOTE: TAUTUHI (key words) is abbreviated to **TAU**

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

KO ANI I TE TAHA MOANA HUINGA 1 P

1. He pai ki a ia te purei i roto i te wai me te karkari i roto i te kirikiri.

TAU: *Ani. He pai ki a ia te purei / wai me / karikari i roto / kirikiri*

2. He whare.

TAU: *Ani / e au / hanga / whare ki roto / kirikiri*

3. He rahi noa, kia taea e ia te noho ki roto. Nāna hoki te kī, "Kia taea e au te noho ki roto." [tirohia te kupu aro]

TAU: *e au / hanga / whare ki roto / kirikiri / Ka taea e au te noho i roto*

4. Nā te mea kāore i taea e ia te hanga he whare tino nui mō tōna māmā.

TAU: *titiro atu / Māmā ki / whare / Ka taea / e koe te hanga tētahi mōku / Kāore / nui rawa koe / Engari / au / hanga pokorua hei nohoanga*

5. Ka noho rerekē ngā whakautu. Hei taurira noa:
I pōuri / pā mamae tōna māmā nō te mea i pīrangi /
Tino hiahia a ia he whare kirikiri anō mōna.
[tirohia te kupu aro]

TAU: *Ka titiro atu a Māmā ki te whare o Ani. "Ka taea anō e koe te hanga tētahi mōku?" / "Kāore, he nui rawa koe*

NGĀ RĀPETI HUINGA 1 TT

KUPU ARO: I roto i ngā pātai me ngā whakautu **aromātai me te urupare** ka puta he āhua rerekē. Ko te whakahau ki ngā kaipānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me **pā tonu ki te pānui i roto i te tuhinga.**

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

RĀ HURITAU O PAORA HUINGA 2 P

NGĀ MANU HUINGA 2 TT

1. Kāore, nō te mea e kīia ana kāore rātou katoa e rere ana.

TAU: *ngā manu / kāore rātou katoa e rere ana*

2. Kāore, nō te mea e kīia ana 'ko ētahi'.

TAU: *Hanga kōhanga / ētahi manu i runga rākau*

3. Kāore, nō te mea mā tōna whaea e whakaatu ki a ia me pēhea te rere

TAU: *whaea manu / whakaatu / ngā pīpī manu me pēhea te rere*

4. I te wā ka kaha a ia ki te rere koia anake.

TAU: *whaea manu / whakaatu / ngā pīpī manu me pēhea te rere. Kātahi anō rātou ka whakarere / kōhanga, ka rere atu.*

5. Ko ēhea o ēnei. Hei tauira noa: Ka whai parirau / kāore te katoa e rere ana / hanga kōhanga ai.

TAU: *He parirau / o ngā manu / kāore rātou katoa e rere ana. / te nuinga / hanga kōhanga / whakawhānau hēki ki roto. Hanga kōhanga ai ētahi manu i runga rākau. Kāore / e noho ana i runga / kōhanga i ngā wā katoa. / whaea manu / whakaatu ki ngā pīpī manu me pēhea te rere. Kātahi anō rātou ka whakarere / kōhanga, ka rere atu.*

KUPU ARO: I roto i ngā pātai me ngā whakautu **aromātai me te urupare** ka puta he āhua rerekē. Ko te whakahau ki ngā kaipānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me **pā tonu ki te pānui i roto i te tuhinga.**

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

TE MOTOKĀ HUINGA 3 P

1. Tata atu ki runga.

TAU: *aupiki haere / motokā ki runga / puke. Nō te tata taenga atu ki runga / ka tū*

2. Āe, nā te mea i āta haere, i āta haere.

TAU: *motokā / ka tīmata te āta haere / ka tū*

3. Ko te māmā me āna tamariki.

TAU: *tamariki o runga / motokā / tō rātou māmā*

4. Rekareka / koa nō te mea i kata rātou.

TAU: *motokā / ka tū / tamariki / kōrero / tātou ki waho ka anga / pana / motokā ki runga i te puke*

5. Kia puta ki waho ki te pana aupiki i te motokā.

TAU: *motokā / ka tū / tamariki / kōrero / puta tātou / pana / motokā ki runga i te puke*

6. Ka noho rerekē ngā whakautu. Hei tauira noa: He wetiweti pea nō te mea i runga puke / kei takahuri mai / he taumaha rawa mā rātou ki te pana

TAU: *te aupiki haere te motokā ki runga / puke / tata taenga / ka tū / tamariki / ki te pana / motokā ki runga i te puke." / ka kī / māmā, "Kāo / Ehara / whakaaro pai. Me haere tātou / tiki āwhina*

KAUHOE HUINGA 3 TT

KUPU ARO: I roto i ngā pātai me ngā whakautu *aromātai me te urupare* ka puta he āhua rerekē. Ko te whakahau ki ngā kaipānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me *pā tonu ki te pānui i roto i te tuhinga.*

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

MERE HUINGA 9 P

ĀWHĀ HUINGA 9 TT

1. He hau e nekeneke haere ana.

TAU: *he hau noa / e oreore haere ana*

2. Mō ngā hākinakina me te tauraki kākahu.

TAU: *hau / āwhina / Whakamahia / mō / teremoana / retirā / whakarere manu aute / whakamaroke / kākahu*

3. Wā noa.

TAU: *I te nuinga o te wā, āwhina ai te hau. Whakamahia / e tātou mō ngā hākinakina / Tērā anō / i ētahi wā / ia / rēhi haere atu ki te rima rau kiromita te tere i te haora*

4. He hau āwhiowhio.

TAU: *mōhiotia he āwhā, he hau āwhiowhio rānei*

5. 500 km/h.

TAU: *ka taea e ia te rēhi haere atu ki te rima rau kiromita / i te haora / I te wā ka tāwhiowhio / ka mōhiotia he āwhā*

6. He kōrere te āhua pēnei i te tūmera, arapoka, paipa, waiputa.

TAU: *Ka heke iho / kōrere karipo / kapua / karipo atu / kōrere / Tata ana te katoa / te ngotea atu ki roto*

7. Ko te kī ka totohu te hau mātao / ka pōwaiwai whakarunga te hau mahana.

TAU: *heke iho he / hau mātao / ka karipo atu te hau mahana*

8. Ka ngotea ki roto i te hau-āwhiowhio.

TAU: *Tata ana te katoa o nga mea i runga i tōna ara whāiti / ngotea atu ki roto / he mea / ngā taha o / ara o te āwhā*

9. Kāore, nō te mea ko ngā taonga anake i runga i tōna ara ka ngotea. / Ko ngā mea kei te taha, kāore e pakaru.

TAU: *Tata ana te katoa o nga mea i runga i tōna ara whāiti te ngotea atu / whare me ētahi atu mea i / taha o te ara o te āwhā / kāore e pā ana*

10. Ka taea e tātou te puta atu i tōna ara.

[Kotahi anake te whakautu mārama ēngari ka hiahiatia kia whakaritea anō / me te whakataunga mai i te pānui.]

TAU: *Tata ana te katoa o nga mea i runga i tōna ara whāiti / ngotea atu / ētahi atu mea / nga taha o te ara o te āwhā / kāore e pā ana*

KUPU ARO: I roto i ngā pātai me ngā whakautu **aromātai me te urupare** ka puta he āhua rerekē. Ko te whakahau ki ngā kaipānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me **pā tonu ki te pānui i roto i te tuhinga**.

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

TĀMATI HUINGA 11 P

1. Mā tōna whānau.

TAU: *tao kai / Tāmāti / mā tōna whānau*

2. Kua oti kē i a ia te tao ngā tōtiti, te mahi i te huamata, te puru i ngā naihi me ngā whāka ki runga i te tēpu me te whakareri i ngā perēti.

[Ko ngā mea katoa ka hiahiatia hei arotake i te kaha o te kaipānui ki te whakarite-anō i ngā pānui mai i te tuhinga.]

TAU: *tao kai / Tāmāti / mā / Kua tunua e ia ngā tōtiti / mahi / huamata / whakatakoto ngā naihi / ngā whāka ki runga i te tēpu / ngā pereti*

3. Rētehi, tōmato me te riki.

TAU: *Tāmāti / Kua / mahi / huamata rētehi / tōmato / riki*

4. Ka noho rerekē ngā whakautu. Hei tauira noa: Kāore nō te mea kāore noa i whakatakotoria e ia ngā pūne / Kāore te kaireka i whakahuatia i roto i te pūrākau.

TAU: *tao kai / Tāmāti / mā / tōtiti / huamata / ngā naihi / ngā whāka*

5. I tau mai te mōhio ki a ia i wareware i a ia.

TAU: *tao kai / Tāmāti / mā / tōtiti / huamata / Kei hea ngā paraeka / te pātai / māmā. Ka āta tū a Tāmāti*

6. I pāpōuri / pōuri tōna āhua.

TAU: *Kei hea ngā parareka / atu tū / Tāmāti. Ka tautau tōna kanohi. Kātahi ia ka kī atu, Kei te pai noa iho / kei te mōhio au me pēhea te mahi*

7. Kāore, nā te mea kite a ia kāore anō i taona e ia ngā parareka.

[I te wā kotahi anake te whakautu ka āhei ko te hiahia me anga te kaipānui ki te whakataua me te whakarite -anō i te pānui i hōmai.]

TAU: *tao kai / Tāmāti / mā / tōtiti / huamata / ngā naihi / ngā whāka / reri / ngā perēti*

8. Ki te tapatapahi i ngā parareka kia pakupaku kia tere ai to maoka.

TAU: *Tāmāti / ia ka kī atu, Kei te pai noa iho / kei te mōhio au me pēhea te mahi / tapahi hauruatia / tekau miniti noa / ka maoa / hauwhā / e rima miniti / hauwaru / e rua miniti me te haurua noa / hauteka mā ono / ka reri / i roto i te kotahi me te hauwhā miniti*

9. Ka noho rerekē ngā whakautu. Hei tauira noa: Āe, Nō te mea i kore mōhio noaiho tōna whakapono he whakaaro pai tērā. / Kāore, na tōna menemene nui i whakaatu i te tinihanga kē a ia.

TAU: *Tāmāti / ia ka kī atu, Kei te pai noa iho / kei te mōhio au me pēhea te mahi / tāna kī, me tōna menemene nui*

10. Ka noho rerekē ngā whakautu. Hei tauira noa: Kāore ngā parareka e tere te maoka pērā i tōna whakaaro. / Āe, me anga a ia ki te tao i ngā parareka me tere tonu ki te whakatere i ngā mea katoa.

TAU: *Tāmāti / ia ka kī atu, Kei te pai noa iho / kei te mōhio au me pēhea te mahi / tapahi hauruatia / tekau miniti noa / ka maoa / hauwhā / e rima miniti noa / i roto i te kotahi me te hauwhā miniti*

HE KURĪ HUINGA 11 TT

KUPU ARO: I roto i ngā pātai me ngā whakautu **aromātai me te urupare** ka puta he āhua rerekē. Ko te whakahau ki ngā kaipānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me **pā tonu ki te pānui i roto i te tuhinga.**

NGĀ WHAKAUTU

TAUTUHI (TAU) - KEY WORDS FROM EACH TEXT ACCOMPANY THE ANSWERS. USE THEM TO DETERMINE IF A GIVEN RESPONSE IS CORRECT

BRADLEY HUINGA 14 P

COCA COLA HUINGA 14 TT

1. Whakakī.
TAU: *wai whakatōhia ki te korohū / Nā te korohū e puta atu ana*
2. He wai kāhore he wara waipiro.
TAU: *waireka (mōhiotia / ngā waipiro he waimāro)*
3. Tua atu i te tahi rau tau.
TAU: *1886, ka tenehia / Dr Pemberton / a Coca-Cola*
4. Hei whakaora i te ānini o te mähunga.
TAU: *ka tenehia / Dr Pemberton / a Coca-Cola. Ko tōna kaupapa whāinga, he waihanga wai hōu hei rongoa mō te ānini*
5. He rau kōkō, he nati kora hoki kei roto.
TAU: *Coca-Cola / whāranu / Tāpiri / rau kōkō / nati kora*
6. Āe, nō te mea he 'tere tonu te kaingākautanga'.
TAU: *Dr Pemberton / whiwhi / wai whakaihiihi hōu / kaingākautia i taua wā tonu*
7. Kāore, nō te mea ko te waireka tuatahi i tāpiritia atu ki te wai hōura.
TAU: *I te tīmatatanga, ka mahia e te tangata he Coca-Cola mā te hoatu / te tirikara ki te karaehe wai hōura*
8. Huka me te wai.
[Ko te kupu ki ko te kupu uingatanga-koia tēnei he 99% huka me te wai.]
TAU: *tirikara / iwa tekau mā iwi ōrau he huka me te wai*
9. Kāore rātou e pīrangi ki ētahi tāngata atu kia mahi i tēnei waireka / ki te kite i te tohu tao. [tirohia te kupu aro]
TAU: *wai whakaihiihi hōu / kaingākautia i taua wā tonu / whāranu tekau mā rima / te kōrero tārehu e āta tautiakina ana / kīa ana / TX*
10. Mehemea ka pā he aituā, ka mate katoa rātou, ā, ka ngaro te tekau mā rima o ngā whāranu.
[Ahakoa ka hōmai ētahi whakautu, koia nei anake te whakautu e āhei ana.]
TAU: *kōrero tārehu e āta tautiakina ana / Kāore i tua atu i te toru ngā tāngata i te wā kotahi / mōhio / he aha taua whāranu. Ko ngā kōrero tārehu / tino penapenahia / ēnei tāngata / kore / hāereere ngātahi*

KUPU ARO: I roto i ngā pātai me ngā whakautu **aromātai me te urupare** ka puta he āhua rerekē. Ko te whakahau ki ngā kaupānui me aromātai te pānui i hōmai, me urupare rānei ki taua pānui. Ahakoa he aha te whakautu i hōmai me **pā tonu ki te pānui i roto i te tuhinga**.

RV08

HAURAPA PROBE

WĀHANGA WHĀ NGĀ KĀPE MATUA

40 ngā puka aromatawai
puka rekoata ākongā
puka aroā tuhituhi

**KA ĀHEI TE WHAKAAHUA
MAI I ĒNEI PUKAMATUA ANAKE**
he hara i raro i te ture te kape i ētahi atu kape

Each level has a fiction and non-fiction text
pūrākau (fiction) take tūturu (non-fiction)

abbreviations

P - PŪRĀKAU TT - TAKE TŪTURU

example

HUINGA 1P **KO ANI TE TAHA MOANA**

HUINGA 1TT **NGĀ RĀPETI**

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HUINGA 1P KO ANI I TE TAHA MOANA

NGĀ ĀĀTTI R O H ĀNĀŪ IA Ā A W

I te taha moana a Ani. He pai ki a ia te purei i roto i te wai me te karikari i roto i te kirikiri. "Titiro mai, Māmā! Ka taea e au te hanga he whare ki roto i ngā kirikiri," tāna kī atu.

"Ka taea e au te noho i roto." Ka titiro atu a Māmā ki te whare o Ani. "Ka taea anō e koe te hanga tētahi mōku?" tāna inoi atu. "Kāore, he nui rawa koe," te whakautu a Ani.

"Ēngari, ka taea e au te hanga he pokorua hei nohoanga mōhou."

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA	TIKA TONU	/ 96%
NGĀ WHANONGA PĀNUITANGA	<i>KORE HUANGA</i>		<i>TEITEI</i>
TERE		
PĀREMOREMO		
WHAKARERETANGA		
WHAKAURUTANGA		
WHIRINAKITANGA		
TŌPŪTANGA O TE WAHAPŪ		

WHAKAATU:

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

R Ā

K A R A E H E

K A I A R O W A I

HĒPĀT AHEITĀT ARĪE AROĀOTE PĀNUI

1. He aha ngā mea pīrangī a Ani ki te mahi i te taha moana? **AK**
2. He aha te mea i hangaia e Ani i roto i te kirikiri? **AK**
3. Ki ōu whakaaro, he pēhea te rahi o te whare o Ani? He aha koe i whakaaro pēnā ai? **AM**
4. He aha a Ani i kī atu ai ki tōna māmā, māna e hanga he pokorua nui mōna? **WA**
5. Ki ōu whakaaro, i pēhea te āhua o tōna māmā i te kīnga atu a Ani kāore e taea e ia te hanga whare mōna? **UP**

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK	Ā-KUPU	/2
WA	WHAKARITENGA ANŌ	/1
WT	WHAKATAUNGA	/kore
RK	RĀRANGI KUPU	/kore
AM	AROMĀTINGA	/1
UP	URUPARE	/1
..... %	TAPEKE	/5

HUINGA 1 PŪRĀKAU

HUINGA 2TT

NGĀ MANU

N G Ā ĀTTI R O H ĀNĀŪ IA Ā A W

He parirau ō te katoa o ngā manu ēngari kāore rātou katoa e rere ana. Ko te nuinga o ngā manu, hanga kōhanga ai me te whakawhānau hēki ki roto. Hanga kōhanga ai ētahi manu i runga rākau. Kāore rātou e noho ana i runga i ō rātou kōhanga i ngā wā katoa. Ka anga te whaea manu ki te whakaatu ki ngā pīpī manu me pēhea te rere. Kātahi anō rātou ka whakarere i te kōhanga, ka rere atu.

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

K A R A E H E

R Ā

K A I A R ŌAWĀI

HĒPĀT AHEITĀT ARĪE AROĀOTE PĀNUI

1. Rere ai te katoa o ngā manu? Nā te aha koe i mōhio ai? **AK**
2. Hanga ai te katoa o ngā manu i ō rātou kōhanga i runga rākau? Nā te aha koe i mōhio ai? **WT**
3. Ako ai te pīpī manu ki te rere ko ia anake? Nā te aha koe i mōhio ai? **WT**
4. Āhea te wā ka reri te pīpī manu ki te whakarere i te kōhanga? **WT**
5. He aha ngā mea e rua o tēnei pūrākau e whakaatu mai ana i ngā āhua o ngā manu? **WA**

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA **TIKA TONU** / 80%**NGĀ WHANONGA PĀNUITANGA** KORE HUANGA TEITEI

TERE

PĀREMOREMO

WHAKARERETANGA

WHAKAURUTANGA

WHIRINAKITANGA

TŌPŪTANGA O TE WAHAPŪ

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK Ā-KUPU /1**WA** WHAKARITENGA ANŌ /1**WT** WHAKATAUNGA /3**RK** RĀRANGI KUPU kore**AM** AROMĀTAINGA kore**UP** URUPARE kore.....% **TAPEKE** /5

WHAKAATU:

HUINGA 2 TAKE TŪTURU

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HUINGA 3P

TE MOTOKĀ

NGĀ ĀĀTTI R O H PĀNUI IA Ā AW

I te aupiki haere te motokā ki runga i te puke. Nō te tata taenga atu ki runga, ka tīmata te āta haere, kātahi ka tū. Ka kata ngā tamariki o runga i te motokā, ka kōrero tētahi ki tētahi, “Haere mai, me puta tātou ki waho ka anga ki te pana i te motokā ki runga i te puke.” Heoi anō, ka kī atu tō rātou māmā, “Kāo, kauaka koutou e mahi pēnā. Ehara tēnā i te whakaaro pai. Me haere tātou ki te tiki āwhina.”

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

K A R A E H E

R Ā

K A I A R O A W A I

HĒPĀT AHEITĀT ARIE AROĀOTE PĀNUI

1. He pēhea te mamao o te ekehanga o te motokā ki runga i te puke i mua i tōna tūnga? **AK**
2. Ki ō whakaaro, i mōhio tonu pea rātou ka tū te motokā? He aha koe i whakaaro pēnā ai? **AM**
3. Ko wai i roto i te motokā? **WA**
4. I pēhea ngā whakaaro o ngā tamariki i te tūnga o te motokā? Nā te aha koe i mōhio ai? **WT**
5. He aha te hiahia mahi a ngā tamariki i te tūnga o te motokā? **AK**
6. Ki ō whakaaro, he aha i kī ai tō rātou māmā, ehara te pana motokā i te whakaaro pai? **AM**

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA TIKATONU / 87%

NGĀ WHANONGA PĀNUI TANGA KORE HUANGA TEITEI

TERE
PĀREMOREMO
WHAKARERETANGA
WHAKAURUTANGA
WHIRINAKITANGA
TŌPŪTANGA O TE WAHAPŪ

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK	Ā-KUPU	/2
WA	WHAKARITENGA ANŌ	/1
WT	WHAKATAUNGA	/1
RK	RĀRANGI KUPU	kore
AM	AROMĀTAINGA	/2
UP	URUPARE	kore
..... %	TAPEKE	/6

WHAKAATU:

HUINGA 3 PŪRĀKAU

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HUINGA 9TT

ĀWHĀ

NGĀ ĀĀTTI R O H ĀNĀŪ IA Ā AW

Ko te hau, he hau noa iho e oreore haere ana. I te nuinga o te wā, āwhina ai te hau. Whakamahia ai e tātou mō ngā hākinakina pēnei i te teremoana me te retirā, hei whakarere manu aute rānei, hei whakamaroke i ngā kaka horoi i runga i te rāina kākahu. Tērā anō rā i ētahi wā, i te kaha o te hau, ka taea e ia te rēhi haere atu ki te rima rau kiromita te tere i te haora, me te whakangaro i ngā mea katoa i mua i a ia. I te wā ka tāwhiowhio me te āwhiowhio te hau i roto i ēnei hau, ka mōhiotia he āwhā, he hau āwhiowhio rānei. Ka heke iho he kōrere karipo hau mātao, mai i tētahi kapua, ka karipo atu te hau mahana i roto i te kōrere, mīharo ana te tere. Tata ana te katoa o nga mea i runga i tōna ara whāiti te ngotea atu ki roto ahakoa he mea rahi, pēnei i te whare, motokā me ngā rākau. Ko te mea rerekē, ko ngā whare me ētahi atu mea i ngā taha o te ara o te āwhā, i ētahi wā kāore e pa ana.

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA TIKI TONU / 200%

NGĀ WHANONGA PĀNUITANGA KORE HUANGA TEITEI

TERE
PĀREMOREMO
WHAKARERETANGA
WHAKAURUTANGA
WHIRINAKITANGA
TŌPŪTANGA O TE WAHAPŪ

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

K A R A E H E

R Ā

K A I A R O A W A I

HĒPĀT AHEITĀT ARĪE AROĀOTE PĀNUI

1. He aha te hau? **AK**
2. He pēhea ngā āhua āwhina o te hau? **AK**
3. “Tērā anō rā i ētahi wā, i te kaha o te hau...” He aha te tikanga o wā i konei? **RK**
4. He aha tētahi atu ingoa mō te āwhā? **AK**
5. He aha te tino kaha o te tere o te haere a te āwhā? **WA**
6. “...he kōrere karipo hau mātao ...” He aha te tikanga o kōrere i konei? **RK**
7. Mai i te pūrākau, nā te aha rātou i mōhio ai he taumaha kē atu te hau mātao i te hau mahana? **WA**
8. Ka ahatia ngā mea kei waenganui i te āwhā? **WT**
9. Mehemea ka pā te tāone i te āwhā ka ngaro katoa ngā whare? He aha koe i kōrero pēnā ai? **WT**
10. He pēhea mā te mōhio he āwhā kei te haramai tātou e āwhina kia puta ai? **AM**

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK	Ā-KUPU	/3
WA	WHAKARITENGA ANŌ	/2
WT	WHAKATAUNGA	/2
RK	RĀRANGI KUPU	/2
AM	AROMĀTAINGA	/1
UP	URUPARE	kore
..... %	TAPEKE	/10

WHAKAATU:

HUINGA 9 TAKE TŪTURU

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HUINGA 11P

TĀMATI

NGĀ ĀĀTTI R O H ĀNĀŪ IA Ā A W

I te taka kai a Tāmāti hei kai a te pō mā tōna whānau. Kua taohia e ia ngā tōtiti i rō parai. Kua oti kē i a ia te mahi he huamata rētehi, ētahi tōmato me ngā riki. Kua oti kē i a ia te whakatakoto ngā naihi me ngā whāka ki runga i te tēpu, ā, kua reri hoki ngā pereti. “Kei hea ngā parareka, Tāmāti?” te pātai a tōna māmā. Ka āta tū a Tāmāti. Ka tautau tōna kanohi. Kātahi ia ka kī atu, “Kei te pai noa iho Māmā, kei te mōhio au me pēhea te mahi. E rua tekau miniti te roa ka maoa ngā parareka. Nā reira, mehemea ka tapahi hauruatia e au, tekau miniti noa atu ka maoa. Ko te tikanga,” tāna kī, me tōna menemene nui, “mehemea ka tapatapahia e au kia hauwhā, ka noho e rima miniti noa, ā, mehemea ka tapatapahia kia hauwaru, ka noho e rua miniti me te haurua noa. Nā reira, nō te mea kua reri ngā tōtiti mō te kai, ka anga au ki te tapatapahi i ngā parareka kia hautekau mā ono, ā, ka reri rātou i roto i te kotahi me te hauwhā miniti. He pēhea te roa mō te katoa ki te haramai ki te tēpu?”

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA TIKATONU / 213%

NGĀ WHANONGA PĀNUITANGA KORE HUANGA TEITEI

TERE
PĀREMOREMO
WHAKARERETANGA
WHAKAURUTANGA
WHIRINAKITANGA
TŌPŪTANGA O TE WAHAPŪ

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

K A R A E H E

R Ā

K A I A R O W A I

HĒPĀT AHEIĀT ARĪE AROĀOTE PĀNUI

1. E tao kai ana a Tāmāti mā wai? **AK**
2. He aha ngā mea o te pūrākau e whakaatu mai ana ki a tātou kua reri a Tāmāti ki te whakarato kai? **WA**
3. He aha i roto i te huamata a Tāmāti? **AK**
4. Ki ōu whakaaro, e whakarato pūrini ana a ia? Nā te aha koe i mōhio ai? **AM**
5. He aha a Tāmāti i āta tu ai i te pātaitanga a tōna māmā mō ngā parareka? **WT**
6. “Ka tautau tōna kanohi.” He aha te tikanga o ka tautau tōna kanohi i roto i te pūrākau? **RK**
7. Ki ōu whakaaro, i roto noa te māmā o Tāmāti i te kīhini i te wā katoa e tao ana a ia i ngā kai? He aha koe i whakaaro pēnā ai? **AM**
8. He aha te whakaaro o Tāmāti? **WA**
9. Ki ōu whakaaro, i te whakaponu anō a Tāmāti ki tōna whakaaro? He aha koe i whakaaro pēnā ai? **AM**
10. Ki ōu whakaaro, he pai anō te whakaaro o Tāmāti? He aha koe i whakaaro pēnā ai? **UP**

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK	Ā-KUPU	/2
WA	WHAKARITENGA ANŌ	/2
WT	WHAKATAUNGA	/1
RK	RĀRANGI KUPU	/1
AM	AROMĀTAINGA	/3
UP	URUPARE	/1
..... %	TAPEKE	/10

WHAKAATU:

HUINGA 11 PŪRĀKAU

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HUINGA 14TT

COCA COLA

N G Ā ĀTTI R O H ĀNĀŪ IA Ā A W

Ko te wai hōura, arā, te wai whakatōhia ki te korohū, i tenea i tua atu i te toru rau tau ki mua. Nā te korohū e puta atu ana nā konei i hanga ngā koropupū me te pūoro hihī. I tino kaingākauhia, ā, ka mōhiohia hei waireka (mōhiohia ai ngā waipiro he 'waimārō'). I 1886, ka tenehia e tētahi tangata ko Dr Pemberton tōna ingoa, a Coca-Cola. Ko tōna kaupapa whāinga, he waihanga wai hōu hei rōngoā mō te ānini. Ka whakatōhia e ia ētahi whāranu hei mahi tirikara, kātahi ka tāpiritia atu he wai hōura. I muri i te maha o ngā whakamātautau me te tīni anō hoki, ka whiwhi a ia i tētahi wai whakaihiihi hōu i kaingākautia i taua wā tonu. I te tīmatatanga, ka mahia e te tangata he Coca-Cola mā te hoatu i te tīpune o te tirikara ki te karaehe wai hōura. Ko te tirikara, he iwa tekau mā iwa ōrau he huka me te wai. Ko tērā o ngā ōrau kei te pupuri tekau mā rima whāranu hei hoatu ki Coca-Cola ōna tāwara rerekē. I roto i ēnei whāranu, tekau mā rima, tekau mā whā ngā mea e rongonuitia ana. Tāpiri mai he karamea, he rau kōkō, he nati kora, tūmomo rau kikini me te tāwara hua rākau. Ko te whāranu tekau mā rima te kōrero tārehu e āta tautiaki ana. E kīa ana ko 7X. Kāore i tua atu i te toru ngā tāngata i te wā kotahi e tino mōhio ana he aha taua whāranu. Ko ngā kōrero tārehu i tino penapenahia nā reira ēnei tāngata i kore ai e hāereere ngātahi.

NGĀ TĀTARI PĀNUI-Ā-WAHA

WHAKATIKATIKA NOA TIKI TONU / 272%

NGĀ WHANONGA PĀNUITANGA KORE HUANGA TEITEI

TERE
PĀREMOREMO
WHAKARERETANGA
WHAKAURUTANGA
WHIRINAKITANGA
TŌPŪTANGA O TE WAHAPŪ

THIS SHEET IS NOT FOR STUDENTS TO READ FROM

I N G O A

P A K E K E

K A R A E H E

R Ā

K A I A R O W A I

HĒPĀT AHEIĀT ARĪE AROĀTE PĀNUI

1. "...wai hōura, ara, te wai whakatōhia ki te korohū..." He aha te tikanga o whakatōhia i konei? **RK**
2. He aha te waireka? **WT**
3. Tata atu ki te aha te roanga atu o te wā i tenehia ai a Coca-Cola? **WA**
4. He aha te take i tenehia ai e Dr Pemberton tēnei wai unu? **WT**
5. He aha i whakaingotia ai tēnei wai ko Coca-Cola? **WT**
6. Pīrangi anō te tangata ki te wai unu hōu a Dr Pemberton? Nā te aha koe i mōhio ai? **WT**
7. I te hokonga tuatahi mai a te tangata he Coca-Cola, i hokona mai i roto i te pounamu? Nā te aha koe i mōhio ai? **WT**
8. He aha te nuinga o te tirikara? **WT**
9. Ki ōu whakaaro, he aha te take i noho kōrero tārehu ai te whāranu tekau mā rima, ko 7X? **AM**
10. Ki ōu whakaaro, he aha te take i kore ai ngā tāngata mōhio ki te kōrero tārehu, kore rawa e haere ngātahi? **AM**

NGĀ TĀTARI O TE AROĀ O TE PĀNUI

AK	Ā-KUPU	kore
WA	WHAKARITENGA ANŌ	/1
WT	WHAKATAUNGA	/6
RK	RĀRANGI KUPU	/1
AM	AROMĀTAINGA	/2
UP	URUPARE	kore
..... %	TAPEKE	/10

WHAKAATU: