

Peace Corps

Samoa Language

A manual for the study and teaching



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ABSTRACT

This Samoan language manual is designed for use by both teachers and students. The manual outlines and explains each lesson for the teacher and provides a source of reference for the learner. The lessons are intended for use in the classroom under the direction of the teacher. Total immersion in Samoan and exclusion of English are important features of the course. Each lesson contains a list of topics to be taught, the method to be used, and the necessary materials. The lessons are organized into eight units covering nominatives, numbers, pronouns, verb tenses, adjectives and adverbs, miscellaneous concepts, conjunctions and prepositions, idioms, and dialogues and stories. An appendix provides a Samoan grammar, an English-Samoan glossary, and a Samoan-English glossary. (RW)

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SAMOAN LANGUAGE

A MANUAL FOR THE
STUDY AND TEACHING OF
THE SAMOAN LANGUAGE
AS TAUGHT BY
PEACE CORPS/™.SAMOA

JOHN F. MAYR

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PEACE CORPS/WESTERN SAMOA

Memorandum

TO : Whom It May Concern

DATE: December 1, 1975

FROM : William D. Lontz *William D. Lontz*
Director, Peace Corps/Western Samoa

SUBJECT: This Language Book

This Samoan Language book is one of several important publications prepared by Peace Corps/Western Samoa. It is not a text just for Peace Corps. It has been prepared to share with all who have an active interest in the Samoan culture and language.

Western Samoa is thought of, by many experts, as a developing nation ranking among the poorer countries of the world. Yet, in Samoa there is little want for the basics of food, clothing, and shelter. A good majority of the people are literate, and the government undergoes changes in a stable way. Many, including myself, have felt Samoa to be rich in all its benefits and sound in the wisdom that it uses in guiding itself. This richness has evolved for Samoa - evolved from a culture that has produced a lifestyle fashionable for the people. Further, it has evolved with enough flexibility to allow the leaders of Samoa to look ahead to regional inter-relationships and the place Samoa will have in a world community. The basic building block of the success of today and the promising success for tomorrow is, I believe, the things that have happened in the past and the way the culture has evolved and blended new ideas with the old order of accomplishing things.

For Peace Corps this has presented an interesting dilemma. Many of the jobs we undertake are for the development of the country for the future. For example, in the Social Studies Curriculum we try to stress Samoa's inter-relationships with the region and the world as a whole. In other areas of work we are designing buildings for tomorrow, developing accounting systems to encompass present and future economic growth and, in our science classes, teaching concepts on conservation of resources for a future generation's use. Having come from a traditionally growth



oriented culture, it is natural for us to be able to accomplish the job, yet our dilemma has been in learning that we must understand and develop our thoughts with a view to the past and a conscious awareness of the tradition upon which Samoa has been built. That dilemma has been an asset to us since it has re-introduced us to some of the ideas that developed our own heritage. Further, it has helped us to attain a degree of flexibility and adaptability. I believe our work in Samoa has reflected the cross-cultural need to build for the future with a basic understanding of the past.

I believe this text itself, is recognition of the need to preserve traditional things that will help build the future. It is, to my knowledge, one of the most comprehensive text of the Samoan language in existence. It has been, and I hope will continue to be, our philosophy to use this text in the training of Volunteers so that they may better understand and appreciate the culture they are working in and thus accomplish those things which are wanted by the Samoan people. Let me reiterate our desire is to share the text with others who are now in or will come to work in Samoa.

Many hours of labor and testing have gone into this text. At this publishing date we have been in Samoa some 8 years, and this is the first permanent text to be published by our office. It is most appropriate that I take this opportunity to thank all those people who contributed their time and effort and ask that the users of this text take note of our acknowledgements for personal contributions.

In the mandate for Peace Corps, the President and our Congress asked that we build bridges and promote Peace between people of varying cultures. To me, this appears to be one small way of accomplishing this task. Soifua.

INTRODUCTION TO THIS BOOK

This is a language manual for the study and instruction of the Samoan Language. It is divided into three sections. The introduction is the first part and it will tell you the purpose of the book, those responsible for its production, and how to use it for maximum benefit.

The second part contains a full course in the Samoan Language. It is presented as a teacher's manual containing each lesson in a step by step, clearly outlined sequence. The student will find that it is also a student's resource book, complete with a summary review of each lesson, detailed grammar notes and after class worksheets to re-inforce what has been learned.

The last part of this book is the appendix which can be used by student or teacher. In it there is a Samoan-English glossary; an English-Samoan word list in selected subject areas; a list of idiomatic expressions; a Samoan grammar section to help organize grammatical ideas; and a bibliography of consulted references as well as a list of further sources of information on the Samoan Language.

The purpose of this book is twofold. First, it is a complete instructor's manual for teaching Samoan Language in a classroom situation. Many varied techniques are used in this book, but each is laid out in such a way that an inexperienced instructor can easily follow the lessons in both content and methodology. Second, for the students, it is a clearly presented reference book that explicitly explains what has been taught, and contains follow up exercises for practice outside of the classroom. Even students with prior knowledge of Samoan will find this to be a valuable reference book for both the use and the structure of the Samoan Language.

The materials of this book and most of the methods in it have had two full years of trial in the field through Peace Corps language training programs, and although the approach is relatively new, most of the material herein has been in use for several years. Prior to 1973 all Peace Corps language training in Western was done according to a rote memorization-pattern drill in which the students were drilled with Samoan sentences and given English translations. Between the late 60's and beginning 70's, no fewer than four language manuals were developed for Peace Corps by various people based on this approach to language learning. It was conceded to be a successful but boring method. In 1973 a new technique was trialed by Peace Corps in Western Samoa which proved

to be more successful, not only in increasing student motivation and interest, but in actually decreasing the total number of class hours necessary to reach the required language proficiency. The technique, based on the Silent Way, has since been modified, trialed and re-modified on approximately 150 Peace Corps Volunteers and 20 Samoan instructors with superior results.

The present book has been written in order to integrate and expand that language program with new materials and techniques as well as materials already accumulated to bring together both a complete teacher's manual and a student's resource book. This became necessary due to the complexity of the new technique, and the need for a complete collection of what has been learned about conversational Samoan. To do this required the help and co-operation of many individuals in compiling, trialing and editing this final product. I'd like to acknowledge the following people for their assistance in producing this book:

Mrs Koke Aiono of the Western Samoa Department of Education who helped develop many of the later lessons (Lessons 34-54) and comprehension stories, and corrected grammar and pronunciation throughout the book; Mr. Chris Lord (former Peace Corps Volunteer) for trialing the book in Peace Corps Training Programs and offering many suggestions in ways of developing and writing the lessons; Mrs Suluga Lameta of the Teachers' Training College of Western Samoa for proof-reading much of the book and giving suggestions on material content and presentation. For contributions to parts of the English-Samoan glossary, I would like to acknowledge the following people: Sally Hayes (Physical Education); Mike Muench and Mike Tranetzki (Agriculture); Craig Wilson (Biology). Thanks are also due to Gautusa Fa'avae and Tamali'i Tau'auve'a for trialing portions of the book in Peace Corps Training Programs, and Miss Suzanne Snelling (Peace Corps Volunteer) for the illustrations and art work. The following typists prepared the final manuscript: Fa'apaia Soi (the major part of the book), Mitimiti Ngau Chun, Veronica Heather, Matilda Kleis, and Henrietta Neru. Finally, a special thanks to Mr. Jack Slattery (Program and Training Officer, Peace Corps/Western Samoa) for making this book possible and offering suggestions throughout the writing.

Most of the lessons in the first five units were based on the lessons outlined in the book Silent Way, Samoan Language (J. Mayer, 1974). The lessons in units six and seven were developed for this book. The following texts were used to help establish guidelines on how structures were to be developed in those lessons: Conversational Samoan I and II (Campbell, Shore, Petaia, 1973); Let's Speak Samoan (Johnson, Harmon, Haymore, 1962). The dialogues in unit eight were based on similar dialogues in Conversational Samoan I and II. The Grammar Reviews at the end of each unit were written for this book. The following texts were used to check grammatical concepts that were developed; Pratt's Grammar

The teacher must bear the burden of ensuring that the student can get as much out of each class as possible. To insure that even an untrained instructor can present these lessons successfully, this book has been written as a teacher's manual for lesson presentation as much as a student's book.

The teacher will note that each lesson is presented very methodically so that what is being taught can be understood easily by the student. It is important for you, the instructor, to do two things before each lesson. The first is to read the entire lesson and understand each step, action, or word to be taught. The second thing is to prepare in advance all materials to be used in that class period. This means that all pictures or charts are not only to be drawn but also hung on the wall and ready for use. Similarly, materials such as playing cards, flowers, etc. must be on hand ready for use. When both of these are done, the teacher will find that the lessons progress smoothly and the students' attention is never lacking.

The teacher will also note that at the beginning of each lesson there is a list of the topics that will be taught, the method you are going to use, and all the materials necessary to teach the lesson. This will enable you to plan ahead in researching grammatical ideas, teaching methods, or in finding some hard-to-get aids. The approximate time listed for each lesson will vary a little depending on the teacher, the class, and the environment. Most lessons will take no less than the time indicated although some may take more.

There are eight units in this book. They are graduated so that, as the basic structures and vocabulary are acquired, the succeeding units increase in difficulty. Each of the first seven units contain new grammatical material that, taken as a whole, make up the basis of the Samoan Language. In addition, sections seven and eight contain stories and dialogues that utilize the materials covered in the first seven units. It is recommended that the book be followed in the unit sequence presented since both vocabulary and grammatical structure are built up from unit one to unit eight.

The number of class periods per day and consequently the time allotted for each unit will vary depending on the students and the teacher. One unit could be covered comfortably in two days assuming that some lessons would be repeated and reviewed and perhaps expanded to other activities outside of the classroom. Certainly there is no set time standard by which the teacher can pace his class. It is best to go at the students' own speed and review often by repeating lessons that the instructor or students feel need stressing.

Here are some suggestions to help the instructor in creating a good learning atmosphere in his classroom.

and Dictionary of the Samoan Language (Pratt, 1862); Samoan (Marsack, 1962); Samoan Dictionary (Milner, 1966); Samoan Grammar (Churchward, 1926). The English Samoan glossary was based in part on a smaller version found in Conversational Samoan II. The sections on mechanics, medicines, fishing, ceremonial speech, and idiomatic expressions were developed for this book. The Samoan-English glossary was cross-checked with the following texts; Pratt's Grammar and Dictionary of the Samoan Language, Samoan Dictionary, Samoan, Let's Speak Samoan.

HOW TO USE THIS BOOK

For the student it is intended that the greater part of the learning take place in the classroom under the direction of the teacher. The technique used is a total immersion in Samoan with the exclusion of English being an important feature. Those familiar with the Berlitz or De Sauze methods will find many similarities in the initial units of this language course. A basic vocabulary of functional words and grammatical structure is built up through a series of lessons in which Samoan is spoken, and actions, objects, or pictures are used to give meanings to these new utterances. The beginning lessons contain only a few simple words and structures which can readily be re-arranged or re-combined by the students to describe artificial situations improvised by the instructor. Each succeeding lesson adds more vocabulary and structure in the same way to enable the student to expand and modify these sentences to more meaningful and complete descriptions, until the student finds himself freely conversing in Samoan in later lessons. To achieve this, it is necessary for the student to assume an attitude of experimentation in the initial lessons and a complete freedom in trying to build meaningful sentences from the pool of Samoan that has been introduced. Naturally in an approach such as this, extensive introduction of new vocabulary is minimized in favor of only basic words and structures that will provide the student with a strong base to which later vocabulary can be added. Students will find that most of the supplemental vocabulary will be acquired outside of the classroom or in later class-oriented activities.

In theory students need only attend the classes to benefit from this technique, but to maximize retention the student should supplement the classes by reviewing the lessons, reading the grammar notes, and completing the exercises at the end of each unit. In addition, the new language must be practised out of class with the same degree of experimentation that is developed during the formal lessons.

1. Prohibit all English in the classroom.
2. Likewise prohibit smoking, eating and drinking in the classroom.
3. Encourage experimentation and conversation in Samoan.
4. Prepare each lesson before the beginning of the class so that everything is ready to be used when it is needed.
5. Limit class size to about 5 students per class.
6. Adapt the lessons to suit your students. This includes objects used in the lessons as well as other material aids, location of the classroom, and methodology.
7. Keep the pace of the class fast but not over the heads of the students.
8. Review often.

The Silent Way technique used in this book follows the same pattern of lesson planning throughout the book. With this type of teaching, the teacher must always remember that the students should be given the opportunity to form new structures and sentence patterns by themselves. Only when this is not possible should the teacher model what is being taught for the students. The Silent Way lesson plans are used in the following way:

The teacher sets up his teaching aids and arranges the students in the proper position. There are three columns in the lesson plan. They are:

WORD

ACTION

TARGET RESPONSE

The WORD column contains all the words and phrases that the teacher will utter during that lesson. This is the teacher's column. This column contains the only words to be spoken by the teacher. The next column is the ACTION column. There is a corresponding action listed here for each utterance in the WORD column. Since no English is being spoken, it is important that the action be performed properly to show the students the meaning of the Samoan word being spoken by the teacher. For example, if the WORD is 'Ave, the appropriate ACTION would be to take something ('ave-take). In this way the students can understand the meanings of the utterances without being given English translations. The last column, TARGET RESPONSE, is what the students should be saying after the teacher has said the word and performed the action. Remember that the students will be combining and re-arranging the words to form sentences on their own. Samples of these sentences are listed under the TARGET RESPONSE, so that the teacher can tell if the students are developing along the desired line for that lesson. The teacher is not to speak the TARGET RESPONSE, this is for the students alone to speak. The teacher must be able to direct the students to the desired responses through his actions. That is why the ACTION column is listed, to show the teacher what to do in order to elicit

the proper responses. At the end of each lesson there is a Summary Review to enable both the students and teachers to easily see what has been taught. The Grammar Review at the end of each unit is mainly for the student's benefit and should not be used in class.

When other teaching methodologies are used in later lessons there is a detailed explanation of the proper way to present these lessons using the new techniques. Again it must be stressed that it is primarily the teacher's responsibility to insure a well paced, well prepared lesson, and to maintain absolute authority over classroom conditions to insure the maximum possible benefit to all students.

As a final note of introduction, I wish to point out to the reader that the ultimate source or reference for pronunciation, spelling, definition of words, and grammar, has been the Western Samoan Department of Education. Mrs. Koke Aiono of the Samoan Language Curriculum Development Unit has devoted a great deal of time and effort to insure that what is presented in this book is in agreement with materials currently being developed for teaching Samoan Language in the government school system.

Unfortunately, Samoan is not yet standardized to the point where it is spoken and written uniformly throughout the islands. Many of these variations are slight, but the student will notice that they do exist especially in the written language. Existing texts on Samoan are not widely used among the public and although there are some points of disagreement among them, the potential effectiveness they might have on standardizing the language and providing consistency in what is being spoken is not realized. It is hoped that this book may contribute in some way to the Department of Education's program of preserving and standardizing the Samoan Language and therefore benefit both foreign and the native students of Samoa.

J.F.M.

December, 1975

SINGULAR AND PLURAL

DEFINITE AND INDEFINITE

POSITIVE AND NEGATIVE

PRONUNCIATION

READING AND WRITING

LESSON ONE

TOPICS

(a) Nominative singular

The pen..... 'O le peni.

It's a pen..... 'O le peni.

(b) Simple command

take..... 'ave

bring..... 'aumai

(c) Conjunction, preposition

and..... ma

to..... iā

METHOD

Silent Way. Place several objects on the table (i.e. pen, pencil, notebook, paper). Following the lesson outlined below, the teacher will say the underlined word once very clearly (make sure all students are listening). At the same time the word is spoken by the teacher, the action must be performed to show what the word means.

After the student has heard the word and seen the action, the teacher motions for all the students to repeat the word, or target response. The teacher then listens to each individual repeat the response to make sure that everyone is pronouncing it properly. If one student is mispronouncing the target response, the teacher can call on a student who has pronounced it correctly to repeat it for the other student's benefit. If no one can say the response properly, the teacher must repeat it again when all are listening.

The target is included in the lesson so that the teacher has a written plan of what the students should be trying to say. The responses are the minimum that the student should be saying. They should be encouraged to say more than just these responses, and should

experiment with all the new words they are learning to make up new sentences. The teacher must be prepared to correct any pronunciation errors that the student might make in this experimentation.

In some parts of the lesson the teacher is required to count the word or words of a sentence on his fingers. This enables the student to visualize the sentence easier and makes it easy for the teacher to add or eliminate words as the need arises.

MATERIALS

Several commonly used objects (i.e. pen, paper, notebook), a table and chairs. Remember that the objects you use should reflect the interests of your students. (i.e. kitchen utensils for housewives, pen and pencils for teachers or students).

TIME: 45 minutes

@@*@*@*@*@*@*@*@*@*@*@*

THE LESSON

@@*@*@*@*@*@*@*@*@*@*@*

Teacher says the Word below.

At the same time teacher performs the Action below.

Students say the Target Response below.

	<u>Word</u>	<u>Action</u>	<u>Target Response</u>
(pen)	<u>Peni!</u>	Hold up a pen. (Hold up one finger to indicate one word).....	Peni!
(It's the)	<u>'O le</u>	hold up two fingers to indicate two words....	'O le!
	<u>'O le peni!</u>	Hold up the pen and three fingers to indicate three words.....	'O le peni!
(notebook)	<u>'Api!</u>	Hold up a notebook..... Full sentence.....	'Api! 'O le 'api.
		(Remember to review 'O le peni)	
(pencil)	<u>Penitala!</u>	Hold up a pencil..... Full sentence	Penitala! 'O le penitala.
(paper)	<u>Pepa!</u>	Hold up a sheet of paper	Pepa!

	Full sentence	'O le pepa.
	Place a pen and a notebook in the centre of the table.	
(and)	<u>Ma!</u> Touch the empty space between the pen and the notebook.....	Ma!
	Touch the pen..... the space and the notebook.....	'O le peni. ma 'o le 'api.
	in that order and make students respond to each touch.	
	Using your fingers, indicate that the second 'o is to be thrown out	'O le peni ma le 'api.
	Try combinations of other pairs. (Make sure the second 'o is left out).....	(i.e.) 'O le penitala ma le pepa.
	Set out four objects in a line and touch them in the following manner.	
	the pen the space the paper the space the pencil	'O le peni ma le pepa ma le penitala.
	Now point to the whole line of objects and indicate a full unbroken sentence	'O le peni ma le pepa ma le penitala.
	Repeat this with other combinations.	

(take)	<u>'Ave!</u> With everyone watching take any single object	'Ave!
	<u>'Ave le peni!</u> Touch the pen and indicate one student must take it. All students repeat the command.	'Ave le peni.

Indicate one student is to command another to take anything.....

'Ave le object.

Let each student command and act several times. Make sure they expand the sentences to more than one object at a time.....

(i.e.)
'Ave le peni ma le
'api.

Iā!

Motion away from yourself....

Iā!

'Ave le peni iā
Ioane!

Indicate that the pen is to be given to one of the students. Students repeat. When you hear the correct target response immediately give the pen to that student.....

'Ave le peni iā Ioane.

Point to a pencil and then another student. Student says

'Ave le penitala iā
student's name.

Let the students practice with each other.

Give each student an object.

(bring) 'Aumai!

Hold out your hand and indicate that you want them to give their objects to you. All repeat....

'Aumai!

'Aumai le peni!

Hold out your hand to the student who has the pen and make him give you the pen. Indicate another student is to ask you for that same pen

'Aumai le peni.

Immediately give him the pen, then indicate another student is to ask for the pen.....

'Aumai le peni

Continue letting students ask for and receive the pen as well as other objects.

Finally, let them make up sentence about anything they have learned in the lesson.....

(i.e.)
'Aumai le peni.

'Ave le peni iā name.
etc.

LESSON TWO

TOPIC: Pronunciation

METHOD: Fidel Charts

MATERIALS

A large wall size Fidel Chart (below) and a pointer.

FIDEL CHARTS

Samoan Lanugage

Short Vowels	Consonants	Long Vowels	"A" Glottal Vowels
A E I O U		Ā Ē Ī Ō Ū	'A 'A'A A'A
AE EA IA OA UA		ĀĒ ĒĀ ĪĀ ŌĀ ŪĀ	'AE 'A'E A'E
AI EI IE OE UE	F G H L	ĀĪ ĒĪ ĪĒ ŌĒ ŪĒ	'AI 'A'I A'I
AC EO IO CI UI	M N P R	ĀO ĒO ĪO ŌĪ ŪĪ	'AO 'A'O A'O
AU EU IU OU UO	S T V	ĀŪ ĒŪ ĪŪ ŌŪ ŪŌ	'AU 'A'U A'U
1	2	3	4

"E" Glottal Vowels	"I" Glottal Vowels	"O" Glottal Vowels	"U" Glottal Vowels
'E 'E'E E'E	'I 'I'I I'I	'O 'O'O O'O	'U 'U'U U'U
'EA 'E'A E'A	'IA 'I'A I'A	'OA 'O'A O'A	'UA 'U'A U'A
'EI 'E'I E'I	'IE 'I'E I'E	'OE 'O'E O'E	'UE 'U'E U'E
'EO 'E'O E'O	'IO 'I'O I'O	'OI 'O'I O'I	'UI 'U'I U'I
'EU 'E'U E'U	'IU 'I'U I'U	'OU 'O'U O'U	'UO 'U'O U'O
5	6	7	8

TIME: 45 Minutes

@@*@*@*@*@*@*@*@*@*@*@*@*@*@*@*

THE LESSON

@@*@*@*@*@*@*@*@*@*@*@*@*@*@*@*

INTRODUCTION: The Fidel Charts used in this lesson are a variation of those used in the Silent Way technique. Because Samoan is a simple language in terms of pronunciation, these charts are not colour coded. Similarly, the diphthongs are not listed together in related sound groups because no two diphthongs have the same sound.

In these charts, and throughout the book, a bar over the vowel (Ā) indicates a long vowel. A long vowel is essentially a slight lengthening of the vowel sound. The glottal vowel will be represented by an apostrophe before the vowel ('A). A glottal vowel is an abrupt glottal beginning of the vowel sound.

The consonant 'H' is omitted in this book because of its very rare occurrence in Samoan. A more detailed explanation of pronunciation is in the Appendix.

THE EXERCISE

Students must be seated close to the wall chart. Teacher must be standing.

CHART NO. 1 - SHORT VOWELS

- I. Point to each single vowel and pronounce each once. Students repeat after each one. A E I O U.
- II. Move down the first column (A). Touch the vowel or vowels, pronounce each clearly and let the students repeat. The diphthongs are taught in the following way:

(i.e.) A E

Teacher points to and pronounces A and E separately.

Student pronounces A and E separately.

Teacher pronounces AE normally.

Student pronounces AE normally.

Continue in this way for all the A combinations and then repeat the process for all the E combinations, I combinations, O combinations and finally U combinations.

Note that after the first few rows of diphthongs are drilled, the students will probably be able to respond to the chart without the teachers modeling. This is to be encouraged, however the instructor should be prepared to correct mistakes.

CHART NO. 2 - CONSONANTS

Point to each consonant and pronounce each once. Students repeat immediately. After each consonant is repeated by the student, the teacher points to a vowel column in Chart No. 1 and the students pronounce the new combinations without the teachers modeling.

(i.e.) F.

Teacher points to and pronounces F.

Students pronounce F.

Teacher points to F and A (Chart No. 1).

Students say FA.

Teacher points to F and AE.

Students say FAE.

Teacher points to F and AI.

Students say FAI.

Teacher points to F and AO.

Students say FAO.

Teacher points to F and AU.

Students say FAU.

Repeat this procedure with all the consonants. Use all the short vowels in combination with the consonants.

CHART NO. 3 - LONG VOWELS

I. Teacher points to and pronounces each long vowel.

Students repeat immediately.

Ā Ē Ī Ō Ū

Immediately review the seven short vowel sounds once again for contrast.

A E I O U

II. Move down the first column (Ā) and say each dipthong once normally. Students repeat after each one. After each long dipthong immediately point to the equivalent short vowel dipthong in Chart No. 1 and let the students say it once to contrast the new long sound.

LESSON THREE

TOPICS

(a) Singular demonstratives

This pen.....	'O le peni <u>lea</u> .
That pen.....	'O le peni lele/ lena/lale

(b) Question word (what)

What is this?.....	'O le <u>a</u> lea?
What is that?.....	'O le <u>a</u> lele/ lena/lale?

METHOD

Silent Way. This lesson is taught in the same manner as Lesson One. Note however the silent hand sign for eliciting a question from the student: trace a question mark in the air.

MATERIALS

Pairs of several common objects (those used in lesson one plus two or three new ones i.e. book, matches, comb). Again make sure you chose objects that your students can relate to. (i.e. Do not choose carpentry tools for a group of students who are teachers or dentists by profession).

TIME: 45 Minutes

@@*@*@*@*@*@*@*@*@

THE LESSON

@@*@*@*@*@*@*@*@*@

Word

Action

Target Response

Hold up a pen;.....	'O le <u>peni</u> .
Hold up each of the known objects in turn. Leave the new objects on the table but don't give their Samoan names.	<u>pepa</u> . ' <u>api</u> . <u>penitala</u> .

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
(that) <u>Lale!</u>	Throw the pen far away but within sight..... Hold up four fingers. Practice with a few other objects thrown at a distance.....	Lale! 'O le peni lale. 'O le <u>object</u> lale.
(that) <u>Lele!</u>	Point to one object which you have placed in the centre of the table..... Hold up four fingers..... Practice with other objects and review.....	Lele! 'O le <u>object</u> lele. (i.e.) 'O le pepa leie. 'O le 'api lale.
	Give each one including yourself an object.	
(that) <u>Lenā!</u>	Make everyone point to your object and repeat..... Hold up four fingers..... Let them practice pointing to a friend's object. Remember to review <u>lale</u> and <u>lele</u> also.	Lenā! 'O le <u>object</u> lenā.
(that) <u>Lea!</u>	Make all the students point to the object still in his own hand and repeat..... Indicate a full sentence.....	Lea! 'O le <u>object</u> lea.
	Review all demonstratives. Make sure that students realize that <u>lenā</u> is used when referring to someone else's object, but <u>lele</u> is for something close by that no one possesses.	
(thing) <u>Mea!</u>	Touch any object and indicate students to respond..... Indicate a full sentence..... Practice using objects close, far and near people.	Mea! 'O le mea. 'O le mea <u>lea.</u> <u>lele</u> <u>lenā</u> <u>lale</u>

(what)	<u>Ā!</u>	Draw a question with your hand (hold up a finger to indicate one word).....	Ā!
	<u>'O le!</u>	Hold up two fingers.....	'O le!
		Now indicate a question and hold up three fingers	'O le ā?
		Now place one of the new objects, which still hasn't been given a Samoan name into the centre of the table and point to it. Draw a question mark and indicate a full sentence.	'O le ā le mea lele?
(the book)	<u>'O le tusi!</u>	Immediately answer.	
		Indicate all are to repeat this answer	'O le tusi!
		Try the question with a known object. Point to a pen and indicate a question,.....	'O le ā le mea lele?
	<u>'O le peni!</u>	Immediately answer	'O le peni!'
		Throw another one of the unnamed objects far away (but well within sight of all) and indicate a question	'O le ā le mea lale?
(comb)	<u>O le selu!</u>	Immediately answer.	
		Have each student repeat the new answer.....	'O le selu!
		Hold the last unnamed object in your hand and indicate a question	'O le ā le mea lenā?
(match)	<u>O le afi-tusi.</u>	Make each student repeat the new answer	'O le afitusi!
		Give each student an object. Each student points to the object in his hand and asks of another student.....	'O le ā le mea lea?
		The other student answers....	'O le <u>object</u> lenā.

LESSON FOUR

TOPICS

(a) Nominative plural

Pens..... 'O penl.

They're pens..... 'O penl.

(b) Plural demonstratives

These pens..... O peni la

Those pens..... O peni na/lā

(c) Plural question (what)

What are these?..... 'O ā ia?

METHOD

Silent Way. Continue following the method used in previous lessons.

MATERIALS

Pairs of objects used in Lessons One, and two or three new pairs of objects (i.e. watches, cigarettes, rings).

TIME: 45 Minutes

THE LESSON

Word

Action

Target Response

'O le peni!

Hold up one pen. Hold up three fingers to show three words..... 'O le peni!

Now hold up two pens and indicate on your fingers that the middle word (le) is to be thrown out..... 'O peni!

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
	Try it with the other familiar objects.....	'O <u>afitusi</u> . ' <u>api</u> <u>penitala</u> <u>etc.</u>
	Switch back to the singular a few times so that they realize the difference between singular and plural. (drop the le)	(i.e.) 'O le penitala. 'O penitala.
(those) <u>Lā!</u>	Throw two pencils far away but well within sight.	
	Point to the two distant pencils... Indicate a full sentence.....	<u>Lā!</u> 'O penitala <u>lā</u> .
	Use other objects.	
(those) <u>Nā!</u>	Place some books on the table and point to them.	
	Point to the books..... Indicate a full sentence.....	<u>Nā!</u> 'O tusi <u>nā</u> .
	Use other objects and review <u>lā</u> .	
(those) <u>Nā!</u>	Hold 2 notebooks and make everyone point to them..... Indicate a full sentence.....	<u>Nā!</u> 'O 'api <u>nā</u> .
	Let the students hold objects and describe them to each other. (Review all).	
	Give each student pairs of objects.	
(those) <u>Ia!</u>	Teacher points to his own objects.	

Word

Action

Target Response

Each says ia while he is pointing to his own objects

Ia!

Indicate a full sentence.....

'O objects ia.

Practice with all the familiar objects using both singular and plural

'O objects is/nā/lā
'O le object lea/
lele/lenā/lale.

(Things)

'O mea!

Touch several pairs of objects indicating that they are all things

'O mea!

(When) Ā!

Draw a question mark.....

Ā!

Indicate a full sentence with three words.....

'O le ā?

Throw out the second word (le)....

'O ā?

Point to a new pair of objects on the table (rings) and indicate a question.....

'O a mea nā?

(Rings) 'O mama! When the students say the question properly, teacher answers.

Point to the rings and have them repeat

'O mama!

Throw the cigarettes far away and indicate a question.....

'O ā mea lā?

(cigarettes)

'O sikaleti!

When they ask the question properly answer immediately.

Indicate all must repeat

'O sikaleti!

Hold the pair of watches in your hand and indicate question

'O ā mea nā?

(watches) 'O uati! Immediately answer.

Make everyone repeat the answer...

'O uati!

Give everyone a different pair of objects. Each student points to his own objects and asks another student

'O ā mea ia?

The other student replies.....

'O objects nā

The students ask questions about anything in the room (or a walk outside). Make sure everyone repeats the new words as they are taught.

@@

SUMMARY REVIEW

'O <u>uati</u> .	They are <u>watches</u> .
<u>sikaleti</u>	<u>cigarettes</u>
<u>mama</u>	<u>rings</u>
'O uati <u>ia</u> .	<u>These here</u> are watches.
<u>na</u>	<u>Those there</u>
<u>la</u>	<u>Those there</u> (far)
'O ā?	They are what?
'O ā mea <u>ia</u> ?	What are <u>these</u> ?
<u>na</u>	<u>those</u>
<u>la</u>	<u>those</u>
'O mea ia 'o <u>uati</u> .	These are <u>watches</u> .
<u>sikaleti</u>	<u>cigarettes</u>
<u>mama</u>	<u>rings</u>

@@

LESSON FIVE

TOPICS

(a) Indefinite singular and plural

Is it a pen?..... 'O se peni?

Are they pens?..... 'O ni peni?

(b) Negative singular and plural

It's not a pen..... E lē 'o se peni.

They're not pens..... E lē 'o ni peni.

METHOD: Silent Way

MATERIALS

The plural objects used in previous lessons plus two new pairs (i.e. glasses, ashtrays).

TIME: 45 Minutes

* * * * *

THE LESSON

* * * * *

Word

Action

Target Response

'O le 'api lele!

Point to a notebook on the table.
Hold up four fingers to indicate a four word sentence.....

'O le 'api lele!

(a) Se!

Draw a question with your finger. Make everyone repeat the new word.....

Se!

Now point to the notebook again, but this time when you hold up four fingers, touch the second finger and show that word is a question word.....

'O se 'api lele?

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
	When the students ask the correct question then teacher must immediately answer:	
(Yes) <u>'Ioe!</u>	Shake your head yes. All repeat.....	'Ioe!
	Indicate that the students are to answer in a full sentence after <u>'Ioe</u>	'Ioe, 'o le 'api lele.
	(IMPORTANT: - The students must switch back to using <u>le</u> instead of <u>se</u> when they are giving a yes answer. Use your fingers for this changing).	
	Practice with other objects. DO NOT use the new objects yet.	
<hr/>		
<u>'O se tusi lele?</u>	Point to a new object on the table (a glass) and ask the question. Make everyone repeat.....	'O se tusi lele?
(No) <u>Leai!</u>	Shake you head no. Make all repeat this new word..... Practice this question using the names of different objects and pointing to the glass.....	Leai! 'O se <u>object</u> lele?
	After each question the students say no.....	Leai!
(It's not) <u>E lē!</u>	Show two words with your fingers. Shake your head no..... Make everyone repeat stressing the long lē sound, so that it will not be confused with le the article.	E lē!

Word

Action

Target Response

'E lē 'o se
peni lele!

Point to the glass and shake
your head no. Say this sentence,
and hold up six fingers.

Make everyone point to the glass
and say the sentence.....

E lē 'o se peni
lele!

Make everyone point to the glass
and say the sentence.....

E lē o se peni
lele!

(glass) Ipu!

Identify the glass.
All repeat.....

'O le ipu!

Repeat this with other objects.

(i.e.)
O se mama lerā?
Leai, e lē 'o se
mama lea.
or
'Ioe, 'o le mama
lea.

Following the same procedure as
the singular, continue with the
plural.

'O tusi nā!

Point to some books on the table.
Hold up three fingers.....

'O tusi nā!

(some) Ni!

Draw a question in the air with
your finger.....

Ni!

Point again to the books but this
time draw a question and hold up
four fingers and touch the second
finger to indicate that this is
ni.....

'O ni tusi nā?

When you hear the correct question
immediately answer.

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
<u>'Ioe!</u>	Shake your head yes. Students repeat..... Indicate students are to respond in a full sentence.	'Ioe! 'Ioe, 'o tusi nā.
	(<u>IMPORTANT</u> : Make sure the students remove the indefinite <u>ni</u> from their "yes" sentence. Use your fingers if necessary to show that <u>ni</u> is thrown out).	
	Practice with other familiar objects.	
<hr/>		
<u>'O ni ipu nā?</u>	Point to a pair of unfamiliar objects (i.e. ashtrays) and ask if they are glasses. Students repeat.....	'O ni ipu nā?
	Let students practice the question.	
	Shake your head no! All repeat.....	Leai!
	Let students ask this question using the names of other familiar objects while pointing to the ashtrays.....	(i.e.) 'O ni <u>objects</u> nā? Answer: Leai!
<u>E lē!</u>	Hold up two fingers to show two words. Shake your head no and point to the ashtrays. All repeat.....	E lē!
<u>E lē 'o ni ipu nā!</u>	Point to the ashtrays and hold up 6 fingers. Point to the ashtrays, make everyone point to them and repeat.....	E lē 'o ni ipu nā!
<u>Tālefulēfu</u>	Identify the ashtray. Students repeat.....	Tālefulēfu!

LESSON SIX

TOPIC: Reading

METHOD: Word Charts

MATERIALS

A large wall chart like below with all the previously learned words listed randomly. The teacher needs a pointer.

'O	LE	PENI	'AVE	LENĀ	MA	
E	LĒ	NI	SE	LEA	'AUMAI	LĀ
'IOE	MA	IĀ	MAMA	LALE	LELE	
LEAI	UATI	Ā	IA	NĀ	PENITALA	
SELU	SINA	IOANE	TĀLEFULEFU			

TIME: 45 Minutes

@@*@*@*@*@*@*@*@*

THE LESSON

@@*@*@*@*@*@*@*@*

INTRODUCTION: The word chart is designed to provide an easy transition from spoken to written Samoan. Only words which have been previously introduced in class are listed on the chart. This enables the student to see written, the words and phrases which he can already use verbally. As with the fidel chart, the word charts used here are not colour coded due to the simplicity of the Samoan language.

THE EXERCISE

- I. PRONOUNCIATION: Teacher points to each word and pronounces it once. Students immediately repeat after each word.
- II. Teacher points to a series of words which make a complete sentence. Students say the words one at a time as the teacher points.

II. STATEMENTS:

Teacher will model the sentence once after which the student will respond automatically as the teacher points to each new picture.
MOVE QUICKLY! Do not give the English translation.

'O le <u>peni</u> . <u>tusi</u> <u>etc.</u>	It's a <u>pen</u> . <u>book</u> <u>etc.</u>
'O le <u>peni</u> lea. (Point down) <u>tusi</u> <u>etc.</u>	This is a <u>pen</u> . <u>book</u> <u>etc.</u>
'O le <u>peni</u> lele. (Point away) <u>etc.</u>	That is a <u>pen</u> . <u>etc.</u>
'O le <u>peni</u> lenā. (Point to <u>etc.</u> yourself)	That is a <u>pen</u> . <u>etc.</u>
'O le <u>peni</u> lala. (Point far <u>etc.</u> away)	That is a <u>pen</u> . <u>etc.</u>

III. QUESTIONS:

Teacher says each of the four questions once (the first time only).
Students must ask the question each time before describing the picture being pointed to.

'O le ā lea?	What's this?
'O le peni lea.	This a pen.
'O le ā lea?	What's this?
'O le penitala lea. <u>etc.</u>	This is a pencil. <u>etc.</u>
'O le ā lele?	What's that?
'O le peni lele. <u>etc.</u>	That's a pen. <u>etc.</u>

'O le ā lenā? What's that?
'O le peni lenā. That's a pen.
etc. etc.

'O le ā lale? What's that?
'O le peni lale. That's a pen.
etc. etc.

IV. MORE QUESTIONS:

Repeat the same procedure as before.

'O le ā le mea lea? What's this thing?
'O le peni le mea lea. This thing is a pen.
'O le ā le mea lea? What's this thing?
'O le penitala le mea lea. This thing is a pencil.
etc. etc.

'O le ā le mea lele? What's that thing?
'O le peni le mea lele. That thing's a pen.
etc. etc.

'O le ā le mea lenā? What's that thing?
'O le peni le mea lenā. That thing's a pen.
etc. etc.

'O le ā le mea lale? What's that thing?
'O le mea lale 'o le peni. That thing's a pen.
etc. etc.

V. PLURAL STATEMENTS:

Teacher must hold up two fingers and point to each picture to show plural.

'O peni They're pens
etc etc

'O <u>peni</u> ia. (Point down)	These are <u>pens.</u>
<u>etc</u>	<u>etc</u>
'O <u>peni</u> nā. (Print away)	These are <u>pens.</u>
<u>etc.</u>	<u>etc.</u>
'O <u>peni</u> lā. (Point afar)	These are <u>pens.</u>
<u>etc</u>	<u>etc</u>

VI. PLURAL QUESTIONS:

Again, the teacher says the question only once (the first time only).

'O ā ia?	What are these?
0 <u>peni</u> ia.	These are pens.
<u>etc</u>	<u>etc</u>
'O ā nā?	What are those?
0 <u>peni</u> nā.	Those are pens.
<u>etc</u>	<u>etc</u>
'O ā lā?	What are those?
0 <u>peni</u> lā.	Those are pens.
<u>etc</u>	<u>etc.</u>

VII. MORE PLURAL QUESTIONS:

'O ā mea ia?	What are these things?
'O <u>peni</u> mea ia.	These things are pens.
<u>etc</u>	
'O ā mea nā?	What are those things?
'O <u>peni</u> mea nā.	Those things are pens.
<u>etc</u>	
'O ā mea lā?	What are those things?
'O <u>peni</u> mea lā.	Those things are pen.
<u>etc</u>	



REVIEW DRILL TWO

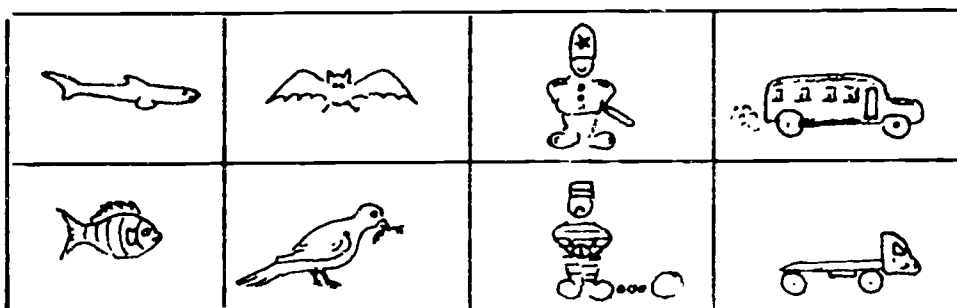
TOPICS

Indefinite singular and plural..... 'O se peni?
'O ni peni?
Negative singular and plural..... E lē 'o se peni.
E lē 'o ni peni.

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.



TIME: 15 Minutes

@#@*#@*#@*#@*#@*#@*#@*#@*

THE DRILL

@#@*#@*#@*#@*#@*#@*#@*#@*

I. VOCABULARY:

Teacher pronounces each picture and students repeat.

malie pe'a leoleo pasi
i'a lupe pāgotā loli

II. QUESTION - INDEFINITE:

Teacher models each section once. Students will automatically respond when teacher points to each picture.

'O se malie?

pe'a

leoleo

pasi

i'a

lupe

pāgotā

loli

Is it a shark?

bat

cop

bus

fish

dove

prisoner

truck

'O ni malie?

etc.

Are they sharks?

etc.

III. QUESTION AND ANSWER - POSITIVE:

Each picture has a question and positive answer. i.e. malie.

'O se malie?

etc.

'Ioe, 'o le malie.

etc.

Is it a shark?

etc

Yes, it's a shark.

etc.

'O ni malie?

etc.

'Ioe, 'o malie.

etc.

Are they sharks?

etc.

Yes, they're sharks.

etc.

IV. QUESTION AND ANSWER NEGATIVE:

(a) The top picture determines the question. The top answer is positive, the bottom picture is negative.

<u>QUESTION</u>	<u>UPPER PICTURE</u>	<u>LOWER PICTURE</u>
'O se <u>malie</u> ?	'Ioe, 'o le <u>malie</u> .	Leai, 'e lē 'o se <u>malie</u> .
<u>pe'a</u>	<u>pe'a</u>	<u>pe'a</u>
<u>leoleo</u>	<u>leoleo</u>	<u>leoleo</u>
<u>pasi</u>	<u>pasi</u>	<u>pasi</u>
'O ni <u>malie</u> ?	'Ioe, 'o <u>malie</u>	Leai, 'e lē 'o ni <u>malie</u> .
<u>pe'a</u>	<u>pe'a</u>	<u>pe'a</u>
<u>leoleo</u>	<u>leoleo</u>	<u>leoleo</u>
<u>pasi</u>	<u>pasi</u>	<u>pasi</u>

(b) Now reverse the procedure. The bottom picture determines the question.
The upper is negative and the lower is positive.

<u>QUESTION</u>	<u>UPPER PICTURE</u>	<u>LOWER PICTURE</u>
'O se <u>i'a</u> ?	'Ioe, 'o le <u>i'a</u> .	Leai, e lē 'o se <u>i'a</u> .
<u>lupe</u>	<u>lupe</u>	<u>lupe</u>
<u>pāgotā</u>	<u>pāgotā</u>	<u>pāgotā</u>
<u>loli</u>	<u>loli</u>	<u>loli</u>
'O ni <u>i'a</u> ?	'Ioe, 'o <u>i'a</u> .	Leai, e lē 'o ni <u>i'a</u>
<u>lupe</u>	<u>lupe</u>	<u>lupe</u>
<u>pāgotā</u>	<u>pāgotā</u>	<u>pāgotā</u>
<u>loli</u>	<u>loli</u>	<u>loli</u>

#####

GRAMMAR REVIEW ONE

NOTES ON LESSON ONE:

'O is usually referred to as a topic marker. This is probably because there is no equivalent in the English Language, but its function is similar to the third person singular of the verb "to be" (it is). There is no actual verb "to be" in Samoan.

It is a pen 'O le peni

It is possible in English to say only 'The pen' but the Samoan noun must be accompanied by 'O for it to be a complete statement.

<u>SENTENCE</u>	<u>INCOMPLETE</u>	<u>COMPLETE</u>
The boy	le tama	'O le tama
The sun	le lā	'O le lā
America	Amelika	'O Amelika
Samoa	Samoa	'O Samoa

Le is the Samoan definite article. It is always used in definite or positive statements. Since English sometimes uses the indefinite article (a) in definite or positive statements, the exact translation of "the" for Le is not always appropriate.

It's a boy! 'O le tama!

Ma means "and". It is usually repeated in sentences containing a series of nouns.

It's a pen, a book, and a pencil 'O le peni ma le tusi
ma le penitala.

'Ave, 'Aumai are simple commands. 'Ave means "to take" something or "give to" the speaker.

'Aumai le 'api Bring (me) the notebook.
Give (me) the notebook.

'Ave le 'api Take the notebook.
Give (to someone) the notebook.

Iā is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, i, is used.

NOTES ON LESSON THREE:

Lea, lele, lenā, lale are the most commonly occurring singular demonstratives. There are other variations of these four but they are mainly contractions or protraction and have basically the same meaning as those here. English recognizes only two singular demonstratives "this" and "that". Samoan has three main classes that are most easily explained in terms of spatial relationships.

- lea this (usually in contact or in very close proximity to the speaker)
- lele that (not too distant from the speaker)
- lenā that (used for lele when the object is in someone elses possession)
- lale that (at a great distance from the speaker).

Note: There are three formal demonstratives that will be introduced later because of their reoccurring roots - lenei, lenā (above), lelā

The demonstratives can occur both before and after the noun they modify:-

- 'O le mea lea this thing
- 'O lea mea

(note since these are all contractions of le + base, the singular article le is omitted before the demonstrative).

Ā is a question word used as the pronoun "what".

- 'O le ā?It's a what?
(What is it?)

- 'O le ā lea?It's a what this?
(What is this?)

'O le ā is also an idiomatic expression used when answering someones call.

Hey you!

What? 'O le ā?

NOTES ON LESSON FOUR:

Plural is shown by omitting the article before the noun. As opposed to English, Samoan nouns do not change from singular to plural (there are a few exceptions). Plural is assumed unless there is a singular indicator before the noun.

- 'O peni They are pens

Ia, nā, lā are the common plural demonstratives (these, those). The same pattern is followed as in singular.

- iathese (close or touching)
- nāthose (not far or in someones possession)
- lāthose (far away)

Note: There are three formal demonstratives which will be introduced later because of their frequently occurring roots: nei, nā (above) lā (above).

The demonstratives can occur before or after the noun.

- 'O mea nāThose things
- 'O nā mea

Ā is used without an article because it is referring to plural objects.

- 'O ā mea ia?What are these things?

GRAMMAR REVIEW ONE

NOTES ON LESSON ONE:

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lea	<u>this</u>	(usually in contact or in very close proximity to the speaker)
lele	<u>that</u>	(not too distant from the speaker)
lenā	<u>that</u>	(used for <u>lele</u> when the object is in someone elses possession)
lale	<u>that</u>	(at a great distance from the speaker).

Note: There are three formal demonstratives that will be introduced later because of their reoccurring roots - lenei, lenā (above), lelā

The demonstratives can occur both before and after the noun they modify:-

'O le mea lea this thing

'O lea mea

(note since these are all contractions of le + base, the singular article le is omitted before the demonstrative).

Ā is a question word used as the pronoun "what".

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(What is it?)

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'O peni They are pens

Ia, nei, lā are the common plural demonstratives (these, those). The same pattern is followed as in singular.

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nāthose (not far or in someones possession)

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Note: There are three formal demonstratives which will be introduced later because of their frequently occurring roots: nei, nā (above) lā (above).

The demonstratives can occur before or after the noun.

'O mea nāThose things

'O nā mea

Ā is used without an article because it is referring to plural objects.

'O ā mea ia?What are these things?

NOTES ON LESSON FIVE:

Se is the Samoan indefinite article (singular). It is always used in indefinite, or negative statements, and questioning somethings existence.

- Give me a (any) pen 'Aumai se peni.
- It's not a pen E lē 'o se peni.
- Is it a pen? 'O se peni?

Ni is the plural form of se. It is used in the same indefinite negative sense as se.

- Take some pens 'Ave ni peni.
- They aren't pens E lē 'o ni peni.
- Are they pens? 'O ni peni?

E lē is actually two words. Lē means "not". E is a tense marker that is used to show present tense (as well as implied future). Together they form a very commonly used structure for the negative (It's not).

- E lē 'o se va'a le mea lale That thing isn't a boat.
- Note that le and lē are two different words as indicated by the long vowel.

'Ioe, Leai are the respective utterances for yes and no. Yes has several variations: 'i, oe, 'io, e, 'io'e of which 'i is very common.

#####

WORK SHEETS

NOTE TO INSTRUCTOR: These work sheets are samples that are included to help the instructor decide how the lessons are to be re-enforced out of the classroom. The examples used here are suitable for the lessons as they are presented in this book. The teacher is advised however, that interest and motivation of the students are two important factors in language learning. It is essential therefore, that the subject matter be relative to the interests of the students.

I. Students write a descriptive sentence for each picture. Some are questions.



1.
.....



5.
.....



2.
.....



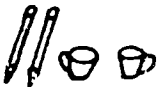
6.
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9. ?
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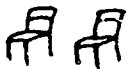
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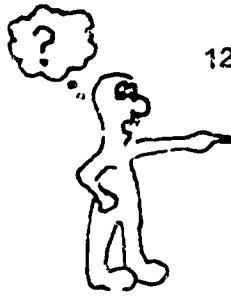
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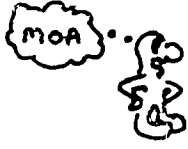
11. ?
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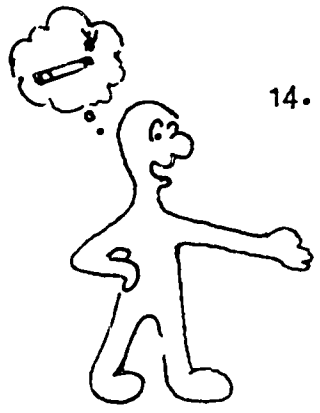
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12.?



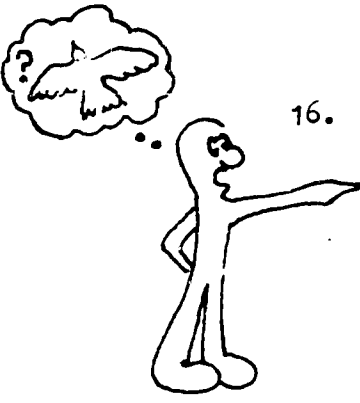
13.!



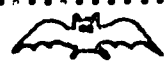
14.



15.



16.?



17.!



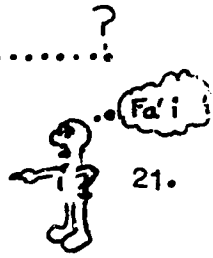
18.?



19.!



20.?



21.

'O ā mea ia?



22.

'O ni nofoa mea nā?

23.

'O leā le mea lea?



24.

'O se moa lenā?

25.

'O se nofoa lea?



26.

'O se pua'a lele?



27.

'O ā mea lā?



28.

'O ni i'a mea nā?

29.

E lē 'o se fa'i lea?



30.

'O ni peni



31. ...*le peni*.....

E lē 'o se moa lā.



32.

'O se ipu lea?



33.

'O le nin ma le pua'a



34.

E lē 'o se i'a mea ia



35.

COUNTING
BUYING AND SELLING
TELLING TIME
LOCATION

LESSON 3

- (a) Numbers (one, two, etc.) tasi, lua, etc.
- (b) How many? (E) fia?
- (c) Present tense marker e

METHOD: Silent

MATERIALS

Deck of cards, blackboard (or chalk paper), chalk (or marking pens). Familiar objects from earlier lessons (watches, pens, books, etc.)

TIME: 45 minutes

<u>Word</u>	<u>ACTION</u>	<u>Target Response</u>
(card) <u>Pepa!</u>	Hold up some cards. <u>IMPORTANT</u> - do not show the face of the cards to the students. Just let them see the backs Indicate a full sentence Hold up only one card.....	Pepa! 'O pepa. 'O le pepa.
(one) <u>Tasi!</u>	Hold up one finger and point to the single card	Tasi!
<u>'O le pepa e tasi!</u>	Indicate a full sentence and point to the card	'O le pepa e tasi.
	Point to some other single objects (i.e. pen, chair, etc.) and students give the response ..	'O le <u>object</u> e tasi:
(two) <u>Lua!</u>	Point to two cards on the table .. Indicate a full sentence <u>IMPORTANT</u> - The singular articles <u>le</u> must be dropped when more than one card is used. If students don't drop the <u>le</u> , show with your fingers that it is to be removed.	Lua! 'O pepa e lua.

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
	Try <u>lua</u> with other objects. Remember to review <u>tasi</u> .	
(three) <u>Tolu!</u>	Point to three cards on the table... Indicate a full sentence.....	Tolu! 'O pepa e tolu.
	Review all numbers and objects	
(four) <u>Fā!</u>	Same procedure..... etc.	Fā!
(five) <u>Lima!</u>	Same procedure..... etc.	Lima!
	Review all numbers 1-5 and objects.	
<hr/>		
(how many) <u>Fia!</u>	Draw a question with your fingers... Place 4 cards on the table in a neat stack so that the students cannot see how many there are.	Fia!
<u>E fia pepa nā?</u>	Draw a question with your fingers and point to the pile..... When the question is mastered you give the reply.	E fia pepa nā?
<u>E fā pepa nā!</u>	Count the cards with much action... Try the question again but with a different number of cards on the pile (5 cards).....	E fā pepa nā! E fia pepa nā? E lima pepa nā.
	Practice with other objects, all the numbers (1-5) and plural demonstratives (ia, na, la).	
<hr/>		
(six) <u>Ono!</u>	Show six cards..... Indicate a full sentence	Ono! 'O pepa e ono.
(seven) <u>Fitu!</u>	Show seven cards..... Indicate a full sentence	Fitu! 'O pepa e fitu.
	Place a stack of cards (6 cards) on the table and indicate a question.....	E fia pepa nā?

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
	Let someone else count them and answer.....	E ono pepa nā!
(eight) <u>Valu!</u>	Show 8 cards..... Indicate a full sentence.....	Valu! 'O pepa e valu.
(nine) <u>Iva!</u>	Show 9 cards..... Indicate a full sentence.....	Iva! 'O pepa e iva.
(ten) <u>Sefulu!</u>	Show 10 cards..... Indicate a full sentence.....	Sefulu! 'O pepa e sefulu.
	Place a stack of cards on the table (8 cards) and let the student ask.....	E fia pepa nā?
	Let another student answer.....	E valu pepa nā.
	Practice with all the numbers as well as with other objects.	
	Use the other plural demonstrations as well.	(i.e.) E fia pepa ia? E fia pepa nā?
<hr/>		
(eleven) <u>Sefulutasi!</u>	Show 11 cards..... Indicate a full sentence.....	Sefulutasi! 'O pepa e sefulutasi.
(twelve) <u>Sefululua!</u>	Show 12 cards..... Indicate a full sentence.....	Sefululua! 'O pepa e sefululua.
	By now they should know the pattern for the teens. Let the students ask and answer each other questions using other teens as well.	(i.e.) E fia pepa nā? E sefulufitu pepa nā.
<hr/>		
(21) <u>Luasefulu tasi!</u>	Show 21 cards.....	Luasefulu tasi!
	Now, using the numbers on the card face, show 22 (i.e. 2 tens and a two).....	Luasefulu lua!
	Show 23.....	Luasefulu tolu!
	Continue adding on numbers until you reach 100.	
(100) <u>Selau!</u>	Show one hundred.....	Selau!
<u>Selau ma le tasi!</u>	Show 101.....	Selau ma le tasi!

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
<u>Selau sefulufita</u>	Show 117.....	Selau sefulufita
<u>Selau luasefulu tasi!</u>	Show 121..... Continue to two hundred.	Selau luasefulu tasi!
(200) <u>Luaselau!</u>	Show two hundred..... Now go to the blackboard and write these arabic numbers on the board. Students say the Samoan number after each number.	<u>Luas</u> selau!
	201 263 529 821 205 300 683 909 211 444 777 999	
(thousand) <u>Afe!</u>	Write the number one thousand.....	Afe!
<u>E tasi le afe selau ma le tasi!</u>	Write the number 1101..... Continue writing examples up to one million.	E tasi le afe selau ma le tasi.
(million) <u>Miliona!</u>	Write 1,000,000 (one million).....	Miliona!
<u>E tasi le miliona lua afe iva selau ma le tasi!</u>	Write 1,002,901..... Continue writing examples with students giving the Samoan equivalent.	E tasi le miliona lua afe iva selau ma le tasi!

SUMMARY REVIEW

'0 le pepa e tasi .
'0 pepa e lua .
tolu
fa
lima
ono
fitu
valu
iva
sefulu

It's one card.
They are two cards.
three
four
five
six
seven
eight
nine
ten

LESSON EIGHT

TOPIC: Pronunciation

METHOD: Contrast drills

These contrast drills are used in the following way.

- A. Students listen. The teacher first points to the contrasting vowels on the fidel chart and pronounces them (i.e. e and i). The teacher then recites the complete list of contrast-word pairs for the two sounds.
- B. Students recite. Teacher again points to the contrasting vowels on the fidel chart. Students repeat after the teacher pronounces each one. The teacher again pronounces the contrasting word pairs but this time the students repeat after each word.
- C. Students write. The teacher dictates several words from the list. Students must listen, decide which sound is being pronounced and then write out the complete word. When the dictation is complete, the teacher writes the correct words on the blackboard.
- D. Students listen. The teacher reads the contrasting list once more.

MATERIALS

Fidel chart, paper and pencils and blackboard.

TIME: 45 minutes.

*** THE LESSON ***

I. Exercise No.1. i vs e

(A) Teacher points to i and e on fidel chart No.1 and pronounces them. Teacher then recites these pairs. (DO NOT give the English meaning in class).

- | | | | |
|----------|---------------|----------|--------------------|
| 1. 'eli | (dig) | 1. 'ele | (red dirt) |
| 2. ati | (to pierce) | 2. ate | (liver) |
| 3. 'oti | (goat) | 3. 'ote | (scold) |
| 4. lali | (wooden drum) | 4. lale | (that) |
| 5. loli | (truck) | 5. lole | (candy) |
| 6. moli | (orange) | 6. mole | (suffocate) |
| 7. pati | (clap) | 7. pate | (bat - cricket) |
| 8. soli | (to tread on) | 8. sole | (boy - colloquial) |
| 9. tali | (answer) | 9. tale | (cough) |
| 10. vali | (paint) | 10. vale | (madman) |

- (B) Teacher pronounces each word again, this time the students repeat after each word.
- (C) Teacher dictates 10 words from the list (e or i). Students write the word. When all ten have been dictated, the teacher writes the correct words on the board.
- (D) Teacher recites the entire list again. Students listen.

II. Exercise No.2. e vs ei

Follow the same procedure as before (use charts No.1 and 2).

1. lei	(ivory)	1. lē	(not)
2. nei	(now)	2. nē	(to hesitate)
3. pei	(as, like)	3. pē	(die - animals and plants)
4. sei	(flower on ear)	4. sē	(class of insects)
5. tei	(young sibling)	5. tē	(protrude)

Dictate five words and correct in class.

III. Exercise No.3. o vs ou

Follow the same procedure as before (use charts No.1 and 2).

1. fou	(new)	1. fō	(to doctor; name of a fish)
2. lou	(your)	2. lo	(name of a fish)
3. mou	(disappear)	3. mo	(for)
4. nou	(frown)	4. no	(to borrow)
5. pou	(a post)	5. po	(night)
6. sou	(rough sea)	6. so	(possessive marker)
7. tou	(you plural)	7. to	(pregnant)

Dictate five words and correct in class.

IV. Exercise No.4. ao vs au

Follow the same procedure as before (use chart No.2).

1. ao	(cloud)	1. au	(your - plural)
2. fao	(nail)	2. fau	(build)
3. gao	(molar)	3. gau	(break)
4. mao	(accidental)	4. mau	(tightly)
5. pao	(interrupt)	5. pau	(to end)
6. sao	(to be same)	6. sau	(to come)
7. tao	(spear)	7. tau	(price, weather)
8. vao	(weeds)	8. vau	(knead)

Dictate 10 words and correct in class.

V. Exercise No.5. ae vs ai

Follow the same procedure (use Chart No.2).

1. 'ai	(eat)	1. 'ae	(but)
2. mai	(from)	2. mae	(stink)

3. sai	{bind}	3. sae	{to skin}
4. tai	{tide}	4. tae	{feces}
5. vai	{water}	5. vae	{leg}

Dictate five words and correct in class.

VI. Exercise No.6. the glottal

This exercise is done like the others, but there are five contrasting groups. Each grouping is read in its entirety before reading the words from another group.

A. Teacher points to the 'A glottal and says.

ma'a	{rock}
te'a	{to be past}
i'a	{fish}
to'a	{numeral prefix; a submerged rock}
fu'a	{flag}

Teacher points to glottal 'E and says.

ta'e	{to break}
fe'e	{octopus}
ti'e	{a kind of crab}
to'e	{cock's comb}

Teacher points to glottal 'I and says.

ma'i	{sick}
le'i	{negative past}
si'i	{to raise}
fo'i	{also}
su'i	{to sew}

Teacher points to glottal 'O and says.

a'o	{learn}
le'o	{negative present}
li'o	{circle}
o'o	{to reach}

Teacher points to glottal 'U and says.

a'u	{I, me}
se'u	{kind of bird}
i'u	{to be ended}
lo'u	{my}
nu'u	{village}

(B) Repeat the reading, this time students repeat each word after the teacher

(C) Teacher dictates 10 words, students write.

(D) Teacher reads all the words again, students listen.

Word

Action

Target Response

Now hold up the can of corned beef again and indicate a full sentence.....

'O le 'apa p̄isupo.

Finally hold up the price tag first and then the can of beef right next to it. Indicate a full sentence.....

'O le tau o le 'apa p̄isupo.

Point to the price tag on the can of fish.....

'O le tau o le 'apa i'a.

Point to the price tag on the can of beer.....

'O le tau o le 'apa pia.

(how much) E fia!

Draw a question with your hand.....

E fia!

Place the can of fish on the table but cover the price tag with your hand so the students cannot see the price. Indicate a question.....

E fia le tau o le 'apa i'a?

(If the students cannot say the complete question properly the teacher can model it for them).

When they have asked the question properly, point to the price tag and let the students answer.....

E tolusefulu lima le tau o le 'apa i'a.

(cent) Sene!

Point to the ¢ on the price tag. Point to the price tag again. Indicate a full sentence.....

Sene!

E tolusefulu lima sene.

Practice the question and answer with other objects letting the students ask and answer.....

E fia le tau o le object?

E x sene.

(candy) Lole!

Hold up a piece of candy..... Indicate a question..... Indicate an answer.....

Lole!

E fia le tau o le lole?

E tasi le sene.

(razor blade) Matātafi!

Hold up a razor blade..... Indicate a question.....

Matātafi!

E fia le tau o le matātafi?

E fā sene.

Indicate an answer.....

Review all

Teacher sets a 1,2,5,10 and 20 cent coin on the table and a tālā note.

<u>E tasi le sene!</u>	Point to one cent	E tasi le sene!
<u>E lua sene!</u>	Point to a 2¢ coin	E lua sene!
<u>E lima sene!</u>	Point to a 5¢ coin	E lima sene!
<u>E sefulu sene!</u>	Point to a 10¢ coin	E sefulu sene!
<u>E luasefulu sene!</u>	Point to a 20¢ coin	E luasefulu sene!
<u>E tasi le tālā!</u>	Point to the tālā note	E tasi le tālā!

Practice with different combinations of the coins so that students feel comfortable using them.

ROLE PLAYING

For this last part, the teacher will first model a sample shopkeeper-customer dialogue. Then he will give half of all the money to one student and the other half and all the objects (with price tags removed) to another student. These students then improvise a conversation between a shopkeeper and his customer. Let everyone have a chance.

The teacher models a shopkeeper-customer conversation first.

<u>Ta'i!</u>	Indicate all are to repeat	Ta'i
<u>E ta'i fia i le 'apa i'a?</u>	Point to the can of fish. All repeat	E ta'i fia i le 'apa i'a?
<u>E ta'i tolusefulu lima sene!</u>	Point to the price. All repeat	E ta'i tolusefulu lima sene.
<u>Ia aumai le 'apa e tasi!</u>	Indicate that you want only one. All repeat	Ia, aumai le 'apa e tasi.
<u>'O le 'apa lea!</u>	Give a can. All repeat	'O le 'apa lea!
<u>Fa'afetai. 'O le tupe lea!</u>	Take the can and set 35 cents down. All repeat	Fa'afetai. 'O le tupe lea.

Let the students improvise their own dialogue. The teacher should direct so that they use as much as possible of what has been learned in previous lessons. Also important is that the students learn to make change with the coins.

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
(It is) <u>'Ua!</u>	Hold up 1 finger.....	'Ua!
	Hold up 2 fingers and point to the clock set at 1 o'clock.....	'Ua tā
	Show 2 o'clock.....	'Ua tā
(one) <u>Le tasi!</u>	Point to the number 1 on the clock. All repeat.....	Le tasi!
	Set the clock at 1 o'clock and indicate a full sentence. Hold up 4 fingers.....	'Ua tā le tasi.
	Change to 2 o'clock.....	'Ua tā le lua.
	Change to 3 o'clock.....	'Ua tā le tolu.
	Continue in this manner until they have mastered the structure.	
	The teacher now takes the clock so the students <u>cannot</u> see the face. Set it at 7 o'clock and put it face down on the table. The students do not know the time.	
(how much) <u>Fia!</u>	Draw a question with your hand, then touch the 4th finger to indicate the last word of the 4 word sentence. All repeat.....	Fia!
	Now draw a question, indicate a full sentence and point to the clock upside down on the table.....	'Ua tā le fia?
	Let everyone practice the question.. Turn over the clock and let everyone read the time shown on the clock....	'Ua tā le fia? 'Ua tā le fitu.
	Practice questions and answers.	
	Set the clock at 1 o'clock. Move the minute hand back and forth between the 12 and the 6 to indicate minutes past the hour.	
(past) <u>E te'a ai!</u>	Show past time. All repeat.....	E te'a ai!

Word

Action

Target Response

Set the clock at 10 minutes past one.

Sefulu minute!

Point to the ten. All repeat.....

Sefulu minute!

Indicate a full sentence.....

Sefulu minute e te'a ai

Le tasi!

Point to the one. All repeat.....

Le tasi!

Point to the clock and make them respond slowly as you first point to the 10 (show it is past the hour)...

Sefulu minute e te'a ai

then to the 1.....

le tasi.

Then point to the whole clock and indicate a complete sentence.....

Sefulu minute e te'a ai le tasi.

'Ua!

All repeat.....

'Ua!

Point to the same clock setting and indicate a full sentence.....

'Ua sefulu minute e te'a ai le tasi.

Set the clock at 20 past 2 and indicate a full sentence.....

'Ua luasefulu minute e te'a ai le lua.

Practice with other times and hours. (IMPORTANT: Do not exceed 30 minutes past any hour).

(half) 'Afa!

Show half past one.....

'Afa!

Indicate a full sentence. Point first to the minute hand then to the one. Students should say.....

'Ua 'afa le tasi.

(Note: If students cannot make up the complete sentence the teacher can model it for the students.)

Set the clock at other half hours:

Half past 2.....

'Ua 'afa le lua.

Half past 3.....

'Ua 'afa le tolu.

Half past etc.

'Ua 'afa le etc.

Review the other time structures and questions.

Word

Action

Target Response

Set the hour hand at two and move the minute hand back and forth between the 6 and 12 to indicate time remaining before the hour.

(remain) Toe!

Indicate time before the hour.....
Set the hand at 10 minutes till two and point to the ten. Indicate a full sentence.....

Toe!
oe sefulu minute.

(to two) I le lua!

Point to the 2.....

Now point to the clock which is set at 10 till 2 and indicate a full sentence.....

I le lua!

Toe sefulu minute i le lua.

'Ua!

All repeat.....

Point to the clock still set at 10 till 2 and indicate a full sentence.....

'Ua!

'Ua toe sefulu minute i le lua.

Set the clock at 15 till 2 and indicate a full sentence.....

'Ja toe sefululua minute i le lua.

Set the clock at 20 till two, and indicate a full sentence.....

'Ua toe luasefulu minute i le lua.

Practice with other time setting and then review all the times. Stress questions and answers and let students set their own times. If time permits introduce these expressions.

'Ua te'a ai le tasi.
lua
etc

'Ua toeitiiti tā le tasi.
lua
etc

SUMMARY REVIEW

'Ua tā le tasi. Its one o'clock.
 te'a ai Its past one
 toe sefulu Its ten till one

'Ua tasi le mīnute e te'a Its one minute past one.
 ai le tasi.

 lua two
 lima five
 etc. etc.

'Ua toe tasi le mīnute i le tasi. Its one minute till one.

 lua two
 lima five
 etc. etc.

'Ua tā le fia? What's the time?
'Ua toeitititi tā le tasi. It's almost one o'clock.
 etc etc

"@@"@"



<u>Word</u>	<u>Action</u>	<u>Target Response</u>
	Repeat this several times.....	'O le peni lā!
<u>I totonu!</u>	Put the pen inside the glass. Hold up 2 fingers	I totonu!
<u>E!</u>	Make all repeat..... Now hold up 3 fingers and point inside the glass.....	E! e i totonu!
	Pick up the pen, point to it. Indicate a sentence..... Quickly point inside the glass and put the pen inside, hold up 3 fingers..... Finally point to the glass.....	'O le peni lā. e i totonu o le ipu.
	Point to the pen sitting in the glass and indicate a full unbroken sentence.....	'O le peni lā e i totonu o le ipu.

Practice

<u>'O fea!</u>	Draw a question..... Point only to the pen and indicate a full sentence question..... Indicate a full sentence answer...	'O fea! 'O fea le peni? 'O le peni la e i totonu o le ipu.
(outside) <u>I fafo!</u>	Pull the pen out and drop it on the table outside the glass. Point around the outside of the glass.... Indicate a full sentence..... Draw a question..... Point to the pen and indicate a full sentence.....	I fafo! 'O le peni lā e i fafo o le ipu. 'O fea le peni? 'O le peni lā e i fafo o le ipu.

Review i totonu

(under) <u>I lalo!</u>	Place the pen under the glass..... Indicate a question..... Indicate a full answer.....	I lalo! 'O fea le peni? 'O le peni lā e i lalo o le ipu.
------------------------	---	--

Word

Action

Target Response

Review all

(behind) I tua!

Place the pen directly behind the glass. Indicate a question.....
Answer.....

I tua!
'O fea le peni?
'O le peni lā e i tua
o le ipu.

(in front) I luma!

Place the pen directly in front of the glass.....
Question.....
Answer.....

I luma!
'O fea le peni?
'O le peni lā e i luma
o le ipu.

Review all

Place the glass at the far end of the table.

(beyond) I tala atu!

Throw a pen beyond the glass (but within sight).....
Question.....
Answer.....

I tala atu!
'O fea le peni?
'O le peni lā e i tala
atu o le ipu.

(this side of) I tala mai.

Place another pen somewhere on the class side of the glass.....
Question.....
Answer.....

I tala mai!
'O fea le peni?
'O le peni lā e i tala
mai o le ipu.

(beside) I tala ane!

Place the pen beside the glass...
Question.....
Answer.....

I tala ane!
'O fea le peni?
'O le peni lā e i
tala ane o le ipu.

Review tala atu, tala mai, and tala ane, then review all.

To re-inforce these new concepts, place the model house on the table in front of the teacher. Place the picture-name cards in various places around the house (inside, behind, etc.).

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
(house) <u>Fale!</u>	Point to the house..... Full sentence.....	Fale! 'O le fale.
<u>'O fea Ioane?</u>	Teacher asks about a picture card in the house. All repeat.....	'O fea Ioane?
<u>'O Ioane la e i totonu o le fale!</u>	Make all point to the card in question and repeat.....	'O Ioane la e i totonu o le fale.

Let the student ask and answer all questions about the location of all the picture cards.

For variation when these are mastered introduce the short forms in the following way:

<u>'O Simi lā e i totonu o le fale!</u>	Point to Jim's picture, all repeat..	'O Simi lā e i totonu o le fale.
<u>'O lā e i totonu!</u>	Using your hands show contraction by compressing a space in the air before you. All repeat the sentence.....	'O la e i totonu
	Repeat this with the other locations.	(i.e.) 'O fea Mele? 'O lā e i fafo.

If times permits introduce these other question and answer variations.

(person) <u>Tagata!</u>	Point to each picture card and each student.....	Tagata!
<u>E to'afia tagata lā e i tua o le fale?</u>	Draw a question and point to the people-pictures behind the house. All repeat.....	E to'afia tagata lā e i tua o le fale?

<u>Word</u>	<u>Action</u>	<u>Target Response</u>
(2) <u>E to'alua!</u>	Point to the two people-pictures behind the house.....	E to'alua!
	<u>Repeat with other locations</u>	
<u>'O ai lā e i totonu o le fale?</u>	Draw a question, point to the names on the people-cards in the house. All repeat.....	'O ai lā e i totonu o le fale?
<u>'O Mele ma Tina!</u>	Point to the 2 names.....	'O Mele ma Tina!
	<u>Repeat for other locations and names</u>	

SUMMARY REVIEW

'O fea le peni?	Where's the pen?
'O lā e i totonu o le ipu. <u>fafa</u> <u>tua</u> <u>luma</u> <u>lalo</u> <u>luga</u> <u>tala atu</u> <u>tala mai</u> <u>tala ane</u>	It's <u>in</u> the glass. <u>outside</u> <u>behind</u> <u>in front</u> <u>beneath</u> <u>above</u> <u>beyond</u> <u>this side of</u> <u>next to</u>
'O lā e i totonu. <u>fafa</u> <u>etc.</u>	Its <u>inside</u> . <u>outside</u> . <u>etc.</u>
E to'afia tagata lā e i fafo o le fale?	How many people are outside the house?
E to'atasi le tagata la e i fafo. <u>lua</u> <u>etc.</u>	<u>One</u> person is outside. <u>Two</u> people are outside. <u>etc.</u>
'O ai lā e i totonu?	Who is inside?
'O Mele ma Tina lā e i totonu.	Mary and Tina are inside.

~~~~~

LESSON TWELVE

TOPIC: Reading

MATERIALS

A large word chart like the one below:

|        |         |      |       |        |      |      |
|--------|---------|------|-------|--------|------|------|
| 'O     | LĀ      | E    | TASI  | LE     | PEPA | MA   |
| LIMA   | 'UA     | TE'A | AI    | I      | SENE | TA'I |
| FIA    | TOE     | 'AFA | SELAU | GNO    | TO'A |      |
| VALU   | TOLU    | LENA | 'APA  | TOLU   | NĀ   |      |
| PĪSUPO | MILIONA | TAU  | I'A   | FAFO   |      |      |
| TOTONU | LUMA    | TUA  | FĀ    | SELAU  | AFE  |      |
| LOLE   | FITU    | LUA  | IVA   | TAGATA | FALE |      |
| TĀLĀ   | MINUTE  |      |       |        |      |      |

TIME: 45 minutes

\*\*\*\*\* THE LESSON \*\*\*\*\*

- I. PRONUNCIATION: The teacher points to each word and pronounces it once. Students repeat after each word.
- II. The teacher points to a series of words which make a full sentence; students repeat after each word. Students then repeat the whole sentence.

As with the word chart in the first section, begin with short sentences from the beginning lessons of this section.

(i.e.)

- I. 'O le pepa e tasi.
- 'O pepa e lua.
- tolu.

E tasi le pepa.  
fā  
lima

E fia papa nā?  
'apa i'a  
lolo

E ono 'apa i'a nā.  
fitu  
valu

II. E ta'i fia i le 'apa i'a?  
'apa pīsupo  
lolo

E fia le tau o le 'apa i'a?  
'apa pīsupo  
lolo

E ta'i luasefulu fitu sene.  
tolusefulu valu  
valusefulu iva  
Tālā.

E ta'i sefulu sene i le lua.  
luasefulu      fā  
fāsefulu      valu

'Ua tā le fia?  
'Ua tā le tasi.  
lua  
tolu

'Ja sefulu minute e te'a ai le ono.  
sefululima      fitu  
luasefulu      valu

'Ua 'afa le iva.  
sefulu  
sefululua

'Ua toe sefulu minute i le tasi.  
sefululima      lua  
luasefulu      tolu

'O fea le tagata?  
'apa i'a  
'apa pīsupo

'O le tagata lā e i totonu o le fale.  
fāfo  
tua  
luma

'O lā e i fāfo.  
luma.  
lalo

7 J

III. Let the students get up and point out their own sentences.

REVIEW DRILL THREE









TOPICS

Using numbers (counting, buying things).

METHOD: Substitution drills

MATERIALS

Large wall chart like the one shown below.

|                                                                                          |                                                                                           |                                                                                           |                                                                                             |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <br>18¢ | <br>40¢  | <br>30¢  | <br>10¢  |
| <br>5¢ | <br>50¢ | <br>12¢ | <br>35¢ |

TIME: 15 minutes

\*\*\*\*\*

THE DRILL

\*\*\*\*\*

I. DRILL ONE

Pairs of students alternate counting very fast.  
(i.e.)

First student: tasi

Second student: lua

First student: tolu

Second student: fa

Continue alternating in this way. DO IT QUICKLY

II. DRILL TWO

Pronunciation: Teacher points to each picture on the wall chart and pronounces the word. The students repeat after each word.  
(i.e.)

falaoa

pepa sikaleti

pepa faleuila

'aisakulimi

bread

packet of cigarettes

toilet paper

ice cream

sanuisi  
 matauila  
 ma'a mōliuila  
 mea tulinamu

sandwich  
 light bulb  
 battery  
 mosquito coil

Teacher models only the first sentence in the drills below. The students repeat and respond automatically as the teacher points to the picture.

E fia le tau o le falaoa?  
pepa sikaleti  
etc.

How much is the price of bread?  
packet of cigarettes  
etc.

E sefuluvalu sene le tau o le falaoa.  
fāsefulu                      pepa sikaleti  
etc.                                      etc.

The price of the bread is 18¢.  
packet of cigarettes 40¢  
etc.                  etc.

E ta'i fia i le falaoa?  
pepa sikaleti  
etc.

How much is the bread?  
packet of cigarettes  
etc.

E ta'i sefuluvalu sene.  
fāsefulu  
etc.

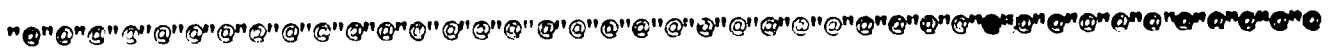
Eighteen cents each.  
forty cents  
etc.

E taugatā le falaoa.  
etc.

The bread is expensive.  
etc.

E taugōfie le falaoa.  
etc.

The bread is cheap.  
etc.



REVIEW DRILL FOUR

TOPIC: Telling time

METHOD: Substitution drill

MATERIALS

A cardboard clock with numbers and movable hands.

TIME: 15 minutes

\*\*\*\*\* THE DRILL \*\*\*\*\*

I. 0'clock

Teacher sets the clock on all the hours starting from one o'clock. Teacher models the pattern once only. The question is repeated by the students each time.

(i.e.)

'Ua tā le fia? What's the time?

'Ua tā le tasi, It's one o'clock.  
lua two  
etc. etc.

II. Past the hour

Set the clock at 9 o'clock. Move the minute hand past the twelve at intervals of 5 minutes.

(i.e.)

'Ua tā le fia? What's the time?

'Ua lima minute e te'a ai le iva. It's 5 minute past 9.  
sefulu 10  
sefululima 15

Ua luasefulu minute e te'a ai le iva. It's 20 minutes past 9  
luasefulu lima 25

III. Half past

Set the clock at half past and move the hour hand on the even numbers.

(i.e.)

|                          |                           |
|--------------------------|---------------------------|
| 'O le ā le taimi?        | What's the time?          |
| 'Ua 'afa le <u>lua</u> . | It's half past <u>2</u> . |
| <u>fa</u>                | <u>4</u>                  |
| <u>ono</u>               | <u>6</u>                  |
| <u>valu</u>              | <u>8</u>                  |
| <u>etc.</u>              | <u>etc.</u>               |

IV. Time before the hour

Set the clock at 3 o'clock. Move the minute hand from six to twelve at five minute intervals.

(i.e.)

|                                                                      |                  |
|----------------------------------------------------------------------|------------------|
| O le ā le taimi?                                                     | What's the time? |
| 'Ua toe <u>luasefulu lima</u> i le tolu. It's <u>25</u> minu till 3. |                  |
| <u>luasefulu</u>                                                     | <u>20</u>        |
| <u>sefululima</u>                                                    | <u>15</u>        |
| <u>sefulu</u>                                                        | <u>10</u>        |
| <u>lima</u>                                                          | <u>5</u>         |

\*\*\*\*\*



REVIEW DRILL FIVE

TOPICS: Location

METHOD: Situation and repetition drills.

MATERIALS: a book and a pen

Time: 20 minutes

\*\*\*\*\* THE DRILL \*\*\*\*\*

I. INTRODUCTION

Teacher models the structure enough times for the students to respond automatically.

In this drill, one student will be commanded to place an object in a certain location by all the other students. When he has done so, the students will ask, "Where is the object?". The student will answer the question.

II. Class:

Simi, tu'u le peni i luga o le tusi. Jim, put the pen on the book.

Class:

'O fea le peni?

Where is the pen?

Simi: 'O la e i luga o le tusi.

It's on the book

When this pattern is understood, the teacher simply calls out new locations for the students to substitute for luga.

|                 |          |              |
|-----------------|----------|--------------|
| <u>Teacher:</u> | lalo     | under        |
|                 | tua      | behind       |
|                 | luma     | in front     |
|                 | totonu   | inside       |
|                 | fafo     | outside      |
|                 | tala atu | beyond       |
|                 | tala mai | this side of |
|                 | tala ane | next to      |

Let each student take a turn at placing the pen.

\*\*\*\*\*

GRAMMAR REVIEW TWO

NOTES ON LESSON SEVEN

Numbers - One thru ten, hundred, thousand and million are used repetitively to give all the numbers. Compound numbers can be said with ma le as a connector for the final component.

- E sefulutasi ..... Eleven
- E sefulu ma le tasi.
- E selau luasefulu tasi ..... One hundred and one
- E selau luasefulu ma le tasi.

A less refined but common variation in pronouncing numbers is to read the components individually.

- E tasi iva valu ..... One hundred and ninety-eight.
- E is the present tense marker always used for numbers and counting.

Word order depends on what is to be stressed: the objects or the number of objects.

- What are those? ..... 'O ā meā nā?
- Three pigs ..... 'O pua'a e tolu.
- How many pigs are there? ..... E fia pua'a nā?
- Three pigs ..... E tolu pua'a nā.

When speaking about a specific group of objects, the definite article can be used so that the objects become one group.

- Which five boys are mine? ..... 'O lē ŋea lima o tama e ā a'ū
- The five boys there ..... 'O le to'ālima (tama) lenā

Fia is the question word used for numbers and counting. The present tense marker e is used with fia.

- E fia peni? ..... (It's) how many pens?
- E fia le tau? ..... (It's) how much is the price?

(NOTE fia is a multiple meaning word).

NOTES ON LESSON EINE

Tau is another multiple meaning word. Here it means 'price'.

Ta'i is a numeral prefix which, when normally added to a number, creates the meaning "one by one" (ta'i tas...), "two by two" (ta'i lua), etc. However, in everyday speech it is common to hear it used in buying and selling with a similar meaning to 'each'.

- E ta'i sefulu sene ..... Ten cents each (one).
- E ta'i luasefulu sene i le lua ..... Twenty cents (for) each two.
- E ta'i fia? ..... How much (for) each?

NOTES ON LESSON TEN

Tā literally means to 'strike'.

'Ua is another tense marker similar to the present tense marker e. 'Ua also marks present tense but it indicates that the action of the verb is just now beginning rather than something that has been going on for some time.

'Ua tā le lua ..... It is (just now) striking two.  
(It's two o'clock)

'Ua tā le fia? ..... It's (just now) what time?

Te'a ai. Te'a here means "to be past" in the sense of time. For telling time, it is used only for the first thirty minutes past the hour after which the structure becomes 'time remaining' till the next hour (toe). Ai is a relative pronoun somewhat similar here to 'which'. It is a very important and frequently encountered word. It always follows the verb when used. Its use will become clear in later lessons.

'Ua lima minute e te'a ai le lua... It's five minutes which are past the two. (It's five past two).

Toe is a multiple meaning word. Here it means remaining, or time remaining before the next hour. In Samoan, time before the hour (up to 30 minutes) is always described in this way. This isn't always the case in English.

'Ua toe sefululima i le ipe. Twenty till nine

or

Eight forty five.

Kuata is another way of saying sefululima minute. It means quarter.

I is a very versatile preposition that can have many meanings depending on its context in the sentence. It usually translates: to, in, on, at. In this case it is closer to 'to'.

'Ua toe lua minute i le tasi. It's two minutes to one.

'O le ā le taimi is a newer expression copied from English. It is frequently used when asking the time of specific event, and less often to ask the time of day.

This expression can be used with the possessive pronoun 'your' when asking of someone the time on his watch.

'O le ā le taimi? ..... What's the time?

'O le ā le taimi i lau uati? What is the time on your watch?

'O le ā le taimi 'o le tifaga? What time is the movie?

'Ua tā se fia? is also heard, but this indefinite form is usually heard when the speaker doubts if anyone knows the time, or used as an exclamation.

NOTES ON LESSON ELEVEN

Lā is the shortened form of the demonstrative le lā . It can denote both singular and plural. It is used very frequently in a repetitive structure involving the present tense marker E. It is difficult to give an exact translation for lā in this structure. It refers back to the noun being talked about.

'O le ta'avale lā e i tua. The car (that) is in the back.  
or  
The car, it is in the back.

When the present tense marker e occurs with lā (very often), the two words are joined together to sound like one word: lae.

A complete sentence such as:

'O le maile lā e i fafo o le fale.... The dog is outside of the house.

would usually be trimmed down by a Samoan, leaving a lot understood.

'O lā e i fafo o le fale. It's outside the house.

'O lā e i fafo. It's outside.

Totonu, fafo, luma, lalo, tua, luga, tala atu-ane-mai - are locative bases. When prefixed by the preposition i (in) they translate into the English prepositions: inside of, outside of, etc. The word o, which normally follows these constructions, translates 'of' and should not be confused with the Nominative particle 'o'.

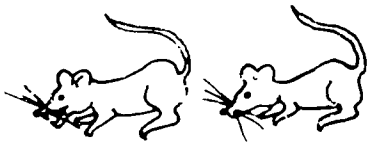
If the noun or pronoun of the prepositional phrase is understood, the last syllable of the preposition may be stressed.

'O fea Mele? ..... Where's Mary?  
'O lā e i fafo ..... She's outside (the house).  
tua ..... behind  
etc. ..... etc.



WORK SHEET FOR LESSONS 7, 9, 10 & 11

- |               |               |                     |
|---------------|---------------|---------------------|
| 1. (1).....   | 11. (20)..... | 21 (90).....        |
| 2. (2).....   | 12. (25)..... | 22 (100).....       |
| 3. (3).....   | 13. (30)..... | 23 (155).....       |
| 4. (4).....   | 14. (35)..... | 24 (465).....       |
| 5. (5).....   | 15. (40)..... | 25 (1,000).....     |
| 6. (6).....   | 16. (45)..... | 26 (1,175).....     |
| 7. (7).....   | 17. (50)..... | 27 (5,585).....     |
| 8. (8).....   | 18. (60)..... | 28 (10,000).....    |
| 9. (9).....   | 19. (70)..... | 29 (1,000,000)..... |
| 10. (10)..... | 20. (80)..... | 30 (1,111,111)..... |



E fia isumu nā? 31. ....



E to'afia tagata ia? 32. ....



E fia le tau o le falaoa? 33. ....



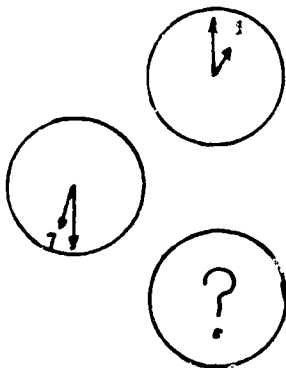
35¢    90¢    65¢    50¢

E fia le tau o mea ia? 34. ....

E ta'i fia i le 'apa i'a? 35. ....

E ta'i valusefulu sese le tau o le 'apa pisupo? 36. ....

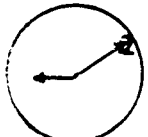
E ta'i fia i le 'apa moa ma le apa pia? 37. ....



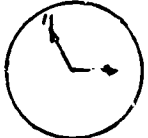
38. ....

39. ....

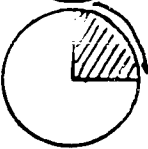
40. ....



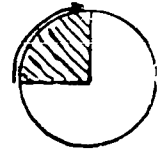
41. ....



42. ....



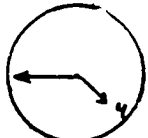
Kuata 'ua te'a



toe Kuata i le

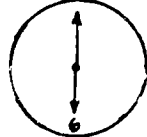
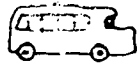


43.

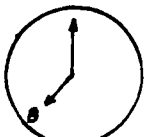


44.

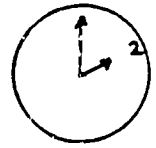
43. .... 44. ....



'O le ā le taimi o le pasi?



'O le ā le taimi o le lotu?



45. 'O le ongo...

46. ....

'O le ā le taimi o le va'alele?

47. ....

49. 'O fea tagata? .....
50. 'O fea le paipa? .....
51. 'O fea le moa? .....
52. 'O fea le niu? .....
53. 'O fea le pasi? .....
54. 'O fea pua'a? .....
55. 'O ā mea 'o lā e i luga i le ata? .....
56. 'O ā mea 'o lā e i fafo o le fale? .....
57. 'O ā mea 'o lā e i totonu o le fale? .....





PERSONAL PRONOUNS

THE STRUCTURE 'TO BE'

POSSESSIVE PRONOUNS

PLURAL VERBS

LESSON THIRTEEN

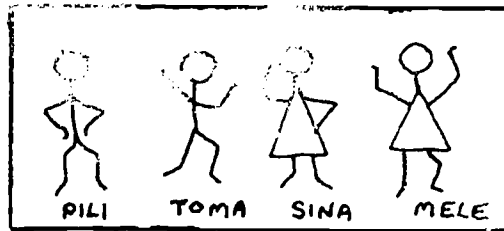
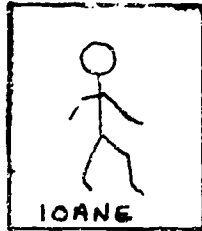
TOPICS

- (a) Personal pronouns:
- I ..... 'O a'u
  - You ..... 'O 'oe
  - He/she/it .... 'O ia
  - We (2) ..... 'O tā'ua, mā'ua
  - You (2) ..... 'O 'oulua
  - They (2) ..... 'O lā'ua
  - We ..... 'O tātou, mātou
  - You ..... 'O 'outou
  - They ..... 'O lātou
- (b) Who ..... ('O) ai

METHOD: Silent way

MATERIALS

One pencil drawing of each student on a 3"x5" card with his name below the picture. (See example below). Enough students to make three pairs including the teacher (five students plus one teacher). A large drawing of four people on the wall (See below)



TIME: 45 minutes

\*\*\*\*\* THE LESSON \*\*\*\*\*

| <u>Word</u>     | <u>Action</u>                                                                       | <u>Target Response</u> |
|-----------------|-------------------------------------------------------------------------------------|------------------------|
| (I) <u>A'u!</u> | Teacher points to himself. Each student points to himself and repeats.....          | A'u!                   |
| <u>'O!</u>      | Everyone repeat .....                                                               | 'O!                    |
|                 | Teacher points to himself and indicates two words. Each student does likewise ..... | 'O a'u.                |

|                                       |                                                                                                                                                                                        |                                                 |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| (You) 'Oe!                            | Teacher makes everyone point at him (teacher) and repeat.....<br>Full sentence .....                                                                                                   | 'Oe!<br>'O 'oe.                                 |
| (He) Ia!                              | Teacher points to a single student but says to everyone else. All point to that student and say .....                                                                                  | Ia!<br>'O ia.                                   |
| (Who) Ai!                             | Draw a question. Everyone repeat.....                                                                                                                                                  | Ai!                                             |
| 'O!                                   | Everyone repeat .....                                                                                                                                                                  | 'O!                                             |
|                                       | Indicate a full sentence .....                                                                                                                                                         | 'O ai.                                          |
|                                       | Now point yourself and look at the students. Indicate a question.....                                                                                                                  | 'O ai 'oe?                                      |
| (I'm John) 'O a'u 'o<br><u>Ioane!</u> | Teacher answers using his name.<br>Each student asks another who he is and that student answers with his own name .....                                                                | (i.e.)<br>'O ai 'oe?<br>'O a'u 'o <u>name</u> . |
|                                       | Point to a single student and indicate a question to the others .....                                                                                                                  | 'O ai ia?                                       |
|                                       | Indicate all are to answer ...<br>Practice with all the students.                                                                                                                      | 'O ia 'o <u>name</u> .                          |
| <hr/>                                 |                                                                                                                                                                                        |                                                 |
|                                       | Teacher passes out the pictures. Each student receives his own picture. The teacher keeps his own and three others of imaginary people. On the wall is a picture of four other people. |                                                 |
| (We) Tātou!                           | Teacher points to all the pictures on the table. All repeat .....                                                                                                                      | Tātou!<br>'O tātou.                             |
| (You) 'Outou!                         | Teacher points to all the students then makes all the students point to the teacher and the teacher's pictures .....                                                                   | 'Outou!<br>'O 'outou.                           |
| (They) Lātou!                         | Teacher points to group picture on the wall. Students point and repeat .....                                                                                                           | Lātou!<br>'O lātou.                             |

(We) Mātou!

Teacher points to his group of pictures only. All students touch each other to show they are one group and repeat to the teacher .....  
Full sentence .....

Mātou!  
'O mātou.

Practice these a little before going on.

Indicate a question and point to the picture on the wall. Students ask .....  
Indicate an answer (Students must read the names on the pictures)...

'O ai lātou?

O lātou 'o NAME  
ma NAME ma NAME  
ma NAME.

Indicate another question. Students point to the teacher's group of pictures .....

'O ai 'outou?

Teacher answers:

'O mātou 'o  
(Read names)

Students respond pointing to the teacher and his pictures .....

'O 'outou 'o NAME.

Teacher indicates another question and points to all the pictures on the table .....  
Students reply .....

'O ai tātou?  
'O tātou 'o NAME  
etc.

Practice questions and answers with all the plurals and singular.

Collect all the cards and seat everyone in pairs. The teacher must have a partner as well.

(We) Tā'ua!

Teacher puts his arm around his partner and says to his partner. Everyone repeats this to his own partner .....  
Full sentences .....

Tā'ua!  
'O tā'ua

(You) 'Oulua!

Teacher points to a pair and says only to them. Everyone points to the teacher and his partner says.

'Oulua!

|        |                                                                                                                                               |                                                            |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|        | Full sentence .....                                                                                                                           | 'O 'culua                                                  |
| (They) | <u>Lā'ua!</u><br>Teacher points to one pair but says to the other pair. Everyone points to that pair and says to the teacher .....            | Lā'ua!<br>'O lā'ua                                         |
| (We)   | <u>Mā'ua!</u><br>Teacher now puts his arm around his partner. Everyone must touch his partner while he says the response to the teacher ..... | Mā'ua<br>'O mā'ua                                          |
|        | Full sentence .....                                                                                                                           |                                                            |
|        | Indicate a question and point to a distant pair. Everyone asks.....<br>Everyone answers .....                                                 | 'O ai lā'ua?<br>'O lā'ua o <u>name</u><br>ma <u>name</u> . |
|        | Indicate another question and make all point to the teacher's pair and ask .....                                                              | 'O ai 'oulua?                                              |
|        | Teacher's partner answers .....                                                                                                               | 'O mā'ua 'o <u>name</u><br>ma <u>name</u> .                |
|        | Everyone asks this same question of another pair .....                                                                                        | 'O ai 'oulua?<br>'O mā'ua 'o <u>name</u><br>etc.           |
|        | Finally each student asks his own partner .....                                                                                               | 'O ai tā'ua?                                               |
|        | The partner answers .....                                                                                                                     | 'O tā'ua 'o 'oe<br>ma a'u.                                 |
|        | Review all the pronouns.                                                                                                                      |                                                            |

SUMMARY REVIEW

|                |                         |
|----------------|-------------------------|
| 'O <u>a'u.</u> | It is <u>I.</u>         |
| 'oe            | <u>you</u>              |
| <u>ia</u>      | <u>he/she/it</u>        |
| <u>tā'ua</u>   | <u>we</u> (2) inclusive |
| <u>mā'ua</u>   | <u>we</u> (2) exclusive |
| 'oulua         | <u>you</u> (2)          |
| <u>lā'ua</u>   | <u>they</u> (2)         |
| <u>tā'ou</u>   | <u>we</u> inclusive     |
| <u>mā'ou</u>   | <u>we</u> exclusive     |



'outou  
lâtou

you  
they

'O ai 'oe?  
ia  
etc

Who are you?  
is he  
etc

'O a'u 'o Toma.  
'oe  
etc

I am Tom.  
You (are)  
Etc

'O ma'ua 'o Toma ma Sina.  
la'ua  
etc

We are Tom and Sina.  
They  
Etc





Make a male student point to himself, while you point to the picture of a boy, indicate a full sentence .....

'O a'u to le tama.

Let each student repeat the sentence depending on his sex .....

'O a'u 'o le tama!  
'O a'u 'o le teine.

(You) 'Oe!

Make all point to you and repeat .....  
Point to yourself, point to the proper picture (boy). Indicate students are to say a full sentence.....

'Oe!

'O 'oe 'o le tama.

Se!

Draw a question .....  
Indicate a full sentence question. As you point to the boy picture, make all point to you and say .....

Se!

'O 'oe 'o se tama?

Ioe, 'o a'u 'o le tama.

Point to yourself and shake your head yes. Let each student ask and answer each other's question .....

'O 'oe 'o se teine?  
'Ioe, 'o a'u 'o le teine.

Point to yourself, point to the girl picture, Indicate a question

'O 'oe 'o se teine?

Leai!

Shake your head no. All repeat

Leai!

E le!

Point to the girl picture and yourself and shake your head no. All repeat.....

E le!

E le 'o a'u 'o se teine!

Point to yourself and the girl picture. Shake your head no.

Let each student ask and answer in the negative.....

'O 'oe 'o se tama?  
Leai, e le 'o a'u 'o se tama.

(He) Ia!

Point to a single boy. All point to him and repeat .....  
Point to that person again and point to the boy picture. Indicate a full sentence .....  
Indicate a question .....

Ia!

'O ia 'o le tama!  
'O ia 'o se tama?



Indicate an ~~answer~~.....

'Ioe, 'o ia 'o le tama.

Point to the girl picture and repeat with the same student.

'O ia 'o se teine?  
Leai, e lē 'o ia 'o se teine.

Review a'u and 'oe

(Person) Tagata!

Point to each of the people in all the pictures .....  
Point to picture No. 3. Indicate a full sentence .....

Tagata!

'O le tagata.

(U.S.A.) Amerika!

Point to the word "USA" in the picture No. 3.....  
Again point to the picture and indicate a full sentence .....

Amerika!

'O le tagata Amerika.

Samoa!

Point to picture No. 4 .....  
Indicate a full sentence .....

Samoa!

'O le tagata Samoa.

Have each student point to himself while you point to the "USA", picture (No. 3). Indicate a full sentence .....

'O a'u 'o le tagata Amerika.

Make all point to you and indicate a question (point to picture No. 3).....

(i.e.)

'O 'oe 'o se tagata Amerika?

Leai, e lē 'o a'u 'o se tagata Amerika.

Point to yourself and picture No. 3. Shake your head nā.

Let each student ask and answers each other in the negative.....

'O 'oe 'o se tagata Samoa?

Leai, e lē 'o a'u 'o se tagata Samoa.

(Teacher) Faiā'oga!

Point to the picture of the teacher (No. 5) All repeat...  
Full sentence .....

Faiā'oga!

'O a'u 'o le faiā'oga.

Question .....

'O 'oe 'o se faiā'oga?

Answers .....

Leai, e lē 'o a'u 'o se faiā'oga.

Ioe, 'o a'u 'o le faiā'oga.

|               |                     |                                                                       |                                                                           |
|---------------|---------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------|
| (School boy)  | <u>Tama ā'oga!</u>  | Point to the male student, picture (5) .....                          | Tama ā'oga!                                                               |
| (School girl) | <u>Teine ā'oga!</u> | Point to the female student, picture (5) .....                        | Teine ā'oga!                                                              |
|               |                     | Indicate a full sentence .....                                        | 'O a'u 'o le tama ā'oga.                                                  |
|               |                     | Continue as before with questions, and positive and negative answers. | (i.e.)<br>'O 'oe 'o se teine ā'oga?<br>Leai, e lē'o a'u o se teine ā'oga. |

---

For re-enforcement, expand using the plural and pair plural pronouns. (i.e.)

'O 'outou 'o ni faia'oga?  
'Ioe, 'o mātou 'o faia'oga.  
or:  
Leai, e lē'o mātou 'o ni faia'oga.

'O 'oulua 'o ni tagata Amelika?  
'Ioe, 'o mā'ua 'o tagata Amelika.  
or:  
Leai, e lē'o mā'ua 'o ni tagata Amelika.

Use all the pronouns. Add other nouns or descriptive adjectives. (i.e.)  
'O a'u 'o le tagata poto  
valea  
etc

---

#### SUMMARY REVIEW

|                                       |                               |
|---------------------------------------|-------------------------------|
| 'O <u>a'u</u> 'o le tama.             | <u>I am</u> a boy.            |
| <u>'oe</u>                            | <u>You are</u>                |
| <u>ia</u>                             | <u>He is</u>                  |
| 'O <u>'oe</u> 'o se teine ā'oga?      | <u>Are you</u> a school girl? |
| <u>ia</u>                             | <u>Is she</u>                 |
| <u>a'u</u>                            | <u>Am I</u>                   |
| E lē'o <u>a'u</u> 'o se tagata Samoa. | <u>I'm not</u> a Samoan.      |
| <u>'oe</u>                            | <u>You're</u>                 |
| <u>ia</u>                             | <u>He is</u>                  |
| 'O <u>lātou</u> 'o ni faia'oga?       | <u>Are they</u> teachers?     |

tā'ua

they (2)

'outou

you

'oulua

you (2)

'Ioe, 'o lātou 'o faia'oga.

Yes, they are teachers.

mātou

wē

Leai, e lē 'o lātou 'o ni  
faia'oga.

No, they are not teachers.

mātou

wē

.....

LESSON FIFTEEN

TOPICS

(a) Singular possessive pronouns: (for singular nouns)

my..... la'u/lo'u  
your ..... lau/lou  
her/his/its..... lana/lona

(b) Negative possession:

not my ..... E le'o sa'u/so'u  
not your ..... E le'o sau/sou  
not her/his/its .... E le'o sana/sona

METHOD: Silent Way

MATERIALS:

One empty glass and one shoe for each participant. The teacher has these also. There must be an extra glass and shoe in the center of the table. Other 'a' and 'o' objects should be available for expansion.

TIME: 45 minutes

##### THE LESSON #####

| <u>Word</u>            | <u>Action</u>                                                                                                                         | <u>Target Response</u> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| (Glass) <u>Ipu!</u>    | Hold up a glass .....                                                                                                                 | Ipu!                   |
| (My) <u>La'u!</u>      | Point to yourself. Make each student point to himself and repeat .....<br>Show two fingers and point to your glass. Each student..... | La'u!<br>La'u ipu .    |
| 'O!                    | All repeat this word. Now hold up three fingers to show a full sentence .....                                                         | 'O la'u ipu.           |
| (Shoe) <u>Se'evae!</u> | Hold up the shoe .....                                                                                                                | Se'evae!               |
| (My) <u>Lo'u!</u>      | Point to yourself. Make everyone point to himself.....                                                                                | Lo'u!                  |

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Each one points to his own shoe. Show two fingers ...

Lo'u se'evae.

'O!

All repeat this word.....  
Indicate a three word sentence.....

'O!

'O lo'u se'evae

Review with ipu (la'u)

---

(My) Sa'u!

Point to your glass and draw a question. All point to their own glasses .....

Sa'u!

Indicate a full sentence question as they point to their glass.

'O sa'u ipu?

(Yes) 'Ioe!

Shake your head yes. All repeat  
Indicate a full sentence.....  
NOTE: Students must change the sa'u to la'u for the yes answer.

'Ioe

'Ioe, 'o la'u ipu.

(My) So'u!

Point to your shoe and draw a question. All point to their own shoe .....

So'u!

'O so'u se'evae?

Indicate a full sentence question. Shake your head yes and indicate a full sentence .....

'Ioe, 'o lo'u se'evae.

Now point to the glass in the center of the table and draw a question .....

'O sa'u ipu lele?

(No) Leai!

Shake your head no. All repeat

Leai!

(It's not) E le!

Point to the glass and shake your head no. All repeat .....

E le!

Leai, e le 'o sa'u ipu lele!

Point to the glass. All repeat .

Leai, e le 'o sa'u ipu lele!

Repeat with se'evae.....

(i.e.)

'O so'u se'evae lele?

Leai, e le 'o so'u se'evae lele.

---

(Your) Lau!

Make everyone point to you .....  
Point to your glass and indicate a full sentence .....

Lau!

'O lau ipu.

|                                         |                                                                                                                        |                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| (Your) <u>Lou!</u>                      | Point to your shoe.....<br>Full sentence .....                                                                         | Lou!<br>'O lou se'evae.                                                                |
| (Your) <u>Sau!</u>                      | Draw a question and point to your<br>glass .....<br>Full sentence question .....                                       | Sau!<br>'O sau ipu?                                                                    |
| <u>'Ioe, 'o la'u ipu!</u>               | Nod your head yes: Let the stu-<br>dents ask and answer each other<br>this question.                                   |                                                                                        |
| <u>Sou!</u>                             | Draw a question and point to your<br>shoe. All point to your shoe ...<br>Full sentence question.....                   | Sou!<br>'O sou se'evae?                                                                |
| <u>'Ioe, 'o lo'u se'evae!</u>           | Nod your head yes. Let students<br>practice with both objects.....                                                     | (i.e.)<br>'O sou se'evae?<br>'Ioe, o lo'u se'evae.<br>'O sau ipu?<br>'Ioe, o la'u ipu. |
|                                         | Point to the glass in the center<br>of the table and draw a question                                                   | 'O sau ipu lele?                                                                       |
| <u>Leai, e le 'o sa'u<br/>ipu lele!</u> | Shake your head no, point to the<br>glass. Let students ask and ans-<br>wer each other.....                            | 'O sau ipu lele?<br>Leai, e le 'o sa'u<br>ipu lele.                                    |
|                                         | Repeat with <u>se'evae</u> .                                                                                           | (i.e.)<br>Q: 'O sou se'evae lele<br>A: Leai, e le 'o sa'u<br>se'evae lalè.             |
|                                         | Review la'u/lo'u                                                                                                       |                                                                                        |
| (His) <u>Lana!</u>                      | Point to one single person but<br>speak to all the other students...                                                   | Lana!                                                                                  |
|                                         | Point to his glass and indicate a<br>full sentence .....                                                               | 'O lana ipu.                                                                           |
| (His) <u>Lona!</u>                      | Point to his shoe .....<br>Full sentence .....                                                                         | Lona!<br>'O lona se'evae.                                                              |
| (His) <u>Sana!</u>                      | Point to the single student's glass<br>again and draw a question. All<br>point and repeat .....<br>Full sentence ..... | Sana!<br>'O sana ipu?                                                                  |

Nod your head yes and all respond

'Ioe, 'o lana ipu.

Point to his shoe and indicate a question .....

'O sona se'evae?

Indicate a yes answer .....

'Ioe, 'o lona se'evae.

Practice

Point to the glass in the center, point at the single student and indicate all are to ask a question .....

'O sana ipu lele?

Shake your head no .....

Leai, e le' o sana ipu lele.

Repeat with se'evae.

(i.e.)

'O sona se'evae lele?

Leai, e le' o sona se'evae lele.

Review all from the beginning

O le ipu!

Hold up any student's glass ....

O le ipu!

(Of who) A ai!  
(Whose)

Draw a question .....

A ai!

'O le ipu a ai?

Point to his glass draw a question. Everyone points to the glass and repeats .....

'O le ipu a ai?

'O lana ipu!

Point to the student who owns the glass. All point to him and repeat .....

'O lana ipu.

Now hold up your glass and indicate a question .....

'O le ipu a ai?

'O la'u ipu!

Point to yourself and your glass.

Practice letting students question and answer themselves with their glasses.

'O le se'evae!

Hold up any student's shoe .....

'O le se'evae.

(Of who) O ai!  
(Whose)

Draw a question .....

O ai!

'O le se'evae o ai? Point to the shoe in your hand  
All repeat the question .....

'O le se'evae o ai?

'O lona se'evae!

Point to the student who owns the shoe. All repeat .....

'O lona se'evae.

Let the students practice with this structure. They can ask

each other questions about any-  
one's object.....

(i.e.)  
'O le ipu a ai?  
'O lau ipu.  
'O le se'evae o ai?  
'O lo'u se'evae.

---

SUMMARY REVIEW

'O la'u ipu. It's my glass.  
lau your  
lana his/her/its

'O lo'u se'evae. It's my shoe.  
lou your  
lona her/his/its

'O sa'u ipu? Is it my glass?  
sau your  
sana his/her/its

'O so'u se'evae? Is it my shoe?  
sou your  
sona his/her/its

Leai, e lē 'o sa'u/so'u ipu/ se'evae. No, it's not my glass/shoe.  
sa'u/sou your  
sana/sona his/her/its

'Ioe, 'o la'u/lo'u ipu/se'evae. Yes, it's my glass/shoe.  
lau/lou your  
lana/lona her/his/its

'O le ipu a ai? Whose glass is it?





LESSON SIXTEEN

TOPICS

(a) Singular possessive pronouns (for plural nouns)

my ..... a'u/o'u  
your ..... au/ou  
his/her/it..... ana/ona

(b) Negative possession.

not my ..... e lē 'o ni a'u/o'u  
not your ..... e lē 'o ni au/ou  
not his/her/it ... e lē 'o ni ana/ona

METHOD: Silent Way

MATERIALS

Everyone must have two shoes and two books. In addition there are two shoes and two books sitting in the center of the table.

TIME: 45 minutes

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

| <u>Word</u>      | <u>Action</u>                                                 | <u>Target Response</u> |
|------------------|---------------------------------------------------------------|------------------------|
| <u>Tusi!</u>     | Point to your books. All repeat                               | Tusi!                  |
| (My) <u>A'u!</u> | Point to yourself. Make every-one point to himself and repeat | A'u!                   |
|                  | Make each point to his books and say a full sentence .....    | 'O a'u tusi.           |
| <u>Se'evae!</u>  | Point to your shoes. All repeat                               | Se'evae!               |
| (My) <u>O'u!</u> | Point to yourself. Make each point to himself .....           | O'u!                   |
|                  | Make each one point to his own shoes and say a full sentence  | 'O o'u se'evae.        |

(Some) Ni! Draw a question. All repeat...

O ni o'u se'evae? Point to your shoes and draw a question. Make everyone point to his own shoes and repeat... Teacher nods his head to indicate each student must answer yes.....

NOTE: Students must drop ni in the affirmative. Make everyone point to his books on the table. Indicate a question ..... Indicate a yes answer .....

Now point to the books in the center of the table and indicate a question from each student .....

Leai! Shake your head no. All repeat.....

E le! Point to the books and shake your head no. All repeat....

Leai, e le 'o ni a'u tusi na!

Teacher points at the books. Everyone points at the books and repeat.....

Repeat with se'evae.

(Your) Au! Point to yourself and make all point to you and repeat.....

Make everyone point to your books. Indicate a full sentence

(Your) Ou! Make everyone point to your shoes. All repeat ..... Indicate a full sentence ....

Ni! Draw a question. All repeat. Make everyone point to your books. Indicate a full sentence. Question,.....

The teacher replies:

'Ioe, 'o a'u tusi! Let each student ask and answer each other.

Ni!

'O ni o'u se'evae?

'Ioe, 'o o'u se'evae.

'O ni a'u tusi?  
'Ioe, 'o a'u tusi.

'O ni a'u tusi na?

Leai!

E le!

Leai, e le 'o ni a'u tusi na!

'O ni o'u se'evae na?

Leai, e le 'o ni o'u se'evae na.

Au!

'O au tusi.

Ou!

'O ou se'evae.

Ni!

O ni au tusi?

(i.e.)

'O ni au tusi?

'Ioe, 'o a'u tusi.

Point to the books in the center and indicate all are to ask you a question.....

'O ni au tusi nā?

Leai, e lē 'o ni a'u tusi nā!

Let each student ask and answer each other in the same way.

Repeat with so'evae

(i.e.)

'O ni ou so'evae nā?  
Leai, e lē 'o ni o'u so'evae nā.

(His) Ana!

Point to one student but speak to all the others. All repeat.... Point to his books and indicate a full sentence.....

Ana!

'O ana tusi.

(His) Ona!

Point to his shoes. All repeat. Indicate a full sentence.....

Ona!

'O ona so'evae.

Ni!

Draw a question. All repeat.... Point to his books and indicate a full sentence question..... Indicate a yes answer.....

Ni!

'O ni ana tusi?  
'Ioo, 'o ana tusi.

(i.e.)

'O ni ona so'evae?  
'Ioo, 'o ona so'evae.

Repeat with so'evae

Point to the books in the center of the table. Point to the odd student again and indicate a question..... Indicate a negative answer.....

'O ni ana tusi nā?  
Leai, e lē 'o ni ana tusi nā.

Repeat with so'evae.....

(i.e.)

'O ni ona so'evae nā?  
Leai, e lē 'o ni ona so'evae nā.

'O ni so'evae o ai?

Point to the odd student's shoes. Indicate a question. All repeat. Indicate a full answer.....

'O ni so'evae o ai?  
O ona so'evae.

Repeat with tusi .....

(i.e.)

'O ni tusi a ai?  
'O ana tusi.

Repeat with the other plural pronouns (a'u/o'u, au/ou)

(i.e.)

'O ni so'evae o ai?  
'O o'u so'evae.

If time permits also review the singular possessives for singular nouns. This can be done by taking away one shoe and one book from

each student.....

(i.e.) 1 book:

'O sau tusi?

'Ioe, b la'u tusi. or

Leai, e lē 'o sa'u tusi.

(i.e.) 1 shoe:

'O sona se'evae?

'Ioe, 'o lona se'evae. or

Leai, e lē 'o sona se'evae

Try to make it evident  
that the plural noun form  
drops the 'l' or 's' which  
is present in the singular  
noun form.

SUMMARY REVIEW

'O a'u tusi.

au

ana

They are my books.

your

his/her/its

'O o'u se'evae.

ou

ona

They are my shoes.

your

his/her/its

'O ni a'u/o'u tusi/se'evae?

au/ou

ana/ona

Are they my books/shoes?

your

his/her/its

Leai, e lē 'o ni a'u/o'u tusi/se'evae. No, they are not my books/shoes.

au/ou

ana/ona

your

his/her/its

'Ioe, 'o a'u/o'u tusi/se'evae.

au/ou

ana/ona

Yes, they are my books/shoes.

your

his/her/its

'O ni se'evae o ai nā?

Whose shoes are those?

'O ni tusi a ai nā?

Whose books are those?



LESSON SEVENTEEN

TOPICS

(a) Pair plural possessive pronouns (for singular nouns)

- our (2) ..... lo/la tā
- our (2) ..... lo/la mā
- your (2) ..... lo la lua
- their (2) ..... lo/la lā

(b) Negative and indefinite ..... e lē

- our (2) ..... so/sa tā
- our (2) ..... so/sa mā
- your (2) ..... so/sa lua
- their (2) ..... so/sa lā

METHOD

Silent Way. Arrange the class so that everyone has a partner including the teacher. Each pair has a soda bottle and a lavalava setting right in front of them on the table. In addition, there is a soda bottle and a lavalava setting alone in the center of the table.

MATERIALS

Soda bottle and a folded lavalava for each pair. One extra bottle and lavalava setting in the center of the table.

TIME: 45 minutes

THE LESSON

| <u>Word</u>           | <u>Action</u>                                                                                                                        | <u>Target Response</u> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| (Bottle) <u>Fagu!</u> | Hold up a soda bottle. All repeat .....                                                                                              | Fagu!                  |
| (Our) <u>La tā!</u>   | Teacher points to himself and partner and says to his partner so all can hear.<br><br>Everyone repeats this to his own partner ..... | La tā!                 |

|            |                       |                                                                                                                                                                             |                     |
|------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|            |                       | Now have everyone point to their bottle and say to their own partner a full sentence .....                                                                                  | 'O la tā fagu.      |
| (Lavalava) | <u>'Ie!</u>           | Point to the lavalava. All repeat                                                                                                                                           | 'Ie!                |
|            | <u>Lo tā!</u>         | Again point to yourself and your partner and say only to your partner so all can hear. All repeat to their own partner.....                                                 | Lo tā!              |
|            |                       | Everyone point to their lavalava and say to their own partner.....                                                                                                          | 'O lo tā 'Ie.       |
|            | <u>Sa tā!</u>         | Teacher point to his bottle and draws a question. Say to your partner so all can hear.....                                                                                  | Sa tā!              |
|            | <u>'O sa tā fagu?</u> | Teacher points to his bottle and indicates a full sentence question and says to his partner only, so all can hear. All point to their own bottle and ask their partner..... | 'O sa tā fagu?      |
|            |                       | Teacher nods his head yes and each student says a full sentence to his partner .....                                                                                        | 'Ioe, o la tā fagu. |
|            |                       | Let each practice the question.                                                                                                                                             |                     |
|            | <u>So tā!</u>         | Point to your lavalava and draw a question. All point to their lavalava and repeat .....                                                                                    | 'So tā!             |
|            |                       | Have each point to their own lavalava and ask a full sentence question to their partner.....                                                                                | 'O so tā 'Ie?       |
|            |                       | Nod your head yes. All students answer his partner.....                                                                                                                     | 'Ioe, 'o lo tā 'Ie. |
|            |                       | Let everyone ask and answer the question.                                                                                                                                   |                     |
|            |                       | Point to the bottle in the center, indicate a question from your partner.....                                                                                               | 'O sa tā fagu lele? |
|            |                       | Everyone points to that bottle and asks their partner.....                                                                                                                  | 'O sa tā fagu lele? |

Leai! Teacher shakes his head no. All repeat.....

Leai!

E lē! Teacher points to the bottle. All point and repeat..... Teacher indicates a full negative sentence .....

E lē!

E lē 'o sa tā fagu lele.

NOTE: If the students cannot make up this sentence on their own, the teacher must model it first.

Let everyone ask and answer their own partner giving both the yes and no answers.....

(i.e)  
'O sa tā fagu lele?  
Leai, e lē 'o sa tā fagu lele.  
'O sa tā fagu lea?  
Ioe, 'o la tā fagu lea.

Repeat with the lavalava.

---

For this next section, mā'ua, it is necessary for the speaker to show unity with his partner as he is speaking to the other students. This is easily shown by putting your arm around your partner's shoulder.

(Our)

La mā! Teacher puts his arm around his partners shoulder, point to their bottle and says to the other students.

All students touch their partners, look at the teacher and say.....

La mā!

Teacher points to the bottle and indicates his partner to speak an full sentence to the other students.....

'O la mā fagu.

All students repeat in the same manner (touching their partner but speaking to the teacher).....

'O la mā fagu.

Lo mā! Teacher now points to the lavalava.

Everyone repeats to the teacher while touching his own partner and pointing to their lavalava.....

Lo mā!

Teacher indicates a full sentence

'O lo mā 'ie.

Sa mā!

Teacher points to his bottle, put  
his arm around his partner and draws  
a question. Everyone repeats this  
to the teacher.....

Sa mā!

Indicate a full sentence.....  
Each one asks this question of the  
teacher while they are linked in  
pairs and pointing to their bottle.

'O sa mā fagu?

'O sa mā fagu?

Teacher indicates a yes answer  
(full sentence).....

'Ioe, 'o la mā  
fagu.

Repeat with the lavalava.

(i.e.)  
'O so mā 'ie?  
'Ioe, 'o lo mā  
'ie.

Teacher points to the bottle in the  
center. Everyone touches his part-  
ner and each asks the teacher ques-  
tion.....

'O sa mā fagu  
lele?

Each one asks the question.

Leai!

Teacher shakes his head no. All re-  
peat.....

Leai!

E lē!

Teacher points to the bottle in the  
center of the table, and shakes his  
head no. All repeat.....

E lē!

Teacher indicates a full sentence  
(about the bottle in the center)  
from his partner.....

E lē 'o sa mā  
fagu lele.

Each student repeats the question  
directed at the teacher.....

O sa mā fagu  
lele?

The student answers his own ques-  
tion.....

Leai, e lē 'o  
sa mā fagu  
lele.

Repeat with the lavalava.....

'O so mā 'ie  
lele?  
Leai, e lē 'o  
so mā 'ie  
lele.



For this next section on 'oulua, it is necessary for the speaker to look directly at the pair he is speaking to.

(Your)

La lua!

Teacher looks at one pair and says only to them but loud so that all can hear. Each person says this pointing to the teachers pair.....

La lua!

Point to your bottle and indicate all are to say to you two a full sentence.....  
Each student says this.

'O la lua fagu.

Lo lua!

Point to the lavalava. All point to your lavalava and repeat .....  
Indicate a full sentence .....

Lo lua!

'O lo lua 'ie.

Sa lua!

Point to your bottle and indicate a question. All point to your bottle and repeat.....  
Indicate a full sentence.....

Sa lua!

'O sa lua fagu?

Indicate to your partner that he is to answer yes.....

'Ioe, 'o la mā  
fagu.

Let all the students practice this question. Make sure they are using mā'ua when they answer the question..

Repeat with the lavalava.....

(i.e.)

'O so lua 'ie?

'Ioe, 'o lo mā  
'ie.

Point to the bottle in the center and indicate a question to be asked of you.....

'O sa lua fagu  
lele?

Indicate to your partner to give a negative answer.....

Leai, e lē'o sa  
mā fagu lele.

Let all the students practice this negative question.

Repeat with lavalava.....

(i.e.)  
'O so lua 'ie  
lele?  
Leai, e lē 'o so  
mā 'ie lele.

---

For this last section on lā'ua  
the speaker must point to one  
pair but speak to another to  
show you are referring to  
'them' two.

(Their)

La lā!

Teacher points to a pair of stu-  
dents but looks at the other  
students and says to them. Every  
one points to that pair but  
speaks to the teacher .....

La lā!

Point to the pair's bottle and  
indicate a full sentence.....

'O la lā fagu.

Lo lā!

Point to the pair's lavalava.  
All point and say to the teacher.  
Indicate a full sentence.....

Lo lā!  
'O lo lā 'ie.

Sa lā!

Point to the pairs bottle and in-  
dicate a question. All point to  
that bottle and repeat.....  
Indicate a full sentence .....

Sa lā!  
'O sa lā fagu?

Let each person ask you this ques-  
tion about another pair's bottle.

'O sa lā fagu?

Nod your head yes and indicate a  
full sentence.....

'Ioe, 'o la lā  
fagu.

So lā!

Point to their lavalava. Every-  
one points and repeats.....  
Indicate a full sentence.....  
Nod your head yes.....

So lā!  
'O so lā 'ie?  
'Ioe, 'o lo lā  
'ie.

---

Point to the bottle in the center  
of the table and to the distant  
pair. Indicate the students are  
to ask you a full question about  
the pair.....

'O sa lā fagu  
lele?

Shake your head no.....

Leai, e lē 'o sa  
lā fagu  
lele.

Repeat with lavalava.....

'O so lā 'ie lele?  
'Ioe, 'o lo lā  
'ie.

Review all pair pronouns (la tā, lo tā, la mā, lo mā, la lua, lo lua, la lā, lo lā)

(Who)

O ai!

Indicate a question and point to a pair's lavalava.....  
 Indicate a full question.....  
 Indicate an answer.....

O ai!  
 'O le 'ie o ai?  
 'O lo lā 'ie.

Repeat with other pronouns.

A ai!

Indicate a question and point to a pairs bottle.....  
 Indicate a full question.....  
 Indicate a full answer .....

A ai!  
 'O le fagu a ai?  
 'O la lā fagu.

Repeat with other pronouns.

SUMMARY REVIEW

'O la tā fagu.  
mā  
lua  
lā

It's our (2) bottle.  
our (2)  
your (2)  
their (2)

'O so tā 'ie?  
mā  
etc

Is it our lavalava?  
our  
etc

E lē 'o sa tā fagu.  
etc

It's not our bottle.  
etc

'O le 'ie o ai lea?  
fagu a ai

'Whose lavalava is this?  
bottle

.....

LESSON EIGHTEEN

TOPICS

(a) Pair plural possessive pronouns (for plural nouns)

|            |      |     |
|------------|------|-----|
| our.....   | a/ o | tā  |
| our .....  | a/ o | mā  |
| your ..... | a/ o | lua |
| their..... | a/ o | lā  |

(b) Negative and indefinite ..... e lē

|                 |        |     |
|-----------------|--------|-----|
| our (2) .....   | ni a/o | tā  |
| our (2) .....   | ni a/o | mā  |
| your (2) .....  | ni a/o | lua |
| their (2) ..... | ni a/o | lā  |

METHOD

Silent Way. Everyone must have a partner. Every pair has two T shirts and two cigarettes on the table before them. In addition, there are two T shirts and two cigarettes setting in the center of the table.

MATERIALS

Two T shirts and two cigarettes for each pair and one extra set for the center of the table.

TIME: 45 minutes

THE LESSON

| <u>Word</u> | <u>Action</u>                                                                                                                       | <u>Target Response</u> |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------|
|             | Review the pair possessives for singular nouns (Lesson Seventeen) before beginning this lesson.                                     |                        |
| (Cigarette) | <u>Sikaleti!</u> Point to a cigarette.....                                                                                          | Sikaleti!              |
| (Our)       | <u>A tā!</u> Say this only to your partner but loud enough for the other students to hear. Each student repeats to his partner..... | A tā!                  |

Point to the cigarettes and indicate a full sentence.....

'O a tā sikaleti.

Ni!

Draw a question.....  
Point to the cigarette in front of each pair and indicate each student is to ask his partner..

Ni!

'O ni a tā sikaleti?  
'Ioe, 'o a tā sikaleti.

Indicate a yes answer.....

Point to the cigarettes in the center of the table and indicate a question .....

'O ni a tā sikaleti nā?

E lē!

Shake your head no.....

E lē!

Indicate a full answer. Each student speaks only to his partner.....

E lē 'o ni a tā sikaleti nā.

Let all practice.

T - shirt)

Mitiafu!

Point to your T shirts.....

Mitiafu!

O tā!

Say this only to your partner. Each student repeats to his partner.....  
Indicate a full sentence.....

O tā!  
'O o tā mitiafu.

Point to the shirts in the center of the table and indicate a question.....

'O ni o tā mitiafu nā?  
Leai, e lē 'o ni o tā mitiafu nā.

Indicate a no answer.....

Let everyone practice this.

our)

A mā!

Speak on behalf of your pair to the other students.....  
Indicate a full sentence .....

A mā!  
'O a mā sikaleti.

O mā!

Point to the T shirts.....  
Indicate a full sentence .....

O mā!  
'O o mā mitiafu.

A lua!

Point to a pair and speak only to them. Point at their cigarettes. All repeat to the teacher's pair. Full sentence .....

A lua!  
'O a lua sikaleti.

'O ni a lua sikaleti?

Indicate that your partner is to answer yes.

'Ioe, 'o a mā  
sikaletī.

Indicate a similar question about the cigarettes in the center of the table.....

'O ni a lua  
sikaletīnā?

Indicate a no answer from your partner.....

Leai, e lē 'o  
ni a mā sika-  
letīnā.

Let each student practice.

O lua!

Point to the T shirts of a pair and speak to them. All repeat to the teacher and his partner.....

O lua!  
'O o lua mitiafu.

Full sentence .....  
Point to T shirts in the center and indicate a question.....

'O ni o lua miti-  
afu nā?  
Leai, e lē o ni  
o mā mitiafu  
nā.

Indicate a no answer .....

Let each student practice this and the positive answer as well.

A lā!

Point to a distant pair.....

A lā!

Point to their cigarettes and indicate a full sentence .....

'O a lā sikaletī.  
'O ni a lā sika-  
letī?

Indicate a question about the cigarettes.....

Indicate a yes answer.....

'Ioe, 'o a lā  
sikaletī.

Indicate a no answer.....

Leai, e lē 'o ni  
a lā sikaletī nā.

O lā!

Point to that pairs T shirts.....

O lā!

Indicate a question .....

'O ni o lā miti-  
afu?

Indicate a yes answer.....

'Ioe, 'o o lā  
mitiafu?

Indicate a no answer .....

Leai, e lē 'o  
ni o lā mitiafu  
nā.

Review all.

O ai!

Draw a question .....

O ai!

Point to the distant pair's T shirts and indicate a question.....

'O mitiafu o ai?  
'O o lā mitiafu.

All answer.....

A ai!

Draw a question .....

A ai!

Point to the distant pairs cigarettes and  
indicate a question.....  
All answer.....

'O sikaleti a ai?  
'O a lā sikaleti.

Repeat with all the other pronouns.

SUMMARY REVIEW

'O a tā sikaleti.  
mā  
lua  
lā

They're our (2) cigarettes.  
our (2)  
your (2)  
their (2)

'O ni o tā mitiafu?  
mā  
etc

Are they our T shirts?  
our  
etc

E lā 'o ni a tā sikaleti.  
etc

They aren't our cigarettes.  
etc

'O mitiafu o ai?  
sikaleti a

Whose T shirts?  
cigarettes

.....

LESSON NINETEEN

TOPICS

(a) Plural possessive pronouns (for singular nouns)

|             | <u>Definite</u> | <u>Indefinite</u> |
|-------------|-----------------|-------------------|
| our .....   | la/lo tātou     | sa/so tātou       |
| our .....   | la/lo mātou     | sa/so mātou       |
| your .....  | la/lo tou       | sa/so tou         |
| their ..... | la/lo lātou     | sa/so lātou       |

(b) Plural possessive pronouns (for plural nouns)

|             | <u>Definite</u> | <u>Indefinite</u> |
|-------------|-----------------|-------------------|
| our .....   | a/o tātou       | ni a/o tātou      |
| our .....   | a/o mātou       | ni a/o mātou      |
| your .....  | a/o tou         | ni a/o tou        |
| their ..... | a/o lātou       | ni a/o lātou      |

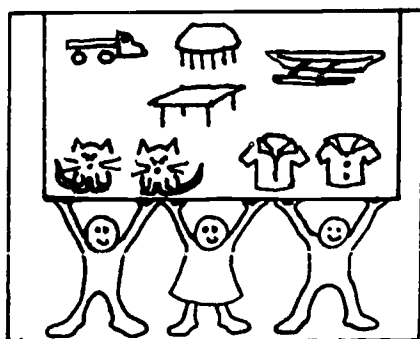
(c) Negative ..... e lē

METHOD

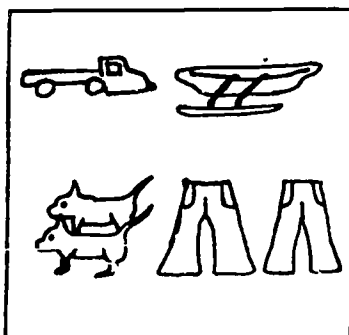
Silent Way. There must be three groups of three students or more. In this lesson there is a teacher's group (teacher and two students); a student's group (three students) and a picture of three people on the wall.

MATERIALS

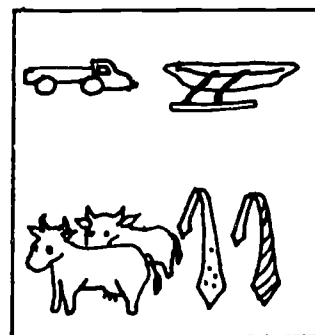
Three large picture charts like the ones shown below. (One for each group).



WALL CHART



STUDENT'S GROUP



TEACHER'S GROUP

TIME: 45 minutes



THE LESSON

| <u>Word</u> | <u>Action</u>                                                                                                            | <u>Target Response</u>                                          |                        |
|-------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------|
| (Table)     | <u>Laulau!</u> Point to the class table.....                                                                             | Laulau!                                                         |                        |
|             | <u>La tātou!</u> Point to everyone in the room (including the three people in the picture on the wall and yourself)..... | La tātou!                                                       |                        |
|             | Point to the class table and indicate a full sentence.....                                                               | 'O la tātou laulau.                                             |                        |
|             | <u>Sa tātou!</u> Draw a question .....                                                                                   | Sa tātou!                                                       |                        |
|             | Point to the table and indicate a full sentence question.....                                                            | 'O sa tātou laulau?                                             |                        |
|             | Indicate a yes answer.....                                                                                               | 'Ioe, 'o la tātou laulau.                                       |                        |
| (House)     | <u>Fale!</u> Point at the house you are in.                                                                              | Fale!                                                           |                        |
|             | <u>Lo tātou!</u> Again point to everyone (including yourself).....                                                       | Lo tātou!                                                       |                        |
|             | Point to the house and indicate a full sentence.....                                                                     | 'O lo tātou fale.                                               |                        |
|             | <u>So tātou!</u> Draw a question.....                                                                                    | So tātou?                                                       |                        |
|             | Full sentence question.....                                                                                              | 'O so tātou fale?                                               |                        |
|             | Indicate a yes answer.....                                                                                               | 'Ioe, 'o lo tātou fale.                                         |                        |
|             | Point to the house in the picture on the wall. Indicate a full question .....                                            | 'O so tātou fale?                                               |                        |
|             | (No)                                                                                                                     | <u>E lē!</u> Shake your head no.....                            | E lē!                  |
|             |                                                                                                                          | Indicate a full sentence.....                                   | E lē 'o so tātou fale. |
|             | Repeat with the picture of the table.....                                                                                | (i.e.)<br>'O sa tātou laulau?<br>Leai, e lē 'o sa tātou laulau. |                        |
| (Truck)     | <u>Loli!</u> Teacher points to the picture of a truck.....                                                               | Loli!                                                           |                        |
| (Our)       | <u>La mātou!</u> Teacher speaks on behalf of his group to the other students. All repeat to the teacher's group.....     | La mātou!                                                       |                        |

|         |                  |                                                                                                          |                                                                                            |
|---------|------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|         |                  | Each student in the teacher's group points to their truck and says to the other group..                  | 'O la mātou loli.                                                                          |
|         |                  | Each student in the other group points to their truck and says to the teacher's group.....               | 'O la mātou loli.                                                                          |
| (Canoe) | <u>Paopao!</u>   | Point to the canoe picture.....                                                                          | Paopao!                                                                                    |
|         | <u>Lo mātou!</u> | Teacher speaks on behalf of the students in his group.....                                               | Lo mātou!                                                                                  |
|         |                  | Each student in the teacher's group points to the picture of their boat and says to the other group..... | O lo mātou paopao.                                                                         |
| (Your)  | <u>Lo tou!</u>   | Teacher points to the other groups canoe. All repeat .....                                               | Lo tou!                                                                                    |
|         |                  | Each student in the teacher's group points to the other group's canoe and says to them.....              | 'O lo tou paopao.                                                                          |
|         |                  | Each student in the other group points to the teacher's canoe and says to them.....                      | 'O lo tou paopao.                                                                          |
|         |                  | Repeat with the 'truck' using la.                                                                        | 'O la tou loli.                                                                            |
|         | <u>Sa tou!</u>   | Point to the other groups truck and indicate a question.....                                             | Sa tou!                                                                                    |
|         |                  | Indicate that the two groups are to question each other.....                                             | (i.e.)<br>'O sa tou loli?<br>'Ioe, 'o la mātou loli.<br>Leai, e lē 'o sa mātou loli.       |
|         | <u>So tou!</u>   | Point to the other groups canoe and indicate a question .....                                            | So tou!                                                                                    |
|         |                  | Indicate that the two groups are to question each other.....                                             | (i.e.)<br>'O so tou paopao?<br>'Ioe, 'o lo mātou paopao.<br>Leai, e lē 'o so mātou paopao. |
| (Their) | <u>Lo lātou!</u> | Point to the canoe of the group picture on the wall.....                                                 | Lo lātou!                                                                                  |
|         |                  | Indicate a full sentence.....                                                                            | 'O lo lātou paopao.                                                                        |
|         | <u>La lātou!</u> | Point to the group's truck.....                                                                          | La lātou!                                                                                  |

|  |                  |                                                                                             |                                  |
|--|------------------|---------------------------------------------------------------------------------------------|----------------------------------|
|  |                  | Indicate a full sentence.....                                                               | 'O la lātou loli.                |
|  | <u>Sa lātou!</u> | Point to the truck in the wall picture and indicate a question. Full sentence question..... | Sa lātou!<br>'O sa lātou loli?   |
|  |                  | Indicate a 'Yes' answer.....                                                                | 'Ioe, 'o la lātou loli.          |
|  |                  | Indicate a 'No' answer.....                                                                 | Leai, e lē 'o sa lātou loli.     |
|  | <u>So lātou!</u> | Indicate a question and point to the canoe in the group picture.....                        | So lātou!<br>'O so lātou paopao? |
|  |                  | Full sentence question.....                                                                 | 'Ioe, 'o lo lātou paopao.        |
|  |                  | 'Yes' answer.....                                                                           | E lē 'o so lātou paopao.         |
|  |                  | 'No' answer.....                                                                            |                                  |

Review all at this time and let the students ask and answer questions using any pronoun. Then proceed with the plurals below.

---

|         |                  |                                                     |                                |
|---------|------------------|-----------------------------------------------------|--------------------------------|
| (Cat)   | <u>Pusi!</u>     | Point to the picture of cats on the wall.....       | Pusi!                          |
| (Their) | <u>A lātou!</u>  | Point to the group picture on the wall .....        | A lātou!<br>'O a lātou pusi.   |
|         |                  | Indicate a full sentence .....                      |                                |
| (Some)  | <u>Ni!</u>       | Draw a question .....                               | Ni!                            |
|         |                  | Point to the cats and indicate a full sentence..... | 'O ni a lātou pusi?            |
|         |                  | Indicate a 'yes' answer.....                        | 'Ioe, 'o a lātou pusi.         |
|         |                  | Indicate a 'no' answer.....                         | Leai, e lē 'o ni a lātou pusi. |
| (Shirt) | <u>'Ofutino!</u> | Point to the picture of the shirts                  | 'Ofutino!                      |
|         | <u>O lātou!</u>  | Point to the group picture.....                     | O lātou!                       |
|         |                  | Indicate a full sentence.....                       | 'O o lātou 'ofutino.           |
|         |                  | Draw a question .....                               | 'O ni o lātou 'ofutino?        |
|         |                  | Indicate a 'yes' answer.....                        | 'Ioe, 'o o lātou 'ofutino.     |
|         |                  | Again indicate the same question                    | 'O ni o lātou 'ofutino?        |

|           |                  |                                                                                                                                        |                                                                               |
|-----------|------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|           |                  | Now shake your head no .....                                                                                                           | Leai, e lē 'o ni<br>o lātou 'ofutino.                                         |
| (Dog)     | <u>Maile!</u>    | Point to the dog picture.....                                                                                                          | Maile!                                                                        |
| (Cow)     | <u>Povi!</u>     | Point to the cow.....                                                                                                                  | Povi!                                                                         |
| (Your)    | <u>A tou!</u>    | Teacher points to the other group<br>All repeat .....                                                                                  | A tou!                                                                        |
|           |                  | Teacher points to the other group's<br>dogs. Each of the teacher's group<br>says to the other group.....                               | 'O a tou maile.                                                               |
|           |                  | The other group now points to the<br>teacher's group's cows and says to<br>them.....                                                   | 'O a tou povi.                                                                |
| (Pants)   | <u>'Ofuvae!</u>  | Point to the picture of pants.....                                                                                                     | 'Ofuvae!                                                                      |
| (Necktie) | <u>Fusiu!</u>    | Point to the neckties.....                                                                                                             | Fusiu!                                                                        |
|           | <u>O tou!</u>    | Point to the other group.....                                                                                                          | O tou!                                                                        |
|           |                  | All the teacher's student's say to<br>them.....                                                                                        | 'O o tou 'ofuvae.                                                             |
|           |                  | The other group says to the teach-<br>er's group about the neckties.....                                                               | 'O o tou fusiu.                                                               |
| (Our)     | <u>A mātou!</u>  | Teacher speaks on behalf of the<br>students in his group but talks to<br>the other group. Point to the cows<br>All repeat .....        | A mātou!                                                                      |
|           |                  | Each student in the teacher's group<br>points to their cow picture and says<br>to the other group.....                                 | 'O a mātou povi.                                                              |
|           |                  | Repeat with fusiu using 'o'.....                                                                                                       | 'O o mātou fusiu.                                                             |
|           |                  | Each student in the other group<br>points to their to their dog picture<br>and says to the teacher's group.....                        | 'O a mātou maile.                                                             |
|           |                  | Repeat with 'ofuvae using the 'o'....                                                                                                  | 'O o mātou 'ofu-<br>vae.                                                      |
|           | <u>Ni o tou!</u> | Indicate a question and point to the<br>pants and neckties.....<br>Indicate that the students are to<br>ask and answer each other..... | Ni o tou!<br>(e.g.)<br>'O ni o tou fusi-<br>ua?<br>'Ioe, 'o o mātou<br>fusiu. |

Leai, e lē 'o ni  
o mātou fusua.

Ni a tou! Indicate a question and point to  
the dogs and the cows.....  
Indicate that the students are  
to ask and answer each other....

Ni a tou!

(i.e.)  
'O ni a tou povi?  
'Ioe, 'o a mātou  
povi.  
Leai, e lē 'o ni  
a mātou povi.

(Our)

O tātou! Teacher points to his own group's  
neckties and speaks only to his  
group. All repeat.....

O tātou!

Each student points to his own  
group's objects and says to his  
own group only.....

'O o tātou fusua.  
or  
'O o tātou 'ofuvae.

Repeat with maile and povi using  
'a' .....

(i.e.)  
'O a tātou maile.  
'O a tātou povi.

Ni a tātou! Indicate a question .....,  
Indicate the students are to ask  
questions within their own group  
only.....

Ni a tātou!

(i.e.)  
'O ni a tātou  
povi?  
'Ioe, 'o a tātou  
povi.  
Leai, e lē o ni  
a tātou povi.

Repeat with ni o tātou.....

(i.e.)  
'O ni o tātou  
fusua?  
Ioe, 'o o tātou  
fusua.  
Leai, e lē 'o  
ni o tātou fusua.

A ai! Indicate a question and point to  
the cat picture,.....  
Indicate a full sentence question  
Indicate a full answer.....

A ai!  
'O ni pusi a ai?  
'O a lātou pusi.

O ai! Indicate a question and point to  
the shirt picture.....  
Question.....

O ai!  
'O ni 'ofutino o ai?

Answer.....'O o lātou<sup>o</sup>ofu-  
tino.

Repeat the question with the other plural pronouns, then review  
with singular objects (loli, paopao, laulau).....(i.e.)

'O ni maile a ai?  
'O a mātou maile.

(i.e.)  
'O le paopao a ai?  
'O lo tou paopao.

---

SUMMARY REVIEW

'O la tātou laulau.  
mātou  
tou  
lātou

It's our table.  
our  
your  
their

'O sa tātou laulau?  
mātou  
tou  
lātou

Is it our table?  
our  
your  
their

E lē 'o sa tātou laulau.  
etc

It's not our table.  
etc

'O o tātou 'ofuvae.  
etc

They're our pants.  
etc

'O ni o tātou 'ofuvae?  
Leai, e lē 'o ni o tātou ofuvae.  
etc

Are they our pants?  
No, they aren't our pants.  
etc

'O le loli a ai?  
laulau

Whose truck?  
table

'O 'ofuvae' o ai?  
va'a

Whose pants?  
boats

.....

REVIEW DRILL SIX

TOPICS

Personal pronouns

METHOD: Substitution drill.

TIME: 35 minutes

##### THE DRILL #####

Introduction: The teacher models the questions and answers for the students. When the structure is known, the students ask and answer each other.

I. Singular: One person question another answers, students rotate. Always point to the person indicated in the question.

- |                |                          |                       |
|----------------|--------------------------|-----------------------|
| <u>First:</u>  | 'O ai a'u?               | Who am I?             |
| <u>Second:</u> | 'O 'oe 'o <u>Ioane</u> . | You are <u>John</u> . |
| <u>First:</u>  | 'O ai 'oe?               | Who are you?          |
| <u>Second:</u> | 'O a'u 'o <u>Toma</u> .  | You are <u>Tom</u>    |
| <u>First:</u>  | 'O ai ia?                | Who is he?            |
| <u>Second:</u> | 'O ia 'o <u>Simi</u>     | He is <u>Jim</u> .    |

II. Pair Plural: Everyone sits with a partner. Each pair takes a turn reciting the drill below.

- |                 |                  |                |
|-----------------|------------------|----------------|
| <u>Student:</u> | 'O ai tā'ua?     | Who are we?    |
| <u>Partner:</u> | 'O 'oe ma a'u.   | You and I.     |
| <u>Student:</u> | 'O ai lā'ua?     | Who are they?  |
| <u>Partner:</u> | 'O Sina ma Toma. | Sina and Toma. |

Student to

- |              |                          |               |
|--------------|--------------------------|---------------|
| <u>Sina:</u> | 'O ai mā'ua?             | Who are we?   |
| <u>Sina:</u> | 'O lua ma Simi (partner) | You and Simi. |

Student to

- |              |                   |                          |
|--------------|-------------------|--------------------------|
| <u>Sina:</u> | 'O ai 'oulua?     | Who are you (2)          |
| <u>Sina:</u> | 'O mā'ua ma Toma. | Toma and I (we and Toma) |

III. Plural: Sit in two groups of three or more. One student in each group takes turns asking questions of the other. If there aren't enough students in one class, classes can be combined, or pictures used in place of students.





REVIEW DRILL SEVEN

TOPICS

Singular possessive (singular and plural nouns)

METHOD: Substitution drill

MATERIALS

Two pens and two shoes for each student. The teacher has two belts and two books. One other student has two watches and two shirts.

TIME: 30 minutes

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE DRILL @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. Singular Nouns: In this drill each student takes a turn asking and answering his own questions about first his own objects (la'u peni, lo'u se'evae), then the teacher's objects (lau tusi, lou fusipa'u), and finally the odd student's objects (lana uati, lona ofutino). This is done for both the 'a' and 'o' objects. The example drills below are for a student who has a pen and a shoe.

'A' Nouns

|                   |              |
|-------------------|--------------|
| 'O le peni. a ai? | Whose pen?   |
| 'O la'u peni.     | My pen.      |
| 'O le tusi a ai?  | Whose book?  |
| 'O lau tusi.      | Your book.   |
| 'O le uati a ai?  | Whose watch? |
| 'O lana uati.     | His watch.   |

'O' Nouns:

|                      |              |
|----------------------|--------------|
| 'O le se'evae o ai?  | Whose shoe?  |
| 'O lo'u se'evae.     | My shoe.     |
| 'O le fusipa'u o ai? | Whose belt?  |
| 'O lou fusipa'u.     | Your belt.   |
| 'O le 'ofutino o ai? | Whose shirt? |
| 'O lona 'ofutino.    | His shirt.   |

'A' Nouns:

|                          |                         |
|--------------------------|-------------------------|
| 'O sa'u peni?            | Is it my pen?           |
| 'Ioe, 'o la'u peni.      | Yes, it's my pen.       |
| Leai, e lē'o sa'u peni.  | No, it's not my pen.    |
| 'O sau tusi?             | Is it your book?        |
| 'Ioe, 'o lau tusi.       | Yes, it's your book.    |
| Leai, e lē 'o san tusi.  | No, it's not your book. |
| 'O sana uati?            | Is it his watch?        |
| Ioe, 'o lana uati.       | Yes, it's his watch.    |
| Leai, e lē 'o sana uati. | No, it's not his watch. |

'O' Nouns:

|                              |                         |
|------------------------------|-------------------------|
| 'O so'u se'evae?             | Is it my shoe?          |
| 'Ioe, 'o lo'u se'evae.       | Yes, it's my shoe.      |
| Leai, e lē 'o so'u se'evae.  | No, it's not my shoe.   |
| 'O sou fusipa'u?             | Is it your belt?        |
| 'Ioe, 'o lou fusipa'u.       | Yes, it's your belt.    |
| Leai, e lē 'o sou fusipa'u.  | No, it's not your belt. |
| 'O sona 'ofutino?            | Is it his shirt?        |
| 'Ioe, 'o sona 'ofutino.      | Yes, it's his shirt.    |
| Leai, e lē 'o sona 'ofutino. | No, it's not his shirt. |

---

II. Plural Nouns: Teacher has two books and two belts. One student has two watches two shirts. All the other students have two pens and two shoes. Follow the same procedure as with the singulars.

'A' Nouns:

|               |                |
|---------------|----------------|
| 'O peni a ai? | Whose pens?    |
| 'O a'u peni.  | My pens.       |
| 'O tusi a ai? | Whose books?   |
| 'O au tusi.   | Your books.    |
| 'O uati a ai? | Whose watches? |
| 'O ana uati.  | His watches.   |

'O' Nouns:

|                   |               |
|-------------------|---------------|
| 'O se'evae o ai?  | Whose shoes?  |
| 'O o'u se'evae.   | My shoes.     |
| 'O fusipa'u o ai? | Whose belts?  |
| 'O ou fusipa'u.   | Your belts.   |
| 'O 'ofutino o ai? | Whose shirts? |
| 'O ona 'ofutino.  | His shirts.   |

---

'A' Nouns:

|                            |                              |
|----------------------------|------------------------------|
| 'O ni a'u peni?            | Are they my pens?            |
| 'Ioe, 'o a'u peni.         | Yes, they're my pens.        |
| Leai, e lē 'o ni a'u peni. | No, they're not my pens.     |
| 'O ni au tusi?             | Are they your books?         |
| 'Ioe, 'o au tusi.          | Yes, they're your books.     |
| Leai, e lē 'o ni au tusi.  | No, they're not your books.  |
| 'O ni ana uati?            | Are they his watches?        |
| 'Ioe, 'o ana uati.         | Yes, they're his watches.    |
| Leai, e lē 'o ni ana uati. | No, they're not his watches. |

---

'O' Nouns:

|                               |                           |
|-------------------------------|---------------------------|
| 'O ni o'u se'evae?            | Are they my shoes?        |
| 'Ioe, 'o o'u se'evae.         | Yes, they're my shoes.    |
| Leai, e lē 'o ni o'u se'evae. | No, they're not my shoes. |
| 'O ni ou fusipa'u?            | Are they your belts?      |



REVIEW DRILL EIGHT

TOPICS

Pair possessive(singular and plural)

METHOD: substitution - expansion drill.

MATERIALS

Two packages of cigarettes and two T shirts for each pair of students. The teacher's pair has two hats and two toy cars as well. One other pair has two notebooks and two neckties also.

TIME: 30 minutes

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE DRILL @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. SINGULAR NOUNS: Each pair of students takes turns first describing their objects (using ta and ma), then the teacher's pair's objects (using lua), and finally the other pair's objects (using la). This is done for both the 'a' and 'o' objects. Below is a sample drill for a pair of students with a package of cigarettes and a T shirt.

- (A) 'A' Objects:
- |                                     |                                         |
|-------------------------------------|-----------------------------------------|
| 'O <u>la ta</u> pepa sikaleti.      | <u>Our</u> pack of cigarettes.          |
| 'O <u>sa ta</u> pepa sikaleti?      | Is it <u>our</u> pack of cigarettes?    |
| <u>E le</u> 'o sa ta pepa sikaleti. | <u>It's not</u> our pack of cigarettes. |
|                                     |                                         |
| 'O <u>la ma</u> pepa sikaleti.      | <u>Our</u> pack of cigarettes.          |
| <u>sa ma</u> (?)                    | <u>Our</u> (?)                          |
| <u>E le</u>                         | <u>It's not</u>                         |
|                                     |                                         |
| 'O <u>la lua</u> ta'avale.          | <u>Your</u> car.                        |
| <u>sa lua</u> (?)                   | <u>Your</u> (?)                         |
| <u>E le</u>                         | <u>It's not</u>                         |
|                                     |                                         |
| 'O <u>la la</u> 'api.               | <u>Their</u> notebook.                  |
| <u>sa la</u> (?)                    | <u>Their</u> (?)                        |
| <u>E le</u>                         | <u>It's not</u>                         |

- (B) 'O' Objects:
- |                          |                     |
|--------------------------|---------------------|
| 'O <u>lo ta</u> mitiafu. | <u>Our</u> T shirt. |
| <u>so ta</u> (?)         | <u>Our</u> (?)      |
| <u>E le</u>              | <u>It's not</u>     |

|                                                             |                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------|
| 'O <u>lo mā</u> mitiafu.<br><u>so mā</u> (?)<br><u>E lē</u> | <u>Our</u> T shirt.<br><u>Our</u> (?)<br><u>It's not</u>    |
| 'O <u>lo lua</u> pūlou.<br><u>so lua</u> (?)<br><u>E lē</u> | <u>Your</u> hat.<br><u>Your</u> (?)<br><u>It's not</u>      |
| 'O <u>lo lā</u> fusua?<br><u>so lā</u> (?)<br><u>E lē</u>   | <u>Their</u> necktie.<br><u>Your</u> (?)<br><u>It's not</u> |

II. PLURAL NOUNS: Repeat the drill in the same way but this time each pair has two of each object mentioned in part one.

(A) 'A' Objects:

|                                                                    |                                                                         |
|--------------------------------------------------------------------|-------------------------------------------------------------------------|
| 'O <u>a tā</u> pepa sikaleti.<br><u>ni a tā</u> (?)<br><u>E lē</u> | <u>Our</u> packs of cigarettes.<br><u>Our</u> (?)<br><u>They aren't</u> |
| 'O <u>a mā</u> pepa sikaleti.<br><u>ni a mā</u> (?)<br><u>E lē</u> | <u>Our</u> packs of cigarettes.<br><u>Our</u> (?)<br><u>They aren't</u> |
| 'O <u>a lua</u> ta'avale.<br><u>ni a lua</u> (?)<br><u>E lē</u>    | <u>Your</u> cars.<br><u>Your</u> (?)<br><u>They aren't</u>              |
| 'O <u>a lā</u> 'api.<br><u>ni a lā</u> (?)<br><u>E lē</u>          | <u>Their</u> notebooks.<br><u>Their</u> (?)<br><u>They aren't</u>       |

(B) 'O' Objects:

|                                                              |                                                                  |
|--------------------------------------------------------------|------------------------------------------------------------------|
| 'O <u>o tā</u> mitiafu.<br><u>ni o tā</u> (?)<br><u>E lē</u> | <u>Our</u> T shirts.<br><u>Our</u> (?)<br><u>They aren't</u>     |
| 'O <u>o mā</u> mitiafu.<br><u>ni o mā</u> (?)<br><u>E lē</u> | <u>Our</u> T shirts.<br><u>Our</u> (?)<br><u>They aren't</u>     |
| 'O <u>o lua</u> pūlou.<br><u>ni o lua</u> (?)<br><u>E lē</u> | <u>Your</u> hats.<br><u>Your</u> (?)<br><u>They aren't</u>       |
| 'O <u>o lā</u> fusua.<br><u>ni o lā</u> (?)<br><u>E lē</u>   | <u>Their</u> neckties.<br><u>Their</u> (?)<br><u>They aren't</u> |

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REVIEW DRILL NINE

TOPICS

Plural possessive pronouns (singular and plural)

METHOD: Substitution drill

MATERIALS

A table, two shoes and two pens for each participant.

TIME: 30 minutes

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE DRILL @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. Singular: Teacher models each first sentence, students repeat. Teacher then says only the underlined word and students substitute accordingly.

- |                                                                                  |                                                                         |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 'O la <u>tā</u> tou laulau.<br><u>mā</u> tou<br><u>tou</u><br><u>lā</u> tou      | <u>Our</u> table.<br><u>Our</u><br><u>Your</u><br><u>Their</u>          |
| 'O sa <u>tā</u> tou laulau?<br><u>mā</u> tou<br><u>tou</u><br><u>lā</u> tou      | Is it <u>our</u> table?<br><u>our</u><br><u>your</u><br><u>their</u>    |
| E lē 'o sa <u>tā</u> tou laulau.<br><u>mā</u> tou<br><u>tou</u><br><u>lā</u> tou | It's not <u>our</u> table.<br><u>our</u><br><u>your</u><br><u>their</u> |
| 'O lo <u>tā</u> tou fale.<br><u>mā</u> tou<br><u>tou</u><br><u>lā</u> tou        | <u>Our</u> house.<br><u>Our</u><br><u>Your</u><br><u>Their</u>          |
| 'O so <u>tā</u> tou fale?<br><u>mā</u> tou<br><u>tou</u><br><u>lā</u> tou        | Is it <u>our</u> house?<br><u>our</u><br><u>your</u><br><u>their</u>    |





## GRAMMAR REVIEW THREE

### NOTES ON LESSON THIRTEEN

There are two sets of personal pronouns in Samoan, the independent and dependent. The eleven pronouns in this lesson form the independent set which is used in non-verbal sentence construction. (See Lesson 21 and 22 for dependent pronouns)

All of these pronouns normally take the particle 'o before them and in more formal speech 'i is prefixed to the pronoun. There is no difference in meaning with 'i.

'O tātou .....We  
'O 'i tātou.....We

Samoan has two pronoun categories which are not found in English.

- (1) The pair plural (also called dual) is used for only two persons. Note that all four pair plural pronouns are compounds of the word lua (two) and that the real plural are compounds of tou (from tolu - three)
- (2) 'We' in Samoan can be either inclusive or exclusive of the person being spoken to. Tā'ua and tātou (we) includes everyone, both the speaker and listener (s). Mā'ua and mātou excludes the listener(s) from the group.

Ia, the third person pronoun is used for masculine, feminine and neuter.

Ai is the interrogative pronoun meaning 'who'. It is both singular and plural and doesn't have a dependent form.

There is no verb 'to be' in Samoan. The sentence 'I am a boy' is constructed in a roundabout way, the pronoun and the noun (I, boy) are placed in apposition.

'O a'u 'o le tama .....I am a boy.

Note that in this lesson, names read consecutively are all joined by the conjunction 'and'. It is possible to join such series of names with the particle 'o.

'O Toma ma Sina ma Ioane ma Siaki.

'O Toma 'o Sina 'o Ioane ma Siaki.

The student should also be aware that Samoan uses plural pronouns in many cases where the singular is used in English.

O mā'ua ma Simi .....Simi and I

O 'oulua ma Mele .....Mary and you.

### NOTES ON LESSON FOURTEEN:

As stated in the notes on Lesson Thirteen, placing nouns (pronouns) in apposition gives the equivalent of the English: I am a....., You are a....., etc.

In this lesson, se and ni are used to express questions or negative statements:



'O 'oe o se tama?..... Are you a boy?  
 'O latou o ni faia'oga?..... Are they teachers?  
 E lē 'o a'u 'o se tama..... I'm not a boy.

Adjectives normally follow the noun they modify.

'O le peni mūmū lea..... This is a red pen.

Stressing the adjective however can change the word order as well as the meaning (see Lesson 29)

E mūmū le peni lea..... Red is (the colour of) this pen.

NOTES ON LESSON FIFTEEN:

Students will note that every possessive pronoun in this lesson has two forms, an 'a' form and an 'o' form.

lo'u - la'u ..... my  
 lou - lau ..... your  
 lona - lana ..... his/her/its

It will be seen in Lessons 16,17,18 and 19 that this is true for all Samoan possessive pronouns (our, your, their, etc). A more complete explanation of this is to be found in the Grammar section of the appendix (see possessive pronouns) and the student should be aware of the rules governing the uses of the 'a' or the 'o' form of the possessives for any given noun. It should be sufficient to note a fairly accurate rule of thumb for using these possessives. If the noun in possession is very personal (i.e. parts of the body, relatives,) the 'o' possessive are used. Non-personal nouns (those which have importance as 'things' or mere 'objects' rather than as intimate parts of one's life) take the 'a' possessives.

In questions or negative statements, the possessives begin with 's' rather than 'l'. This is very similar to the use of se rather than le in the first section of the book.

'O la'u uati.....It's my watch.  
 'O sa'u uati?.....Is it my watch?  
 'O le uati.....It is a watch.  
 'O se uati?.....Is it a watch?

Ai is the interrogative pronoun 'who'(whom). When asking the question 'Whose pen is it?', Samoan makes use of this pronoun and the prepositions 'a' or 'o' (both meaning 'of').

'O le peni a ai?.....It's the pen of who?  
 'O le va's o ai?.....It's the boat of who?

Note that the choice of 'o' or 'a' as the preposition 'of' depends upon the class of the noun (personal or non-personal)

It is possible in Samoan to show possession using the independent pronouns of Lesson 13 and the prepositions 'a' or 'o'. This construction is not as common as the use of the possessive pronouns and it is considered by some to be corrupted Samoan.

'O le peni a a'u..... The pen of me.  
 E lē 'o le va'a o a'u..... It's not my boat.

NOTES ON LESSON SIXTEEN:

Because most Samoan nouns do not have a plural form, the possessive pronouns themselves change to show plurality of the nouns they precede. The definite pos-

possessives (la'u/lo'u, lau/lou, lana/lona) all drop the 'l' when used in the plural.

'O o'u se'evae..... My shoes.  
'O ana maile..... His dogs.

The same change occurs for the indefinite and negative possessives when used with plural nouns (sa'u/so'u, sau/sou, sana/sona. Here the 's' is dropped and the word ni is added.

'O ni o'u se'evae?..... Are they his shoes?  
E lē 'o ni ana maile..... They aren't his dogs.

NOTES ON LESSON SEVENTEEN:

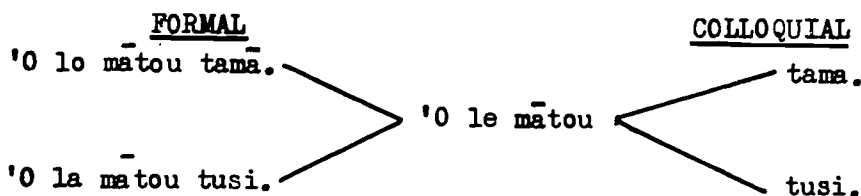
The possessive pronouns for the pair plurals (ours(2), yours(2), theirs(2)) are derived from the personal pronouns of Lesson 13 (tā'ua, mā'ua, 'oulua, lā'ua). The markers lo or la (personal, non-personal) precede a shortened form of the pronoun to give the possessives.

'O la tā ta'avale..... Our car.  
'O lo mā tuafafine ..... Our sister.  
'O la lua laulau..... Your table.  
'O lo lā tamā..... Their father.

Questions and negative statements use the markers sa and so in place of la and lo respectively.

'O sa tā ta'avale?..... Is it our car?  
E lē 'o so mā tuafafine..... It's not our sister.

The student should be aware that in colloquial speech, la and lo are leveled to le. Similarly, sa and so are leveled to se.



This leveling occurs only with the pair plurals and the real plurals (Lessons 17,18,19) in which the possessive markers (la,lo,sa,so) are independent words, but not in the singular possessives (la'u, lau, lana, etc) where the marker is part of the word.

As with the singular possessives, the pair plurals can also show possession using the prepositions a and o and the independent form of the pronoun.

O se laulau a 'oulua?..... Is it your table?  
'O le tamā o la'ua..... Its their father.

NOTES ON LESSON EIGHTEEN:

Note in this lesson that when the noun in possession is plural, the 'l' or 's' or the possessive marker is dropped.

'O la tā uati..... Its our watch.  
'O a tā uati..... They're our watches.

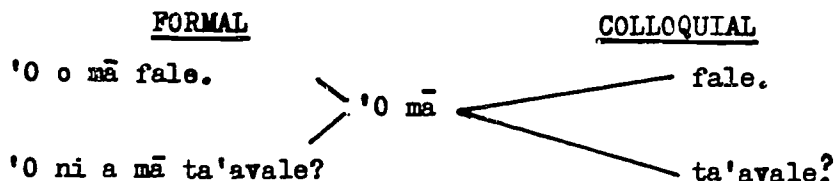
Also note that ni is added in questions or negative statements.

'O ni o lā tuafāfine?..... Are they their sisters?  
E lē 'o ni o lā tuafāfine..... They aren't their sisters.

NOTES ON LESSON NINETEEN:

There are no short forms for tātou, mātou, and lātou. The possessive markers (la, lo, sa, so, etc) are placed directly before these pronouns to show plural possession (our, your, their).

As already stated in Notes on Lesson 13, there is a common leveling of the possessive markers in colloquial speech. This is also true when the noun is plural. In addition, ni is frequently dropped in questions and negative statements. This means in essence that for pair plural and plural possessives, the o/a as well as the definite/indefinite specifications of the noun are dropped.



It should be noted however that in formal speech the possessive markers (la/lo) are retained especially on occasions when the speaker wants to express closeness or intimacy, as in the case of the Lords Prayer.

'O lo mātou Tamā..... Our Father...

\*\*\*\*\*

WORK SHEET NUMBER THREE

I. 'T' represents the speaker. The arrow shows who he is talking to and the circle shows who he is talking about.  
(i.e.)

- |                   |          |                   |           |
|-------------------|----------|-------------------|-----------|
| (T)               | 1. _____ | T → (X)           | 7. _____  |
| (X)               |          |                   |           |
| T → X             | 2. _____ | (TXXX)            | 8. _____  |
| (XXX)             |          |                   |           |
| T → X             | 3. _____ | X<br>↑<br>(T X)   | 9. _____  |
| X<br>↓<br>(XTXX)  | 4. _____ | T → (X<br>X<br>X) | 10. _____ |
| T → (X<br>X<br>X) | 5. _____ | (T → X)           | 11. _____ |
| (XX)              |          |                   |           |
| T → X             | 6. _____ |                   |           |

II. Translate these sentences into Samoan.

motu - island; atumotu - island group; nu'u - village; atunu'u - country; a'ai - city; komitineta - continent; Ausitalia - Australia; Niu Sila - New Zealand.

12. Samoa is an island group. \_\_\_\_\_
13. Australia is a continent. \_\_\_\_\_
14. Where is your(2) country? \_\_\_\_\_
15. New Zealand is my country. \_\_\_\_\_
16. Our (2) village is Lepea. \_\_\_\_\_
17. What's the name of your (pl) city? \_\_\_\_\_
18. Their (pl.) village is on the island of Manono. \_\_\_\_\_
19. America isn't an island. \_\_\_\_\_
20. Sina's city is Apia. \_\_\_\_\_
21. Is New Zealand an island group? \_\_\_\_\_
22. Where is the island of Savai'i? \_\_\_\_\_

III. Answer these questions:

Name - igoa; father - tamā, mother - tinā; same sex sibling - uso; male's sister - tuafafine; female's brother - tuagane; or - po; year - tausaga.

23. 'O ai lou igoa? \_\_\_\_\_
24. 'O ai le igoa o lou tamā? \_\_\_\_\_
25. 'O 'oe 'o se tama po 'o se teine? \_\_\_\_\_
26. E fia ni ou uso? \_\_\_\_\_
27. E fia ni ou tuafāfine (tuagane) \_\_\_\_\_
28. 'O ai le igoa o lou tinā? \_\_\_\_\_
29. E fia ona tausaga? \_\_\_\_\_
30. E fia ou tausaga? \_\_\_\_\_
31. 'O fea lo tou atunu'u? \_\_\_\_\_
32. E to'afia tagata i lo tou 'āiga? \_\_\_\_\_
33. 'O se Samoa po 'o se Amelika leu tamā? \_\_\_\_\_
34. 'O ai lona igoa? \_\_\_\_\_
35. E fia ona tausaga? \_\_\_\_\_

\*\*\*\*\*

THE FIVE COMMON TENSES

NEGATIVE OF THE FIVE TENSES

DEPENDENT PRONOUNS

PASSIVE VERB SUFFIX

PLURAL VERBS

LESSON TWENTY

TOPICS

(a) Present tense (immediate) ..... 'ua

(b) Simple states of the weather.

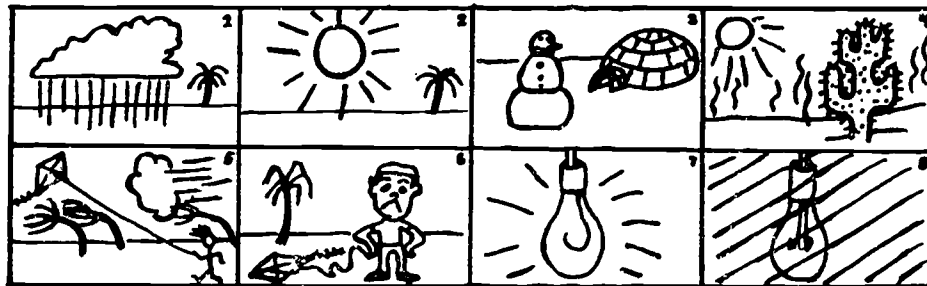
raining ..... timu  
 sunny ..... laofie  
 etc.

(c) The question word: 'how' ..... fa'apēfea

METHOD: Silent Way

MATERIALS

A picture chart like the one below:



TIME: 45 minutes

THE LESSON

| <u>Word</u>            | <u>Action</u>                                                          | <u>Target Response</u> |
|------------------------|------------------------------------------------------------------------|------------------------|
| (Rain) <u>Timu!</u>    | Point to the first picture, Rain.....                                  | Timu!                  |
| (It is) <u>'Ua!</u>    | Hold up one finger .....                                               | 'Ua!                   |
|                        | Point again to the Rain picture this time holding up two fingers ..... | 'Ua timu.              |
| (Sunny) <u>Laofie!</u> | Point to the second picture; of the sunshine.....                      | Laofie!                |

|        |                |                                                               |                                            |
|--------|----------------|---------------------------------------------------------------|--------------------------------------------|
|        |                | Hold up 2 fingers and again point to the second picture ..... | 'Ua laofie.                                |
| (Cold) | <u>Mālulū!</u> | Point to the third picture .....<br>Hold up 2 fingers .....   | <u>Mālulū!</u><br>'Ua mā <del>l</del> ulū. |
| (Hot)  | <u>Vevela!</u> | Point to the fourth picture.....<br>Hold up 2 fingers .....   | Vevela!<br>'Ua vevela.                     |

Review all until known

For this next section on questions and answers, the yes answer will be presented first. The teacher must therefore choose his questions according to the weather of the day on which he is teaching. For this book we will assume it is a hot, sunny day.

Using good voice inflection, the teacher points outside the classroom touches the sun picture and asks (while drawing a question):

|           |                    |                                                                              |                            |
|-----------|--------------------|------------------------------------------------------------------------------|----------------------------|
|           | <u>'Ua laofie!</u> | All students repeat .....                                                    | 'Ua laofie!                |
|           |                    | NOTE: Voice inflection is important here. Correct students who are in error. |                            |
| (Yes)     | <u>'Ioe!</u>       | Shake your head yes .....<br>Indicate a full sentence .....                  | 'Ioe!<br>'Ioe, 'ua laofie. |
|           |                    | Now point to the picture of the rain.<br>Indicate a question .....           | 'Ua timu?                  |
| (No)      | <u>Leai!</u>       | Shake your head no .....                                                     | Leai!                      |
| (Its not) | <u>E lē'o!</u>     | Shake your head no and also point to the picture of rain. All repeat ....    | E lē'o!                    |
|           |                    | Indicate a full sentence. Shake your head no and point to the rain picture   | Leai, e lē'o timu!         |
|           |                    | Point to the picture of cold and indicate a question .....                   | 'Ua mā <del>l</del> ulū?   |



Indicate a full sentence answer and  
shake your head no.....

Leai, e lē'o mā'lūlū.

Practice with all four pictures using  
different sentence combinations  
in both questions and answers.  
Practice both you and no answers.

(i.e.)  
Ua timu?  
Leai, e lē'o timu,  
'ua laofie.

(Weather) Tau!

Point to the first picture .....  
Indicate a full sentence .....  
Point to the second picture .....  
Point to the third picture .....  
Point to the fourth picture .....

Tau!  
'O le tau.  
'O le tau.  
'O le tau.  
'O le tau.

(How) Fa'apēfea!

Draw a question while you say the  
word. All repeat .....

Fa'apēfea!

(It's) 'O!

Hold up 1 finger .....  
Hold up 2 fingers and indicate a  
question .....

'O!  
'O fa'apēfea?

Now indicate a question, point to  
the weather pictures and hold up 4  
fingers .....

'O fa'apēfea le tau?

Have all repeat the question until  
mastered.

Let one student ask the question..  
You point to the sun picture and in-  
dicate all are to respond .....

'O fa'apēfea le tau?  
'Ua laofie.

Again the question .....  
This time try a negative answer by  
teaching the rain picture and shak-  
ing your head no .....

'O fa'apēfea le tau?  
E lē'o timu.

Continue these question and answers  
until the students feel comfortable.  
A variation is the following ques-  
tion and answers:

- (a) 'O fa'apēfea le tau?
- (b) Ua laofie.
- (c) 'Ua timu?
- (d) Leai, 'ua laofie.

Introduce the last four pictures so that the students can continue questions and answers with new words.

- |         |                    |                                                               |                                 |
|---------|--------------------|---------------------------------------------------------------|---------------------------------|
| (Windy) | <u>Matagi!</u>     | Point to the wind picture (No.5)..<br>Hold up 2 fingers ..... | Matagi!<br>'Ua matagi.          |
| (Calm)  | <u>Malū!</u>       | Point to calm picture(No.6).....<br>Hold up 2 fingers .....   | Malū!<br>'Ua malū.              |
| (Light) | <u>Mālamalama!</u> | Point to the light picture (No.7).<br>Full sentence .....     | Mālamalama!<br>'Ua mālamalama . |
| (Dark)  | <u>Pōgisā!</u>     | Point to the dark picture (No.8)..<br>Complete sentence ..... | Pōgisā!<br>'Ua pōgisā.          |

Now review all the questions and answers with all of the words.

- |      |                 |                                                                                                                                                                      |                                |
|------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| (In) | <u>I!</u>       | Hold up 1 finger .....                                                                                                                                               | I!                             |
|      | <u>Amelika!</u> | Point far away.....<br>Hold up 2 fingers .....                                                                                                                       | Amelika!<br>I Amelika.         |
|      |                 | Draw a question mark and point first to the weather pictures then far away. Hold up 6 fingers .....                                                                  | 'O fa'apēfea le tau i Amelika? |
|      |                 | Everyone repeats the question until mastered. You then point to the picture or pictures that best describes the <u>present</u> weather in America. (Cold and windy). | 'Ua mālūlū ma matagi Amelika.  |
|      |                 | Use negative answers also.....                                                                                                                                       | E lē'o vevela Amelika.         |
|      | <u>Samoa!</u>   | Point right here (down).....                                                                                                                                         | Samoa!                         |
|      |                 | Point to the weather pictures and down and indicate a question.....                                                                                                  | 'O fa'apēfea le tau i Samoa?   |
|      |                 | Point to the pictures which best describe Samoa's weather right now (hot, sunny) .....                                                                               | 'Ua vevela ma laofie Samoa.    |

Review all questions and answers from the beginning.

14J

SUMMARY REVIEW

'O fa'apēfea le tau?

How's the weather?

'Ua timu.

It's raining.

laofie

sunny

mālulū

cold

vevela

hot

matagi

windy

malū

calm

pogisā

dark

mālamalama

light

'Ua timu?

Is it raining?

etc.

etc.

'Ioe, 'ua timu.

Yes, it's raining.

etc.

etc.

Leai, e le'ō timu.

No, it's not raining.

etc.

etc.

'O fa'apēfea le tau i Amelika? How's the weather in America?

Samoa

Samoa

'Ua vevela Samoa.

It's hot (in) Samoa.

mālulū Amelika

cold America

'Ua vevela ma laofie Samoa.

It's hot and sunny (in) Samoa.

etc

etc

etc

etc

\*\*\*\*\*



|         |                    |                                                                       |                                |
|---------|--------------------|-----------------------------------------------------------------------|--------------------------------|
|         | <u>'Ua!</u>        | Hold up one finger. Indicate all are to repeat the word.....          | 'Ua!                           |
|         |                    | Show 2 fingers and point to the picture again .....                   | 'Ua fiafia.                    |
| (Sad)   | <u>Fa'anoanoa!</u> | Point to the second picture ....<br>Indicate a complete sentence .... | Fa'anoanoa!<br>'Ua fa'anoanoa. |
| (Angry) | <u>Ita!</u>        | Point to the third picture ....<br>Indicate a complete sentence ...   | Ita!<br>'Ua ita.               |
| (Cry)   | <u>Tagi!</u>       | Point to the third picture ....<br>Indicate a complete sentence ...   | Tagi!<br>'Ua tagi.             |

Review all these four pictures until they are mastered.

---

|       |              |                                                                                                                                                                                     |                         |
|-------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| (Boy) | <u>Tama!</u> | Point to the boy in picture No. 1<br>Point to the boy in picture No. 2<br>Point to the boy in picture No. 3<br>Point to the girl in picture No. 4<br>and shake your head <u>NO!</u> | Tama!<br>Tama!<br>Tama! |
|       |              | Point to the boy in picture No. 1<br>and hold up 3 fingers to indicate<br>a full sentence .....                                                                                     | 'Ua fiafia tama.        |

|       |             |                                                                                                                                                                                                    |                                 |
|-------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| (The) | <u>Lei!</u> | Touch the space between your last<br>second last fingers to show that<br>the word <u>le</u> goes there. All re-<br>peat.....<br>Point to the picture again and in-<br>dicate a full sentence ..... | Lei!<br><br>'Ua fiafia le tama. |
|       |             | Point to the second picture and<br>indicate a full sentence .....                                                                                                                                  | 'Ua fa'anoanoa le<br>tama.      |

|        |               |                                                                       |                              |
|--------|---------------|-----------------------------------------------------------------------|------------------------------|
| (Girl) | <u>Teine!</u> | Point to the girl in picture No. 4.<br>Indicate a full sentence ..... | Teine!<br>'Ua tagi le teine. |
|        |               | Review all up to this point..                                         |                              |

---

Indicate a question again for picture No. 1. Teacher asks:  
'Ua fa'anoanoa le tama? All repeat ..... 'Ua fa'anoanoa le tama?

(No) Leai Teacher shakes his head no ....

Leai!

(Not) E le'oi Shake your head no and point to picture No. 1. All repeat .... Indicate a full sentence .....

E le'oi  
E le'oi fa'anoanoa le tama.

Point to the third picture and indicate the same question as before by briefly pointing to picture No. 2 (fa'anoanoa)....

'Ua fa'anoanoa le tama?

Indicate a full sentence.....

Leai, e le'oi fa'anoanoa le tama.

Continue in this manner and then let the students question each other. They must practice both 'Ioe, and Leai answers.

(i.e.)  
'Ua ita le teine?  
Leai, e le'oi ita le teine.

'Ua fiafia Ioane?

Draw a question. Point to picture No. 2. Teacher asks about a student in class. All repeat..

'Ua fiafia Ioane?

Teacher nods his head yes and indicates a full sentence .....

Ioe, 'ua fiafia Ioane.

Teacher touches the fa'anoanoa picture, draws a question and points to a different student. Everyone asks .....

'Ua fa'anoanoa Sina?

Teacher shakes his head no. All repeat.....

Leai, e le'oi fa'anoanoa Sina.

Continue in this manner until everyone masters the structures. Use all the pictures and all the students' names.

(I) 'Oui

Point to yourself. Make everyone point to themselves and say.....

'Oui

Point to picture No. 1, smile, point to yourself. Hold up 2 fingers and touch the space in between them. Indicate students are to point to themselves and respond.....  
NOTE: The students should be given ample opportunity to discover this new word order themselves. However, if they cannot the teacher must model it for the students.

'Ua 'ou fiafia.

(You) 'E!

Make all point to you. Say this when they point to you. Indicate everyone must point to you and repeat.....

'E!

'Ua 'e fiafia?

Point to picture No. 1 and indicate the students are to ask you if you are happy. The teacher models it first using good inflection. All repeat .....

'Ua 'e fiafia?

'Ioe, 'ua 'ou fiafia!

Teacher nod his head yes.

Teacher indicates that one student must ask another student the same question.

(i.e.)

'Ua 'e fiafia?

'Ioe, 'ua 'ou fiafia.

Continue until all students have asked and answered this question. Use the other pictures as well

(i.e.)

'Ua 'e ita?

'Ioe, 'ua 'ou ita.

---

Point to the second picture. Indicate a question .....

'Ua 'e fa'anoanoa?

Leai!

Shake your head no .....

Leai!

'Oui

Teacher points to himself and says this. Students point to themselves and repeat.....

'Oui

(Not) Te le'o!

Teacher shakes his head no and points to the fa'anoanoa picture.

Te le'o!

'Ou te lē'o fa'anoanoa!

Teacher points to himself, and shakes his head no. All repeat

'Ou te lē'o fa'anoanoa.

Point to the third picture and indicate a full question to be asked by one student to another

'Ua 'e ita?

Shake your head no to indicate the second student is to reply leai .....

Leai, 'ou te lē'o ita.

Continue like this for all four pictures. Practice both positive and negative answers.

(i.e.)

'Ua 'e fiafia?

'Ioe, 'ua 'ou fiafia. or

Leai, 'ou te lē'o fiafia.

Introduce the last four words for the students to practice the structures.

(Strong) Mālosi!

Point to picture No. 5 .....  
Indicate a full sentence .....

Mālosi!

'Ua mālosi le tama.

(Weak) Vaivai!

Point to picture No. 6.....  
Indicate a full sentence .....

Vaivai!

'Ua vaivai le tama.

(Smart) Poto!

Point to picture No. 7.....  
Indicate a full sentence .....

Poto!

'Ua poto le tama.

(Dumb) Valea!

Point to picture No. 8 .....  
Indicate a full sentence .....

Valea!

'Ua valea le tama.

Now let the students ask and answer each others questions using all the pictures as well as all the pronouns, and yes or no answers.

(i.e.)

'Ua 'e mālosi?

'Ioe, 'ua 'ou mālosi.

Leai, 'ou te lē'o mālosi.



'Ua valea le tama?  
 Leai, e lē'o valea  
 le tama.  
 'Ioe, 'ua valea le  
 tama.

NOTE: During this review, intro-  
 duce the pronoun ia (he/she/it)  
 as a substitute for le tama  
 (the boy) or le teine (the girl).

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                             |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>'Ua poto le tama!</u></p> <p>(He)      <u>Ia!</u></p> | <p>Point to a boy .....</p> <p>Point to someone but speak to<br/>         the rest of the class. Make all<br/>         point to him and say to you.....</p> <p>Point to someone else and repeat<br/>         the response .....</p> <p>Now point to picture No. 7 and<br/>         the other person, Indicate all<br/>         are to respond.....</p> <p>Repeat with valea.....</p> <p><u>E lē'o!</u><br/>         Shake your head no point to<br/>         picture No. 7 and the other<br/>         person. Indicate a full sen-<br/>         tence.....</p> <p>Repeat with other examples, and<br/>         questions and answers. <u>NOTE:</u> <u>ia</u><br/>         can be omitted after it has once<br/>         been introduced.</p> | <p>'Ua poto le tama!</p> <p>Ia!</p> <p>Ia.</p> <p>'Ua poto ia.</p> <p>'Ua valea ia.</p> <p>E lē'o valea ia.</p> <p>(i.e)<br/>         'Ua valea? (ia)<br/>         'Ioe, 'ua valea.(ia)</p> |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

SUMMARY REVIEW

|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>'Ua <u>fiafia</u> le tama?</p> <p><u>fa'anoanoa</u></p> <p><u>ita</u></p> <p><u>tagi</u></p> <p>'Ioe, 'ua <u>fiafia</u> le tama.</p> <p style="text-align: center;"><u>etc.</u></p> <p>Leai, e lē'o <u>fiafia</u> le tama.</p> <p style="text-align: center;"><u>etc</u></p> | <p>Is the boy <u>happy</u>?</p> <p><u>sad</u></p> <p><u>angry</u></p> <p><u>crying</u></p> <p>Yes, the boy is <u>happy</u>.</p> <p style="text-align: center;"><u>etc</u></p> <p>No, the boy is not <u>happy</u>.</p> <p style="text-align: center;"><u>etc</u></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

'Ua 'ou fiafia?

'e

'Ioe, 'ua 'ou fiafia

'e

Leai, 'ou te lē'o fiafia.

'e

'Ua mālosi ia?

vāivai

poto

valea

'Ioe, 'ua mālosi (ia).

etc.

Am I happy?

Are you happy?

Yes, I'm happy.

you're

No, I'm not happy.

you're

Is he/she/it strong?

weak

smart

stupid

Yes, he is strong.

etc.

\*\*\*\*\*



|         |                |                                                    |                        |
|---------|----------------|----------------------------------------------------|------------------------|
|         |                | Point to picture No. 1 and hold up 2 fingers.....  | 'Ua 'ai                |
| (Drink) | <u>Inu!</u>    | Point to picture No. 2.....<br>Full sentence ..... | Inu!<br>'Ua inu!       |
| (Sleep) | <u>Moe!</u>    | Point to picture No. 3.....<br>Full sentence.....  | Moe!<br>'Ua moe!       |
| (Smoke) | <u>Ulaula!</u> | Point to picture No. 4.....<br>Full sentence ..... | Ulaula!<br>'Ua ulaula. |

Review all

|       |              |                                                                                                 |                                                                                 |
|-------|--------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| (Boy) | <u>Tama!</u> | Point to the boy in picture No. 1.<br>Point to picture No. 1 and indicate a full sentence ..... | Tama!                                                                           |
|       |              | Continue with pictures Nos. 2,3,4.                                                              | 'Ua 'ai le tama.<br>'Ua inu le tama.<br>'Ua moe le tama.<br>'Ua ulaula le tama. |

|  |                         |                                                                                                                                                   |                                            |
|--|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|  | <u>'Ua 'ai le tama?</u> | Draw a question and ask with good voice inflection about picture No. 1. All repeat.....<br>Shake your head yes and indicate a full sentence ..... | 'Ua 'ai le tama?<br>'Ioe, 'ua 'ai le tama. |
|--|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|

|       |                |                                                                                                         |         |
|-------|----------------|---------------------------------------------------------------------------------------------------------|---------|
| (Not) | <u>E lē'o!</u> | Point to picture No. 2 (drinking).<br>Shake your head no and point back to picture No.1. All repeat.... | E lē'o! |
|-------|----------------|---------------------------------------------------------------------------------------------------------|---------|

|  |                            |                                     |                     |
|--|----------------------------|-------------------------------------|---------------------|
|  | <u>E lē'o 'ai le tama!</u> | Point to picture No. 2. All repeat. | E lē'o 'ai le tama. |
|--|----------------------------|-------------------------------------|---------------------|

|                                                                |                     |
|----------------------------------------------------------------|---------------------|
| Point to picture No. 3 and 4 and indicate the same answer..... | E lē'o 'ai le tama. |
|----------------------------------------------------------------|---------------------|

|                                                                     |                                            |
|---------------------------------------------------------------------|--------------------------------------------|
| Draw a question for picture No. 2.<br>Indicate a 'yes' answer ..... | 'Ua inu le tama?<br>'Ioe, 'ua inu le tama. |
|---------------------------------------------------------------------|--------------------------------------------|

|                                                        |                           |
|--------------------------------------------------------|---------------------------|
| Point to picture No. 3 and indicate a 'no' answer..... | Leai, e lē'o inu le tama. |
| The same for picture No. 4.....                        | Leai, e lē'o inu le tama. |

Continue in this way for moe and ulaula.....

(i.e.)  
'Ua moe le tama?  
Leai, e lē'o moe le tama.  
(pictures No. 1, 2, & 4).  
'Ioe, 'ua moe le tama. (picture No. 3).

|                 |                             |                                                                                                                                        |                                                                                                                        |
|-----------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| (Hungry)        | <u>Fia'ai!</u>              | Point to picture No. 5.....<br>Full sentence .....<br>Question.....<br>"Yes" answer .....<br>"No" answer (point to picture No. 6)..... | Fia'ai!<br>'Ua fia'ai le tama.<br>'Ua fia'ai le tama?<br>'Ioe, 'ua fia'ai le tama.<br><br>Leai, e lē'o fia'ai le tama. |
| (Thirsty)       | <u>Fia inu!</u>             | Point to picture No. 6.....<br>Question .....<br>"Yes" answer .....<br><br>"No" answer (picture No. 7) .....                           | Fia inu!<br>'Ua fia inu le tama?<br>'Ioe, 'ua fia inu le tama.<br><br>Leai, e lē'o fia inu le tama.                    |
| ( Sleepy)       | <u>Fia moe!</u>             | Point to picture No. 7 .....<br>Question .....<br>"Yes" answer .....<br><br>"No" answer .....                                          | Fia moe!<br>'Ua fia moe le tama?<br>'Ioe, 'ua fia moe le tama.<br><br>'Leai, e lē'o fia moe le tama.                   |
| (Want to smoke) | <u>Fia ulaula!</u>          | Point to picture No. 8 .....<br>Question .....<br>"Yes" answer .....<br><br>"No" answer .....                                          | Fia ulaula!<br>'Ua fia ulaula le tama?<br>'Ioe, 'ua fia ulaula le tama.<br><br>Leai, e lē'o fia ulaula le tama.        |
|                 |                             | Review all.                                                                                                                            |                                                                                                                        |
| (I)             | <u>'Ou!</u>                 | Point to yourself. Make each student point to himself.....                                                                             | 'Ou!                                                                                                                   |
|                 | <u>'Ua 'ou fia'ai!</u>      | Point to yourself and picture No. 5. Make each student point to himself and repeat.....                                                | 'Ua 'ou fia'ai!                                                                                                        |
|                 |                             | Repeat for fia inu, fia moe, and fia ulaula.....                                                                                       | 'Ua 'ou <u>fia inu</u> etc.                                                                                            |
| (You)           | <u>'E!</u>                  | Point to yourself. Make all point to you and repeat.....                                                                               | 'E!                                                                                                                    |
|                 | <u>'Ua 'e fia'ai?</u>       | Draw a question, point to picture No. 1 and make all repeat and point to you.....                                                      | 'Ua 'e fia'ai?                                                                                                         |
|                 | <u>'Ioe, ua 'ou fia'ai!</u> | Shake your head yes.<br><br>Let each student ask each other these positive answer questions using pictures Nos. 5,6,7 & 8.             | (i.e.)<br>'Ua 'e <u>fia inu</u> ?<br>'Ioe, 'ua 'ou <u>fia inu</u> .<br>etc.                                            |
| (Not)           | <u>Te lē'o!</u>             | Point to yourself and shake your head no. Point to picture No. 1 All repeat .....                                                      | Te lē'o!                                                                                                               |

'Ou te lē'o fia inu!

Point to yourself and shake your head no. All repeat.....

'Ou te lē'o fia inu.

(i.e.)  
'Ou te lē'o fia moe.  
etc.

Repeat with the other pictures.

Practice letting students ask and answer each others question - yes or no.

(i.e.)  
'Ua 'e fia ulaula?  
'Ioe, 'ua 'ou fia  
ulaula.

or  
Leai, 'ou te lē'o  
fia ulaula.

'Ua fia'ai le tama!

Point to the picture of the boy eating. All repeat.....

'Ua fia'ai le tama.

(He) Ia!

Point to one student.....

Ia!

'Ua fia'ai ia?

Draw a question and point to the student.....  
Indicate a "yes" answer .....

'Ua fia'ai ia?  
'Ioe, 'ua fia'ai ia.

Point to the same student and indicate a question about him.  
Point to picture No. 6 (inu)....

'Ua fia inu ia?

Leai, e lē'o fia inu ia!

Shake your head no .....

Leai, e lē'o fia  
inu .

Let students ask and answer each other using ia ("yes" and "no" answers). Drop the word "ia" as understood after a while.

(i.e.)  
'Ua fia moe?(ia)  
'Ioe, 'ua fia moe.  
or  
Leai, e lē'o fia moe.

Review all (le tama, 'ou, 'e, ia, positive and negative)

(We) Tātou!

Point to everyone in the room....

Tātou!

(Pl. Eat) 'A'ai!

Point to picture No. 2.....

'A'ai!

(Hungry) Fia 'a'ai!

Point to picture No. 5 .....

Fia 'a'ai!

'Ua tātou fia 'a'ai!

Point to everyone in the room....

'Ua tātou fia 'a'ai!

(Pl. Drink) Feinu!

Point to picture No. 2 and also to everyone in the room .....

Feinu!

Point to picture No. 6 and also to everyone in the room. Indicate a full sentence .....

'Ua tātou fia feinu.

(Pl. Sleep) Momoe!

Point to picture No. 3 and also to everyone in the room .....

Momoe!

Point to picture No. 7 and indicate a full sentence .....

'Ua tātou fia momoe.

(Pl. Smoke) Ūlaula!

Point to picture No. 4 and also to everyone in the room.....  
Indicate a full sentence .....

Ūlaula!  
'Ua tātou fia ūlaula.

Indicate a question and point to picture No. 1 and all present.

'Ua tātou fia 'a'ai?

Indicate a "yes" answer .....

'Ioe, ua tātou fia 'a'ai.

Repeat the question with fia feinu.

'Ua tātou fia feimu?

Leai!

Shake your head no .....

Leai!

Tātou te lē'o fia feinu!

Shake your head no and indicate everyone is included. All repeat.....

Tātou te lē'o fia feinu.

Repeat this with the other pictures (fia momoe, fia ulaula), and the other pronouns (pair plural and plural).

(i.e.)  
'Ua lua fia 'a'ai?  
'Ioe, 'ua ma fia 'a'ai.

SUMMARY REVIEW

'Ua fia'ai le tama?  
fia inu  
fia moe  
fia ulaula

Does the boy want to eat?  
to drink  
to sleep  
to smoke

'Ioe, 'ua fia'ai le tama.  
etc

Yes, the boy is hungry.  
etc

Leai, e lē'o fia'ai le tama.  
etc

No, the boy isn't hungry.  
etc

'Ua 'ou fia moe?  
'e

Do I want to sleep?  
you

'Ioe, 'ua 'ou fia moe.  
'e

Yes, I want to sleep.  
you

Leai, 'ou te lē'o fia moe.  
'e

No, I don't want to sleep.  
you

'Ua fia moe ia?  
etc.

Does he want to sleep?  
etc.

'Ioe, 'ua fia moe (ia).  
etc

Leai, e lē'o fia moe (ia)  
etc

'Ua tātou fia 'a'ai.  
tou fia momoe  
lua fia feinu  
lātou fia ūlaula  
lā etc.

Tātou te lē'o fia 'a'ai.

Mātou

Tā

Mā

Yes, (he) wants to sleep.  
etc

No, (he) doesn't want to sleep.  
etc

We are hungry.

You (Pl.) tired

You (Pair) thirsty

They (Pl.) want to smoke

They (Pair) etc.

We aren't hungry.

We (exclusive)

We (pair)

We (pair exclusive)

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LESSON TWENTY-THREE

TOPICS

(a) Three tenses:

present ..... 'O lo'o  
 past ..... Sa  
 future ..... 'O le'a

(b) Introduction to passive verb form:

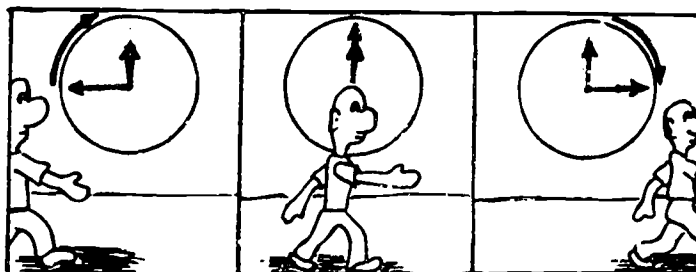
to be taken ..... 'avea

(c) Continuation of dependent pronouns:

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, pencil), and a 'tense paper' like the one shown below (about 8" x 12").



FUTURE                  PRESENT                  PAST

TIME: 45 minutes

~~~~~ THE LESSON ~~~~~

| <u>Word</u> | <u>Action</u> | <u>Target Response</u> |
|-------------|--|------------------------|
| | ' <u>O le tupe!</u> Hold up a coin | 'O le tupe! |
| (Take) | ' <u>Avea!</u> Show the motion of taking the money | 'Avea! |
| | Indicate a full sentence..... | 'Avea 'o le tupe. |
| | Using your fingers, show that the word 'o' must be omitted. Students repeat the correct sentences..... | 'Avea 'e tupe. |

(I) O'u! Point to yourself. Have all the students point to them-

selves and repeat.....

O'u!

Set one object on the table for each student to take. Make each student say the sentence as he takes his object

O'u 'avea le object.

Place the tense paper down on the table and place all the objects in the future section.

Move a match box from the future and set it in the present section. Point to the present section and say:

O lo'o!

Everyone points to the present section and repeats

O lo'o!

Move all objects into the present section and let each person take one while saying the present tense sentence.....

'O lo'o o'u 'avea le object.

NOTICE: The students should be able to develop this sentence on their own. If they can't, the teacher must model the sentence first.

Practice with different objects until all students can say the structure easily.

(You)

'E!

Make everyone point to you and repeat.....

'E!

You take a pen and indicate all to point to you and say a full sentence

'O lo'o 'e 'avea' le peni.

Now point to a student and indicate that he must take an object and speak.....

O lo'o o'u 'avea le object.

Immediately make the other students point at him, look at him and say a complete sentence

'O lo'o 'e 'avea le object.

Practice these sentences until they can be said smoothly.

Move all the objects back into the future tense section. Place the pencil into the present section. Pick it up and say:

'O lo'o o'u 'avea le peni-tala!

Everyone points to you and say..

'O lo'o 'e 'avea le penitala.

Now place the pencil in the past section.

Sa!

Point to the past section. All repeat.....

Sa!

Sa 'ou 'avea le penitala!

Teacher points to his pencil. Each student points to the object that he has taken and says.

Sa 'ou 'avea le ob-ject.

The teacher points to his pencil and says:

Sa 'ou 'avea le penitala!

Indicate all are to point at you and say a full sentence

Sa 'e 'avea le peni-tala.

Teacher points to a student and indicates he is to point to his object on the past tense section and say the sentence

Sa 'ou 'ave le object.

Everyone points at the student and say to him

Sa 'e 'avea le object.

Go back and review present and past together. Have each student take an object and say a present tense sentence then point to it and say a past tense sentence.

(i.e.)
'O lo'o o'u 'avea le tupe.
Sa 'ou 'avea le tupe.

Place all the objects in the future tense section.

'O le'a!

Point to the future section. Make all point and repeat.....

'O le'a!

'O le'a 'ou 'avea le peni!

Show that you will take the pen. Indicate everyone is to take an object, but they must say a full sentence first.....

'O le'a 'ou 'avea le object

Everyone repeats his sentence until it can be said easily.

Teacher points to a coin in the future section and says:

'O le'ā 'ou 'avea le tupe! Make everyone point to you and say.....

'O le'ā 'e 'avea le tupe.

Point to another student and his object. Make him say a future sentence.....

'O le'ā 'ou 'avea le object.

Everyone else says to him.....

'O le'ā 'e 'avea le object.

Let everyone practice this structure.

Review present, past and future in this way:

1. Teacher points to an object and says:

'O le'ā 'ou 'avea le object! Everyone else points to teacher and says.....

'O le'ā 'e 'avea le object!

2. Teacher picks up the object while saying:

'O lo'o 'ou 'avea le object! Everyone else points to the teacher and says.....

'O lo'o 'e 'avea le object!

3. Teacher puts the object down in front of himself and says:

Sa 'ou 'avea le object! Students point at him and say..

Sa 'e 'avea le object!

Finally the teacher points to a student and indicates he is to do the same thing the teacher just did. Everyone else points at the student as they did before to the teacher and respond to each action.

(He/She/It) Ia!

Point to one student and look at the othe others. Everyone points to him and repeats to you.....

Ia!

Indicate to that student that he will take the pen sitting in the future section.

'O le'ā ia 'avea le peni! Point to the student but say to

the others. All point at him
but say to you

'O le'ā ia 'avea le
peni!

Student takes the pen.

'O lo'o ia 'avea le peni!

Teacher says to the class but
points to the student. All re-
peat.....

'O lo'o ia 'avea le
peni!

The student places the pen in
the past tense section. Point
to the student and say to the
others.

Sa ia 'avea le peni!

All repeat.....

Sa ia 'avea le peni.

Repeat with another student and
a different object. This time
leave the word ia out as be-
ing understood. In this case
the passive suffix a is omitted.

(i.e.)
'O le'a 'ave le object.
'O lo'o 'ave le object.
Sa 'ave le object.

If time permits, expand the
structure in the following way:

Teacher places several objects
in the future tense section (i.e.)
money, matches, cigarettes, key,
pen). Teacher indicates to first
student that he will take the
matches. Indicate a full sentence
from him.....

O le'ā 'ou 'avea le
afitusi.

'O le ā le mea 'o le'ā 'e
'avea?

Indicate all the others are to
ask him the question

'O le ā le mea 'o le'ā
'e 'avea?

He answers.....

'O le'ā 'ou 'avea le
afitusi.

Teacher moves the matches into
the present tense section. First
student takes the matches and says

'O lo'o o'u 'avea le
afitusi.

'O le ā le mea 'o lo'o 'e
'avea?

Teacher indicates a question the
others repeat.....

'O le ā le mea 'o lo'o
'e 'avea?

First student answers.....

'O lo'o o'u 'avea le
afitusi.

Teacher now takes the matches and
places them in the past tense
section. First student points to

LESSON TWENTY-FOUR

TOPICS

- (a) Negative of the three tenses:
 not (future) 'o le'ā lē
 not (present) e lē'o
 not (past)..... e le'i

- (b) Continuation of dependent pronouns and 'passive' verbs.

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, cigarette, key), and the 'tense paper' used is the previous lesson.

TIME: 45 minutes

***** THE LESSON *****

| <u>Word</u> | <u>Action</u> | <u>Target Response</u> |
|-------------|--|---|
| | Review the present past and future by placing a key and a pen on the tense paper. Let the students take the pen and respond in each tense. Note: No one must take the key! | (i.e.)
'O le 'a 'ou
'avea le peni.
'O lo'o o'u 'avea
le peni.
Sa 'ou 'avea le
peni. |
| (Not) | <u>Lē!</u> Point to the key which was not taken. Put it in the future..... | Lē! |
| | <u>Lē 'avea!</u> Point to the key and motion that you will not take it..... | Lē 'avea! |
| | <u>'O le'ā 'ou lē 'avea le kī!</u> Indicate each student is to say a full sentence.....

Now let one student say..... | 'O le'ā 'ou lē
'avea le kī.
'O le'a 'ou lē
'avea le kī. |
| | All the other students say to him (and point)..... | 'O le'ā 'e lē 'avea
le kī. |

Let all practice in this way.

(Not) Lē 'o!

Place the key in the present tense position.....

Lē'o!

Lē'o 'avea!

Indicate that you aren't taking the key.....

Lē'o 'avea!

'Ou te lē'o 'avea le kī!

Teacher indicates that he is not taking the key. All repeat.... Each student says..... All the others point at him and say to him

'E te lē'o 'avea le kī.
'Ou te lē'o 'avea le kī.
'E te lē'o 'avea le ki.

Teacher places the key in the past tense position.

(Did not) Le'i!

All repeat

Le'i!

Le'i 'avea!

Indicate that you did not take the key.....

Le'i 'avea!

'Ou te le'i 'avea le kī!

All repeat.....

'E te le'i 'avea le kī.

Let each student say.....

'Ou te le'i 'avea le kī.

All the others point and say to him.....

'E te le'i 'avea le kī.

Place several objects in the future tense section. (i.e. key, pen, matches, cigarette). Indicate the first student is to take the cigarette. Make him say a full sentence

'O le'ā 'ou 'avea le sikaleti.

'O le'ā 'e 'avea le peni?

Indicate a question. All others repeat.....

'O le'ā 'e 'avea le peni?

First student answers with a negative sentence.....

Leai, 'o le'ā 'ou lē 'avea le peni.

Then a positive sentence.....

'O le'ā 'ou 'avea le sikaleti.

Teacher moves the cigarette into the present tense section. First student takes the cigarette and says.....

'O lo'o o'u 'avea le sikaleti.

O lo'o 'e 'avea le peni?

Teacher indicates a question. All others repeat.....

'O lo'o 'e 'avea le peni?

First student.....

Leai, 'ou te lē'o 'avea le peni.

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Positive sentence.....

'O lo'o o'u 'avea
le sikaleti.

Teacher finally takes the cigarette and places it in the past section. First student points to it and says.....

Sa 'ou 'avea le sikaleti.

Sa 'e 'avea le peni?

Teacher indicates a question. All others repeat.....

Sa 'e 'avea le peni?

First student.....

Leai, 'ou te le'i 'avea le peni.

Positive sentence.....

Sa 'ou 'avea le sikalet:

Repeat with other students and other objects.

Point to a student and then to the key in the future section. Indicate he is not to take the key. Look at all the other students and say about him:

'O le'ā lē 'avea le kī.

All others repeat this.....

'O le'ā lē 'avea le kī.

Put the key in the present tense. Again indicate he is not to take it.

E lē'o 'avea le kī!

All repeat.....

E lē'o 'avea le kī!

Finally place the key in the past tense and indicate that the student didn't take the key.

E le'i 'avea le kī!

All repeat.....

E le'i 'avea le kī!

Repeat this structure with another student and different objects.

(i.e.)

'O le'ā lē 'avea le
object.

E lē'o 'avea le object.

E le'i 'avea le object.

Expand this lesson with the other dependent pronouns (pair plural and plurals), and verbs.

(i.e.)

'O le'ā mā lē 'avea le
object.

Mā te lē'o 'avea le
object.

Mā te le'i 'avea le
object.

LESSON TWENTY-FIVE

TOPICS

(a) Comparison of the five simple tenses:

present (always) He runsE tamō'e.
 present continuous (immediate)... He is running.....'Ua tamō'e.
 present continuous..... He is running..... 'O lo'o tamō'e.
 past He ran Sa tamō'e.
 future..... He will run 'O le'ā tamō'e.

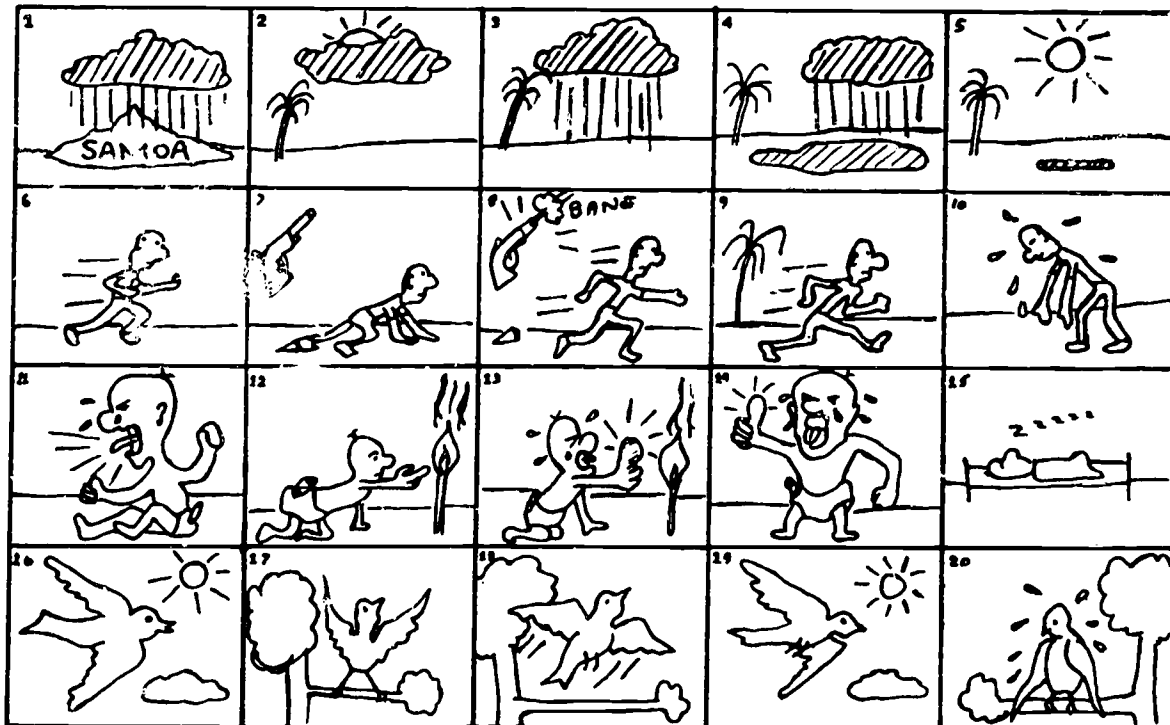
(b) The verb 'to do'..... fai

METHOD

Silent Way and repetition drill

MATERIALS

A wall chart like the one below:



TIME: 45 minutes

| <u>Word</u> | <u>Question</u> | <u>Target Response</u> |
|--------------------------------|---|---|
| <u>E timu Samoa!</u> | Point to picture No. 1. All repeat.

Indicate a question.....
Indicate a Yes answer.....
Indicate a No answer | E timu Samoa!

E timu Samoa?
'Ioe, e timu Samoa.
Leai, e le timu Samoa. |
| <u>'O le'a timu Samoa!</u> | Point to picture No. 2.....
Indicate a question
Indicate a Yes answer.....

Indicate a No answer | 'O le'a timu Samoa!
'O le'a timu Samoa?
'Ioe, 'o le'a timu Samoa.
Leai, 'o le'a le timu Samoa. |
| <u>'Ua timu Samoa!</u> | Point to picture No. 3.....
Question.....
Positive answer.....
Negative answer..... | 'Ua timu Samoa!
'Ua timu Samoa?
'Ioe, 'ua timu Samoa.
Leai, e le'o timu Samoa. or 'Ua le timu Samoa. |
| <u>'O lo'o timu pea Samoa!</u> | Point to picture No. 4.....

Question.....

Positive answer.....

Negative answer.....

Note: <u>pea</u> should be omitted in the negative. | 'O lo'o timu pea Samoa!
'O lo'o timu pea Samoa?
'Ioe, o lo'o timu pea Samoa.
Leai, e le'o timu Samoa. |
| <u>Sa timu Samoa!</u> | Point to picture No. 5.....
Question.....
Positive answer.....
Negative answer..... | Sa timu Samoa!
Sa timu Samoa?
'Ioe, sa timu Samoa.
Leai, e le'i timu Samoa.

or
Leai, sa le timu Samoa. |

Review all five pictures by pointing to them at random and letting the students call out the correct sentence for the picture.

(Run) Tamo'e! Point to the picture of the boy running.....

Tamo'e!

E tamo'e le tama!

Point to picture No. 6.....
Question
Yes answer

No answer

E tamo'e le tama!
E tamo'e le tama?
'Ioe, e tamo'e le
tama.
Leai, e lē tamo'e
le tama.

Point to picture No. 7.....
Note: Student should be able to say
this sentence with out the teacher
modeling it first. Indicate a ques-
tion

'O le'ā tamo'e le
tama.

Positive answer

'O le'ā tamo'e le
tama?

Negative answer

'Ioe, 'o le'ā tamo'e
le tama.

Leai, 'o le'ā lē
tamo'e le tama.

Point to picture No. 8.....

Question

Positive answer

Negative answer

'Ua tamo'e le tama.

'Ua tamo'e le tama?

'Ioe, 'ua tamo'e le
tama.

Leai, e lē 'o tamo'e
le tama.

or
Leai, 'ua lē tamo'e
le tama.

Point to picture No. 9.....

Question.....

Yes answer.....

Now answer.....

Note: pea is omitted in the negative
answer.

'O lo'o tamo'e pea
le tama.

'O lo'o tamo'e pea
le tama?

'Ioe, 'o lo'o tamo'e
pea le tama.

Leai, e lē 'o tamo'e
le tama.

Point to picture No. 10.....

Question.....

Yes answer.....

No answer

Sa tamo'e le tama.

Sa tamo'e le tama?

'Ioe, sa tamo'e le
tama.

Leai, e le'i tamo'e
le tama.

or
Leai, sa lē tamo'e
le tama.

(Do) E fai!

(Will do) 'A fai!

(Doing) 'Ua fai!

(Doing) 'O fai!

(Did) Sa fai!

E fai!

Point to picture No. 6.....

Point to picture No. 7

Point to picture No. 8

Point to picture No. 9

Point to picture No. 10

Point to picture No. 6.....

E fai!

'A

'U

'O

Sa fai!

E fai!

| | | |
|----------------------------------|---|---------------------------|
| <u>'O le ā lana mea e fai?</u> | Draw a question. Use good voice inflection and ask the question and point to picture No. 6. All repeat until they can ask it easily..... | 'O le ā lana mea e fai? |
| <u>E tamō'e!</u> | Point to the boy in picture No. 6. Students repeat the question and answer until they can respond easily. | |
| <u>'Ā fai!</u> | Point to picture No. 7..... | 'Ā fai! |
| <u>'O le ā lana mea 'ā fai?</u> | Point to picture No. 7. All repeat. | 'O le ā lana mea 'ā fai? |
| <u>'O le 'ā tamō'e!</u> | Point to the boy in picture No. 7.
Review the first question and answer. (E fai). | 'O le 'ā tamō'e. |
| <u>'Ua fai!</u> | Point to picture No. 8..... | 'Ua fai! |
| <u>'O le ā lana mea 'ua fai?</u> | Point to picture No. 8..... | 'O le ā lana mea 'ua fai? |
| <u>'Ua tamō'e!</u> | Point to the boy in picture No. 8. | 'Ua tamō'e! |
| <u>'O fai!</u> | Point to picture No. 9..... | 'O fai! |
| <u>'O le ā lana mea 'o fai?</u> | Point to picture No. 9..... | 'O le ā lana mea 'o fai? |
| <u>'O le 'o tamō'e pea!</u> | Point to the boy in picture No. 9. | 'O le 'o tamō'e pea. |
| <u>Sa fai!</u> | Point to picture No. 10..... | Sa fai! |
| <u>'O le ā lana mea sa fai?</u> | Point to picture No. 10 | 'O le ā lana mea sa fai? |
| <u>Sa tamō'e!</u> | Point to the boy in picture No. 10.
Review all of these questions and answers by pointing to a picture and indicating a question; then indicating an answer. | Sa tamō'e! |
| (Baby) <u>Pepe!</u> | Point to the baby in picture No. 11 | Pepe! |
| (Cry) <u>Tagi!</u> | Point to the baby crying..... | Tagi! |
| | Now point to the picture No. 11 and indicate a full sentence.....
Note: If students cannot say this sentence, the teacher may model it. | E tagi le pepe. |

(i.e.)
'O le ā lana mea e fai?
E tamō'e. etc.

| | |
|------------------------------|---------------------------|
| Point to picture No. 12..... | 'O le 'ā tagi le pepe. |
| Point to picture No. 13..... | 'Ua tagi le pepe. |
| Point to picture No. 14..... | 'O lo'o tagi pea le pepe. |
| Point to picture No. 15..... | Sa tagi le pepe. |

Go over all of these again for review.

| | |
|--|-------------------------|
| Point to picture No. 11 and indicate a full sentence question. | 'O le ā lana mea e fai? |
|--|-------------------------|

| | |
|-----------------------------|---------|
| Indicate a full answer..... | E tagi. |
|-----------------------------|---------|

| | |
|---|--------------------------|
| Point to picture No. 12 and indicate a full question..... | 'O le ā lana mea 'ā fai? |
|---|--------------------------|

Note: Make sure students are using the proper verb. Indicate an answer.....

| | |
|--|----------------|
| | 'O le 'ā tagi. |
|--|----------------|

| | |
|--|---------------------------|
| Point to picture No. 13 and indicate a question..... | 'O le ā lana mea 'ua fai? |
| Answer | 'Ua tagi. |

| | |
|--|--------------------------|
| Point to picture No. 14 and indicate a question..... | 'O le ā lana mea 'o fai? |
|--|--------------------------|

| | |
|-------------|-------------------|
| Answer..... | 'O lo'o tagi pea. |
|-------------|-------------------|

| | |
|------------------------------|--------------------------|
| Point to picture No. 15..... | 'O le ā lana mea sa fai? |
| Answer..... | Sa tagi. |

Let the students ask each other about the boy running, or the baby crying using any tense they choose. The student answering must use the same tense structure as the question.

(i.e.)
'O le ā lana mea 'o fai?
(baby)
'O lo'o tagi pea.

(Bird/animal) Manu!

Point to the bird in picture No. 16.....

Manu!

(Fly) Lele!

Point to the bird flying.....

Lele!

Point to picture No. 16 and indicate a full sentence.....

E lele le manu.

Point to picture No. 17 and indicate a full sentence.....

'O le 'ā lele le manu.

Point to picture No. 18.....

'Ua lele le manu.

Point to picture No. 19.....

'O lo'o lele pea le manu.

Point to picture No. 20

Sa lele le manu.

E fai!

Point to picture No. 16 and indicate a question.....

'O le ā lana mea 'e fai?

| | |
|--------------------------------|---------------------------|
| Indicate an answer..... | E lele. |
| Question for picture No. 17... | 'O le ā lana mea 'ā fai? |
| Answer..... | 'O le'ā lele. |
| Question for picture No. 18... | 'O le ā lana mea 'ua fai? |
| Answer | 'Ua lele. |
| Question for picture No. 19... | 'O le ā lana mea 'o fai? |
| Answer | 'O lo'o lele pea. |
| Question for picture No. 20... | 'O le ā lana mea sa fai? |
| Answer..... | Sa lele. |

Let students ask and answer each other's questions about any picture in any tense.

'Ou te tamo'e!

Teacher points to himself and picture No. 6. All point to themselves and repeat.....

'Ou te tamo'e!

'O le ā lau mea e fai?

Ask this question of one student and point to picture No. 6 to indicate the student is to assume the identity of the picture. He replies.....

'Ou te ta

This student repeats the question with another student.....

'O le ā lau mea e fai?

That student answers... ..

'Ou te tamo'e.

Continue this way until all students have answered.

'O le'ā 'ou tamo'e!

Point to picture No. 7 and yourself. All point to themselves and repeat

'O le'ā 'ou tamo'e.

'O le ā lau mea 'ā fai?

Ask one of the students and point to picture No. 7 to indicate the student is to assume the identity of that picture. He replies.....

'O le 'ā 'ou tamo'e.

This student now repeat the question with another student.....

'O le ā lau mea 'ā fai?

The student answers.....

'O le 'ā 'ou tamo'e.

Continue this way until all students have answered.

'Ua 'ou tamo'e!

Point to picture . . 8 and yourself. All point to themselves and repeat

'Ua 'ou tamo'e!

'O le ā lau mea 'ua fai?

Teacher asks one student. He answers.....
This student repeats the question with another student.....

'Ua 'ou tamo'e.

'O le ā lau mea 'ua
fai?

The other answers.....

'Ua 'ou tamo'e.

Continue this way until all students have answered.

'O lo'o o'u tamo'e pea!

Teacher points to himself and picture No. 9. Each student points to himself and repeats

'O lo'o o'u tamo'e pea.

'O le ā lau mea 'o fai?

Teacher asks one student. The student answers.....

'O lo'o o'u tamo'e pea.

This student now asks another the question.....

'O le ā lau mea 'o
fai?

This student replies.....

'O lo'o o'u tamo'e
pea.

Continue this way until all have answered the question.

Sa 'ou tamo'e!

Teacher points to picture No. 10 and himself. Everyone points to himself and repeats.....

Sa 'ou tamo'e.

'O le ā lau mea sa fai?

Teacher asks a student. The student answers.....
This student now asks another student the same question.....

Sa 'ou tamo'e.

'O le ā lau mea sa
fai?

The student replies.....

Sa 'ou tamo'e.

Continue this way until all have answered the question.

Repeat this procedure using the picture series of the baby crying ('ou te tagi), and use the other dependent pronouns as well.

SUMMARY REVIEW

| | |
|---|---|
| <p><u>E</u> timu Samoa.
 '<u>O</u> le 'a timu Samoa.
 '<u>Ua</u>
 '<u>O</u> lo'o pea
 <u>Sa</u></p> | <p>It rains in Samoa.
 It <u>will rain</u> in Samoa
 <u>is raining</u> (starting)
 <u>is still raining</u>
 <u>rained.</u></p> |
| <p><u>E</u> tamō'e le tama.
 '<u>O</u> le 'a
 '<u>Ua</u>
 '<u>O</u> lo'opea
 <u>Sa</u></p> | <p>The boy <u>runs.</u>
 <u>will run</u>
 <u>is running</u> (starting)
 <u>is still running</u>
 <u>ran</u></p> |
| <p><u>E</u> tagi le pepe.
 '<u>O</u> le 'a
 '<u>Ua</u>
 '<u>O</u> lo'opea
 <u>Sa</u></p> | <p>The baby <u>crys.</u>
 <u>will cry</u>
 <u>is crying</u> (starting)
 <u>is still crying</u>
 <u>cried.</u></p> |
| <p><u>E</u> lole le manu.
 '<u>O</u> le 'a
 '<u>Ua</u>
 '<u>O</u> lo'o pea
 <u>Sa</u></p> | <p>The (animal) bird <u>flys.</u>
 <u>will fly</u>
 <u>is flying</u>
 <u>is still flying</u>
 <u>flew</u></p> |
| <p>'O le ā lara mea e fai?
 '<u>ā</u> fai
 '<u>ua</u> fai
 '<u>o</u> lo'o fai
 <u>sa</u> fai</p> | <p>What <u>does</u> he <u>do</u>?
 <u>will</u> <u>do</u>
 <u>is</u> <u>doing</u> (starting)
 <u>is</u> <u>doing</u>
 <u>did</u> <u>do</u></p> |
| <p><u>E</u> tamō'e.
 '<u>O</u> le 'a
 '<u>Ua</u>
 '<u>O</u> lo'opea
 <u>Sa</u></p> | <p>(He) <u>runs.</u>
 <u>will run</u>
 <u>is running</u>
 <u>is still running</u>
 <u>ran</u></p> |
| <p>'O le ā lau mea e fai?
 <u>etc</u></p> | <p>What <u>do</u> you <u>do</u>?
 <u>etc</u> <u>etc</u></p> |
| <p>'Ou te tagi.
 '<u>O</u> le 'a 'ou
 '<u>Ua</u> 'ou
 '<u>O</u> lo'o o'u
 <u>Sa</u> 'ou</p> | <p>I <u>cry.</u>
 <u>will cry</u>
 <u>am crying</u> (starting)
 <u>am crying</u>
 <u>cried</u></p> |

REVIEW DRILL ELEVEN

TOPICS

Dependent pronouns

Plural Verbs

METHOD: Substitution drill

MATERIALS

Flashcards with Samoan on one side and the English translation on the other.

| | |
|--------|-----------|
| savali | walk |
| tamo'e | run |
| nofo | sit |
| tu | stand |
| sola | to escape |

TIME: 20 minutes

@@ THE DRILL @@@

- I. Teacher flashes the cards until all the students know all the words.
- II. Teacher models the structure first. Students repeat.

| | |
|---|-------------------------------|
| ' <u>Ou</u> te savali i Apia. | I walk to Apia. |
| <u>Ta</u> te savavali i Apia. | <u>We</u> (2) |
| <u>Ma</u> | <u>We</u> (2) |
| <u>Tatou</u> | <u>We</u> (pl) |
| <u>Matou</u> | <u>We</u> (pl) |
| ' <u>E</u> te savali i Apia. | <u>You</u> walk to Apia. |
| <u>Lua</u> te savavali i Apia. | <u>You</u> (2) walk to Apia. |
| <u>Tou</u> | <u>You</u> (pl) |
| ' <u>E</u> savali ' <u>o ia</u> i Apia. | <u>He</u> walks to Apia. |
| <u>La</u> te savavali i Apia. | <u>They</u> (2) walk to Apia. |
| <u>Latou</u> | <u>They</u> (pl) |

Now change the verb and repeat the drill. Remember that all of these verbs change form in plural.

| | | |
|---------------|------------|----------------|
| tamo'e i Apia | (tāmomo'e) | run to Apia |
| nofo i lalo | (nonofo) | sit down |
| tu i luga | (tutu) | stand up |
| sola i Apia | (sosola) | escape to Apia |

GRAMMAR REVIEW FOUR

NOTES ON LESSON TWENTY:

'Ua is the tense marker that denotes present tense (and perfect tenses in some cases).

'Ua timu.....It is raining (just now).
'Ua 'uma ona 'e 'ai?.....Have you eaten?

The absence of the verb 'to be' in Samoan, allows the words rainy, sunny, etc, to be used directly with the tense marker to show state of being.

'Ua laofie..... It is sunny.

E lē'o is used for the negative because this is the common negative for present tense. The word 'o is short for 'O lo'o. A negative can be constructed with 'ua but this is less common and its meaning is a bit different.

'Ua lē timu..... It's not raining. (not just now)
E lē'o timu..... It's not raining.
E lē timu..... It won't rain. It doesn't rain.

Tau in this lesson means 'weather'.

Fa'apēfea is a question word meaning 'how'. It's more common variation is fa'afēfea. When asking about the climate of a country, the tense marker E is used to indicate year round rather than immediate time.

E fa'apēfea le tau o Samoa? How is the weather of Samoa?
E timu..... It rains.

Using the 'o marker (short for 'o lo'o) changes the question to the more immediate time.

'O fa'apēfea le tau?..... How is the weather (right now)?

The answer could be: 'Ua timu, or as will be seen in Lesson 23: 'O lo'o timu.

NOTES ON LESSON TWENTY-ONE:

Normal Samoan sentence construction places the third person (he, she, it, the boy, John, etc.) at the end of the sentence rather than preceding the verb as with the other pronouns.

'Ua fiafia le tama..... The boy is happy.
'Ua fiafia ia..... He is happy.

It is much more common however not to use the pronoun or noun at all in the third person if the subject can be assumed as understood.

'O fa'apēfea le tama? How's the boy?
'Ua fa'anoanoa..... (He's) sad.

'Ou, 'e are the dependent forms of the personal pronouns: a'u and 'oe. They are used when the pronoun comes before the verb. The other dependent pronouns are:

| | |
|-------------------|--------------------|
| 'ou.....I | lā.....they (2) |
| 'eyou | tātou.....we (pl) |
| nahe/she/it | mātouwe (pl) |

| | |
|-------------------------|-----------------------------|
| <u>tā</u>we (2) | tou..... you (pl) |
| <u>mā</u>we (2) | <u>lātou</u>they (pl) |
| <u>lua</u>you (2) | |

Notice that most of these are contractions of the personal pronouns seen earlier. Nā (he/she/it) is heard less frequently than ia the independent form.

Te lē'o in this lesson is actually three words. Te is the alternate form of E (the present tense marker) which is used after the dependent pronoun. Lē is the negative marker meaning not. The word 'o is short for 'olo'o another present tense marker (see Lesson 23).

It is important to switch to the te form when using dependent pronouns in sentence construction. It is common to hear many Samoans, speaking to a foreigner or children using both the e tense marker and the independent pronoun.

E lē'o fiafia a'u..... I'm not happy.

The more grammatically correct structure uses the dependent pronouns.

'Ou te lē'o fiafia..... I'm not happy.

Lē in this lesson can also be used with 'ua to show immediate negative, but this has a more restrictive meaning.

'Ua 'ou lē fiafia..... I'm not happy (at this very moment).

NOTES ON LESSON TWENTY-TWO:

Fia is a multiple meaning word. In this lesson, it is used as a general particle that is normally joined with a verb. Though fia here means 'to desire', 'to wish for', or 'to want to', it is not used independently of a base and is usually translated by its base.

| | |
|----------------|---------------------------|
| 'ai (eat)..... | fia 'ai (to want to eat). |
| alu (go) | fia alu (to want to go) |

Another word often misused by students in place of fia is the verb mana'o (to want, to desire). The student must realize however that while mana'o is a verb, fia is a verb particle and must be joined with a verb to be in correct usage.

'Ou te mana'o i le tusi..... I want the book.

'Ou te mana'o e 'ai..... I want to eat.

'Ua 'ou fia 'ai..... I am hungry.

'A'ai is the plural form of 'ai. Many Samoan verbs have a plural form. The most common ways of showing plural is for the verb to double one of the syllables or to add the prefix fe. There are some verbs however which change completely as well as those that don't change at all.

| | | |
|------------|----------------|---------|
| moe | momoe | sleep |
| tagi | fetāgisi | cry |
| alu | o | go |
| sasa | sasa | to beat |

NOTES ON LESSON TWENTY-THREE:

'Avea is the 'passive' form of the verb 'ave (see Lesson 1). The concept of active and passive verb forms in Samoan is not clearly understood and the existing texts on Samoan grammar have varying views on the actual function of the endings suffixed to verbs such as 'ave. What the student should be aware of at this time is that some (but not all) Samoan verbs take one or more of several endings (i.e.: a, ina, ia, fia, gia, etc) to give a passive meaning to the sentence.

The passive endings do not always change the verb to a passive meaning however and this is where the concept becomes complicated and misunderstood. The translation of the sentence used in this Lesson for example is not passive.

'O lo'o 'e 'avea le peni..... You are taking the pen.

A general rule of thumb can be applied to most cases in which the passive ending must be used. The presence of a direct object (either mentioned or understood) and a dependent pronoun subject which precedes the verb usually requires that the ending be used if the verb can take an ending.

'E te tatalaina le fagu..... You open the bottle.

Without the pronoun, the ending is usually absent.

E tatala le fagu?..... Open the bottle?

In addition most past negative statements require the endings on verbs that can take them.

E le'i tāina le ono..... It hasn't struck six (o'clock).

Marsack's, Samoan (Teach Yourself) contains a brief list of some common verbs and their passive endings (pages 129-36). Churchward also lists such a table in his, Samoan Grammar (pages 80 - 84)

The present continuous tense is represented by the marker 'o lo'o. It is very similar to the other present continuous marker 'ua, but with a noticeable difference in meaning. 'ua is normally used to describe a temporary state of being or one that has just come about.

'Ua ta'e le fagu..... The bottle is broken (just now).

'O lo'o on the other hand would be used when the state is presently occurring now and has been for some time.

'O lo'o timu..... Its raining (still).

A short form of 'o lo'o is 'o which should not be confused with the particle 'o.

'O 'e fiafia?..... Are you happy?

'O le peni..... The pen.

O'u is the dependent form of a'u (I) used with the marker 'o lo'o.

The past tense marker sa has an alternate marker, na. The difference between these two markers is vague in most existing texts (Churchward for example states that sa implies duration and is used for states, whereas na is used for actions and expressing short duration), and most authors agree that the difference is very slight if at all.

The future tense marker in this Lesson 'o le'ā is used to show the immediate future. The student should be careful not to confuse this marker with the idiom for 'what' ('o le ā).

The 'o le'ā marker is used when the future action or event is about to occur, or will at a definite time.

'O le'ā 'āmata le ā'oga i le lua.... School will start at two.'

The present marker e/te is also used with a future meaning but it is an implied and uncertain future and the verb 'going to' can usually be translated into sentence.

'Ou te alu i Apia..... I'm going to go to Apia.

'O le'ā 'ou alu i Apia..... I will go to Apia.

With this exception of te, all the tense markers occur before the dependent pronoun.

'Ou te alu I go.

'O le'ā 'ou alu..... I will go

'Ua 'ou alu.....I am going.
 'O lo'o o'u aluI am going.
 Sa/na 'ou alu...I went.

It is possible to use the independent pronouns with each of these markers in which case e replaces te and all of the pronouns follow the verb instead of preceding it as with the dependents.

E alu a'u.....I go.
 'O le'a alu a'u.....I will go.
 'Ua alu a'u.....I am going.
 'O lo'o alu a'u.....I am going.
 Sa/na alu a'uI went.

The student should be aware however that this construction is used mainly when speaking to children and foreigners and is considered less correct than the previous construction.

NOTES ON LESSON TWENTY-FOUR:

Negative is expressed with the word lē (not). This word can be used with all the tense markers and comes directly before the verb.

'Ou te lē fia 'aiI'm not hungry.
 'O le'a 'ou lē fia 'ai.....I won't be hungry.
 'Ua 'ou lē fia 'aiI'm not hungry.
 'O lo'o o'u lē fia 'ai.....I'm not hungry.
 Sa/na 'ou lē fia 'aiI wasn't hungry.

The future and implied future negative are sometimes interchangeable especially if an adverb of time is present.

'O le'a 'ou lē alu taeao.....I will not go tomorrow.
 'Ou tē lē alu taeao.....I am not going to go tomorrow.

There are two common negative alternates that students should become familiar with. The present continuous negative is usually expressed with the marker lē 'o (contraction of lē and 'o lo'o). lē 'o is used before the verb and with the e/te marker.

'O lo'o o'u lē aluI'm not going.
 'Ou te lē 'o alu.....I'm not going.

The past negative is usually expressed by marker le'i which is also used with the e/te marker.

Sa 'ou lē aluI didn't go.
 'Ou te le'i aluI didn't go.

NOTES ON LESSON TWENTY-FIVE:

'ea used in this lesson with the 'o lo'o tense is a verbal particle which denotes the continuance of a process or activity. It normally follows the verb.

alu (go).....alu pea (go on, continue).
 moe (sleep).....moe pea (sleep on).

fai is a multiple meaning word which here means 'to do'. In colloquial speech, the tense markers 'o lo'o and 'o le'a are abbreviated to 'o and 'a respectively when used with fai.

'O lo'o fai.....'o fai.....to be doing.
 'O le'a fai.....'a fai.....will do.

The question 'What is he doing?' is asked in Samoan as:

'O lea 'ou fai?.....What his thing? (literally)

WORK SHEET NO. FOUR

I. Change these sentences first to the tense indicated and then the new sentences into the number indicated.

1. Mā te fia momoe.
(Sa) _____ (Singular) _____
2. 'O le'ā mātou 'a'ai.
(Ua) _____ (Pair) _____
3. Lā te lē fiafia.
(O lo'o) _____ (Plural) _____
4. 'O le ā lana mea e fai?
(Sa) _____ (Pair) _____
5. E ita le tama iā a'u.
(Ua) _____ (Plural) _____

II. Change these to negative:

6. 'Ou te fia ta'alo lakapī. _____
7. 'Ua oti lo'u tamā (past) _____
8. 'O le'ā 'e alu i Apia. _____
9. 'O lo'u tapuni le _____
10. 'Ou te iloa le lesota. _____

ta'alo - play oti - die iloa - to know

III. Correct these sentence:

11. Tāteu moe i lalo le ta'avale. _____
12. E fia tā'ele a'u. _____
13. E tolu tagata sa 'a'ai. _____
14. 'E te 'ave le maile pe leai? _____
15. 'O le'ā mā feinu ananafi. _____

tā'ele - to bath pe - or ananafi - yesterday

IV. Change this story to past tense then to future tense.

'Ou te alu i Apia. 'Ou te fa'atau mai la mātou mea'ai i le fale-
'oloa. 'Ou te 'avea la'u tupe i le fa'atau'oloa. 'Ou te 'aumaia le
'apa pīsupo mā le 'apa i'a. 'Ou te toe alu i lo mātou fale. Mātou
te 'a'ai i nā mea'ai.

alu - go fa'atau - buy fale'oloa - store
fa'atau'oloa - storekeeper toe - again

PAST:

FUTURE:

V. Change this singular story to a plural story about two people, Simi and Toma;

'O a'u 'o le tama Samoa. Sa 'ou fānau i Apia i le tausaga e tasi i va lima tasi. E luasefulu tolu o'u tausaga. 'O lo'u igoa 'o Simi. 'Ou te faigālua i le fale'oloa o BP. 'Ou te lē inu pia. 'Ou te lē ulaula fo'i. 'Ou te fiafia e nofo i Samoa.

fānau (fānanau)- to be born; tausaga - year; igoa - name; fo'i - also; faigālua - to work at a job.

Plural pair story (mā'ua):

VI. Make up a short story using the words below and any other words previously learned.

I like to drink tea. I drink three cups each day. I buy the tea and sugar at the store. I heat the tea. I pour the tea in my cup. I drink all the tea. Tea is good.

tea-ti; to heat- fa'avevela (fa'avevelaina); pour - ligi; drink all - inu
good - lelei. 'uma

The Story:



THE SAMOAN CONSTRUCTION: 'TO BE'

THE SAMOAN CONSTRUCTION: 'TO HAVE'

FORMAL DEMONSTRATIVES

TO BE LIKE

ADJECTIVES, COMPARATIVE, SUPERLATIVE

CALENDAR

ADVERBS (OF TIME)

| <u>Word</u> | <u>Action</u> | <u>Target Response</u> |
|--------------------------|--|---|
| | Teacher stands before the class and with a pointer begins to point to the objects at the top of the chart. | |
| (Tree) <u>Lā'au!</u> | Point to the tree.....
Indicate a full sentence | Lā'au!
'O le lā'au. |
| (Car) <u>Ta'avale!</u> | Point to the car.....
Indicate a full sentence | Ta'avale!
'O le ta'avale. |
| (Boat) <u>Va'a!</u> | Point to the boat | Va'a!
'O le va'a. |
| (House) <u>Fale!</u> | Point to the house.....
Indicate a full sentence | Fale!
'O le fale. |
| (Plane) <u>Va'alele!</u> | Point to the airplane | Va'alele!
'O le va'alele. |
| (Road) <u>'Auala!</u> | Point to the road | 'Auala!
'O le 'auala. |
| (Person) <u>Tagata!</u> | Point to the person.....
Full sentence | Tagata!
'O le tagata. |
| | Review all. Try a few minutes of review with question and answer . | (i.e.)
'O le ā lea?
'O le va'a!
etc. |

NOTE: This next concept is a little difficult to present. The teacher must have patience and continue trying until the students can master the structure. If the meaning isn't apparent to them at first, it will become evident as the lesson progresses.

| | | |
|----------------------|--|----------------|
| (To be) <u>I ai!</u> | Point to the tree in the line above the pictures. Point next to the trees in the other pictures and say <u>i ai</u> . If a picture has no tree in it just shake your head <u>no!</u> As you touch the trees say <u>i ai</u> . Make everyone repeat.. | I ai! |
| | Now again point to the tree in picture No. 1 and indicate a full sentence (Indicate the <u>to</u> is to be thrown out if they use it in the sentence). | I ai le lā'au. |
| <u>E!</u> | Make everyone repeat.....
Now again point to the tree in picture | E! |

No. 1 and indicate a full sentence.
Make everyone repeat.....

E i ai le lā'au.
E i ai le lā'au.

Now point to the car in picture No. 1 and indicate a full sentence.....
NOTE: Make sure the pronunciation is correct and that they aren't saying 'E 'i 'ai le ta'avale.

E i ai le ta'avale.

Repeat this with all the items in Picture No. 1

(i.e.)
E i ai le va'a.
E i ai le fale.
E i ai le 'auala.

Move on the picture No. 2 and continue as in No. 1

(i.e.)
E i ai le va'alele.
E i ai le tagata.
E i ai le ta'avale.

Now, point to the picture of an airplane in the list above the four pictures. Then point to the airplane in picture No. 2 and indicate a full sentence

E i ai le va'alele.

(To not be) E leai!

Quickly point to the 'X' in picture No. 1 that shows the airplane is not present in that picture and shake your head no! Make all repeat. Indicate a full sentence.....
NOTE: This sentence may be difficult for some students to construct. If this is the case, then the teacher may model the whole sentence for the students.

E leai!
E leai se va'alele.

Point to the 'X' in picture No. 1 that represents tagata. Indicate a full sentence

E leai se tagata.

Continue this way for each 'X' in pictures No. 1 and 2.

(i.e.)
E leai se lā'au.
E leai se fale.
etc.

E i ai se lā'au?

Draw a question. Point to the tree in the line above the four pictures, then point to picture No. 1 using very clear voice inflection. Ask this question:
Indicate everyone is to repeat.....

E i ai se lā'au?

Nod your head yes and indicate all are to answer.....

'Ioe, e i ai le lā'au.

Point to the second object in the line,
 the car. Again point also to picture
 No. 1 and indicate a full question.... **E i ai se ta'avale?**
 Indicate a yes answer **'Ioe, e i ai le ta'a-
 vale.**

Continue in this way with each object
 in that upper line. Always point to
 picture No. 1 for the question.....
 (i.e.)
E i ai se va'a?
'Ioe, e i ai le va'a.
E i ai se fale?
'Ioe, e i ai le fale.
E i ai se va'alele?
**Leai, e leai se va'a-
 lele.**
 etc.

Repeat this procedure with picture
 No. 2.

Now move to pictures Nos. 3 and 4
 for the plurals.

Point to the picture of the airplanes
 in picture No. 3 and indicate a full
 sentence **E i ai va'alele!**

NOTE: This should be easy enough
 for the students to construct on
 their own. If not, teacher may model
 the sentence.

Point to the boats (picture No. 3).. **E i ai va'a.**
 Point to the roads **E i ai 'auala.**
 Point to the cars **E i ai ta'avale.**
 Point to people **E i ai tagata.**

Continue in picture No. 4.

Point to the trees. **E i ai la'au.**
 Point to the houses..... **E i ai fale.**
 Point to the planes..... **E i ai va'alele.**

Now point to the 'X' in picture No.
 3 representing the trees. Shake your
 head no.

E leai!

All repeat **E leai!**
 Point again to the 'X' and indicate a
 full sentence **E leai ni la'au.**

NOTE: If the students forget to add
ni the teacher should just say the
 word ni for the students. If this
 doesn't help then the teacher may
 model the whole sentence.

Continue pointing to each 'X' in pic-
 ture No. 3 **E leai ni fale.**

Continue with picture No. 4

E leai ni ta'avale.
E leai ni 'auala.
E leai ni va'a.
etc.

Hold up two fingers to show plural and point to the tree in the line above the four pictures and then point to picture No. 3. Indicate a question
Indicate a negative answer
Repeat with the next object in the line (car)
Indicate a full sentence

E i ai ni lā'au?
Leai, e leai ni lā'au.

E i ai ni ta'avale?
'I'e, e i ai ta'avale.

Continue in this way for picture No. 3.
Repeat for picture No. 4.

Point to the whole area of picture No. 1 and say:

(Picture) Ata!

All repeat
Point to picture No. 2 and make the same gesture.....
Indicate a full sentence
Point to No. 3
Point to No. 4

Ata!

Ata.
'O le ata.
'O le ata.
'O le ata.

(First) Muamua!

Point to the number 1 in the first picture. All repeat
Now point to the area of picture No. 1 then the number 'one' itself and indicate a full sentence

Muamua!

'O le ata muamua.

(Second) Lona lua!

Point to the number 2 picture No. 2. Full sentence

Lona lua!
'O le ata lona lua.

(Third) Lona tolu!

Point to the number 3 in picture No. 3. Full sentence

Lona tolu!
'O le ata lona tolu.

(Last) Mulimuli!

Point to the last picture
Full sentence

Mulimuli!
'O le ata mulimuli.

Review all four numbers.

Teacher now points to the tree in picture No. 1 and says:

E i ai le lā'au!

All repeat

E i ai le lā'au!

(In) I!

Make everyone repeat

I!

Le ata muamua!

Point to the whole of picture No. 1.

Le ata muamua!

Again point to the tree, then the whole picture. Indicate a full sentence

E i ai le lā'au i le ata muamua.

Repeat this with the other objects
and each 'X' in picture No. 1

(i.e.)
E i ai le ta'avale i
le ata muamua.
E leai se tagata i le
ata muamua.
E i ai le va'a i le
ata muamua.
E leai se va'alele i
le ata muamua.

E i ai se fale i le
ata lona lua?

Now teacher asks a question.
All repeat

E i ai se fale i le
ata lona lua?

Let someone answer

Leai, e leai se fale
i le ata lona lua.

Indicate that the first student
who answered the question may
ask another student about any
object in any picture.....

(i.e.)
E i ai se ta'avale i
le ata lona lua?
'Ioe, e i ai le ta'avale
i le ata lona lua.

Continue for the remainder of the
class time. Let the students ask
about any object and any picture
both singular and plural. If time
permits, the class can go outside
and practice this structure.

SUMMARY REVIEW

| | |
|--------------------------------|-------------------------------|
| E i ai le <u>lā'au</u> . | There is a <u>tree</u> . |
| <u>ta'avale</u> | <u>car</u> |
| <u>va'a</u> | <u>boat</u> |
| <u>fale</u> | <u>house</u> |
| <u>va'alele</u> | <u>plane</u> |
| <u>'auala</u> | <u>road</u> |
| <u>tagata</u> | <u>person</u> |
|
 | |
| E i ai se <u>lā'au</u> ? | Is there a <u>tree</u> ? |
| <u>etc.</u> | <u>etc.</u> |
|
 | |
| 'Ioe, e i ai le <u>lā'au</u> . | Yes, there is a <u>tree</u> . |
| <u>etc.</u> | <u>etc.</u> |
|
 | |
| Leai, e leai se <u>lā'au</u> . | No, there is no <u>tree</u> . |
| <u>etc.</u> | <u>etc.</u> |

LESSON TWENTY-SEVEN

TOPICS

- (a) The structure 'to have'.....(e) i ai (le'u)
- (b) Card playing.

METHOD

Drills and follow up activity. The activity is the card game FISH. It is played in the following way:

Shuffle and deal the cards, five per player. The players may look at their cards. The rest of the deck is placed in the center of the table. The object is to accumulate three of a kind or three card straights. These cards are spread out before the player and anyone can then place other cards of the same kind or series on that set. The first person to set down all of his cards is the winner. Play begins on the dealer's right. That player can ask any other player for any single card that he might need in order to complete a set. If the other player has the card in question, he must give it to the player who asked for it. The first player may continue asking for cards until he receives a 'No' answer. Upon receiving a 'No' answer, that player draws one card from the deck and the next player now asks in the same way. Students must ask and answer in complete sentences in Samoan.

MATERIALS: Playing cards.

TIME: 45 minutes.

***** THE LESSON *****

I. Introduce the following new words using the cards:

| | | | |
|------------|-------|-------------|------|
| ka | king | siaki | jack |
| teine | queen | sai | ace |

II. Pass out two cards per student face up before them on the table. Some students should have kings and aces and others queens and jacks. Teacher then models these patterns and points when necessary to explain the meanings. Students repeat.

E i ai sau ka?

Do you have a king?

teine

queen

sai

ace

siaki

jack

'Ioe, e i ai la'u ka.
etc

Yes, I have a king.
etc

Leai, e leai sa'u ka.
etc.

No, I don't have a king.
etc.

E i ai sana ka?
etc

Does he have a king?
etc

'Ioe, e i ai lana ka.
etc

Yes, he has a king.
etc

Leai, e leai sana ka.
etc

No, he has no king.
etc

III. Pass out other cards (i.e. tens, nines, etc) and repeat the drill.

IV Collect all the cards and play the game FISH.

.....

pronouncing it's Samoan name.

| | | | |
|------------------|-------------------|------------------|---------------|
| falesamoa ;..... | Samoan fale | telefoni | telephone |
| faleuila | toilet (outhouse) | T.V. | T.V. |
| fale'olua | store | mea pu'eata ... | camera |
| falepia | bar | lā'au pu'eleo .. | tape recorder |
| fale'aiga | restaurant | lā'au lomitusi.. | typewriter |

II. Teacher writes the five tense markers on the board and then models the following patterns for the students. Students repeat. After the students understand the drill it is only necessary for the teacher to point to the proper picture, tense marker, or say the new pronoun and the students will automatically change the sentence.

E i ai lo'u falesamoa.

lou

lona

I have a Samoan house.

You

He has

Sa i ai lo tā faleuila.

mā

lua

lā

We (2) had a toilet.

We (2)

You (2)

They (2)

'Ua i ai lo tātou fale'olua.

mātou

tou

lātou

We have a store.

We

You

They

'O lo'o i ai lo'u falepia.

lou

lona

I have a bar.

You

He has

'O le'ā i ai lo tā fale'aiga.

mā

lua

lā

We will have a restaurant.

We

You

They

E i ai sa'u telefoni?

sau

sana

Do I have a phone?

you

Does he

E leai sa'u telefoni.

sau

sana

I have no phone.

You

He has

Sa i ai sa tā T.V.?

mā

lua

lā

Did we have a T.V.?

we

you

they

E le'i i ai sa tā T.V.

mā

lua

lā

We didn't have a T.V.

We

You

They

'Ua i ai sa tātou mea pu'eata?

mātou

tou

lātou

Do we have a camera?

we

you

they

'Ua leai sa tātou mea pu'eata.

etc

We have no camera.

etc.

'O i ai sa'u lā'au pu'eleo?

sau

sana

Do I have a tape recorder?

you

Does he

E le'o i ai sa'u lā'au pu'eleo.

sau

sana

I don't have a tape recorder.

You

He doesn't

'O le'ā i ai sa tā lā'au lomitusi?

mā

lua

lā

Will we have a typewriter?

we

you

they

'O le'ālē i ai sa tā lā'au lomitusi.

mā

lua

lā

We won't have a typewriter.

We

You

They

III. Let the students make up questions using these pictures, all the pronouns, and the five tenses.

LESSON TWENTY-NINE

TOPICS

- (a) Adjectives of colour.
- (b) Formal demonstratives.
 - this lenei these nei
 - that lenā those nā
 - that lelē those lā
- (c) to be like fa'apēnā, fa'apēnei, etc.
- (d) what's it like.. fa'apēfea, fa'apē'i.

METHOD: Substitution drill.

MATERIALS

Flowers or any small objects of the following colours: red, yellow, green, blue, white, black, brown. Other colours may be added at the teachers discretion.

TIME: 45 minutes.

@@ @ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. Place the seven different coloured flowers on the table. As the teacher says each sentence he performs an explanatory action. Students repeat after each example. Note: If you can't find black or brown flowers, make them out of paper.

| | |
|-------------------------------|---------------------------|
| 'O le fugālā'au. | It's a flower. |
| 'O le fugālā'au <u>mimū</u> . | It's a <u>red</u> flower. |
| <u>samasama</u> | <u>yellow</u> |
| <u>lanumeamata</u> | <u>green</u> |
| <u>lanumoana</u> | <u>blue</u> |
| <u>pa'epa'e</u> | <u>white</u> |
| <u>uliuli</u> | <u>black</u> |
| <u>'ena'ena</u> | <u>brown</u> |

1. Ask this question for each flower. Students answer first, then they ask



and answer each other.

'O le ā le lanu o le fugālā'au lenei? What's the colour of this flower?
E mūmū le fugālā'au lenā. Red is (the colour of) that flower.
etc etc

2. Ask this question for each flower.

'O le ā le lanu o le fugālā'au lenā? What's the colour of that flower?
E mūmū le fugālā'au lenā. Red is (the colour of) that flower.
etc etc

3. Ask this question for each flower.

'O le ā le lanu o le fugālā'au lelā? What's the colour of that flower?
E mūmū le fugālā'au lelā. Red is (the colour of) that flower.
etc etc

II. For this next section, indicate that fa'apē'i and fa'apēfea are question words. When using the words fa'apea, fa'apēnei, fa'apēnā and fa'apēlā, point to examples of other flowers placed close, near and far away.

(A) 'E fa'apē'i le fugālā'au? What's the flower like?
E fa'apea le fugālā'au. The flower's like this (here).
fa'apēnei this (here)
fa'apēnā that (there)
fa'apēlā that (far)

(B) Give everyone a different coloured flower. Place others in various locations (near, close, far). Students rotate asking the questions about their own flower. All the other students respond and point to the flower that matches that student's flower.

1. E fa'apē'i la'u fugālā'au? What's my flower like?
E fa'apea lau fugālā'au. Your flower's like this.
fa'apēnei this
fa'apēnā that
fa'apēlā that

2. 'O ai e i ai sana fugālā'au Who has a flower like this?
fa'apea?
E i ai la'u fugālā'au fa'apēnā. I have a flower like that.

3. 'O fea 'o i ai se isi fugālā'au Where is another flower like this?
fa'apea?

'O le isi lea fugālā'au fa'apēnā. Here is another flower like that.

4. E fa'apēfea le lanu o lenei What's the colour like of this
fugālā'au? lenā flower? that
ielā that

E mūmū le lanu o le fugālā'au lenei. Red is the colour of this flower.
lena that
lela that

III. Repeat with plural flowers.

(i.e.)

'E fa'apē'i fugālā'au nei? What are these flowers like?
nā those
lā those

| | |
|--------------------------------------|---------------------------------------|
| E <u>mūmū</u> fugālā'au <u>nei</u> . | <u>These</u> flowers are <u>red</u> . |
| <u>samasama</u> <u>nā</u> | <u>Those</u> <u>yellow</u> |
| <u>lanumeamata</u> <u>lā</u> | <u>Those</u> <u>green</u> |
| <u>lanumoana</u> | <u>blue</u> |
| <u>papa'e</u> | <u>white</u> |
| <u>ūli</u> | <u>black</u> |
| <u>'e'ena</u> | <u>brown</u> |

Continue as with the singular drills.

SUMMARY REVIEW

'O le fugālā'au mūmū lenei. This is a red flower.
samasama yellow
lanumeamata green
etc etc

'E mūmū le fugālā'au lenei. Red is (the colour of) this flower.
lena that (close)
lela that (far)

E fa'apēfea le fugālā'au? How's the flower like?
fa'apē'i How's like?

E fa'apea le fugālā'au. The flower's like this (common).
fa'apēnei this (formal)
fa'apēnā that (close)
fa'apēlā that (far)

E mūmū fugālā'au nei. Red is (the colour of) these flowers.
nā those (close)
lā those (far)



LESSON THIRTY

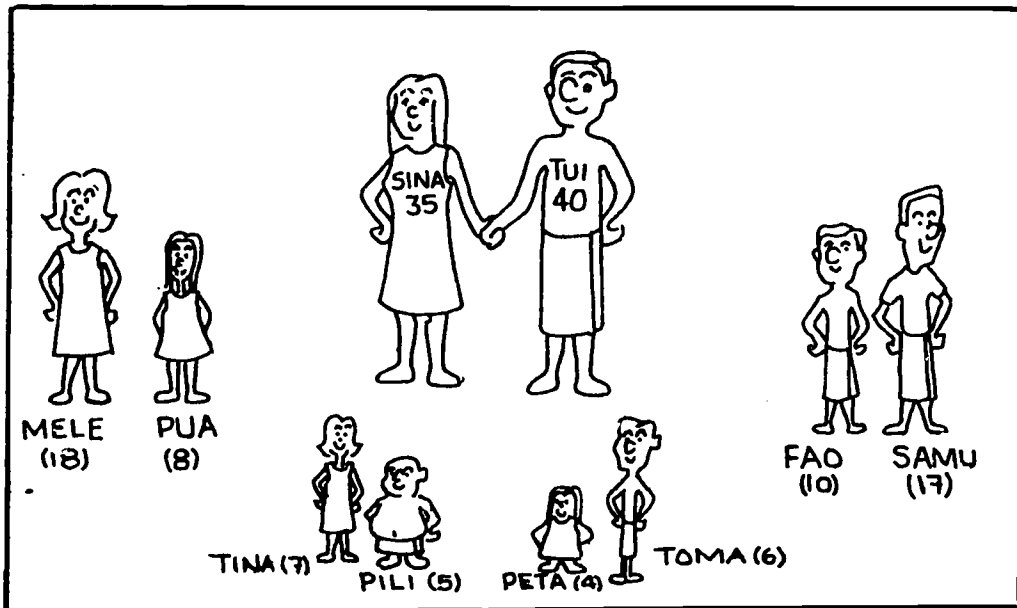
TOPICS

- (a) Family members.
- (b) Comparative of adjectives i lō.
- (c) Superlative of adjectives sili ona.

METHOD: Substitution drill.

MATERIALS:

A large picture like the one below and a blackboard.



TIME: 45 minutes.

***** THE LESSON *****

I. Place the family picture on the wall.

(A) Introduce these words by pointing to the respective members and saying the sentence below. Students repeat.

Tamā

'O Tui 'o le tamā.
'O Tui 'o le tamā o Fao, o Samu,
o Pua, o Mele, etc.

Father.

Tui is the father.
Tui is the father of Fao, Samu, Pua,
Mele, etc.

Ātali'i

'O Fao 'o le ātali'i o Tui.
Samu
etc.

Son

Fao is Tui's son.
Samu
etc.

| | |
|---|--|
| <u>Āfafine</u> | Daughter |
| 'O <u>Peta</u> 'o le āfafine o Tui. | <u>Peta</u> is Tui's daughter. |
| <u>Tina</u> | <u>Tina</u> |
| <u>etc</u> | <u>etc</u> |
| To'alua | Spouse |
| 'O Sina 'o le to'alua o Tui. | Sina is Tui's spouse. |
| Tinā | Mother |
| 'O Sina 'o le tinā o Mele, o Pua,
o Tina, o Pili, etc. | Sina is the mother of Mele, Pua, Tina,
Pili, etc. |
| Tama teine | Daughter |
| 'O <u>Mele</u> 'o le tama teine a Sina. | <u>Mele</u> is Sina's daughter. |
| <u>Pua</u> | <u>Pua</u> |
| <u>etc</u> | <u>etc</u> |
| Tama tama | Son |
| 'O <u>Pili</u> 'o le tama tama a Sina. | <u>Pili</u> is Sina's son. |
| <u>Toma</u> | <u>Toma</u> |
| <u>etc</u> | <u>etc</u> |
| To'alua | Spouse |
| 'O Tui 'o le to'alua o Sina. | Tui is Sina's spouse. |
| Uso | Brother |
| 'O <u>Fao</u> 'o le uso o <u>Samu</u> . | <u>Fao</u> is <u>Samu</u> 's brother. |
| <u>Toma</u> | <u>Toma</u> |
| <u>Pili</u> | <u>Pili</u> |
| Uso | Sister |
| 'O <u>Pua</u> 'o le uso o Mele. | <u>Pua</u> is Mele's sister. |
| <u>Tina</u> | <u>Tina</u> |
| <u>Peta</u> | <u>Peta</u> |
| Tuagane | Brother |
| 'O <u>Fao</u> 'o le tuagane o Mele. | <u>Fao</u> is Mele's brother. |
| <u>Samu</u> | <u>Samu</u> |
| <u>etc</u> | <u>etc</u> |
| Tuafafine | Sister |
| 'O <u>Pua</u> 'o le tuafafine o Samu. | <u>Pua</u> is Samu's sister. |
| <u>Mele</u> | <u>Mele</u> |
| <u>etc.</u> | |

(B) Ask and answer question similar to those below.

'O ai le tama?

Who is the father?

| | |
|---|--|
| <u>tina</u> | <u>mother</u> |
| 'O ai <u>ātali'i</u> o Tui?
<u>āfafine</u> | Who are Tui's <u>sons</u> ?
<u>daughters</u> |
| 'O ai <u>tama tama</u> a Sina?
<u>tama teine</u> | Who are Sina's <u>sons</u> ?
<u>daughters</u> |
| 'O ai uso o <u>Fao</u> ?
<u>Pua</u> | Who are <u>Fao's</u> brothers?
<u>Pua's</u> sisters |
| 'O ai tuagāne o Pua? | Who are Pua's brothers? |
| 'O ai tuafāfine o Fao? | Who are Fao's sisters? |
| E fia tausaga o <u>Tui</u> ?
<u>Sina</u>
<u>etc</u> | How old is <u>Tui</u> ?
<u>Sina</u>
<u>etc</u> |

II. By pointing to the proper example in the picture, introduce these words and sentences.

| | |
|----------------|----------------------|
| matuaold | lā'itiitiyoung |
| putafat | pa'e'ethin |
| 'umitall | pu'upu'ushort |

| | |
|----------------------|----------------------------|
| E matua <u>Tui</u> . | <u>Tui</u> is <u>old</u> . |
| <u>Sina</u> | <u>Sina</u> |
| <u>Mele</u> | <u>Mele</u> |
| <u>Samu</u> | <u>Samu</u> |

| | |
|---------------------------|-----------------------|
| E lā'itiiti <u>Tina</u> . | <u>Tina</u> is young. |
| <u>Pili</u> | <u>Pili</u> |
| <u>Peta</u> | <u>Peta</u> |
| <u>Toma</u> | <u>Toma</u> |

| | |
|----------------------|---------------------|
| E puta <u>Pili</u> . | <u>Pili</u> is fat. |
| <u>Peta</u> | <u>Peta</u> |

| | |
|------------------------|----------------------|
| E pa'e'e <u>Toma</u> . | <u>Toma</u> is thin. |
| <u>Tina</u> | <u>Tina</u> |

| | |
|----------------------|----------------------|
| E 'umi <u>Samu</u> . | <u>Samu</u> is tall. |
| <u>Mele</u> | <u>Mele</u> |

| | |
|---|---|
| E pu'upu'u <u>Fao</u> . | <u>Fao</u> is short. |
| <u>Pua</u> | <u>Pua</u> |
| E matua <u>Tui</u> iā <u>Sina</u> . | <u>Tui</u> is older than <u>Sina</u> . |
| <u>Samu</u> <u>Fao</u> | <u>Samu</u> <u>Fao</u> |
| <u>Mele</u> <u>Pua</u> | <u>Mele</u> <u>Pua</u> |
| E lā'itiiti <u>Sina</u> i lō <u>Tui</u> . | <u>Sina</u> is younger than <u>Tui</u> . |
| <u>Fao</u> <u>Samu</u> | <u>Fao</u> <u>Samu</u> |
| <u>Pua</u> <u>Mele</u> | <u>Pua</u> <u>Mele</u> |
| E puta <u>Peta</u> i lō <u>Toma</u> . | <u>Peta</u> is fatter than <u>Toma</u> . |
| <u>Pili</u> <u>Tina</u> | <u>Pili</u> <u>Tina</u> |
| E pa'e'e <u>Toma</u> i lō <u>Peta</u> . | <u>Toma</u> is thinner than <u>Peta</u> . |
| <u>Tina</u> <u>Pili</u> | <u>Tina</u> <u>Pili</u> |
| E 'umi <u>Samu</u> i lō <u>Fao</u> . | <u>Samu</u> is taller than <u>Fao</u> . |
| <u>Mele</u> <u>Pua</u> | <u>Mele</u> <u>Pua</u> |
| E sili ona matua <u>Tui</u> . | <u>Tui</u> is the <u>oldest</u> . |
| la'ititi <u>Peta</u> | <u>Peta</u> <u>youngest</u> |
| puta <u>Pili</u> | <u>Pili</u> <u>fattest</u> |
| pa'e'e <u>Toma</u> | <u>Toma</u> <u>thinnest</u> |
| 'umi <u>Tui</u> | <u>Tui</u> <u>tallest</u> |
| pu'upu'u <u>Peta</u> | <u>Peta</u> <u>smallest</u> |

III. Write this story on the blackboard. The students will translate into Samoan together.

THE STORY OF FAO

My name is Fao. I am a Samoan boy. I am ten years old. I live in a Samoan family. There are ten people in our family. Tui is my father, and Sina is my mother. I have three brothers and four sisters. Peta is my youngest sister and Mele is my oldest sister. Three of my brothers are taller than me. Only one brother is shorter than me. I love my family very much.

IV. If time permits or as a follow-up-lesson let each student write his own story describing his family. Each student reads his story and the class corrects any mistakes.

SUMMARY REVIEW

'O le to'aluā o Tui.

It's Tui's spouse.

LESSON THIRTY-ONE

TOPICS

- (a) Calendar (names of months, days).
- (b) 'What's the day, date, month.'
- (c) 'What is your birthdate?'

METHOD: Silent way, repetition drill.

MATERIALS: A large Samoan wall calendar.

TIME: 45 minutes .

@@ THE LESSON @@@

| <u>Word</u> | <u>Action</u> | <u>Target Response</u> |
|---|--|--|
| (Year) <u>Tausaga!</u> | Point to the whole year on the calendar
Full sentence | Tausaga!
'O le tausaga. |
| (Month) <u>Māsina!</u> | Point to the months
Full sentence | Māsina!
'O le māsina. |
| <u>E fia māsina i le tausaga?</u> | All repeat the question

Students should answer | E fia māsina i le tausaga?

E sefululua māsina i le tausaga. |
| <u>'O ai le māsina muamua?</u> | Point to the first month. Indicate a question. All repeat.... | 'O ai le māsina muamua? |
| (January) <u>Ianuari!</u> | All repeat
Full sentence | Ianuari!
'O Ianuari le māsina muamua. |
| <u>'O ai le māsina lona lua
o le tausaga?</u> | Point to the second month and draw a question. All repeat... | 'O ai le māsina lona lua o le tausaga? |
| (February) <u>Fepuari!</u> | All repeat
Full sentence | Fepuari!
'O Fepuari le māsina |



lona lua o le tausaga.

'O ai le māsina lona tolu o le tausaga? Point to the third month and indicate a question. All repeat

'O ai le māsina lona tolu o le tausaga?

(March) Mati! All repeat Full sentence

Mati!
'O Mati le māsina lona tolu o le tausaga.

Point to the fourth month and indicate a question

'O ai le māsina lona fa o le tausaga?

(April) Aperila! All repeat Full sentence

Aperila!
'O Aperila le māsina lona fa o le tausaga.

Continue in this way for all the months. Remember to review from the beginning.

Mē(May), Iuni(June), Iulai (July), Aokuso(August), Setema(September), Oketopa (October), Nōvema(November).

The last month can be lona sefululua (twelfth) or mulimuli (last).

'O ai le māsina mulimuli o le tausaga? Point to the last month. All repeat

'O ai le māsina mulimuli o le tausaga?

(December) Tēsema! All repeat Full sentence

Tēsema!
'O Tēsema le māsina mulimuli o le tausaga.

'O ai le māsina lenei? Indicate a question Indicate a full sentence answer with today's month....

'O ai le māsina lenei?
'O x le māsina lenei.

'O ai māsina 'ua te'a o le tausaga? Point to all the months that have past in the year..... Indicate a full sentence ...

'O ai māsina 'ua te'a o le tausaga?
'O x, x, x, ma x, (etc) māsina 'ua te'a o le tausaga.

'O ai māsina 'o lo'o totoe o le tausaga? Indicate a question, point to all the months remaining in the year.....

'O ai māsina 'o lo'o

totoe o le tausaga?

'O x, x, ma x etc,
māsina 'o lo'o totoe o
le tausaga.

Indicate a full answer.....

(Week) Vāiaso!

Point to a week unit.
Full sentence

Vāiaso!
'O le vāiaso.

(Day) Aso!

Point to a day

Aso!
'O le aso.

'O ai le māsina muamua?

Point to the first month. In-
dicate a question

'O ai le māsina muamua?
'O Ianuari!

E fia aso o Ianuari?

Draw a question and point to
January

E fia aso o Ianuari?

Point to the number 31 and
indicate a full sentence ...

E tolusefulu tasi aso o
Ianuari.

Repeat for each month, but let
the student asks and answer
the question without the teach-
er modeling it first.

(Monday) Aso Gafua!

Point to Monday

Aso Gafua!

'O le Aso Gafua le aso
muamua o le vāiaso!

All repeat

'O le Aso Gafua le aso
muamua o le vāiaso.

Point to the second day and
indicate a question

'O le ā le aso lona lua
o le vāiaso?

(Tuesday) Aso Lua!

All repeat

Aso Lua!
'O le Aso Lua le aso lona
lua o le vāiaso.

Point to the third day and
draw a question

'O le ā le aso lona tolu
o le vāiaso?

(Wednesday) Aso Lulu!

All repeat

Aso Lulu!
'O le Aso Lulu le aso
lona tolu o le vāiaso.

Point to the fourth day.....

'O le ā le aso lona fā
o le vāiaso?

| | | | |
|-------------|---------------------------------|---|--|
| (Thursday) | <u>Aso Tofi!</u> | All repeat.....
Full sentence | Aso Tofi!
'O le Aso Tofi le aso lona fā o le vāiaso.
'O le ā le aso lona lima o le vāiaso? |
| | | Point to the fifth day..... | |
| (Friday) | <u>Aso Faraile!</u> | All repeat | Aso Faraile! |
| | | Full sentence | 'O le Aso Faraile le aso lona lima o le vāiaso. |
| | | Point to the sixth day | 'O le ā le aso lona ono o le vāiaso? |
| (Saturday) | <u>Aso To'ona'i!</u> | All repeat | Aso To'ona'i! |
| | | Full sentence | 'O le Aso To'ona'i le aso lona ono o le vāiaso. |
| | | Point to the <u>last</u> day. | 'O le ā le aso mulimuli o le vāiaso? |
| (Sunday) | <u>Aso Sā!</u> | All repeat | Aso Sā! |
| | | Full sentence | 'O le Aso Sā le aso mulimuli o le vāiaso. |
| <hr/> | | | |
| (Today) | <u>Asō!</u> | Point down to indicate "now" and point to today's day on the calendar..... | Asō! |
| | <u>'O le ā le asō?</u> | All repeat | 'O le ā le asō? |
| | | Indicate a full sentence answer..... | 'O le (<u>today</u>) le asō. |
| (Yesterday) | <u>Ananafi!</u> | Point behind you to indicate past and point to yesterday on the calendar..... | Ananafi! |
| | <u>'O le ā le aso ananafi?</u> | All repeat | 'O le ā le aso ananafi? |
| | | All answer..... | 'O le (<u>yesterday</u>) ananafi. |
| (Tomorrow) | <u>Taeao!</u> | Point ahead to indicate future time. Point to tomorrow on the calendar..... | Taeao! |
| | <u>'O le ā le aso taeao?</u> | All repeat | 'O le ā le aso taeao? |
| | | Indicate a full sentence | 'O le (<u>tomorrow</u>) taeao. |
| <hr/> | | | |
| | <u>'O le aso fia le asō?</u> | All repeat | 'O le aso fia le asō? |
| | <u>'O le aso (date) le asō!</u> | Point to today's date and say the correct date..... | 'O le aso (date) le asō! |
| | <u>'O le aso fia ananafi?</u> | All repeat | 'O le aso fia ananafi? |

'O le aso (date) ananafi!

Point to yesterday's date..

'O le aso (date) ananafi!

'O le aso fia taeao?

All repeat

'O le aso fia taeao?

'O le aso (date) taeao!

Point to tomorrow's date

'O le aso (date) taeao!

(Birthday) Aso fānau!

Teacher writes his birthdate, month, and year on the calendar. All repeat

Aso fānau!

'O le ā lou aso fānau?

Teacher indicates all are to question him

'O le ā lou aso fānau?

'O le aso lua o Mē, tasi
le afe iva selau fasefulu
ma le fitu!

Teacher points to the date he has written: May 2, 1947. All repeat.

'O le aso lua o Mē, tasi
le afe iva selau fāsefulu
ma le fitu!

Repeat the question with other students. Let them ask and answer each other.

Review all

SUMMARY REVIEW

E fia māsina i le tausaga?

How many months in a year?

vāiaso

māsina

weeks

month

aso

vāiaso

days

week

'O ai le māsina muamua?

Who is (what's) the first month?

lona lua

second

mulimuli

last

'O ai le māsina lenei?

Who is (what's) this month?

'O le ā le tausaga lenei?

What is this year?

aso

day

'O le Aso Gaŋua le aso muamua ò le vāiaso. Monday is the first day of the week.

Aso Lua

lona lua

Tuesday

second

Aso Lulu

lona tolu

Wednesday

third

Aso Tofi lona fā
Aso Faraile lona līma
Aso To'ona'i lona ono
Aso SE mulimuli

Thursday fourth
Friday fifth
Saturday sixth
Sunday last

'O le ā le aso?

What is today?

aso ananafi

was yesterday

aso taeao

is tomorrow

'O le Aso Lua le aso.

today is Tuesday.

ananafi

Yesterday was

taeao

Tomorrow will be

'O le aso fia le aso?

What's today's date?

etc.

etc.

'O le aso luasefulu tasi le aso.

Today is the twenty-first.

etc

etc

'O le ā lou aso fānau?

What is your birthdate?

'O le aso muamua o Mati.

March first.

.....

LESSON THIRTY-TWO

TOPICS

(a) Adverbs of time (parts of the day).

night pō
 morning taeao
 etc.

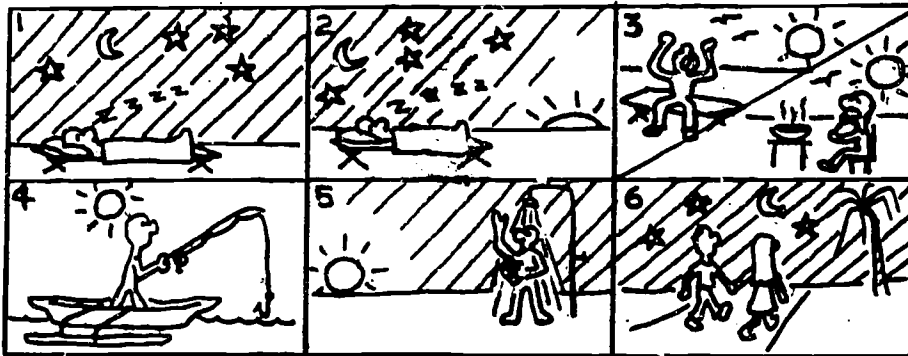
(b) The interrogative adverb 'when'.

past anafea
 future afea

METHOD: Substitution drill.

MATERIALS

A large chart like the one below.



TIME: 45 minutes.

@@ THE LESSON @@@

I. Introduce these new words using the picture.

| | |
|--------------------------------------|---------------------------------------|
| pō (night)Picture No. 1 | moe pea (still sleeping)Picture No. 2 |
| vaveao (early morning) Picture No. 2 | ala (awake)Picture No. 3 |
| taeao (morning).....Picture No. 3 | 'ai (eat)Picture No. 3 |
| aoauli (afternoon).....Picture No. 4 | fāgota (fish)Picture No. 4 |
| afiafi (evening)Picture No. 5 | tā'ele (bathe)Picture No. 5 |
| moe (sleep)Picture No. 1 | eva (roam at night).....Picture No. 6 |

II. Practice these structures using the pictures.

E moe le tama i le pō.
moe pea vaveao
ala taeao
'ai taeao
fāgota aoauli
tā'ele afiafi
eva pō

The boy sleeps in the night.
still sleeps early morning
wakes morning
eats morning
fishes afternoon
bathes evening
roams night

III. Change the tense marker. Repeat all the pictures with each tense marker.

'O lo'o moe le tama i le pō.
etc etc

The boy is sleeping in the night.
etc etc

For the past and future add the words: ananafi and taeao (yesterday and tomorrow).

Sa moe le tama i le pō ananafi (anapō). The boy slept in the evening yesterday.
moe pea vaveao still slept early morning
etc etc etc etc

'O le'ā moe le tama i le pō taeao. The boy will sleep in the night tomorrow.
moe pea vaveao still sleep early morning
etc etc etc etc

IV. Continue with the past and future by introducing the words: anafea (past 'when') and āfea (future 'when').

(A) Draw a question and say the word anafea, then say the sentences below.

'O anafea sa moe ai le tama? When did the boy sleep?
 Sa moe i le pō ananafi (anapō). He slept in the night yesterday.

Continue with all the pictures using anafea!

(B) Draw a question and say the word āfea. Say the sentences below.

'O āfea 'o le'ā moe ai le tama? When will the boy sleep?
 'O le'ā moe i le pō taeao. He will sleep tomorrow in the night.

Repeat for all the pictures using āfea.

V. Introduce the word fai (to do) with all the tenses starting from the e/te tense.

'O le ā lana mea e fai? (Point to picture No. 1) What does he do?
 E moe He sleeps.

Use the question for each picture.

Use fai in turn with all the other tenses in the same way using all the pictures each time.

'O le ā lana mea 'ua fai? What's he doing?
 'O le ā lana mea 'o fai? What's he doing?

'O le ā lana mea sa fai ananafi? What did he do yesterday?

'O le ā lana mea 'ā fai taeao? What will he do tomorrow?

VI. Use the other dependent pronouns with the pictures for each tense. (i.e.)

'O le 'o o'u moe i le pō.

'e
ia
ta momoe
na
lua
lā
tā ou
mā ou
ou
lā ou

I'm sleeping in the night.

You are
He is
We (2) are
We (2)
You (2)
They (2)
We
We
You
They

Substitute momoepō in the above the pattern for the other verbs below:

momoe pea.....vaveao
alataeao
'a'ai.....taeao
fāgogota.....acauli
tā'e'eleafiafi
evapō

Repeat this structure with all the other tense markers.

SUMMARY REVIEW

'Ou te alu i le pō.

vaveao
taeao
acauli
afiafi

I'll go in the night.

early morning
morning
afternoon
late afternoon

Sa 'ou alu i le pō ananafi (anapō).

etc

I went yesterday in the night (last night).

etc

'O le 'ā 'ou alu i le pō taeao.

etc

I will go tomorrow in the night (tomorrow
etc night).

'O anafea na 'e alu ai?

When did you go?

'O āfea 'o le 'ā 'e alu ai?

When will you go?

'O le ā lana mea sa fai ananafi?

What did he do yesterday?

'O le ā lana mea 'ā fai taeao?

What will he do tomorrow?

LESSON THIRTY-THREE

TOPICS

Continuation of adverbs of time

the day after tomorrow.....'o le aso tala atu taeao.
 the day before yesterday....'o le aso tala atu ananafi.
 nownei
 laternānei
 just nowananei
 earlieranaleilā

METHOD: Substitution drills.

MATERIALS

A large calendar and a wall chart like the one used in Lesson 32.

TIME: 45 minutes.

***** THE LESSON *****

PART I.

A. Point to the corresponding days on the calendar to show the meaning of these sentences:

| | |
|-----------------------------|---------------------------|
| 'O le aso tala atu taeao. | The day after tomorrow. |
| 'O le aso tala atu ananafi. | The day before yesterday. |

B. Use the calendar and the wall chart. Teacher models the practice sentences first, students repeat, then students practice with themselves.

sau (come) - show its meaning with action.

'O āfea 'e te sau ai? When will you be coming?

'Ou te sau i le aso tala atu taeao. I'll come the day after tomorrow.

| | |
|--------------------------|--------------------------------------|
| <u>taeao</u> | <u>tomorrow</u> |
| <u>i le pō taeao</u> | <u>tomorrow night</u> |
| <u>i le vaveao taeao</u> | <u>tomorrow in the early morning</u> |
| <u>i le taeao taeao</u> | <u>tomorrow morning</u> |
| <u>i le aoauli taeao</u> | <u>tomorrow afternoon</u> |
| <u>i le afiafi taeao</u> | <u>tomorrow evening</u> |

C. Follow the same procedure:

| | |
|--|---|
| 'O ānafea na 'e sau ai i lo mātou nu'u? | When did you come to our village? |
| Na 'ou sau <u>i le aso tala atu ananafi.</u> | I came <u>the day before yesterday.</u> |
| <u>ananafi</u> | <u>yesterday</u> |
| <u>i le pō ananafi (anapō)</u> | <u>last night</u> |
| <u>i le vaveao ananafi</u> | <u>yesterday early morning</u> |
| <u>i le taeao ananafi</u> | <u>yesterday morning</u> |
| <u>i le aoauli ananafi</u> | <u>yesterday afternoon</u> |
| <u>i le afiafi ananafi</u> | <u>yesterday evening</u> |

PART II.

A. Using actions practice these new words, or use flashcards.

nei (now)point down to indicate now.
nanei (later).....point down and ahead to indicate later.
ananei (just now).....point down and directly behind yourself.
analeilā (earlier today)..point down and further behind yourself.

B. Teacher models the practice sentences first, students repeat, then students practice among themselves.

| | |
|----------------------------|----------------------------------|
| E fai āfea le ā'oga? | When will school be held? |
| E fai <u>nei</u> le ā'oga. | School will be held <u>now</u> . |
| <u>nānei</u> | <u>later</u> |

| | |
|-------------------------|-------------------------------|
| Na fai anafea le ā'oga? | When was school held? |
| Sa fai <u>ananei</u> . | It was held <u>just now</u> . |
| <u>analeilā</u> | <u>earlier</u> |

Change the noun to pātī (party), and ta'alogā (game).

PART III.

A. Use the calendar for this section. Introduce these words by pointing to the proper month and saying the whole sentence.

| | |
|-----------------------------|---|
| 'O le māsina <u>lenei</u> . | Point to <u>this month</u> on the calendar. |
| <u>'ua te'a</u> | <u>last month</u> |
| <u>'ā sau</u> | <u>next month</u> |

Students repeat with vāiaso, and tausaga.

B. Introduce this next structure by pointing to the proper months on the calendar.

| | |
|---------------------------------------|------------------------|
| 'O le māsina i tala atu 'o le māsing | The month before last. |
| <u>'ua te'a.</u> | |
| 'O le māsina i tala atu 'o le māsinga | The month after next. |
| <u>'ā sau.</u> | |

C. Teacher models the practice sentence first, students repeat and then practice on themselves.

alu (go) - show it's meaning first with action.

| | |
|------------------------------|-----------------------------------|
| 'E te alu āfea i Apia? or | When are you going to go to Apia? |
| 'O āfea 'e te alu ai i Apia? | |

'Ou te alu i Apia i le māsina 'ā sau.
vāiaso
tausaga

I'll go next month.
week
year

'Ou te alu i Apia i le māsina i tala
atu 'o le māsina 'ā sau.
vāiaso

I'm going to go to Apia the month
after next. week

D. Follow the same procedure:

Na 'e alu anafea i Apia? or:

When did you go to Apia?

'O anafea na 'e alu ai i Apia?

Na 'ou alu i le māsina 'ua te'a.

I went last month before last.

vāiaso
tausaga

week
year

Na 'ou alu i Apia i le māsina i tala
atu 'o le māsina 'ua te'a.

I went the month before last.

vāiaso
tausaga

week
year

PART IV:

Use the pair and plural forms of the pronouns for the exercise in parts I and III. Remember the plural of alu is ō and sau is ōmai. The question can begin with the pronoun or the adverb.

Lua and Mā:

Lua te ōmai āfea?

When will you (2) come?

Ma te ōmai i le aso tala atu taeao.
etc

We'll come the day after tomorrow.
etc

'O anafea na lua ōmai ai?

When did you come?

Sa ma ōmai i le aso tala atu ananafi.
etc

We'll come the day after yesterday.
etc

Tou and Mātou:

'O āfea tou te ō ai?

When will you (pl) go?

Mātou te ō i le māsina 'ā sau.
vāiaso
tausaga

We'll come next month.
week
year

Na tou ō anafea?

When did you go?

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

@@@THE DRILL@@@

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

| | |
|-------------------------------|-------------------|
| E i ai lana mea pu'eata. | He has a camera. |
| E i ai sana mea pu'eata? | Has he a camera? |
| E leai sana mea pu'eata. | He has no camera. |
| E le'i i ai sana mea pu'eata. | He had no camera. |

The sentences:

- | | |
|--|---------------------------------------|
| 1. Sa i ai la mātou ta'avale. | We had a car. |
| 2. 'O le fale ta'avale lā e i tua. | The garage is in the back. |
| 3. 'O le'ā 'ou i ai taeao i le fusu'aga. | I will be at the boxing tomorrow. |
| 4. 'Ua i ai le mea 'ou te mana'o ai. | There is something I want. |
| 5. E i ai lo'u to'alua. | I have a spouse. |
| 6. Sa i ai le va'a ananafi. | There was a boat yesterday. |
| 7. 'O le'ā i ai le mālō taeao. | There will be a guest tomorrow. |
| 8. 'O le teine sa i ai i le siva anapō. | The girl was at the dance last night. |
| 9. 'O lo'o i ai le avanoa. | There is a space. |
| 10. 'Ua i ai le fa'alavalave. | There is a problem. |

II. Let the students make up their own sentences and continue the drill.

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

@@@THE DRILL@@@

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

- | | |
|-------------------------------|-------------------|
| E i ai lana mea pu'eata. | He has a camera. |
| E i ai sana mea pu'eata? | Has he a camera? |
| E leai sana mea pu'eata. | He has no camera. |
| E le'i i ai sana mea pu'eata. | He had no camera. |

The sentences:

- | | |
|--|---------------------------------------|
| 1. Sa i ai la mātou ta'avale. | We had a car. |
| 2. 'O le fale ta'avale lā e i tua. | The garage is in the back. |
| 3. 'O le'ā 'ou i ai taeao i le fusu'aga. | I will be at the boxing tomorrow. |
| 4. 'Ua i ai le mea 'ou te mana'o ai. | There is something I want. |
| 5. E i ai lo'u to'alua. | I have a spouse. |
| 6. Sa i ai le va'a ananafi. | There was a boat yesterday. |
| 7. 'O le'ā i ai le mālō taeao. | There will be a guest tomorrow. |
| 8. 'O le teine sa i ai ile siva anapō. | The girl was at the dance last night. |
| 9. 'O lo'o i ai le avanoa. | There is a space. |
| 10. 'Ua i ai le fa'alavalave. | There is a problem. |

II. Let the students make up their own sentences and continue the drill.

@@@

REVIEW DRILL THIRTEEN

TOPIC: Review of adjectives and adverbs.

METHOD: Expansion drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

***** THE DRILLS *****

I. The teacher writes a short sentence from the list below on the blackboard. The teacher then calls out the words in parenthesis and the students expand the sentence accordingly.

(i.e.)

E alu le tama.(lenā, taeao)
E alu le tama lenā.
E alu taeao le tama lenā.

The boy is going to go.(that, tomorrow)
That boy is going to go.
That boy is going to go tomorrow.

The sentences:

1. 'O le teine.(lāpo'a, tele)
2. 'Ua momoe tama'iti.(ā'oga, so'o)
3. Sa ta'e le ipu.(mālamalama, analeilā)
4. Tātou te 'aia le pīsupo.(lana, lē)
5. Na 'e mōe i le fale.(talimālō, ananafi)
6. 'Ua sālē le fanua.(lenei, matuā)
7. 'O lona aso fānau.(muamua, lenei)
8. Togi le polo.(lakapi, mālosi)
9. Fai le siva.(Samoa, fa'apea)
10. E lē sau le pasi.(a tātou, toe)

The girl.(big, very)
The children are sleeping.(school, always)
The glass broke.(clear, earlier)
Let's eat the corned beef.(his, not)
Did you sleep in the house.(hotel, yesterday)
The land is forbidden.(this, exceedingly)
His birthday.(first, this)
Throw the ball.(rugby, hard)
Do the dance.(Samoan, like this)
The bus isn't going to come.(our, again)

II. Let one student make up his own sentence and the rest of the class expand it with an adjective and adverb.

REVIEW DRILL FOURTEEN

TOPIC: Comparative and Superlative.

METHOD: Expansion and transformation drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

***** THE DRILL *****

I. The teacher writes a set of words on the blackboard and a student expands them into a sentence in the comparative degree. A second student changes that sentence to the superlative degree. All students repeat each new sentence. (i.e.)

| | |
|--------------------------------|-------------------------------------|
| taugatā, meli, suka. | expensive, honey, sugar. |
| E taugatāle meli i lō le suka. | Honey is more expensive than sugar. |
| E sili ona taugatā le meli. | Honey is the most expensive. |

The words:

- | | |
|---|---------------------------------------|
| 1. 'auleaga, Sina, Tina. | ugly, Sina, Tina. |
| 2. mamafa, u'amea, vavae. | heavy, metal, cotton. |
| 3. paiē, pua'a, maiie. | lazy, pig, dog. |
| 4. faigōfie, 'aveta'avale, 'aveva'alele. | easy, driving a car, driving a plane. |
| 5. 'umi, niu, lā'au tīpolo. | tall, coconut tree, lime tree. |
| 6. Mā'elegā, loi, pogāleveleve. | industrious, ant, spider. |
| 7. 'aulelei, Mele, Pua. | pretty, Mele, Pua. |
| 8. faigatā, ōlaga fa'aamelika, ōlaga fa'asamoa. | hard, American life, Samoan life. |
| 9. mānā, laupapa, ma'a. | light, wood, rock. |
| 10. loloto, sami, vaitafe. | deep, sea, river. |

II. Let the students make up their own sentences. The class repeats after each new sentence.

GRAMMAR REVIEW FIVE

NOTES ON LESSON TWENTY-SIX:

I ai normally translates as 'there is/are.' It marks the existence, location or possession of something.

- E i ai le fa'alavalave There is a problem.
'O fea 'o i ai le tama? Where is the boy?
E i ai lo'u to'alua There is my spouse.(I have a spouse).

The indefinite articles (se, ni) are used for questions and negative statements.

- E i ai se fale? Is there a house?
E i ai ni falaoa?..... Is there any bread?

The negative existence is expressed in two ways.

- (a) Leai se/ni. Leai is the negative of i ai (perhaps an abbreviation of e lē i ai). The indefinite articles always follow leai.

- E leai se fale..... There is no house.
E leai ni tagata There are no people.

- (b) Le'o, le'i. These alternative present and past markers can be used with i ai. (See notes on Lesson 28).

- E le'o i ai ni tagata..... There are no people.
E le'i i ai ni tagata..... There were no people.

NOTES ON LESSON TWENTY-SEVEN:

Ka, teine, sai, siaki are the most common names for the face cards. There are variations such as tamāloa (man) for the king and tama (boy) for the jack.

Aside from translating as the English 'there is/are; the structure i ai is the only Samoan way of indicating 'to have'. This is done using the possessive pronouns.

- E i ai la'u uō..... There is my friend. or:
I have my friend. or:
I have a friend.

The indefinite possessives are used in questioning and negative statements.

- E i ai ni ou tuafāfine?..... Do you have any sisters?
E leai sana tupe..... He has no money.

NOTES ON LESSON TWENTY-EIGHT:

The names of most buildings (i.e. banks, hotels, hospitals, etc) are compounds of the word fale (house) and the function the house serves. In most cases the compound word is written as one word.

- meli (mail).....Falemeli (Post Office)
- 'ie (cloth)Fale'ie (tent)
- puipei (to enclose).....Falepuipei (jail)
- ta'avale (car)Fale ta'avale (garage)

When showing possessive (to have) the tense markers are placed before i ai to determine the tense of the utterance.

- E i ai la'uI have a
- Sa i ai la'uI had a
- 'O le'ā i ai la'uI will have a

This also applies to the other functions of i ai as well (existence and location).

- Sa i ai le avala muamuaThere was formerly a road.
- 'O fea sa 'e i aiWhere were you?

When expressing the negative, leai can be used with all the tense markers.

- E leai sa'u I have no
- 'Ua leai sa'u I have no
- 'O lo'o leai sa'u I have no
- Sa/Na leai sa'u I had no
- 'O le'ā leai sa'u I will have no

There are alternative structures for the past and present formed from the markers le'i and le'o.

- 'O lo'o leai la'u E le'o i ai la'uI have no
- Na/Sa leai la'u E le'i i ai la'uI had no

NOTES ON LESSON TWENTY-NINE:

Lanu means colour. The colours green and blue in Samoan are compound words meaning 'the colour of unripe things' (lanumeamata), and 'the colour of the deep sea' (lanumoana). This type of colour description is true for a few other colours as well (lanumoli - orange, lanupiniki - pink) otherwise the word lanu is omitted before the other colours (mumu - red).

Adjectives used attributively follow the noun they describe. Adjectives used predicatively are treated as verbs (i.e. they precede the noun).

- 'O le fugā'ā'au samasama..... The yellow flower.
- E samasama le fugā'ā'au Yellow is (the colour of) the flower.

lenei, lenā, lelā are more formal than the demonstratives found in the first section of this book. The meanings are very similar to lea, lele, lale.

- lenei this (here)
- lenā that (there-close)
- lelā that (far away)

Dropping the le from each demonstratives gives the plural forms.

neithese (here)
nāthose (there-close)
lāthose (far away)

Fa'apē'i is another question word similar in meaning to fa'apēfea and fa'afefea. It's usually translated: 'how is it', 'what is it like'.

The Samoan equivalent of 'like this/that' follows the same pattern described for demonstratives above.

fa'apea/fa'apēneilike this (here)
fa'apēnālike that (there-close)
fa'apēlālike that (there-distant)

These can be used for both singular and plural.

'Aumai se mea fa'apēnā.....Bring me something like that.
'Aumai ni mea fa'apeaBring me some things like this.

Note that some of the colours have plural forms. This is true of many Samoan adjectives.

uliuli - ūliblack
pa'epa'e - papa'ewhite
tele - tetelegreat

NOTES ON LESSON THIRTY:

Gender is very important consideration when giving the names of the various members of a family unit. In English one word is usually sufficient to describe a family member, but in Samoan there are usually separate terms for the male and female. There is a complete kinship terminology list in the appendix, so a brief explanation here should be enough.

A man's son and daughter are ātali'i and āfafine respectively (from the words ali'i, fafine). A man's brother is uso and his sister is tuafafine. A man's wife is referred to as to'alua (also: āvā) A woman's son and daughter are called tama tama and tama teine respectively. Her sister is uso and her brother is tuagane. Her husband is called to'alua (also: tāne).

Tina (mother) and tama (father) are the same for both sexes as is fānau(child). Note also that fānau, tama teine, tama tama, āvā, and tāne, are all 'a' nouns rather than 'o' nouns as would normally be expected.

There are no comparative or superlative forms of adjectives in Samoan. (fast, faster, fastest). Comparison is formed using the phrase i lō together with the adjective and the two nouns being compared.

E vave le ta'avale i lō le pasi....A car is faster than a bus.

Superlative is usually formed with the phrase sili ona (literally the highest or most), together with the adjectives.

E sili ona mamafa TomaTom is the heaviest.

Note that this structure would be more complete if Tom was compared to something (i.e. heaviest of whom?).

E sili ona mafa Toma i lō lātou 'uma..Tom is the heaviest of them all.
 There are slight variations of expressing both the comparative and superlative based on the above structures.

(i.e.)

'Ua puta Mele, 'ae pa'e'e Sina..... Mele is fatter than Sina.('ae - but)
 E matua Mele iā Sina Mele is fatter than Sina.
 E aupito lāpo'a Mele iā lātou 'uma.... Mary is the fattest of them all.

Some adjectives require iā in the comparative rather than i lō (as with matua above).

NOTES ON LESSON THIRTY ONE:

The words Januari, Fepuari, Aperila, and Faraile are sometimes pronounced with an 'l' in place of the 'r'.

When asking the question: What is this month?, The interrogative pronoun ai (who) is used. This is usually the case in questions concerning proper names of countries, villages, people and months. It is also possible to ask the same question using 'o le ā (what) with the names of the months.

'O le ā le māsina lenei? What is this month?

Lenei used in this lesson means 'now', te'a means past, and totoe (plural of toe) means remaining.

Stressing the last syllable of aso (day) changes the meaning to today (asō).
 Another way of saying this is: 'O lenei aso, or 'O le aso lenei.

Taeao means both tomorrow and morning.

The question in this lesson: What is your birthdate ('O le ā lou aso fānau?) can also be asked:

'O āfea lou aso fānau? When is your birthday?

NOTES ON LESSON THIRTY-TWO:

The Samoan day is divided into many more parts than the English day. The times below are relative to the seasons of the year, and it is possible that the names given will vary from person to person.

| | |
|---------------------|--------------------------|
| 6 am - 12 pm: | taeao (morning). |
| 12 pm - 2 pm: | aoauli (afternoon). |
| 2 pm - 6 pm: | afiafi (late afternoon). |
| 6 pm - 7 pm: | afiafipō (dusk-night). |
| 7 pm - 12 pm:..... | pō (night). |
| 12 pm - 6 am: | vaveao (early morning). |

Anapō is the more common way of saying 'last night'. Note the prefix ana which gives the root word a past meaning.

| | |
|----------------|----------------------|
| anapō | last night . |
| anataeao | this morning (past). |
| anafea | when (past). |

WORK SHEET NUMBER FIVE

I. Translate these sentences to Samoan.

1. There are three days remaining. _____
2. I have no brothers. _____
3. I have two sisters. _____
4. Our father is in New Zealand. _____
5. What is your friend like? _____
6. Do it like this. _____
7. Bring something like that. _____
8. How old is your mother? _____
9. Who is older you or your sister? _____
10. The Samoan flag (fu'a) is red, white, and blue. _____

II. Make complete sentences from each group of words.

11. Tātou, momoe, nānei. _____
12. Ānafea, 'oulua, fa'atau? _____
13. 'Ou, sau, ananei. _____
14. Le'i, 'ai, analeilā, tama. _____
15. Mātou, toe fo'i (return), tausaga 'ā sau. _____
16. Oti, tamāloa, aso tala atu ananafi. _____
17. Samasama, lā (sun). _____
18. 'E, matanata, tifaga, ananafi? _____
19. Fai, ananafi? _____
20. Āfea, fa'a'uma (finish), gālua? _____

III. Write the question in Samoan, then answer in Samoan.

21. What is the date? _____

22. When is your birthdate? _____

23. What are the names of the twelve months? _____

24. What was last month? _____

25. What is the day after tomorrow? _____

26. What is the fourth day of the week? _____

27. When did you come to Samoa ? _____

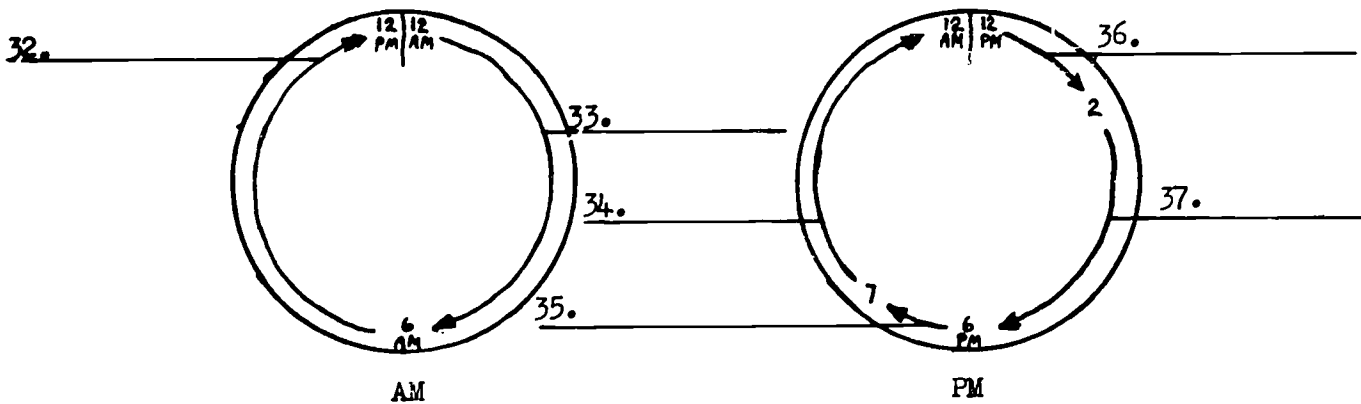
28. When will you return to America? _____

29. What did you do last night? _____

30. What did you eat earlier? _____

31. Where will you go later? _____

IV. Fill in the proper parts of the Samoan Day.



GIVING DIRECTIONS

THE WORLD MAP

WORDS OF DOUBT

NEGATIVE COMMANDS

SALUTATIONS AND ENCOURAGEMENT

SAMOAN GERUND AND INFINITIVE MOOD

PASSIVE VOICE

THE RELATIVE PARTICLE AI

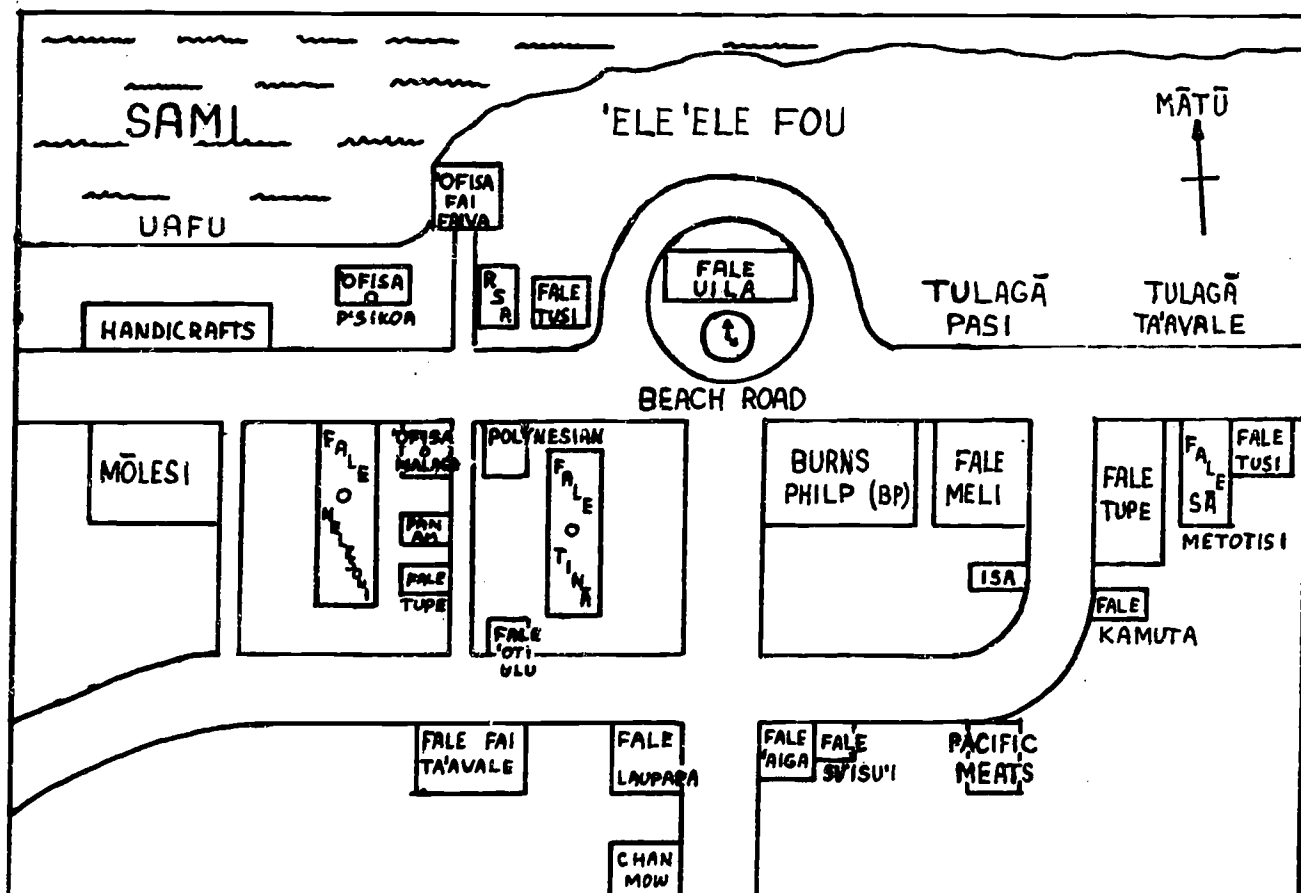
LESSON THIRTY-FOUR

TOPICS: Giving directions.

METHOD: Series drill.

MATERIALS:

A large wall map of a section of Apia like the one below.



TIME: 45 minutes.

***** THE LESSON *****

1. Introduce these words using the map. As an alternative, flashcards can be used with the Samoan words on one side and the English translation on the reverse.

taumatau - right (side)
 tauagavale - left (side)
 liliu - to turn

tafatafa - next to
 i le va - between
 se'ia o'o - until (you) reach

alu sa'o (fa'asa'o) - to go
straight
sopo'ia - to cross (a road)
fa'afeagai - opposite
tulimanu - corner

māgafā - four corner intersection
māgatolu - three corner intersection
i tai - seaward
i uta - inland
sasa'e - east
sisifo - west

II. Using the map and tracing the directions with a finger, the teacher reads each sentence, explains its meaning with an action, and makes students repeat. Start at the x and proceed to the locations in questions.

(A) Mark and x at the falekamuta. Ask the question and make the students repeat. Teacher then says each sentence below with appropriate action. Students repeat. (Make sure the students can say each sentence easily before proceeding to the next).

(Q) E fa'apēfea ona 'ou maua le R.S.A.? How can I find the R.S.A.?

(A) Savali i tai se'ia o'o i le Beach Road. Walk seaward until (you) reach the Beach Road.
Liliu i lou tauagavale. Turn to your left.
Savali sa'o se'ia o'o i le R.S.A. Walk straight until (you) reach the R.S.A.
'O le R.S.A. e i le itū i tai i le vā o le faletusi ma le Ofisa o Pisikoa. The R.S.A. is on the seaward side between the library and the Peace Corps Office.

Let all the students practice this drill. Remember that for each sentence the teacher must show an explanatory action using the map.

(B) Follow the same procedure as above. Place an x at the PAN AM office.

(Q) E fa'apēfea ona maua le falesā Metotisi? How can I find the Methodist Church?

(A) Savali i tai se'ia o'o i le Beach Road. Walk seaward until (you) reach the Beach Road.
Liliu i lou taumatau. Turn to your right.
Savali sa'o se'ia o'o i le falesā. Walk straight until (you) reach the church.
'O le falesā e i le itū i uta i le vā o le faletupe ma le faletusi Metotisi. The church is on the inland side between the bank and the Methodist Bookshop.

Let all the students practice this drill.

(C) Follow the same procedure as before. Put an x at the Fishery's office.

(Q) E fa'apēfea ona 'ou maua le fale 'otiulu? How can I find the barber's shop?

(A) Savali i uta ma sopo'ia le 'auala. Walk inland and cross the road.

| | |
|---|--|
| Savali sa'o se'ia o'o i le māgatolu. | Walk straight until (you) reach the three corners. |
| 'O le fale 'otiulu lā e i le tulimanu i lou tauagavale. | The barber's shop is on your left corner. |

Let all the students practice this drill.

(D) Follow the same procedure as before. Place an x at the Polynesian Office.

| | |
|--|--|
| (Q) E fa'apēfea ona 'ou maua se taxi? | How can I find a taxi? |
| (A) Savali i sasa'e ma sopo'ia le māgatolu i luma o le uati. | Walk east and cross the three corners in front of the clock tower. |
| Savali sa'o se'ia o'o i le falemeli. | Walk straight until (you) reach the Post Office. |

| | |
|---|---|
| 'O le tuiagā taxi lā e fa'afecagai ma le fale meli. | The taxi stand is opposite the Post office. |
|---|---|

(E) Follow the same procedure as before. Place an x at the Pacific Meats.

| | |
|--|--|
| (Q) E fa'apēfea ona 'ou maua le 'Ofisa PAN-AM? | How can I find PAN-AM Office? |
| (A) Savali i sisifo ma sopo'ia le māgafā. | Walk west and cross the four corners. |
| Savali pea i sisifo se'ia o'o i le māgatolu. | Continue walking west until (you) reach the three corners. |
| Liliu i tai. | Turn seaward. |
| Savali sa'c se'ia o'o i le 'Ofisa PAN-AM. | Walk straight until (you) reach the PAN-AM office. |
| 'O le 'Ofisa PAN-AM lā e i tafatafa o le faletupe. | The PAN-AM office is next to the bank. |

Let all the students practice this drill.

III. Let the students construct their own questions and answers using the map. Remember that for each sentence they construct, an appropriate action must be performed with the map.

SUMMARY REVIEW

| | |
|-------------------------------------|----------------------------|
| E fa'apēfea ona 'ou maua le R.S.A.? | How can I find the R.S.A.? |
| Savali i <u>tai</u> | Walk <u>seaward</u> |
| <u>uta</u> | <u>inland</u> |
| <u>sasa'e</u> | <u>east</u> |
| <u>sisifo</u> | <u>west</u> |
| Liliu i lou <u>tauagavale</u> . | Turn to your <u>left</u> . |
| <u>taumatau</u> | <u>right</u> |

The teacher models these statements and questions, students repeat.

(A) 'O mātū o le fa'afānuā.
saute
sasa'e
sisifo

North of the map.
South
East
West

(B) 'O fea e i ai Samoa?
Niu Sila
'Ausetālia
Fiti

Where is Samoa?
New Zealand
Australia
Fiji

'O Samoa e i saute o le 'ekueta.
Niu Sila
etc.

Samoa is south of the equator.
New Zealand
etc.

(C) 'O fea e i ai Kānata?
Lūsia
le Unaiete Setete

Where is Canada?
Russia
the United States

'O Kānata e i mātū o le 'ekueta.
Lūsia
le Unaiete Setete

Canada is north of the equator.
Russia
The United States

(D) 'O fea e i ai Saina?
Iāpani

Where is China?
Japan

'O Saina e i sisifo o 'Amelika.
Iāpani

China is west of America.
Japan

(E) 'O fea e i ai Peretānia?
Falani

Where is Britian?
France

'O Peretānia e i sasa'e o 'Amelika.
Falani

Britian is east of America.
France

IV. Teacher models these statements and questions, the students repeat. Introduce the following words.

itū - side

i le vā - in between

(A) 'O fea e i ai le Unaiete Setete?
Kānata

Where is the United States?
Canada

'O le Unaiete Setete e i le itū mātū The United States is in the north of America.
o 'Amelika.

Kānata

Canada

(B) 'O fea e i ai Falani?
Peretānia

Where is France?
Britian

'O Falani e i le itū i sisifo o 'Europa.
Peritānia

France is in the west of Europe.
Britian

Continue in this manner for the other countries and continents.

(C) 'O fea e i ai le vasa Pāsefika?
'Atalani
'Initia

Where is the Pacific Ocean?
Atlantic Ocean
Indian Ocean

'O le vasa Pāsefika e i le vā o 'Asia
ma 'Amelika.
'Atalani 'Amelika ma 'Europa
'Initia 'Aferika ma 'Ausetālia

The Pacific Ocean is between Asia and
America.
Atlantic Ocean America and Europe.
India Africa and Australia

(D) 'O fea e i ai le konetineta o 'Amelika?
'Asia
'Europa
'Aferika
'Ausetālia

Where is the continent of America?
Asia
Europe
Africa
Australia

'O le konetineta o 'Amelika e i le vā
o le vasa Pāsefika ma le vasa 'Atalani.
'Asia o le vasa Pāsefika ma 'Europa
'Europa o le vasa 'Atalani ma 'Asia
'Aferika o le vasa 'Atalani ma le vasa
'Initia.

The continent of America is between the
Pacific and Atlantic.

'Ausetālia o le vasa Pāsefika ma le vasa
'Initia

Asia Pacific Ocean and Europe
Europe Atlantic Ocean and Asia
Africa Atlantic Ocean and Indian
Ocean

'Ausetālia o le vasa Pāsefika ma le vasa
'Initia

Australia Pacific Ocean and Indian
Ocean.

V. Let the students answer each other's questions using the map.

SUMMARY REVIEW

'O ai le atunu'u lea?
vasa
konetineta

Who (what) is this country?
ocean
continent

'O Niu Sila le atunu'u lea.
Fiti
etc.

That country is New Zealand.
Fiji
etc

'O Hawaii e i mātū o Samoa.
Toga saute
'Amelika sasa'e
Niu Sila sisifo

Hawaii is north of Samoa.
Tonga south
America east
New Zealand west

'O fea e i ai Falani?

Where is France?

'O Falani e i le itū i sisifo o le
konetineta o 'Europa.

France is in the west of Europe.

'O Falani e i le vā o Peretānia ma
Siāmani.

France is between Britain and Germany.

LESSON THIRTY-SIX

TOPICS:

Words of doubt:

- (a) maybe masalo
- (b) probably 'ātonu
- (c) probably not 'ailoga
- (d) to be likely fa'amata
- (e) to suppose matea

METHOD: Substitution drill.

MATERIALS:

A blackboard and flashcards for the new vocabulary.

- masalo maybe
- māfutaga gathering
- 'ātonu probably
- 'ailoga probably not
- fa'amata to be likely
- matea to suppose
- sa'o correct
- sesē wrong

TIME: 30 minutes.

~~~~~ THE LESSON ~~~~~

I. Masalo - maybe

Masalo e 'āmata le lotu i le tolu.

Maybe the church starts at three.

- fono
- 'ā'oga
- māfutaga

- meeting
- school
- gathering

Change e to past (sa/na) and then future ('o le'ā).

Masalo 'ou te toe fia 'ai nānei.

Maybe I'll be hungry again later.

- i le aoauli
- i le afiafi
- i le pō
- taeao

- in the afternoon
- in the evening
- at night
- tomorrow

Change 'ou to mā and mātou. Remember to change to the plural verb ('a'ai).

II. 'Ātonu - probably

'Ātonu sa timu analeilā.  
ananafi  
anataeao  
anapō

It probably rained earlier.  
yesterday  
this morning  
last night

'Ātonu e le'i timu analeilā.  
etc

It probably didn't rain earlier.  
etc

'Ātonu 'e te ita i le maile sa 'aia  
lou vae.  
lou lima  
lou uso  
lau uō

Your probably mad at the dog that bit  
your leg.  
hand  
brother  
friend

Change to the past tense (sa/na).

III. 'Ailoga - probably not, I don't think ....

'Ailoga e ulaula le tama'ita'i.  
inu pia  
siva  
faiḡaluega

I don't think the lady smokes.  
drinks beer  
dances  
works

Change to plural (tamā'ita'i). Remember to change to plural verb forms (ulaula, feinu, sisiva).

'Ailoga e sau le pasi.  
va'a  
va'alele  
tama

I don't think the bus is coming.  
boat  
plane  
boy

Change the tense to 'ua, sa, 'ā ('o le'ā), and 'o ('o lo'o).

IV. Fa'amata - what do you think, to be likely.

Fa'amata e timu taeao?  
laofie  
vevela

Do you think it will rain tomorrow?  
be sunny  
be hot

Change to future tense ('o le'ā or 'ā).

Fa'amata 'e te sau?  
ta'alo  
tafao  
malaga  
galue

Do you think you will come?  
play  
roam about  
travel  
work

Change 'e to lua and tcu. Remember to use the plural verb forms (ōmai, tā'a'alo, tāfafao, ḡalulue).

V. Matea - (I) suppose.

'Ou te matea 'e te sa'o.  
iloa  
sesē  
pepelo

I suppose you are right.  
know  
are wrong  
are lying

Change 'e to lā and lātou.

'Ou te matea 'e te lē sa'o.  
iloa  
sesē  
pepelo

I suppose your not right.  
you don't know  
your not wrong  
your not lying

Change to past te se (sa).

- VI. Students take turns asking questions and replying using the above structures. If the students wish to know any new vocabulary words the teacher must write the new words on the blackboard as the students ask for them.

.....

LESSON THIRTY-SEVEN

TOPICS

- (a) Negative commands.
- (b) Common vices.
- (c) Reported speech.

METHOD: Substitution drill.

MATERIALS

A blackboard and flashcards for the new vocabulary.

|               |                 |               |             |
|---------------|-----------------|---------------|-------------|
| pepelo .....  | lie             | misa .....    | quarrel     |
| gaoi .....    | steal           | palauvale ... | cursing     |
| fiapoto ..... | conceit         | 'aua .....    | don't       |
| ulavale ..... | mischieves      | sōia .....    | desist      |
| faitala ..... | gossip          | sā .....      | forbidden   |
| tāofi .....   | stop            | pisa .....    | noise       |
| fai .....     | to say          | fa'alogatā..  | disobedient |
| pa'ō .....    | to clash about. |               |             |

TIME: 30 minutes.

\*\*\*\*\* THE LESSON \*\*\*\*\*

I. 'Aua - don't

One student says:

Another student asks:

Another student answers:

'Aua le pepelo!

'O le ā lana tala?

Na faimai e 'aua le pepelo.

gaoi

gaoi

fiapoto

etc

faitala

fusu

palauvale

pisa

Don't lie!

What did he say?

He said don't lie.

steal

etc

be conceited

be mischievous

gossip

fight

curse

be noisy

|                                         |                    |                                                   |
|-----------------------------------------|--------------------|---------------------------------------------------|
| 'Aua 'e te <u>pepelo!</u><br><u>etc</u> | 'O le ā lana tala? | Na fai mai e 'aua le <u>pepelo.</u><br><u>etc</u> |
|-----------------------------------------|--------------------|---------------------------------------------------|

|                                 |                  |                                             |
|---------------------------------|------------------|---------------------------------------------|
| Don't <u>lie!</u><br><u>etc</u> | What did he say? | He said don't you <u>lie.</u><br><u>etc</u> |
|---------------------------------|------------------|---------------------------------------------|

Change 'e to lua and tou. Remember to change to the plural verb form (gāoi, fīapopoto, ūlavavale, fāitatala, fufusu, pālauvale).

II. Sōia - desist, stop.

|                                                                                                                   |                              |                                                           |
|-------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------|
| <u>One student says:</u>                                                                                          | <u>Another student asks:</u> | <u>Another student answers:</u>                           |
| Sōia le <u>pepelo!</u><br><u>fīapoto</u><br><u>pālauvale</u><br><u>pa'ō</u><br><u>pisa</u><br><u>fa'alogogata</u> | 'O le ā le tala a<br>Simi?   | Na fai mai Simi e sōia le<br><u>pepelo.</u><br><u>etc</u> |

|                                                                                                                  |                   |                                              |
|------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------|
| Stop <u>lying!</u><br><u>being conceited</u><br><u>cursing</u><br><u>being noisy</u><br><u>being disobedient</u> | What did Jim say? | Jim said to stop <u>lying.</u><br><u>etc</u> |
|------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------|

|                                         |                            |                                                              |
|-----------------------------------------|----------------------------|--------------------------------------------------------------|
| Sōia 'e te <u>pepelo!</u><br><u>etc</u> | 'O le ā le tala a<br>Simi? | Na fai mai Simi e sōia 'e te<br><u>pepelo.</u><br><u>etc</u> |
|-----------------------------------------|----------------------------|--------------------------------------------------------------|

|                                      |                   |                                                     |
|--------------------------------------|-------------------|-----------------------------------------------------|
| You stop <u>lying!</u><br><u>etc</u> | What did Jim say? | Jim say for you to stop <u>lying.</u><br><u>etc</u> |
|--------------------------------------|-------------------|-----------------------------------------------------|

Change 'e to lua and tou. (fa'alogogata - fa'alogogatata).

III. Sā - forbidden

|                                                                                            |                 |                                                    |
|--------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------|
| 'Ua sā ona <u>pepelo.</u><br><u>pisa</u><br><u>gāoi</u><br><u>inu pia</u><br><u>ulaule</u> | Na fai mai e ā? | Na fai mai 'ua sā ona <u>pepelo.</u><br><u>etc</u> |
|--------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------|

|                                                                                                         |                    |                                                       |
|---------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------|
| It's forbidden to <u>lie.</u><br><u>make noise</u><br><u>steal</u><br><u>drink beer</u><br><u>smoke</u> | What did (he) say? | (He) said it's forbidden to <u>lie.</u><br><u>etc</u> |
|---------------------------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------|

|                                        |                 |                                     |
|----------------------------------------|-----------------|-------------------------------------|
| 'Ua sā le <u>pepelo.</u><br><u>etc</u> | Na fai mai e ā? | Na fai mai 'ua sā le <u>pepelo.</u> |
|----------------------------------------|-----------------|-------------------------------------|

|                                          |                    |                                                         |
|------------------------------------------|--------------------|---------------------------------------------------------|
| <u>Lying</u> is forbidden.<br><u>Etc</u> | What did (he) say? | (He) said that <u>lying</u> is forbidden.<br><u>etc</u> |
|------------------------------------------|--------------------|---------------------------------------------------------|

IV. Tāofi - stop, halt.

Tāofi le pasi!  
fono  
siva  
ta'avale.

Na fai mai e ā Simi? Na fai mai Simi e tāofi le pasi.  
etc

Stop the bus!  
meeting  
dance  
car

What did Jim say? Jim said to stop the bus.  
etc

'Aua 'e te tāofia le  
pasi!  
etc

Na fai mai e ā Simi? Na fai mai Simi e 'aua 'e te tāofia  
le pasi!  
etc

Don't you stop the bus!  
etc

What did Jim say? Jim said for you not to stop  
the bus!  
etc

Change 'e to lua and tou.

V. Students take turns making up statements and using reported speech. All new vocabulary should be written on the blackboard.

.....



LESSON THIRTY-EIGHT

TOPICS

- (a) well wishing .....manuia
- (b) congratulations .....mālō
- (c) thanks .....fa'afetai

METHOD: Substitution drill.

TIME: 30 minutes.

\*\*\*\*\* THE LESSON \*\*\*\*\*

I. Manuia - well wishing

Manuia le malaga!  
Kilisimasi  
Tausaga Fou  
aso fānau  
fa'amuli  
asō  
pō

Have a happy trip!  
Christmas  
New Year  
birthday  
stay behind  
day  
night

Change to the possessive form (i.e. lau/lou: Manuia lau malaga!).

II. Mālō - congratulations

Mālō le lāuga!  
soifua  
siva  
sausaunoa  
fa'auli  
ta'alo  
galue  
taumafai  
malaga

Congratulations on the (good) speech!  
life  
dance  
entertainment  
driving  
playing  
working  
trying  
trip

Change to:

Mālō lava le lāuga!  
etc

Much congratulations on the good speech!  
etc

III. Fa'afetai - thanks

Fa'afetai le agalelei  
alofa  
fautua  
fa'aaloalo  
gasese  
tāpua'i  
kuka

Thanks for the kindness!  
love  
advice  
politeness  
cooking  
support  
cooking

Fa'afetai i lo tou agalelei  
lo tou alofa  
la tou fautua  
la tou fa'aaloalo  
la tou gasese  
la tou tāpua'iga  
la tou kuka

Thanks for your (pl) kindness!  
love  
advice  
politeness  
cooking  
support  
cooking

Fa'afetai mo le meaalofa  
meataumafa  
mea'ai  
āvanoa  
āsiasiga

Thanks for the gift!  
food or drink  
Food  
chance  
visit

IV. One student gives the salutation, another the response.

Mālō le soifua!

Mālō fo'i le soifua!

Mālō le fa'auli!

Mālō fo'i le tāpua'i (support)!

Fa'afetai āsiasimai (visit)!

Fa'afetai fo'i susū mai (come)!

Manuia le asō!

'Ia, manuia fo'i le asō!

Mālō lava le galue!

Mālō fo'i le tāpua'i!

V. The teacher says the words below. Students add either manuia, mālō or fa'afetai.

.....le malaga

.....le fa'auli

.....le alofa

.....le soifua

.....le pese

.....le gasese

.....le fesoasoani

.....le sāusaunoa

.....le asō

.....Kilisimasi

.....



E lē mafai ona inu le mea lenā.  
etc

It isn't possible to drink that.  
etc

II. Tatau - to be proper, fitting, should.

'Ua tatau ona 'ou'alu i le lotu.

It is proper for me to go to the  
service.  
school  
meeting  
going away party  
feast

ā'oga  
fono  
fa'amavaega  
'aiga

Change 'ou to lā and lātou. (plural of alu - ō).

E lē tatau ona 'e alu i le lotu.

It's not proper for you to go to the  
service.  
school  
etc.

ā'oga  
etc.

Change to:

E lē tatau ona ia alu i le lotu.

It's not proper for him to go to the  
service.  
etc.

etc.

Sa tatau ona tautala.

It was proper to speak.  
sing  
dance  
sleep

pese  
siva  
mce

E le'i tatau ona tautala.  
etc

It wasn't proper to speak.  
etc

III. Taga - to be permitted.

'Ua taga ona ulaula?  
inu pia  
siva  
tautala

Is smoking permitted?  
drinking beer  
dancing  
talking

E lē taga ona ulaula.  
etc

Smoking is not permitted.  
etc

E taga ona mā ō i le tīfaga?  
fusu'aga  
fono  
siva

Are we permitted to go to the movie?  
boxing  
meeting  
dance

E lē taga ona lua ō i le tīfaga.  
etc.

It's not permitted for you (?) to go  
to the movie.  
etc.

IV. Leva - to be a long time.

'Ua leva ona 'e sau i Samoa?

Has it been long for you to come to  
Samoa?



LESSON FORTY

TOPIC: Passive voice.

METHOD: Transformation drills.

MATERIALS:

Flashcards for the new vocabulary and a blackboard.

|         |                 |         |                  |          |                |
|---------|-----------------|---------|------------------|----------|----------------|
| fau     | .....to shoot   | fau     | .....to build    | fa'afefe | ..... to scare |
| fa'afou | .....to feed    | fa'afou | .....to repair   | sasa     | ..... to beat  |
| talepe  | .....to chase   | talepe  | .....to break    | ta'e     | ..... to break |
| fasi    | .....to find    | fasi    | .....to beat     | fufulu   | ..... to clean |
| su'e    | .....to prepare | su'e    | .....to look for | fa'aaoga | ..... to use   |
| ote     | .....to scold   |         |                  | tipi     | ..... to cut   |

TIME: 45 minutes .

\*\*\*\*\* THE LESSON \*\*\*\*\*

I. The teacher models the sentences in both active (left margin) and passive (right margin). Students repeat. Repeat the drill saying only the active sentence, the students transform it into passive voice.

(A) 'O le tama na fanaina le pua'a.      Na fana le pua'a e le tama.  
fafagaina      fafaga  
tulia      tuli  
taoa      tao  
mauaina      maua

The boy shot the pig.      The pig was shot by the boy.  
fed      fed  
chased      chased  
baked      baked  
found      found

(B) Tātou te fa'atau le mea'ai.      E fa'atau le mea'ai e tātou.  
faia      fai  
'aia      'ai  
sāunia      sāuni

We buy the food.  
fix  
eat  
prepare

The food is bought by us.  
fixed  
eaten  
prepared

(C) 'Ua lātou fauing le fale.  
fa'afouing  
talepeina

'Ua fau le fale e lātou.  
fa'afou  
talepe

They are building the house.  
repairing  
breaking up

The house is being built by them.  
repaired  
broken up

(D) 'O le'ā lātou fasia 'oe.  
su'ea  
'otegiaina

'O le'ā fasi 'oe e latou.  
su'e  
'ote

They will beat you.  
look for  
scold

You will be beaten by them.  
looked for  
scolded

(E) 'O ai na fa'afefeina le pepe?  
sasaina  
mauaina

Na fa'afefe e ai le pepe?  
sasa  
maua

Who frightened the baby?  
beat  
found

The baby was frightened by who?  
beaten  
found

II. The teacher first models both the questions and answers. Students repeat. The teacher then asks the questions and students answer.

(A) 'Ua tapuni le fa'amalama?  
tatala  
ta'e  
fufulu

Leai, e le'i tapunia.  
tatala  
taeia  
fufulua

Is the window shut?  
open  
broken  
cleaned

No, it hasn't been shut.  
open  
broken  
cleaned

(B) 'Ua fai le mea'ai?  
'ai  
sauni

Leai, e le'i fai.  
'aia  
saunia

Was the food fixed?  
eaten  
prepared

No, it hasn't been fixed.  
eaten  
prepared

(C) 'O ai na fa'aaoga<sup>ina</sup> lo'u 'ofu?

sasaeina

tipia

gaola

Na fa'aaoga<sup>a</sup> e Simi lou ofu.

sasae

tipi

gaoi

Who used my clothes?

tore

cut

stole

Your clothes were used by Jim.

tore

cut

stolen

III. The teacher writes these word lists on the blackboard. Students take turns making up sentences in either active or passive voice. When a student says his sentence, the rest of the class transforms it into the other voice.

VERBS

NOUNS

|                                         |                        |
|-----------------------------------------|------------------------|
| a'a.....a'asia.....(to kick)            | aitu .....(ghost)      |
| a'e ..... a'ea.....(to ascend)          | a'oga .....(school)    |
| 'amata ..... 'amata.....(to start)      | fono.....(meeting)     |
| fa'afefe .... fa'afefea .....(to scare) | ipu .....(dishes)      |
| gaoi ..... gaola .....(to steal)        | lupe .....(dove)       |
| fufulu ..... fufulua .....(to wash)     | ma'a .....(rock)       |
| fana .....fanaina .....(to shoot)       | mauga .....(mountain)  |
| fai ..... faia .....(to do, to say)     | 'ofu .....(garment)    |
| maua..... mauaina .....(to find)        | lima.....(hand, arm)   |
| 'ote ..... 'otegiaina.....(to scold)    | pepe .....(baby)       |
| sae ..... saea .....(to tear)           | tupe .....(money)      |
| solu ..... solia .....(to break laws)   | teine .....(girl)      |
| togi ..... togia .....(to throw)        | tala .....(story)      |
| tuli ..... tulia .....(to chase)        | nu'u.....(village)     |
|                                         | taui .....(reward)     |
|                                         | tulafono .....(law)    |
|                                         | niu.....(coconut tree) |

.....





(A) 'O Mele.  
(repeat with  
students' names)

'E te alofa iā Mele?  
'ino'ino  
fesoasoani  
fiafia

'E te alofa i ai?  
'ino'ino  
fesoasoani  
fiafia

Its Mary.

Do you love Mary?  
hate  
help  
like

Do you love her?  
hate  
help  
like

(B) 'E te alofa iā Mele?  
'ino'ino  
fesoasoani  
fiafia

'Ioe, 'ou te alofa i ai.  
Leai, ou te lē 'ino'ino i ai.  
'Ioe, 'ou te fesoasoani i ai.  
Leai, 'ou te lē fiafia i ai.

Do you love Mary?  
hate  
help  
like

Yes, I love her.  
No, I don't hate her.  
Yes, I help her.  
No, I don't like her.

(C) 'O ai 'e te alofa  
i ai?

'Ou te alofa iā Mele.

'O Mele 'ou te alofa i ai.

'ino'ino  
fesoasoani  
fiafia

'ino'ino  
fesoasoani  
fiafia

'ino'ino  
fesoasoani  
fiafia

Who do you love?  
hate  
help  
like

I love Mary.  
hate  
help  
like

Mary, I love her.  
hate  
help  
like

III. WHAT/WHICH Follow the same procedure as before.

(A) 'O le naifi.

'E te mana'o i le

'E te mana'o ai?

salu  
'ili  
teutusi  
fa'aailoga

naifi?  
salu  
'ili  
teutusi  
fa'aailoga

(repeat)

The knife.  
broom  
fan  
envelope  
stamp

Do you want the knife? Do want it?

broom  
fan  
envelope  
stamp

(repeat)

(B) 'E te mana'o i le naifi?

salu  
'ili  
teutusi  
fa'aailoga

'Ioe, 'ou te mana'o i ai.  
Leai, 'ou te lē mana'o ai.  
'Ioe, 'ou te mana'o ai.  
Leai, 'ou te lē mana'o ai.  
'Ioe, 'ou te mana'o ai.

Do you want the knife?

broom

etc

(C) 'O le ā le mea 'e te mana'o ai?

'Yes, I want it.

No, I don't want it.

etc

'O le naifi (le mea 'ou te mana'o ai).

etc

What thing do you want (it)?

The knife (is the thing I want it).

etc

IV. WHEN. Follow the same procedure as before.

(A) Na 'ou moe anapō.

lama

eva

ma'i

'O anafea na 'e moe ai?

lama

eva

ma'i

'O anapō na 'ou moe ai.

lama

eva

ma'i

I slept last night.

fished

roamed

was sick

When did you sleep (at)?

fish

roam

When were you sick (at)?

I slept (at) last night.

fished

roamed

was sick

(B) 'O āfea e fai ai le pātī?

fusu'aga

fa'amasinoga

'O taeao lava e fai ai!

'O taeao lava e fai ai!

'O taeao lava e fai ai!

When will the party be held?

boxing

courtcase

It will be held tomorrow!

(repeat)

V. The teacher models a few sentences. Students repeat. The teacher then says only the first sentence and the students transform it using the particle ai.

(A) Na 'ou sau i le va'alele.

pasi

pikiapu

'O le va'alele na 'ou sau ai.

pasi

pikiapu

I came in a plane.

bus

pick-up

The plane is what I came in.

bus

pick-up

(B) 'Ou te fiafia i le pālusami.

palolo

fa'apāpā

'O le pālusami 'ou te fiafia i ai.

palolo

fa'apāpā

I like pālusami.

palolo

fa'apāpā

Pālusami is (what) I like.

Palolo

Fa'apāpā

(C) Na lā fa'ainoipo anafea?

tēte'a

fa'amau

'O anafea na lā fa'ainoipo ai?

tēte'a

fa'amau

When were they married?  
                    divorced  
                    engaged

When were they married et?  
                    divorced  
                    engaged

(D) Tou te fia ̄ i fea?  
                    malaga  
                    ti'eti'e

'O fea tou te fia ̄ i ai?  
                    malaga  
                    ti'eti'e

You want to go where?  
                    travel  
                    ride

Where do you (pl) want to go to?  
                                    travel  
                                    ride

V. Let the students make up their own sentences for the rest of the class to transcribe using ai.

\*\*\*\*\*



REVIEW DRILLS FIFTEEN AND SIXTEEN

TOPICS: Directions and World map.

METHOD: Situational Re-enforcement.

MATERIAL:

A large map of the world and a map of Apia like that used in Lesson 34.

TIME: 30 minutes each drill.

\*\*\*\*\* THE DRILLS \*\*\*\*\*

I. Direction Drill: The teacher gives each student a slip of paper with two map locations written on it. Each student takes a turn directing another student from one location (i.e. falemeli) to the other (i.e. R.S.A.) using the map. Student should use the structures from Lesson 34.

II. World Map Drill: The teacher directs the students in the game of 'Where am I?'. One person stands before the map and says: 'Where am I?'. The other students ask questions in turn that elicit a 'Yes' or 'No' answer. A 'Yes' answer merits the student another question. When a 'No' answer is received the next student asks the questions. The person can be a country, ocean or continent. Use the structures from Lesson 35.

(i.e.)

|            |                                          |                                     |
|------------|------------------------------------------|-------------------------------------|
| PERSON:    | 'O fea e i ai a'u?                       | Where am I?                         |
| STUDENT 1: | 'E te i Saute o le 'Ia'uta?              | Are you south of the equator?       |
| PERSON:    | 'Ioe.                                    | Yes.                                |
| STUDENT 1: | 'E te i sisifo o 'Amelika?               | Are you west of America?            |
| PERSON:    | 'Ioe.                                    | Yes.                                |
| STUDENT 1: | 'E te i 'Amelika?                        | Are you in America?                 |
| PERSON:    | Leai.                                    | No.                                 |
| STUDENT 2: | 'E te i le vā o 'Amelika ma<br>'Afelika? | Are you between America and Africa? |
| PERSON:    | 'Ioe.                                    | Yes.                                |
| STUDENT 2: | 'E te i le vasa 'Atalani?                | Are you in the Atlantic Ocean?      |
| PERSON:    | 'Ioe.                                    | Yes.                                |

The student who guessed correctly now comes to the map and answers the questions.



E le'i fia fafagā (e ia) le pua'a.  
eva (o ia) anapō

(He) didn't want to feed the pigs.  
roam last night.

'Ua sa ona ia gāsesēa le mea'ai.  
'amata le gālua  
fafagā pua'a  
eva.

Preparing the food by him is forbidden.  
Starting the work  
Feeding the pigs  
Roaming about

IV. Mā te ō e fa'atali se pasi.  
mātamata i le tū'uga  
fa'alogologo i le lāuga  
tātā kitala

We went to wait for a bus.  
watch the race.  
listen to the speech.  
play guitars

'Ua mā fia maua se pasi.  
mātamata i le tū'uga.  
fa'alogologo i le lāuga  
tātā kitala

We went to get a bus.  
watch the race.  
listen to the speech  
play guitars

'Ua leva ona mā fa'atali i se pasi.  
mātamata i le tū'uga.  
fa'alogologo i le lāuga.  
tātā kitala

It's been a long time for us to  
wait for a bus.  
watch the race  
listen to the speech  
play guitars

.....

REVIEW DRILL EIGHTEEN

TOPIC: Passive voice.

METHOD: Combination drills.

MATERIALS: Blackboard.

TIME: 30 minutes.

\*\*\*\*\* THE DRILL \*\*\*\*\*

The teacher writes these 10 word sets on the board. The students take turns forming complete sentences from them in both active and passive voice.

(i.e.)

tatala, fale'oloa, tamāloa. open, store, man.  
Na tatala le fale'oloa e le tamāloa. The store was opened by the man.  
'O le tamāloa na tatalaina le fale'oloa. The man opened the store.

The sentences:

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. faitau, tusi, tamaā'oga.        | read, book, schoolboy.             |
| 2. 'ave, pasi, Simi.               | drive, bus, Simi.                  |
| 3. tago, tupe, pepe.               | touch, money, baby.                |
| 4. a'oa'o, Gagana Samoa, papalagi. | learn, Samoan Language, foreigner. |
| 5. foa'i, meaalofa, teine.         | return gift, girl.                 |
| 6. fa'avela, mea'ai, lo'omatua.    | cook, food, old woman.             |
| 7. lafo, tusi, Pita.               | mail, letter, Pita.                |
| 8. fa'alaga, letiō, tama ulavale.  | ruin, radio, mischevious boy.      |
| 9. fa'atau, ta'avale, matai.       | buy, car, chief.                   |
| 10. teu, fale, fafine.             | arrange, house, woman.             |

\*\*\*\*\*



GRAMMAR REVIEW SIX

NOTES ON LESSON THIRTY FOUR:

The most common directional terms in Samoan are seaward (tai) and inland (uta). Unless the object being located is described in reference to some other object (next to, behind, etc), the words above are preferred over left, right, east, west, etc. This is even true miles inland where the sea is not visible but its direction is known.

The question used in these drills (E fa'apēfea ona 'ou maua le R.S.A.? etc) can be asked other ways but the one above will usually elicit directions rather than location of the place in question.

'O fea le R.S.A.? .....Where is the R.S.A.?

'O lā e i tafatafa o le faletusi...Its next to the library.

Se'ia o'o is a commonly used idiom for 'until reaching.'

Fa'atali se'ia o'o i le lima.....Wait until it reaches 5 (o'clock).

The word liluu (turn) is properly applied to people. There are two other important words meaning turn.

Afe is normally use for vehicles or when the turn is a change of normal direction.

Afe i le isi'auala..... Turn off on the other street.

Fa'asaga is used to mean face a direction.

Fa'asaga mai!..... Turn (face) to me!

The words māgafā and māgatolu are derived from the root word māga meaning 'fork or branch'. Thus the word māgafā means the point of four branches (roads), and māgatolu the point of three branches. In Samoan, one would refer to the next four road branch (māgafā) rather than 'the next road.'

The phrase 'is facing' in Samoan uses the word 'with' (ma) where in English one would not normally use a preposition.

'O lā e fa'afeagai ma le faletupe..It's facing the bank.

Vā means space between. This is a common idiom that is applied to almost any subject.

'O le vā o ou taliga..... The space between your ears.

NOTES ON LESSON THIRTY-FIVE:

Notice the use of the phrase 'o ai rather than 'o le ā when referring to countries, oceans, etc.

'O ai lou atunu'u?.....Who (what) is your country?

The student should be aware by now that 'o ai is used in reference to most proper nouns rather than 'o le ā (what).

The demonstrative pronoun (lā) of Lesson 11, is not used when locating these geographical terms with the map.

'O Fiti e i saute o le 'ekueta.... Fiji is south of the equator.

'O Simi lā e i fafo..... Jim is outside.

Note also the use of the phrase e i ai (is) in the question:

'O fea e i ai Kānata? ..... Where is Canada?

This can also be asked with the 'o lo'o tense marker.

'O fea 'o i ai Kānata?..... Where is Canada?

The four compass points can be used as nouns, adjectives or adverbs in Samoan. As a noun, they take the particle 'o, as adjectives they take the preposition i and follow the noun; and as adverbs they take the preposition i and follow the verb or word they modify.

'O mātu o Samoa ..... The north of Samoa. (noun)

'O Samoa i Sisifo ..... Western Samoa. (adjective)

Na 'ou malaga i saute o Samoa. I travelled south of Samoa. (adverb)

The student should note that the last syllable of some of the directional words are stressed to express greater distance.

utā .....far inland

sisifō .....far west

Similarly, the prefix ga is joined to certain words to express short distances.

gātai ..... a little towards the sea.

gā'uta..... a little inland.

gāga'e ..... a little to the east. (infrequent)

gāgaifo ..... a little to the west. (infrequent)

Churchward notes that the word sasa'e is derived from a'e (up) and sisi'fo from ifo (down) referring to the rising and setting of the sun in the east and west.

NOTES ON LESSON THIRTY-SIX:

Masalo in this lesson can be used as a verb, adverb or noun.

'Ou te masalo 'ua alu le tama... I think the boy has gone. (verb)

Masalo 'ua alu le tama..... The boy has probably gone. (adverb)

'O la'u masalo, 'ua alu le tama. My opinion is the boy has gone.(noun)

The adverb 'ātonu is an idiom which is probably derived from the words 'ā (future) and tonu (to be agreed or decided). 'Ātonu begins the sentence.

'Ātonu lā te ōmai taeano..... They will probably come tomorrow.

'Ailoga is another idiom that may well be a combination of the words 'ā (future) and 'iloga (from ta'ilo - I don't know)

'Ailoga e sau le pasi .....The bus probably won't come.

'Famata comes from the root mata (to look like or have the appearance of being). It normally translates with the word 'you' understood.

Fa'amata'ua 'Uma le lotu?.....Do you think the service has ended?

'Matea is the 'passive' form of the verb mate (to guess). The position of mate in the sentence many times determines the form that should be used. (See notes on Lesson 23 related to Samoan Passive Voice).

'Ou te matea e tatau ona 'ou alu.I suppose I should go.

Mate mai lo'u.igoa.....Guess my name.

NOTES ON LESSON THIRTY-SEVEN:

'Aua and sōia are very close in meaning. 'Aua generally commands that an action not take place while sōia puts a stop to an action that has already started. In some situations however either could be used interchangeably ('aua le pisa/sōia le pisa) Both 'aua and sōia can be used three ways:

(1) With the indefinite indicative (e/le tense and dependent pronoun).

'Aua tou te pepelo ..... Don't you (pl) lie.

(2) With the definite article le in a gerund form.

Sōia le pisa ..... Stop making noise.

(3) With ne'i (lest) with or without a pronoun. This construction is not very common.

'Aua lava ne'i 'e tautala.....Don't you talk.

Sā can be used with ona or the definite article le to form the infinitive mood or gerund of the main verb. See Notes on Lesson 39 for an explanation of this.

'Ua sā ona palauvale..... It's forbidden to curse.

'Ua sā le palauvale..... Cursing is forbidden.

Tāofi means stop and is normally used with nouns where as 'aua and sōia are used with verbs.

Tāofi le tama!..... Stop the boy!

'Aua le alu se'i laofie..... Don't go until its sunny.

The student should note that the particle fia can be prefixed to several verbs to give negative character to nouns as in poto (clever) - fianoto (trying to put on cleverness). Some common examples are:

fiasili ..... trying to be a big shot.

fiasioa ..... trying to show off.

fیاتaguta ..... being a snob.

fiamālosi..... showing off strength.

NOTES ON LESSON THIRTY-EIGHT:

Manuia and Mālō are general words of good wishes and congratulations. Manuia is used

before the event and mālō during or after the event. Mālō is also a common word of greeting used almost in the same light as tālofa but with a implied congratulations on arriving.

Note that both mālō and lanuia are used with the definite article le (or it's possessive counterparts - la'u, lo'u, etc) and thus when used with a verb they form a gerund.

Mālō le ta'alo!..... Good playing!

The word fa'afetai (thank you) is used frequently in many formal expressions of thanks. The preposition mo (for) is used primarily for objects or nouns and the preposition i usually precedes the possessive pronouns when they are used.

Fa'afetai le fa'aāloalo.....Thanks (for) the politeness.

Fa'afetai mo le meaalofa.....Thanks (for) the gift.

Fa'afetai i lou alofa.....Thanks (for) your love.

The student should note that every salutation, politeness, congratulation, or encouragement demands a similar reply in the Samoan custom. Sometimes the reply is identical with the salutation with the addition of fo'i (also) or lava (much), while in other cases a complementary response is required.

Two people working:

Mālō le galue! .....Good working!

Mālō fo'i le galue! .....Good working also!

Only one working:

Mālō le galue! .....Good working!

Mālō le tāpua'i! .....Good working!

NOTES ON LESSON THIRTY-NINE:

The four words in this lesson (mafai, tatau, taga, and leva) are very common auxiliary verbs used to form the Samoan gerund or infinitive mood. All of these words normally take the particle ona between them and the main verb to give the English gerund or infinitive of that verb. It should be evident that there is much interchangeability between gerunds and infinitives in Samoan formed with ona.

E taga ona uiaula ..... It's permissible to smoke.

Smoking is permitted.

E mafai ona alu..... It's possible to go.

Going is possible.

There are other ways of expressing gerunds and infinitives besides the use of ona.

- (1) E. Use of this particle before the second verb creates the infinitive mood.

Na 'ou fai atu i le tama e sau.. I told the boy to come.

- (2) Indefinite indicative (e/te tense). Repetition of the pronoun with e/te tense marker also gives the infinitive mood.

Na 'ou alu 'ou te fāgota..... I went to fish.

- (3) i. Use of the preposition i sometimes follows certain verbs. (musu, poto, ma, māsani, fefe, a'oa'o) to give both the infinitive and gerund.

'E te fefe i fusu?..... Are you afraid to fight?  
E māsani le tama i le lama..... The boy is used to night fishing.

- (4) Fia prefixed to verbs creates a simple infinitive.

'E te fia tā'ele? ..... Do you want to bathe?

- (5) Le, the definite article (and its possessive counterparts) may be prefixed to the verb to give the gerund.

'Ua 'uma le siva .....The dancing is finished.  
E lē lelei lana ta'alo .....His playing isn't good.

Review Drill 17 contains more examples of these different structures.

#### NOTES ON LESSON FORTY:

The distinction between active and passive voice as related to the verbal endings (a, ina, ia, fia, gia, lia, etc) has long been disputed, and to date has not been completely resolved. It was originally thought that these endings had the effect of changing a verb from 'active' to 'passive' form. It has been demonstrated however that this is not always the case in Samoan, and many examples can be found in which the suffixes are present but the sentence cannot be easily shown to be passive, or is in fact active. None of the existing texts on Samoan Language (See Bibliography) agree on the actual function of these endings but Milner in his Samoan Dictionary seems to have the most reasonable explanation. He writes, in part:

"...the distinction between active and passive... is largely meaningless, since it is alien to the structure of Samoan Language. The difference between the presence or absence of ... suffixes appears to be an exponent, not of voice, but of aspect.

(i) In general a base followed by one of those suffixes denotes a process or action considered in its entirety, i.e. envisaged as a complete or completed process, whether in the present, past, or future.

(ii) The function of those suffixes may also be relative, and, more specifically, anaphoric."<sup>1</sup>

It is probable that to Samoans the verbal endings do not represent a distinction of active and passive voice but rather, as Milner states, an over all view of the action which is expressed with the suffixes. Marsack for one feels that perhaps the use of the endings is only a matter of euphony.

The student would be wise to follow the general rule of thumb mentioned in the notes on Lesson 23 until an 'ear' is acquired concerning the use of these endings.

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1. G.B. Milner; Samoan Dictionary, Oxford University Press 1966. (p. . . . . i)

As for the verbs themselves, the student must remember that not every verb can take an ending. There is no complete list of those that do, but the partial lists mentioned in the notes on Lesson 23 would be worth obtaining for reference. The most common ending is ina (used with most introduced verbs). Students may find it helpful to use this ending when in doubt about the correct suffix. Note also that some verbs can take more than one ending.

NOTES ON LESSON FORTY-ONE

Ai in this lesson is a relative or anaphoric particle that has no one single translation. It is used in reference to some antecedent (time, place, third person, or idea) that is implicitly understood or has been explicitly mentioned earlier in the sentence. It always follows the verb, and is preceded by the preposition i (to) when the action of the verb is directed to something or someone.

'O fea 'e te alu i ai?.....Where are you going to?

'O ai 'e te alofa i ai?.....Who do you love to?

Note that i is not present with verbs that show no direction to.

'O fea 'e te nofo ai? .....Where do you stay?

The student should try to practice using this particle, which is very common, since its absence from a sentence detracts not only from the meaning, but also the rhythm and balance of the sentence. As a general rule, the particle ai should be used whenever the sentence spoken refers to something or someone being talked about, or mentioned previously in the sentence.

For example if someone was talking about papaya and you wished to say 'I don't like it', in Samoan you might say:

'Ou te lē fiafia i ai ..... I don't like (to) it.

Or introducing a new object in the sentence with the verb at the end:

'O le moli le mea 'ou te lē fiafia i ai. ... An orange is the thing I don't like.

Some words always take the particle ai when they occur at the beginning of a sentence and are followed by the main clause. These include fea (where), mea (thing), āfea (when), anafea (when), aiseā (why), 'O le ā (what).

'O āfea tou te momoe ai?.....When will you (pl) sleep?

Tou te momoe āfea?.....When will you (pl) sleep?

This relative particle ai is not to be confused with the interrogative pronoun ai (who) introduced in Lesson 11 and 13.

.....

WORK SHEET NUMBER SIX

I. Translate these sentences into Samoan.

1. I live in North America. \_\_\_\_\_
2. Where is your village? \_\_\_\_\_
3. How can I find the bank? \_\_\_\_\_
4. Walk inland until you reach the four corners. \_\_\_\_\_
5. Stop the bus! \_\_\_\_\_
6. Don't lie! \_\_\_\_\_
7. What did Sina say? \_\_\_\_\_
8. I told you to be quiet. \_\_\_\_\_
9. We went to see (mātamata) the movie. \_\_\_\_\_
10. The door wasn't open. \_\_\_\_\_

II. Translate into English and answer in Samoan.

11. 'O ai 'e te mana'o ai? (Simi) \_\_\_\_\_
12. 'O fea na lua ō i ai ananafi? (Apia) \_\_\_\_\_
13. 'O ai lā te fa'atali i ai? (le pule) \_\_\_\_\_
14. 'O le ā le mea tou te mānana'o ai? \_\_\_\_\_
15. 'O anafea na taunu'u mai ai le va'a? \_\_\_\_\_

III. Write a short descriptive paragraph in Samoan for the following:

"Where can I find the hospital?"

"Walk east until you reach the Police Station. Turn to your left and walk

inland. Cross the four corners at Malifa, and continue walking inland until you reach the three corners at Moto'otua. The hospital is on the right side."

IV. Write a short descriptive paragraph in Samoan following the English story below:

northeast - mātū i sasa'e, New York - Niu Ioka, close - latalata, sight - va'aiga  
forest - vaomāoa, desert - toafa, mountain - mauga, river - vaitafe, city -  
'a'ai, warm - māfana'fana, strange - 'ese'ese.

Hello! My name is X. I come from the United States in North America. Our family lives in the northeast of the United States in the state of New York. The Atlantic Ocean is closer to our state than the Pacific Ocean. My country has many sights. In the west are forests, deserts and mountains. In the east there are rivers and many large cities. In the south of the United States the climate is warm. In the north it is cold. The United States is a strange country.

V. Write active and passive sentences in Samoan from the English sentences below:

build - fau, carpenter - kāmata, thief - tagata gaoi, sermons - lotu, pastor - faife'au, bible - Tusi Paia, translate - fa'aliliu, missionary - misicnare.

16. Our house is being built by carpenter from Si'umu. \_\_\_\_\_  
\_\_\_\_\_
17. The thief was bitten in the leg by their fierce dog. \_\_\_\_\_  
\_\_\_\_\_
18. The food was eaten yesterday. (the boy) \_\_\_\_\_  
\_\_\_\_\_
19. The service will be conducted by our pastor. \_\_\_\_\_  
\_\_\_\_\_
20. The Bible was translated by the missionaries \_\_\_\_\_  
\_\_\_\_\_

.....



CONJUNCTIONS  
PREPOSITIONS  
SUBORDINATE CLAUSES  
IDIOMATIC CONSTRUCTIONS  
READING AND COMPREHENSION

LESSON FORTY-TWO

TOPICS

- (a) why ..... 'aiseā, 'o le ā le mea.
- (b) because ..... 'auā, ina 'ua, leaga, 'cna 'o.

METHOD: Substitution drill.

MATERIALS

Flash cards for the following words with the English translation on the back.

|             |                 |                |         |
|-------------|-----------------|----------------|---------|
| maliu ..... | a death, to die | tīgā .....     | pain    |
| uō .....    | friend          | 'aiseā .....   | why     |
| leaga ..... | bad             | 'auā .....     | because |
| maua .....  | to get          | 'ina 'ua ..... | because |
|             |                 | 'ona 'o .....  | because |

TIME: 30 minutes.

THE LESSON

- I. Introduce the vocabulary with the flashcards.
- II. The teacher models the first few sentences in each exercise. Students repeat. The teacher then says only the substitute words (underlined) and the students change the sentence accordingly.

|                                    |                                  |
|------------------------------------|----------------------------------|
| 'Aiseā 'e te <u>tagi</u> ai?       | Why are you <u>crying</u> ?      |
| <u>ita</u>                         | <u>angry</u>                     |
| <u>fa'anoanoa</u>                  | <u>sad</u>                       |
| <u>fiafia</u>                      | <u>happy</u>                     |
| 'Aiseā 'ua 'e <u>tagi</u> ai?      | Why are you <u>crying</u> ?      |
| <u>etc</u>                         | <u>etc</u>                       |
| 'Aiseā na (ia) <u>tagi</u> ai?     | Why is he <u>crying</u> ?        |
| <u>etc</u>                         | <u>etc</u>                       |
| 'Aiseā 'ua tou <u>fetācisi</u> ai? | Why are you (pl) <u>crying</u> ? |
| <u>feita</u>                       | <u>angry</u>                     |
| <u>fa'anoanoa</u>                  | <u>sad</u>                       |
| <u>fiafia</u>                      | <u>happy</u>                     |

'Aiseā lua te fetāgisi ai?

Why are you (2) crying?

etc

etc

III. The teacher models these next drills first, just as in part I.

'Ou te tagi 'auā 'ua tīgā lo'u mata.

I'm crying because my eye hurts.

ita

leai se mea'ai

angry

there's no food

fa'anoanoa

alu la'u uō

sad

my friend left.

fiafia

maua la'u tupe

happy

I got my money

'Ua 'ou tagi 'auā tīgā lo'u mata.

I'm crying because my eye hurts.

etc

etc

etc

etc

Na 'ou tagi 'auā sa tīgā lo'u mata.

I cried because my eye hurt.

ita

leai se mea'ai

was angry

there was no food.

fa'anoanoa

alu la'u uō

was sad

my friend left

fiafia

maua la'u tupe

was happy

I got my money

Na ia tagi 'auā sa tīgā lona mata.

He cried because his eye hurt.

ita

leai se mea'ai

was angry

there was no food.

fa'anoanoa

alu lana uō

was sad

his friend left

fiafia

maua lana tupe

was happy

he got his money

'Ua mātou fetāgisi 'auā 'ua tīgā o mātou mata.

We're crying because our eyes hurt.

feita

leai ni mea'ai

angry

there's no food

fa'anoanoa

ō a mātou uō

sad

our friends left.

fiafia

maua a mātou tupe

happy

we got our money

Mā te fetāgisi 'auā 'ua tīgā o mā mata.

We are crying because our eyes hurt.

feita

leai ni mea'ai

angry

there's no food

fa'anoanoa

ō a mātou uō

sad

our friends left

fiafia

maua a mā tupe

happy

we got our money

IV. Alternatives for 'Aiseā.

'O le ā le mea 'e te tagi ai?

What's the reason you're crying?

ita

angry

fa'anoanoa

sad

|                                           |                                                |
|-------------------------------------------|------------------------------------------------|
| 'O le ā le mea 'e te <u>fiafia</u> ai?    | What's the reason why you're <u>happy</u> ?    |
| 'O le ā le mea 'ua lā <u>fetāgisi</u> ai? | What's the reason why they are <u>crying</u> ? |
| <u>feita</u>                              | <u>angry</u>                                   |
| <u>etc</u>                                | <u>etc</u>                                     |
| 'E te <u>tagi</u> o le ā?                 | Your <u>crying</u> for what (reason)?          |
| <u>ita</u>                                | <u>angry</u>                                   |
| <u>etc</u>                                | <u>etc</u>                                     |
| Na lātou <u>fetāgisi</u> 'o le ā?         | They are <u>crying</u> for what (reason)?      |
| <u>feita</u>                              | <u>angry</u>                                   |
| <u>etc</u>                                | <u>etc</u>                                     |

V. Alternatives for 'auā.

|                                                                         |                                                         |
|-------------------------------------------------------------------------|---------------------------------------------------------|
| 'Ou te <u>tagi</u> 'ina 'ua <u>tīgā</u> lo'u mata.                      | I'm <u>crying</u> because <u>my eye hurts</u> .         |
| <u>ita</u> <u>leai se mea'ai</u>                                        | <u>angry</u> <u>there's no food</u>                     |
| <u>fa'anoanoa</u> <u>alu la'u uō</u>                                    | <u>sad</u> <u>my friend left</u>                        |
| <u>fiafia</u> <u>maua la'u tupe</u>                                     | <u>happy</u> <u>I've gotten my money</u>                |
| 'Ua lātou <u>fetāgisi</u> 'ina 'ua <u>tīgā</u> o<br><u>lātou mata</u> . | They are <u>crying</u> because <u>their eyes hurt</u> . |
| <u>etc</u> <u>etc</u>                                                   | <u>etc</u> <u>etc</u>                                   |
| 'Ou te <u>tagi</u> leaga 'ua <u>tīgā</u> lo'u mata.                     | I'm <u>crying</u> because <u>my eye hurts</u> .         |
| <u>etc</u> <u>etc</u>                                                   | <u>etc</u> <u>etc</u>                                   |
| Sa ia <u>tagi</u> leaga na <u>tīgā</u> lona mata.                       | He <u>cried</u> because <u>his eye hurt</u> .           |
| <u>etc</u> <u>etc</u>                                                   | <u>etc</u> <u>etc</u>                                   |
| 'Ou te <u>tagi</u> 'ona 'o le <u>teine</u> leaga.                       | I'm <u>crying</u> because of the <u>bad girl</u> .      |
| <u>ita</u> <u>tama ulavale</u>                                          | <u>angry</u> <u>naughty boy</u>                         |
| <u>fa'anoanoa</u> <u>maliu</u>                                          | <u>sad</u> <u>death</u>                                 |
| <u>fiafia</u> <u>mea'ai</u>                                             | <u>happy</u> <u>food</u>                                |
| Sa mātou <u>fetāgisi</u> 'ona 'o le <u>teine</u> .<br><u>leaga</u> .    | We <u>cried</u> because of the <u>bad girl</u> .        |
| <u>etc</u> <u>etc</u>                                                   | <u>etc</u> <u>etc</u>                                   |

FOLLOW UP LESSON

TIME: 30 minutes.

I. Write the story on the board:

- (a) Teacher reads the story once, students listen.
- (b) Review new vocabulary words in each sentence.
- (c) Everyone re-reads together.
- (d) Students answer the questions.

'O LA'U UŌ

'Ua 'ou fa'anoanoa leaga 'ua lēiloa la'u maile. Sa sola 'ese anarafi 'ona 'o lo'u tamā. Na ita lo'u tamā 'ina'ua 'ai 'e le maile ana mea'ai. 'O le mea 'ua ita ai lo'u tamā, 'ona 'o taugataā mea'ai, 'ae mātou to mātiti-va. Sa 'ou tagi i le aso 'ātoa 'ona 'o la'u maile. 'Ou te alofa tele i la'u maile, 'auā 'o la'u uō. Tālosia ia toe sau taeao.

VOCABULARY

|              |       |                |               |                 |        |
|--------------|-------|----------------|---------------|-----------------|--------|
| lēiloa ..... | lost  | sola 'ese .... | run away      | 'e .....        | by     |
| 'ātoa .....  | whole | tālosia .....  | to pray, hope | 'ae ....        | but    |
|              |       |                |               | mātiti-va ..... | grieve |

1. 'Aiseā na sola 'ese ai le maile?
2. Na ita 'o le ā lona tamā?
3. 'O le ā le mea sa ia faia i le aso 'ātoa?
4. 'Aiseā 'ua ia alofa ai i le maile?
5. 'O le ā lona tālosaga?

II. Erase the story and write these sentence outlines on the board.

1. fa'anoanoa.....lēiloa.....maile
2. sola 'ese....lo'u tamā
3. ita...lo'u tamā....'ai....maile....ana mea'ai
4. 'o le mea ....ita....taugataā....mea'ai.....mātiti-va
5. tagi.....'ātoa.....maile
6. alofa.....maile.....la'u uō
7. tālosia.....toe sau

The students now try to compose complete sentences from these fragments based on the story. (i.e.)

1. fa'anoanoa.....lēiloa.....maile  
'Ua 'ou fa'anoanoa leaga 'ua lēiloa la'u maile.

LESSON FORTY-THREE

TOPICS

- (a) but ..... 'ae, 'a
- (b) nevertheless..... 'ae peita'i

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary below.

|                         |                            |
|-------------------------|----------------------------|
| maua.....to get         | 'a.....but                 |
| āvinoā.....opportunity  | fā'ali'i...to be stubborn  |
| āmoleaga...bad behavior | fiapoto....to be conceited |
| 'ae.....but             | 'ae peita'i..nevertheless  |

TIME: 30 minutes.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. 'Ae - but

(A) 'Ou te fia pese 'ae 'ou te lē fia siva. I like to sing but I don't like to dance.

|                 |               |             |              |
|-----------------|---------------|-------------|--------------|
| <u>tā'e'ele</u> | <u>fāpota</u> | <u>swim</u> | <u>fish</u>  |
| <u>'ai</u>      | <u>inu</u>    | <u>eat</u>  | <u>drink</u> |
| <u>ta'alo</u>   | <u>fusu</u>   | <u>play</u> | <u>fight</u> |

Mā te fia pepese 'ae mā te lē fia sisiva. "We like to sing but we don't like to dance.

|                 |               |             |              |
|-----------------|---------------|-------------|--------------|
| <u>tā'e'ele</u> | <u>fāpota</u> | <u>swim</u> | <u>fish</u>  |
| <u>'a'ai</u>    | <u>feinu</u>  | <u>eat</u>  | <u>drink</u> |
| <u>tā'a'alo</u> | <u>fufusu</u> | <u>play</u> | <u>fight</u> |

Repeat with mātonu.

(B) Sa 'ou fāpota 'ae 'ou te le'i mauā se i'a. I fished but I didn't get a fish.

|                  |             |                     |                  |
|------------------|-------------|---------------------|------------------|
| <u>fipāluaga</u> | <u>tupe</u> | <u>worked</u>       | <u>any money</u> |
| <u>fia alu</u>   | <u>pasi</u> | <u>wanted to go</u> | <u>a bus</u>     |





I. Follow the same procedure as in lesson 42.

'O LA'U UŌ TEINE

E i ai la'u uŌ teine, 'ae i ai lona fa'afitāuli. E 'aulelei tele ma atamai, 'ae peita'i, e āmioleaga. E gaoui, e faitala, e pepelo fo'i ma ulavale tele. Sa faigāuega ia B.P. 'a 'ua te'a 'ona 'o le matagaoui. 'O aso lā nei, 'ua lē toe faigāuega 'a 'ua ta'ata'a lava i Apia ma āmioleaga ai. 'O ia 'o se teine leaga, 'ae peita'i, 'ou te alofa lava i ai 'auā e tauagafau.

VOCABULARY

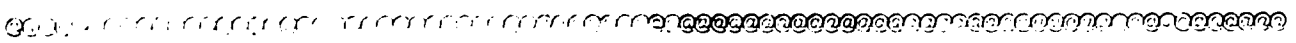
fa'afitāuli.... problem                      'aulelei... pretty              atamai... smart  
matagaoui..... stealing                      aso lā nei .. these days ta'ata'a..roar  
'ua te'a..... to be fired                      tauagafau.... polite, well meaning.

QUESTIONS

1. 'O le ā le fa'afitāuli 'o le teine?
2. 'O fea sa faigāuega ai?
3. 'Aiseā na te'a ai?
4. 'O ā an' mea 'o fai i aso nei?
5. 'Aiseā e sāga alofa ai le tama i lona uŌ?(saga - to persist)

II. Erase the story and write these words on the board.

1. la'u uŌ.....'ae....fa'afitāuli
2. 'aulelei...atamai...'ae peita'i.....āmioleaga
3. gaoui.....faitala.....pepelo fo'i.....ulavale
4. sa faigāuega.....'ua te'a....'ona 'o.....matagaoui
5. aso lā nei .....lē faigāuega....a ta'ata .....Apia.....āmioleaga
6. 'o ia ..... teine leaga.....alofa.....'auā.....tauagafau





LESSON FORTY-FOUR

TOPICS

- (a) if (implied future).....(pe) 'ā
- (b) if (future).....(pe) 'āfai
- (c) if (.....).....(pe) 'ana

METHOD: Substitution drill.

MATERIALS

Flashcards for the following new vocabulary.

- pe 'ā....if
- pe 'ana.....if
- oso...food gift
- pe 'āfai...if

TIME: 30 minutes.

@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@

I. Implied future

|                                 |                                |
|---------------------------------|--------------------------------|
| 'Ou te lē <u>alu</u> pe'ā timu. | I won't <u>go</u> if it rains. |
| <u>galue</u>                    | <u>work</u>                    |
| <u>malaga</u>                   | <u>travel</u>                  |
| <u>lotu</u>                     | <u>attend church</u>           |
| <u>ā'oga</u>                    | <u>attend school</u>           |

|                                 |                                  |
|---------------------------------|----------------------------------|
| 'Ā timu, 'ou te lē <u>alu</u> . | If it rains, I won't <u>go</u> . |
| <u>etc</u>                      | <u>etc</u>                       |

|                                    |                                      |
|------------------------------------|--------------------------------------|
| 'Aumai se <u>tupe</u> pe'ā 'e sau. | Bring <u>some money</u> if you come. |
| <u>oso</u>                         | <u>a food gift</u>                   |
| <u>fagu via</u>                    | <u>a bottle of beer</u>              |
| <u>letio</u>                       | <u>a radio</u>                       |
| <u>polo</u>                        | <u>a ball</u>                        |

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| 'Ā 'e sau 'aumai se <u>tupe</u> . | If you come bring <u>some money</u> . |
| <u>etc</u>                        | <u>etc</u>                            |

II. Future tense:

|                                    |                                         |
|------------------------------------|-----------------------------------------|
| Mā te lē <u>ō</u> pe 'āfai e timu. | We (?) won't <u>go</u> if it will rain. |
| <u>sāvavali</u>                    | <u>walk</u>                             |

Mā te lē savavali pe 'āfai e timu.

gālulue

tā'a'alo

ōmai

We (2) won't walk if it will rain.

work

play

come

'Āfai e timu, mā te lē ō.

etc

If it will rain we (2) won't go.

etc

'Aumai se tupe pe 'āfai hua te ōmai.

oso

fagu pia

letio

polo

Bring some money if you will come.

food gift

bottle of beer

radio

ball

'Āfai hua te ōmai, 'aumai se tupe.

etc

If you will come bring some money.

etc

## II. Past tense:

'Ou te lē alu pe 'ana timu.

galue

etc

I wouldn't have gone if it had rained.

worked

etc

'Ana timu, 'ou te lē alu.

etc

If it had rained I wouldn't have

gone.

etc

'Ou te alu pe 'ana 'e tōfi tā'ia le pasi. I would have gone if you had stopped  
the bus.

ta'avale

piki'apu

car

pick-up

'Ana 'e tōfi le pasi 'ou te alu.

ta'avale

piki'apu

If you had stopped the bus I could  
have gone.

car

pick-up

FOURTH US LESSON

TIME: 30 minutes.



LESSON FORTY-FIVE

TOPICS

- (a) while.....'a'o
- (b) when (past).....'ina 'ua

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

|                            |                                               |
|----------------------------|-----------------------------------------------|
| supo..... soup             | fa'apotopoto ..... gather                     |
| pōlesi..... porridge       | fa'amālōlō..... recess                        |
| sui..... change            | fa'atū'ua..... dismiss                        |
| fa'anoi.... ask permission | pa'ū..... fall                                |
| māfuie ... earthquake      | afi..... motor                                |
| lōloga..... flood          | lavea..... wound                              |
| lāmala..... drought        | goto..... sink                                |
| tā..... hurricane          | tu'i..... pierce                              |
| soli..... to run over      | fitafita..... soldier                         |
| 'a 'o..... while           | pū..... to die (animals,<br>plants, machines) |
| 'ina 'ua ....when past     |                                               |

TIME: 30 minutes.

@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@

I. 'A'o - while. Teacher models the drills, students repeat. Students then substitute the underlined words.

|                                               |                                            |
|-----------------------------------------------|--------------------------------------------|
| 'Ai le <u>supo</u> 'a'o vevela.               | Eat the <u>soup</u> while it's hot.        |
| <u>pālusami</u>                               | <u>pālusami</u>                            |
| <u>pōlesi</u>                                 | <u>porridge</u>                            |
| Sa fa'atali la'u uō 'a'o <u>sui lo'u 'ie.</u> | My friend waited while I <u>changed my</u> |
| <u>o'u su'eina le tupe</u>                    | <u>clothes.</u>                            |
| <u>o'u fa'anoi i lo'u tamā</u>                | <u>looked for my money</u>                 |
| <u>o'u tā'ele</u>                             | <u>asked permission from my father</u>     |
|                                               | <u>bathed</u>                              |

Change to mā'ua and mātou.  
 E lulū le māfuie 'a'o o'u i Samoa.      The earthquaked while I was in Samoa.









'O le ā timu 'ae le'i uuga lavalava. It will rain before the clothes are  
dry.

|                        |                            |
|------------------------|----------------------------|
| <u>alu le malaga</u>   | <u>travelers leave</u>     |
| <u>faia le tā'aloa</u> | <u>game is played</u>      |
| <u>'uma le finfia</u>  | <u>celebration is over</u> |

## II. 'a'o le'i - before

'E te tā'ele 'a'o le'i tīna le sefulu lua. You bathe before twelve (o'clock).

|                       |                        |
|-----------------------|------------------------|
| <u>faia le kuka</u>   | <u>do the cooking</u>  |
| <u>taoena le fale</u> | <u>clean the house</u> |
| <u>fagota</u>         | <u>fish</u>            |
| <u>fafaga su'a</u>    | <u>feed the pigs</u>   |

Change 'e to lua and tou.

Na fai le siva 'a'o le'i pō. The dance was held before night time.

|                |                |
|----------------|----------------|
| <u>fono</u>    | <u>meeting</u> |
| <u>galuega</u> | <u>work</u>    |
| <u>'aiga</u>   | <u>meal</u>    |

Change to future tense ('o le'ā)

.....

### FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

#### 'O LE FONO

'O anapō 'ae 'ou te le'i noe, na telefoni mai ai lo'u pule. Fai mai: "E fai la tou fono ma le Pālemia taeao. E tatou ona 'e i ai i le 'Ofisa o le Pālemia 'a'o le'i tīna le sefulu i le taeao, 'ona 'o lou taimi fa'atonuina 'o le 'afa o le sefulu." Na sele la'u 'ava ma 'oti lo'u ulu 'ae 'ou te le'i tu'ua lo'u fale mo le fono. 'Ou te taunu'u atu, 'ua tumu ai fo'i isi tagata. Sa mātou fa'atālofa ma i lātou 'uma 'ae 'ou te le'i nofo i lo'u nofoaga. E tolu itulā 'o le fono, 'ae na fai la mātou ti 'a'o le'i tū'ua. 'Ou te toe fia va'ai i le Pālemia 'a'o le'i toe 'u'umi lo'u ulu.



VOCABULARY

|                            |                        |                        |
|----------------------------|------------------------|------------------------|
| anapō ..... last night     | sele ..... shave       | ma ..... with          |
| telefoni....to telephone   | 'ava ..... beard       | 'uma ..... all         |
| pule ..... boss            | 'oti..... to cut(hair) | fa'atālofa shake hands |
| Pālemia ... Prime Minister | ulu ..... hair         | itūlā .... hour        |
| tatau ona ..should, proper | tu'ua ..... to leave   | ti ..... tea           |
| 'ofisa ..... office        | mo..... for            | nofoaga....seat        |
| taimi fa'a-                | taunu'u ..... arrive   | va'ai ..... to see     |
| tonuina appointment        | tumu ..... full        |                        |

QUESTIONS

1. 'O ānafea na telefoni ane ai le pule?
2. 'O āfea le fono?
3. 'O fea sa fai ai?
4. 'O ā mea sa fai a le tama 'a 'o le'i alu i le fono?
5. 'O le ā lana mea na fai 'a 'o le'i nofo i lalo i le fono?
6. 'O le ā le taimi o la lātou ti?
7. 'O āfea e toe fia va'ai ai i le Pālemia?

II. Erase the story and write these sentence fragments.

1. anapō..... 'ou.....le'i moe.....telefoni mai.....pule
2. fai mai..... fai.....tou fono.....Pālemia
3. tatau..... i ai.....'ofisa.....le'i tāina.....sefulu.....taeao  
'ona 'o.....taimi fa'atonuina.....'afa o le sefulu.
4. sele.....'ava.....'oti.....ulu.....'ae.....le'i.....tu'ua.....fale....fono
5. 'ou....taunu'u.....tumu.....isi tagata.
6. mātou fa'atālofa.....lātou 'uma.....le'i nofo.....nofoaga
7. tolu itūlā.....fono.....ti.....le'i tū'ua
8. toe.....va'ai.....Pālemia.....le'i 'u'umi.....ulu

@ .....@





pē 'ina 'ua o'o atu i le māketi. 'Ua lē toe mafai ona alu se'iloga e tūlei. Sa 'ou fa'atalitali se'ia sau se leoleo ma fesoasoani mai e tūlei i tua o le māketi ne'i lavea se isi. Na tu'u ai i 'inā se'iloga e maua se isi na te fauina. E mauagata inisinia vaganā 'ua tele ni au tupe. 'Ua tele fa'afitauli e maua mai i lenei ta'avale. 'Ou te fa'amoemoe 'o le'ā maua vave se inisinia ne'i o'u tūleia i le sami.

### VOCABULARY

|                |                          |                 |                     |
|----------------|--------------------------|-----------------|---------------------|
| pē .....       | to die (of engines)      | fauina.....     | to be fixed         |
| ola .....      | to live (to run-engines) | tu'u.....       | to put              |
| taunu'u .....  | arrive                   | mauagata.....   | hard to get         |
| 'ina 'ua ..... | when                     | inisinia .....  | mechanic (engineer) |
| mafai ona..... | possible                 | vaganā .....    | except (unless)     |
| tūlei.....     | push                     | fa'afitauli.... | problem             |
| fa'atalitali.. | to wait around           | fa'amoemoe..... | hope                |
| leoleo .....   | police                   | vave .....      | fast                |
| fesoasoani.... | help                     | sami .....      | sea                 |
| lavea .....    | to be hurt               |                 |                     |
| se isi .....   | someone                  |                 |                     |

### QUESTIONS

1. 'O le ā le mea 'ua tupu i le ta'avale?
2. 'O fea na pē ai?
3. 'O ai na fesoasoani i le 'aveta'avale?
4. 'Aiseā 'ua faigatā ai 'ona maua se inisinia?
5. 'O le a le pona o le 'aveta'avale? (pona - fault)
6. 'Aiseā 'ua mana'o ai le 'aveta'avale e tūlei lana ta'avale:
  - (a) i tua o le māketi?
  - (b) i le sami?

II. Erase the story and write these sentence fragments.

1. pē nei.....ta'avale
2. sa'ola.....se'ia.....taunu'u.....Apia
3. na pē.....o'o.....māketi
4. lē.....mafai.....alu.....se'iloga.....tūlei
5. sa.....fa'atalitali.....sau.....leoleo.....fesoasoani....tūlei.. i tua...māketi  
.....ne'i lavea.....isi
6. na tu'u.....se'iloga.....maua.....isi.....fauina
7. mauagata.... inisinia.....tele.....tupe
8. tele fa'afitauli.....maua.....ta'avale
9. 'ou.....fa'amoemoe.....maua vave.....inisinia.....ne'i.....tūlei ....sami

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LESSON FORTY-EIGHT

TOPICS

- (a) except.....vaganā
- (b) especially.....'aemaise

METHOD

Repetition and substitution drill.

MATERIALS

aganu'u ..... culture ..... taumafafaiga ... attempt  
 gagana ..... language ..... āmio ..... behavior

TIME: 30 minutes.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. Vaganā - except

'O lo'o i ai tagata'uma vaganā lava Everyone is here except my spouse.  
 lo'u to'alua.

|                  |                          |
|------------------|--------------------------|
| <u>uso</u>       | same sex sibling         |
| <u>tuifafine</u> | sister (male's)          |
| <u>tuagāne</u>   | brother (female's)       |
| <u>ātali'i</u>   | son (father's)           |
| <u>āfafine</u>   | daughter (father's)      |
| <u>la'u tama</u> | son, daughter (mother's) |

'Ou te fiafia i mea'ai 'uma vaganā talo. I like all foods except taro.

|               |                     |
|---------------|---------------------|
| <u>fe'e</u>   | <u>octopus</u>      |
| <u>sea</u>    | <u>sea cucumber</u> |
| <u>ta'amū</u> | <u>ta'amū</u>       |

Change 'ou to mā and mātou in the above.

'Ou te le alu vaganā 'ua 'e sau. I won't go unless (except) you have come.  
tū'ua ā'oga school has ended  
'uma le galuega the work has been done

Change 'ou to lā and lātou in the above.

II. 'Aemaise - especially

'E 'ese'ese Samoa ma 'Amelika 'aemaise Samoa and America is different especially  
 lava le tau. the climate.  
aganu'u culture  
gagana language  
mea'ai food





LESSON FORTY-NINE

TOPICS

and then ..... 'oua....(ai) lea.

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

|                      |                            |
|----------------------|----------------------------|
| fetaui....to meet    | tonu .... plan             |
| talanoaga.discussion | vele .... to weed          |
| vao.....grass        | ona... lea.....and then... |

TIME: 30 minutes.

~~~~~ THE LESSON ~~~~~

| | |
|--|--------------------------------|
| 'Ou te <u>faigālua</u> ona 'ou alu ai lea. | I'll <u>work</u> then I'll go. |
| <u>tā'ele</u> | <u>bathe</u> |
| <u>'ai</u> | <u>eat</u> |
| <u>moe</u> | <u>sleep</u> |

Change to past tense (sa/na).

| | |
|----------------------------------|-----------------------------------|
| Mā tē faigālua 'ona mā ō ai lea. | We (2) will work then <u>go</u> . |
| <u>tā'a'alo</u> | <u>play</u> |
| <u>'a'ai</u> | <u>eat</u> |
| <u>mālōlō</u> | <u>rest</u> |

| | |
|--|---|
| Matou te 'a'ai muamua 'ona mātou ō ai lea
i <u>Apia</u> . | We will eat first then <u>at Apia</u> . |
| <u>le tifaga</u> | <u>the movie</u> |
| <u>le siva</u> | <u>the dance</u> |
| <u>le foro</u> | <u>the meeting</u> |

Change to the future tense ('o le'ā)

| | |
|---|--|
| 'Ou te <u>faitauina</u> la'u tusi 'ona 'ou sau
ai lea. | I'll <u>read my book</u> then I'll come. |
| <u>faia le kuka</u> | <u>do the cooking</u> |
| <u>vele vao</u> | <u>weed the grass</u> |
| <u>tāpenaina le fale</u> | <u>tidy the house</u> |

2. 'O le ā le 'ese'esega o Samoa ma 'Amerika i ia mea?
3. 'O fea e o i ai pe 'ā tū'ua le tīfaga?
4. 'O ai e fa'anoi i ai?
5. E taga ona o i se isi mea pe 'ā 'uma le tīfaga?
6. 'O le ā le mea e tupu pe 'ā tuai one?

II. Erase the story and write these sentence fragments.

1. 'āfai.....'e.....mana'o.....ō.....teine Samoa....tīfaga....tatau...fa'aeteete
2. 'ese'ese Samoa...!Amerika.....tatau....uia....fa'asāma....i ai...atunu'u
3. fa'afeiloa'i.....teine....mana'o ai....fosiili....fia tīfaga
4. 'āfai.....'ioe.....alu.....mātua.....fa'anoi....mafai.....ō
5. 'uma.....tīfaga..... oulua o.....siva.....momoli.....ia....fale.
6. 'aua.....'oulua tuai.....ita.....tanā

~~~~~

LESSON FIFTY

TOPICS

in order to.....'ina 'ia

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

'ōnā.....drunk	mōli.....light
fa'alogologo..to listen	paipa.....tap, pipe
tātā.....play	kītala.....guitar
	'ina 'ia...in order to...

TIME: 30 minutes.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

Su'esu'e 'ina'ia poto. Study in order to become smart.

'Ai tele                    puta                    Eat a lot                    fat

Ta'alo                    mālosi                    Play                    strong

Pese                    fiafia                    Sing                    happy

Su'esu'e 'ina'ia lua ponoto. Study in order for you(2) to be smart.

'Ai tetele                    puta                    Eat a lot                    fat

Tā'a'alo                    mālolosi                    Play                    strong

Pepece                    fiafia                    Sing                    happy

Change to tou.

'E te fuaigāluaga 'ina'ia maua sau tupe. You work in order to get your money.

fesili                    sau tali                    ask                    your answer

fāgota                    sau i'a                    fish                    your fish

ipu pia                    sou fiafia                    drink beer                    happiness

Change to past (sa/na) future ('o le'ā) and present ('ua)

Kī le letiō 'ina 'ia fa'alogologo ai. Turn on the radio in order to listen.

mōli                    mālamalama.                    light                    be illuminated







(E)	'O se <u>manu</u> lenā?	E ā?	Po 'o se <u>manu</u> lenā.
	<u>manulele</u>		<u>manulele</u>
	<u>atualoa</u>		<u>atualoa</u>
	<u>mogamoga</u>		<u>mogamoga</u>

Is that an <u>animal</u> ?	What?	Is that an <u>animal</u> ?
<u>a bird</u>		<u>a bird</u>
<u>centipede</u>		<u>centipede</u>
<u>roach</u>		<u>roach</u>

II. 'Ese'ese, tutusa - different, the same.

(A)	E 'ese le <u>sami</u> 'ese le <u>vasa</u> .	The <u>sea</u> is different from the <u>ocean</u> .
	<u>tama</u> <u>teine</u>	<u>boy</u> <u>girl</u>
	<u>nu'u</u> <u>'a'ai</u>	<u>village</u> <u>city</u>
	<u>moa</u> <u>lupe</u>	<u>chicken</u> <u>pigeon</u>

(B)	E 'ese'ese <u>nu'u</u> .	The <u>villages</u> are different.
	<u>tagata</u>	<u>people are</u>
	<u>atunu'u</u>	<u>countries are</u>
	<u>tau</u>	<u>weather is</u>

(C)	E tutusa foliga o <u>Toma</u> ma <u>Mika</u> .	<u>Toma</u> and <u>Mika</u> have the same appearance.
	<u>moa</u> <u>pato</u>	<u>Chicken</u> <u>ducks</u>
	<u>pili</u> <u>mo'o</u>	<u>Skinks</u> <u>geckos</u>

(D)	E tutusa <u>fale</u> .	The <u>houses</u> are the same.
	<u>ta'avale</u>	<u>The cars</u>
	<u>lā'au</u>	<u>The trees</u>
	<u>tātou</u>	<u>We</u>

(E)	E pei lava <u>pili</u> 'o <u>mo'o</u> .	<u>Skinks</u> are like <u>geckos</u> .
	<u>Datsun</u> <u>Toyota</u>	<u>Datsuns</u> <u>Toyotas</u>
	<u>solofanua 'āsini</u>	<u>Horses</u> <u>asses</u>
	<u>talo</u> <u>ta'amū</u>	<u>Taro</u> is like <u>ta'amū</u> .

III. Fa'apea a'u - I thought



LESSON FIFTY-TWO

TOPICS: Miscellaneous structures.

- (a) that is why.....'o le mea lea
- (b) since.....talu mai, talu ona, talu ai
- (c) he whom.....'o lē  
they whom.....'o ē

METHOD: Substitution drill.

TIME: 45 minutes.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@ THE LESSON @@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

I. 'O le mea lea - that's why.....

(A) 'Ua fula lo'u vae, 'o le mea lea 'ou      My leg is swollen that's why I don't  
te lē ta'alo ai.      play.

<u>gau</u>	<u>lima</u>	<u>arm</u>	<u>broken</u>
<u>lavea</u>	<u>ulu</u>	<u>head</u>	<u>injured</u>
<u>maveva</u>	<u>tapuvae</u>	<u>ankle</u>	<u>sprained</u>
<u>mū</u>	<u>tua</u>	<u>back</u>	<u>burned</u>

(B) 'Ua tīgā lona mata, 'o le mea lea      His eye hurts that's why he doesn't  
e lē sau ai.      some.

<u>manava</u>	<u>stomach</u>
<u>fatafata</u>	<u>chest</u>
<u>ua</u>	<u>neck</u>
<u>nifo</u>	<u>tooth</u>

(C) 'Ua masui lo'u lima 'o le mea lea 'ua      My hand is sprained that's why I rest.  
'ou mālōlō ai.

<u>pāpā toto</u>	<u>isu</u>	<u>nose</u>	<u>bleeding</u>
<u>pē</u>	<u>taliga</u>	<u>ear</u>	<u>deaf</u>
<u>ma'i</u>	<u>mata</u>	<u>eye</u>	<u>sick</u>

II. Talu .....since

(A) 'Ua 'ou puta talu ai lo'u 'ai tele.      I am fat since I eat a lot.  
uliuli      fa'alā      black      sun myself

'Ua 'ou 'onā tau ai lo'u inu pia.  
sela tamo'e

I am drunk since I drink beer.  
out of breath ran

(B) 'O lo'o o'u fiafia talu ona 'e sau.  
maua lo'u tologi  
'ou fa'aipoipo  
maua la'u fānau

I am happy since you came.  
getting paid  
I married  
getting my child

(C) 'Ua tagi le pepe talu mai analeilā.  
tūto'atasi Samoa le 1962  
i ai le malae va'alele le taua  
ma'i le tama ananafi

The baby has been crying since early  
today.  
Samoa has been independent since 1962.  
There's been an airport since the war.  
The boy was sick since yesterday.

II. 'O lē, 'o ē - he whom, they whom

(A) 'O lē e āmirolelei, e alofa i ai le  
Atua.  
agalelei  
tatalo  
salamō

He who is good God loves.  
is kind  
prays  
repents

(B) Tatou te su'ea le tama, 'o lē na togia  
le moa.  
fasia lo'u uso  
palauvale mai  
fa'atupua le misa

Let's look for the boy who stoned  
the chicken.  
beat my brother  
cursed at us  
caused the quarrel

(C) 'O ē 'ua muamua mai e maua mea'ai.  
le tau  
āvanoa  
le meaalofa

They who are first will get the food.  
the reward  
the space  
the gift

(D) na solitulāfono 'o le maua le  
fa'asalaga.  
ō i le falepuipui  
velea le ma'umaga  
sasaina le vao

They who broke the law will recieve.  
the punishment.  
go to jail  
weed the plantation  
cut the grass

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LESSON FIFTY-THREE

TOPIC: Miscellaneous structures.

- (a) past perfect ..... 'ua 'uma ona
- (b) after  
past.....!ina 'ua 'uma  
future.....pe 'ā 'uma
- (c) to become.....'avea ma
- (d) to act as .....fai ma
- (e) self reciprocals

METHOD: Substitution drills.

TIME: 45 minutes.

\*\*\*\*\* THE LESSON \*\*\*\*\*

I. 'Ua 'uma ona - past perfect.

- |                                              |                                  |
|----------------------------------------------|----------------------------------|
| (A) 'Ua 'uma ona <u>fai</u> .                | It has been <u>done</u> .        |
| <u>sāuni</u>                                 | <u>prepared</u>                  |
| <u>fa'amatala mai</u>                        | <u>explained to me</u>           |
| <u>vali</u>                                  | <u>painted</u>                   |
| (B) 'Ua 'uma ona 'ou <u>va'ai i le ata</u> . | I have <u>seen the picture</u> . |
| <u>'ai palolo</u>                            | <u>eaten palolo</u>              |
| <u>faitau lenā tusi</u>                      | <u>read that book</u>            |
| <u>tā'ele</u>                                | <u>bathed</u>                    |
| (C) 'Ua 'uma ona lua <u>'a'ai?</u>           | Have you(2) <u>eaten?</u>        |
| <u>tā'e'ele</u>                              | <u>bathed</u>                    |
| <u>fa'aipoipo</u>                            | <u>married</u>                   |
| <u>sisiva</u>                                | <u>danced</u>                    |

II. 'Ina 'ua 'uma, pe 'ā 'uma - after past, after future.

- (A) 'Ina 'ua 'uma le tifaga sa mātou toe fo'i After the movie we returned to the  
i le fale. house.

'Ina 'ua 'uma le ā'oga sa mātou toe  
fo'i i le fale.

timu

tā'aloga

After the school we returned to the house.  
house.

rain

game

'Ina 'ua 'uma ona 'ai sa moe Simi.

tatalo

tā'ele

su'esu'e

Jim slept after eating.

praying

bathing

studying

(B) 'Ā 'uma le fiafia 'ou te moe loa.

le talanoaga

le ā'oga

tala mai atunu'u mamao

After the fiafia I'll go to sleep.

conversation

school

news

Tou te ōmai pe'ā 'uma ona 'a'ai.

fai le kuka

fau le fale

You (pl) come after eating.

doing the cooking

building the house

III. 'Avea ma - to become.

(A) E fia 'avea a'u ma faife'au.

fōma'i

faia'oga

failautusi

matāi

I want to become a pastor.

doctor

teacher

secretary

chief

(B) Sa 'avea 'o ia ma faipule i le  
tausaga 'ua te'a.

leoleo

pelesetene

minisitā

He became an M.P. last year.

a policeman

a president

a minister

IV. Fai ma - to act as.

(A) E tatau ona fai 'oe ma ta'ita'i.

failautusi

teutupe

leoleo

You should act as leader.

secretary

treasure

police





(A)	('Ua) fa'ato'ā taunu'u mai le pasi. <u>pē le mōlī</u> vela le mea'ai <u>pa'u le va'alele</u>	The bus has <u>just arrived.</u> <u>light</u> <u>gone out</u> <u>food</u> <u>become ready</u> <u>plane</u> <u>fallen</u>
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(B)	('Ua) fa'ato'ā 'ou iloa. <u>tā le lua</u> <u>sau le timu</u> <u>maua la'u ta'avale</u>	<u>I just now knew.</u> <u>It</u> <u>struck two</u> <u>It</u> <u>started to rain</u> <u>I</u> <u>got my car</u>
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III. E aunoa ma - without

(A)	'Ua taunu'u mai le mālo 'ae aunoa ma se <u>oso.</u> <u>'atopa'u</u> <u>tupe</u> <u>lavalava</u>	The guest arrived without <u>a food gift.</u>  <u>a suitcase</u> <u>any money</u> <u>extra clothes</u>
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(B)	Na 'ou fo'i mai e aunoa ma <u>ni se'evae.</u> <u>se uati</u> <u>se tusi</u> <u>se isi tagata</u>	I returned without <u>shoes.</u> <u>a watch</u> <u>a book</u> <u>anyone</u>
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IV. E ui lava ina - although

(A)	E ui lava ina 'o le'ā 'ou tu'ua Samoa mo 'Amelika, 'ae 'o le'ā 'ou <u>manatua pea 'oe.</u> <u>'ou te le fa'agaloina 'oe</u> <u>'ou te fa'amāoni pea iā te 'oe</u> <u>'o le'ā 'ou tusitusi mai</u>	Although I am travelling to America, <u>I will remember you.</u> <u>I won't forget you</u> <u>I'll remain faithful to you</u> <u>I'll write to you</u>
-----	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------

V. 'O lona uiga - that means

'Ua timu, 'o lona uiga tātou te lē tā'a'alo.	Its raining, that means we don't play.
'Ua ita Simi, 'o lona uiga e lē nafai ona fa'aaogāina lona va'a.	Simi is angry, that means we can't use his boat.
E le'i sau le faiā'oga ananafi, 'o lona uiga sa leai se ā'oga.	The teacher didn't come yesterday, that that means there was no school.





The word ina when used with 'ua also means 'because'. As with 'ona 'ua it can be used for non-factual or speculative clauses and is not followed by any tense marker (other than 'ua). Since 'ina 'ua is also used to indicate 'when-past' (see lesson 45), its translation as 'because' can carry a past causitive meaning.

'Ou te pese ina 'ua 'ou fiafia..... I sing because (since) I'm happy.

#### NOTES ON LESSON FORTY-THREE:

The conjunction 'but' in Samoan is represented by two words 'a, and 'ae. Churchward and Pratt both suggest that 'ae could be a combination of 'a (but) and e (tense marker) but it is written as one word now. 'A is normally used before 'o (the nominative particle), e, 'ua, 'o lo'o (or 'o), se'i and 'ona (because). In any other situation, 'ae is used.

Na o lātou, 'ae 'ou te le'i alu.... They went but I didn't go.

'Ou te fia alu a 'ua timu..... I want to go but its raining.

'Ae peita'i is an idiom used to express the English 'nevertheless, and yet'. It is almost always used to contrast positive and negative statements.

Sa taumafai le foma'i 'ae peita'i...The doctor tried hard but nevertheless the patient died.  
na oti le ma'i.

#### NOTES ON LESSON FORTY-FOUR:

The conjunctions 'if' and 'when' in Samoan must be distinguished within the context of the sentence. There is only one word for each tense representing these two English words.

Present tense. The conjunction 'ā (if, when) is used to introduce the dependent clause in present or implied future tense statements ('ā may be derived from 'o le'ā, the future tense marker, and the conjunction 'a - but.) No tense markers may be present in the dependent clause with 'ā. If the dependent clause comes after the main clause, 'ā is preceded by pe. In addition, only conditions capable of fulfillment may be expressed with 'ā.

Sau nānei pe'ā mafai..... Come later if its possible.

'Ā mafai, sau nānei..... If its possible, come later.

Future tense. The word 'āfai (if, when), is more definite than 'ā and is used mostly in statements of the future. Tense markers must be used in the dependent clause with word 'āfai and for this reason, 'āfai can express past tense as well as future.

'Āfai sa lātou 'a'ai analeilā, .... If they ate earlier, they will want to eat again later.  
'o le'ā toe fia 'a'ai nānei.

As with 'ā, the word pe precedes 'āfai if the dependent clause follows the main clause, and only conditions capable of fulfillment may be expressed.

Past tense. Past conditional (if, when), is usually represented with the word 'ana (combination of 'ā - but, and nā - past tense marker). As opposed



to 'ā and 'āfai, 'ana can be used to express conditions incapable of fulfillment and although tense markers are not used in the dependent clause with 'ana, use of adverbs of time enables the present and future tenses to be expressed.

'Ana mafai ona 'ou alu taeao,.....If I could go tomorrow, it would be good.  
'ua lelei.

Notice that the independent clause can only use the 'ua or e/te tense markers. If the dependent clause follows the independent clause, the word pe must come before 'ana. In addition students may sometimes hear po before the independent clause when this clause follows the dependent.

'Ana lē timupo 'ua 'ou sau.....If it hadn't rained, I would have come.

#### NOTES ON LESSON FORTY-FIVE:

The word 'a is used together with the short form of 'o lo'o to give the conjunction 'while' ('a'o). 'A'o may begin the sentence or occur between the independent and dependent clauses. Although 'a 'o cannot take any tense markers in its dependent clause, past, present and future can be expressed through the tense of the main clause.

Sa 'ou i 'Amelika 'a'o fai ....I was in America while (during) the war.  
le taua.

'O le 'ā 'e fāgota 'a'o o'u faia..You will fish while I make the food.  
le mea'ai.

Notice too that the pronoun o'u is used instead of 'ou for the first person singular.

While is also expressed with the words 'ina 'o, and manū 'o in place of 'a'o, but these are infrequent.

The conjunction 'when' (past) is constructed with the word 'ina and the tense markers 'ua, 'o, 'ā, but never na/sa. 'Ina 'ua is the most common of these.

'ina 'ua alū 'o ia.....when he was gone.

'ina 'o alu 'o ia.....when he was going.

'ina 'o le'ā alu 'o ia.....when he was about to go.

Notice that all of these refer to past time. The structure for future and present (when, if) is in lesson 44.

#### NOTES ON LESSON FORTY-SIX:

The conjunction 'before' is usually formed with le'i (not-past) and the conjunctions 'ae (but) or 'a'o (while). There is a slight difference in the two structures; 'ae le'i can be translated as 'but' (with a past meaning), whereas 'a'o le'i usually means 'before'.

Na taunu'u mai le pasi 'ae 'ou ...The bus arrived before I came.(but  
te le'i sau. I didn't come.)

E sau Sina 'a'o le'i tāina.....Sina will come before eight (o'clock).  
le valu.

There are two other structures meaning 'before' used in place of 'ae le'i  
and 'a'o le'i, but these are not frequently encountered.

'ina 'o le'i.....before  
manū 'o le'i.....before

NOTES ON LESSON FORTY-SEVEN:

Se'iloga (unless) is derived from se'i iloga (let it be known or distinguished).  
As a conjunction it can occur with or without a tense marker in the dependent  
clause. Vaganā is also used sometimes in place of se'iloga (see lesson 48). Se'i  
(until) and its more emphatic form se'ia, are used without a tense marker and may  
occur with or without any antecedent clause.

Fa'atali mai i 'ī se'i o'u sau..Wait here until I come.  
Se'i alu le pasi!.....Wait till the bus goes!

Notice that the o'u form of 'ou (I) is used with se'i.

Ne'i (lest, or else) also does not require a tense marker in its dependent clause  
and usually conveys a negative sense to the sentence.

Fa'aetete ne'i 'e lavea.....Be careful or else you'll get hurt.

NOTES ON LESSON FORTY-EIGHT:

The conjunctions 'aemaise (especially) and vaganā (except) are usually followed  
by the intensifier lava. Both 'aemaise and vaganā are used in the same manner  
as their English counterparts. Vaganā however, is sometimes used to mean 'un-  
less' and as such can be followed by a verbal clause.

Na ōmai lātou 'uma vaganā Simi..Everyone came but(except) Simi.  
E popoto 'outou 'aemaise lava .You're smart, especially Sina.  
Sina.

E lē 'āmataina le ā'oga vaganā..The school won't start unless you  
lava 'ua 'e sau. come.

NOTES ON LESSON FORTY-NINE:

The idiom 'ona.....(ai) lea (and then) can have two meanings. It can be used to  
express sequence (I bathed and then left). The particle ai is usually omitted  
in such sentences. It may also be used to express cause and effect (I shot the  
pig and so (then) it died), in which case ai may follow the verb. In both con-  
structions, two clauses are joined by 'ona and the verb is followed by lea or ai  
lea.

Sa 'ou tā'ele ona 'ou alu lea...I bathed then went to Apia.  
i Apia.

'Ua tumu le pasi,'ona 'ou lē.....The bus was full so I didn't go.  
alu ai lea.

Note that tense markers are not used in the clause containing 'ona....lea, the tense being determined by the tense of the main clause.

#### NOTES ON LESSON FIFTY:

'Ina 'ia (in order to, in order that) is used as a conjunction between two clauses. The clause containing 'ina 'ia does not require a tense marker, the tense being determined by the main clause.

Sa 'ou faigaluega 'ina 'ia maua....I worked in order to get a car.  
se ta'avale.

'Ou te faigaluega 'ina 'ia maua....I'm working in order to get a car.  
se ta'avale.

#### NOTES ON LESSON FIFTY-ONE:

Pe and po are essentially equivalent in meaning and use. Both can be used as the conjunction 'or'. In addition, both can also serve as interrogative particles when occurring at the beginning of a sentence. As interrogative particles, they are most often used to express the English 'I wonder'.

Po 'ua alu ia.....I wonder if he has gone.

They are sometimes used before ordinary questions but this is not necessary because voice inflection or question mark serve the same purpose.

(Po) 'o le ā le mea lea?.....What is this thing?

In most cases, pe is used before words beginning with e, a, i and consonants: Po is used before o, and u. The idiom pe leai (or not) is very common.

'E te fia'ai pe leai?.....Do you want to eat or not?

The word 'ese (to be different) is used in two ways. To express a difference between two things, the word 'ese is placed before each of the two words.

E 'ese 'oe 'ese a'u.....You're different from me.

To describe only one thing as being different or strange, the word 'ese'ese is used before that one word.

E 'ese'ese 'oe.....Your strange (different).

Tutusa (the same) is derived from tusa (to be the same). The latter being used mostly as an adjective and the former a verb. In sentences of comparison, tutusa occurs before the words being compared. Fōliga (appearance) is generally used when describing people.

E fōliga tutusa Simi ma Pili.....Simi and Pili look the same.

Pei (to be like) is frequently followed by the intensifier lava. It can also be used to describe appearance but without the word fōliga.

E pei lava le tama 'o lona tamā....The boy looks just like his father.

Fa'apea (to think, suppose) is the most common word used for the English structures like: 'I think, he thought, etc. A very common mistake for beginners is to use the verb māfaufau (to think) as the English: it was my opinion/understanding. In

this case only fa'apea can be used.

E fa'apea a'u 'ua 'e iloa.....I thought you knew.

#### NOTES ON LESSON FIFTY-TWO:

'O le mea lea is a common idiom used to express the English: 'that's why , that's the reason why.' It can be used to link two phrases showing cause and effect or simply to begin a sentence describing the effect (that's why I didn't come, etc).

Talu (since) can be used three ways, each with a different meaning. With the particle ai following talū the meaning becomes since or because. Verbs do not normally follow talū ai.

'Ua 'ou ita talu ai lou .....I'm angry since (because of) your  
lē māfaufau. lack of consideration.

If talū is followed by ona the meaning becomes 'since' in the sense of 'due to, or owing to.' A verb is usually present after talū ona.

'Ua mātou fiafia talu ona 'e sau..We are very happy since you've come.  
(due to your coming)

When dates or specific periods of time are mentioned, talū mai is used. In this case talū mai translates 'since' or 'from'.

'Ua 'ou nofo i Samoa.....I've been in Samoa since (from)  
talū mai le tausaga 1973. 1973.

The relative pronouns of the Nominative case are lē (who - singular) and ē (who - plural). If it occurs in place of the main noun or pronoun (which is omitted as obvious or understood), lē (or ē) translates as 'he who' (they who).

'O ē sa gālulue .....They who worked....

Frequently, if lē or ē occur after a main clause they may be omitted, in which case the tense marker implies the proper meaning.

'Ua oti le tama sa lavea i le.....The boy died (who was) injured in  
tā'aloga. the game.

In many case too, the relative particle ai can serve as a relative pronoun (who, which, that). Ai must follow the verb in all cases.

'O le teine na 'ou va'ai i ai.....The girl who I saw.

'O le upu na 'ou fai atu ai.....The word which I said.

'O mea 'ou te mana'o ai.....Things that I want.

#### NOTES ON LESSON FIFTY-THREE:

The tense marker 'ua is used to show perfect tenses. Remember from earlier lessons that 'ua can be translated either in the simple present tense or the perfect tense.

'Ua 'ou sau.....I am coming; I have come.

Past perfect usually requires a helping verb such as 'uma (to be finished) or leva (to be a long time) and the word ona.

'Ua 'uma ona 'ou 'ai.....I have eaten.

'Ua leva ona 'ou iloa.....I have known for a long time.

Note too that in colloquial speech ona is often shortened to na.

'Ua 'uma na 'ou 'ai.....I have eaten.

The idiom for 'after' ('ina 'ua 'uma - past, pe'ā 'uma - future), also uses the helping verb 'uma - to be finished. From lessons 44 and 45 it can be seen that these two phrases can be translated 'when finished (past)', and 'when finished (future)'.

If a verbal phrase follows these idioms, the word ona must be used after 'uma.

'Ina 'ua 'uma ona 'ou 'ai.....After I had eaten...

Pe 'ā 'uma ona 'a'ai.....After they eat...

If a noun phrase follows, ona is omitted.

'Ina 'ua 'uma le mea'ai.....After the meal....

The two idioms 'avea ma (to become), and fai ma (to act as) can be used two ways without changing meaning. The idiom can follow the subject in which case 'avea ma (or fai ma) are not separated.

'Ou te 'avea ma faiā'oga.....I'm going to be a teacher.

The idiom can precede the subject, in which case 'avea (or fai) comes before the subject and ma immediately after.

Sa fai a'u ma faiā'oga.....I acted as a teacher.

Note that all the tense markers can be used with these two idioms. Remember from Lesson 14 that simply placing two nouns (pronouns) in apposition gives the verb 'to be' but only for the present tense.

'O a'u 'o le faiā'oga.....I am a teacher.

The most common self-reciprocal structure in Samoan is formed with the word nā (only). This word is always followed by the nominative particle 'o and is therefore sometimes written as nā'o.

#### NOTES ON LESSON FIFTY-FOUR:

Toeitiiti (almost) is frequently followed by lava, the intensifier. Semanū (almost, nearly) is also written manū. Just (fa'ato'ā) is also expressed by the word ananei (just now-lesson 33).

Fa'ato'ā 'ou sau.....I've just come.

Na 'ou sau ananei.....I've just come.

The conjunction e ui lava ina (although, even though) is quite formal in Samoan and although used in everyday speech it is more often replaced by the one word, 'ae (but).



WORK SHEET NUMBER SEVEN

I. From the following list of words, choose an appropriate word to complete each of the following sentences:

masalo.....perhaps	suamalie.....sweet
tuai.....late	mātamata.....to look at
vave.....quick	feoloolo.....fair
aogā.....to be useful	saosaoa.....fast
fa'aaogā.....to use	'ese'ese.....different
fīnau.....argue	'umi.....tall
'onā.....drunk	pa'e'e.....skinny
'ino'ino.....hate	vae.....leg
uila afi.....motor bike	naifi.....knife
māsani.....to be used to	to'alua.....spouse
atamai.....clever	manatua.....remember
fa'aipoipo.....marry	totogi.....pay
ulugāli'i.....couple	

1. 'O ai na fa'asukaina le ti? 'Ua \_\_\_\_\_ tele.
2. 'Ua \_\_\_\_\_ tele le pasi. E lē mafaufau le 'avepasi.
3. Na 'ou taunu'u \_\_\_\_\_ i le a'oga. Sa ita le faiā'oga.
4. Sau \_\_\_\_\_. E toeitiiti alu le pasi.
5. 'Ua \_\_\_\_\_ le tama lea 'auā fa'ato'ā inu pia.
6. 'O le \_\_\_\_\_ fou lea. Fa'ato'ā lā fa'aipoipo.
7. E fa'alēlelei la'u gāluega, 'ona 'o le maulalo o le \_\_\_\_\_.
8. E lē \_\_\_\_\_ lelei mā'ua ma le teine fou.
9. E lē \_\_\_\_\_ tele se uila afi pe 'ā tīmuga.
10. Sa lavea le teine 'i le \_\_\_\_\_.
11. 'O lo'o \_\_\_\_\_ matai ia e uiga'i le fanua. Masalo e toeitiiti sau se leoleo.
12. Ta'u mai lou igoa, fa'amolemole. 'Ou te lē \_\_\_\_\_ ai.
13. E nonofo i le fale lea Simi ma lona \_\_\_\_\_.

II. By changing the position of the conjunction, give an alternative form for each of the following statements:

(i.e.) Sa 'ou tagi 'ina 'ua oti lo'u tamā.  
becomes: 'Ina 'ua oti lo'u tamā, sa 'ou tagi.

1. Sa fiafia tele le teine 'ina 'ua taunu'u mai lona uso.
2. 'A 'o ā'o'oga tamaiti lāiti, sa faigāluega o lātou mātua.

3. Sa sāuni mea'ai e teine, 'a'o fai le fonu a matāi.
4. 'Ina 'ua pa'u le va'alele, na feoti tagata e to'atele.
5. 'Ā toe tupu se misa, e tatau ona fa'asā siva i le nu'u.
6. Talu ona oti le toea'ina, 'ua fia oti fo'i le lo'omatua.
7. Sau e fai se mālōlōga pe'ā 'e mana'o ai.
8. 'Ua fiafia tele le fāilele talu ona fānau. (fāilele- nursing mother)

III. Make a single sentence from each of the following sets of clauses using any conjunction that fits the meaning.

(i.e)

Na sau le tama.....'O lo'o tālanoa le teine ma lona tamā.

Na sau le tama'a'o tālanoa le teine ma lona tamā.

or: 'O lo'o tālanoa le teine ma lona tamā, 'ina 'ua sau le tama.

1. Sa tupu se fa'alavelave. Sa faia le siva.
2. 'O le'ā mā ō. E taunu'u mai le ta'avale.
3. Mā te ō. 'Ua taunu'u mai le ta'avale.
4. Sa malaga lona tinā i 'melika. Sa fa'anoanoa le teine.
5. 'Aua le alu i fafo. 'E te susū i le timu. (susū-to be wet)
6. Fa'atali i 'ī. E sau le pasi.
7. 'Ou te lē alu. 'Ou te alu pe 'ā 'uma le mea'ai.

IV. Use each of the following groups of words correctly in a sentence.

1. ulavale, fasioti, 'aveta'avale (fasioti-to kill)
2. faitau, Tusi Pa'ia, falesā
3. fa'atau, fou, 'ofu
4. faia'oga, lēsona, manatua
5. fesoasoani, teine, faife'au
6. alofa, tinā, pepe
7. malaga, Niu Sila, va'a
8. tupe, 'avatu, faletupe
9. sola, utā, pagotā

V. Change these sentences to equivalent ones, using the conjunction e ui lava ina (although)

1. 'Ua 'aulelei tele le teine, 'ae sa mumusu ai 'uma tama.
2. 'Ua la'itiiti tele le pasi, 'ae sa ofi ai lava le to'atele o tagata. (ofi-  
to fit)





## D I A L O G U E S

## S T O R I E S

The following dialogues and comprehension stories are intended to help the student gain practice in using the different structures learned in Units 1-7. Some of the most common situations in which a student is liable to find himself are represented in this unit. The questions and responses are not only typical for any given situation, but many will undoubtedly be encountered verbatim. Colloquial Samoan is used whenever possible to enable the student to become aware of the possible variations of the classroom structures that have been presented in previous units. This applies to pronunciation as well as sentence structure and for this reason it is necessary for the instructor to model these dialogues in the same manner as they would normally be spoken. Voice inflection, actions, facial expressions, and material aids are important in presenting these dialogues, and every effort should be taken to duplicate the conditions of the dialogue being used. (i.e. storekeeper, customer, goods, money, should be available for Dialogue 3: shopping). In addition, these artificial situations should be expanded out of class by practice in real situations in the presence of an instructor.

D I A L O G U E   O N E

FEILOA'IGA MA FA'AMAVAEGA

(COMMON GREETINGS AND FAREWELL)

Tala a Simi:

1. Tālofa ali'i!  
(Hello sir)
2. Mālō le soifua!  
(Good health to you)
3. 'O ā mai 'oe?  
(How are you?)  
  
Fa'apēnā fo'i a'u. (Same with me)
4. 'Ā'e alu i fea?  
(Where are you going?)
5. 'Ou te alu fo'i i le fale.  
(I'm going home too)
6. 'Ia, alu loa. Soifua ali'i!  
(O.K., go ahead. Bye.)

Tala a Mika:

1. Tālofa!  
(Hello)
2. Mālō fo'i le soifua!  
(Good health to you too)
3. Manuia lava fa'afetai. 'Ae ā 'oe?  
(Fine thanks) (How about you?)
4. 'Ou te alu i lo mātou fale.  
(I'm going home)
5. 'Ia, so'u alu ane.  
(Well, I'll be going along)
6. Tōfā (fā) soifua!  
(Good-bye)

VOCABULARY:

tālofa: (hello, good morning, good evening, good afternoon),  
mālō: (word of encouragement, congratulation); soifua: (life, health),  
manuia: (well), fa'apēnā: (like that ...), fale: (house, home),  
fā: (good-bye) short for tōfā, so'u: (I'll be ...).

ALTERNATE RESPONSES:

- |                                                   |                                                            |
|---------------------------------------------------|------------------------------------------------------------|
| 'O fa'apēfea mai 'oe?<br>(How are you?)           | 'Ua mālosi fa'afetai.<br>(I'm healthy/strong, thanks)      |
| 'Ua manuia 'oe?<br>(Are you well?)                | 'Ua fa'alēmanuia.<br>(Not too well)                        |
| 'Ua mālosi 'oe?<br>(Are you strong/healthy?)      | 'Ua feoloolo.<br>(I'm just all right.)                     |
|                                                   | 'O lo'o tātā le fatu.<br>(The hearts still beating; slang) |
| <sup>p</sup><br>'Ā fa'afefea?<br>(How about you?) | 'Ou te alu i tai.<br>(I'm going towards the coast)         |
| 'O fea 'ā 'e alu i ai?<br>(Where are you going?)  | 'Ou te alu fa'apea.<br>(I'm going that way )               |
| 'O fea 'e te alu i ai?<br>(Where are you going?)  | 'Ou te alu i utā.<br>(I'm going inland )                   |

D I A L O G U E T W O

'O FESILI MA TALI ATU I LE TAGATA  
(BIOGRAPHY-QUESTIONS AND ANSWERS)

Faiā'oga: (teacher)

3

Mika:

1. 'O ai lou igoa?  
(What's your name?)
2. 'O fea lou atunu'u?  
(Where's your country?)
3. E fai sou to'alua?  
(Have you a husband/wife?)
4. E fia ou tausaga?  
(How old are you?)
5. 'E te faigālua i Samoa?  
(Do you work in Samoa?)
6. 'E te fiafia 'i Samoa, pe leai?  
(Do you like Samoa or not?)

1. 'O Mika.  
(Mike)
2. 'O 'Amerika.  
(America)
3. E leai, e le'i taitai.  
(No, not yet.)
4. E luasefulu lua.  
(Twenty-two, 22)
5. 'Ioe, 'ou te faiā'oga.  
(Yes, I teach)
6. 'Ou te fiafia tele i Samoa.  
(I like Samoa a lot.)

VOCABULARY

igoa.....name	suafa.....name (polite), title
to'alua.....spouse	fa'aipoipo.....to marry, married
atunu'u.....country	tausaga.....year, age
galue.....to work	faiā'oga.....teach, teacher
taitai.....not yet reached	faigālua.....to work at a job

ALTERNATE RESPONSES:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 'O ai lou suafa?                | (What's your title/name (polite)?) |
| 'O lo'u igoa 'o Simi.           | (My name's Jim.)                   |
| 'O ai lou atunu'u?              | (Who is your country?)             |
| 'O fea le atunu'u 'e te sau ai? | (What country do you come from?)   |
| 'Ua 'e fa'aipoipo?              | (Are you married?)                 |
| 'O le ā lau gālua i Samoa?      | (What's your work in Samoa?)       |

\*\*\*\*\*

D I A L O G U E T H R E E

FA'ATAUGA  
(SHOPPING)

Fa'atau'oloa: (shopkeeper)

Tagata fa'atau: (customer)

1. E i ai se mea 'e te mana'o ai?  
(Is there anything you want?)

1. Fa'amolemole, e maua ni fasipovi?  
(Have you any beef, please?)

2. Leai, 'ua 'uma.  
(No, we're all out.)

2. E toe maua āfea?  
(When will you get some more?)

3. Masalo 'o taeao, po 'o le Aso Gafua.  
(Maybe tomorrow or Monday.)  
'O lo'o maua fuāmoa.  
(We have eggs.)

3. E fia le tau?  
(What's the price?)

4. Tālā i le tāsēni.  
(A dollar per dozen)

4. 'Ia, 'aumai se 'āfa tāsēni.  
(O.K., give me half a dozen.)

'E te iloa se fale e fa'atau ai  
fasipovi? (Do you know a store  
where meat is sold?)

5. E ā le fale o B.P.?  
(How about Burns Philp?)

5. Leai, e maua, 'a 'ua taugatā tele.  
(No, they have, but it's very  
expensive.)

6. Masalo e taugōfie iā Nelesoni.  
(Perhaps it's cheap in Nelsons)

6. 'Ia, so'u alu i ai. Fa'afetai lava.  
(O.K. I'll go there. Thanks)

VOCABULARY

fale'oloa.....shop, store

tau.....price

fa'atau.....to shop, buy

taugatā...expensive

fia.....how much

mana'o....desire, want

taugōfie.....cheap

tālā.....dollar

fasipovi.....beef

'aumai.....give

tāsēni.....dozen

fa'atau'oloa..salesman, shopkeeper

ALTERNATE RESPONSES:

E maua. (We've got it.)

E ta'i fia i le tāsēni?

Toeitiiti maua. (We're getting it

(How much per dozen?)

soon)

E lē toe maua. (We're not getting  
it again)

D I A L O G U E F O U R

FA'AMASINOGA O ITULAGI  
(GIVING DIRECTIONS)

Tala a Simi:

1. Fa'amolemole, 'o fea le fale  
o Nelesoni?  
(Please, where's Nelson's store?)
2. 'A'o fea le fale lenā?  
(But, where's that store?)
3. E mamao?  
(Is it far?)
4. E mafai ona 'ou savali i ai?  
(Can I walk to it?)
5. 'Ia, so'u alu. Tōfā.  
(Well, I'll be going. Bye.)

Tala a Mika:

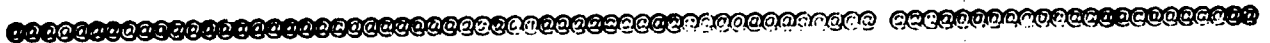
1. 'O lā e i tafatafa 'o le fale  
o Eveni.  
(It's next to Carruther's store.)
2. Alu sa'o fa'apea.  
(Go straight in this direction.)  
E fa'afeagai ma le 'Ofisa o Pisikoa.  
(It's facing the Peace Corps Office)
3. Leai, e lē mamao tele.  
(No, it's not very far.)
4. 'Ioe, e mafai.  
(Yes, it's possible)
5. Tōfā soifua.  
(Good-bye.)

VOCABULARY

fale.....house, building, store	tafatafa.....next to
alu sa'o.....go straight, directly	fa'afeagai.....facing
mamao.....far	mafai.....be able
tatau .....must, should	

ALTERNATE RESPONSES

- 'Ioe, e fai sina mamao. (Yes, it's a bit far.)  
Leai, e lē mafai. (No, it's not possible.)  
E tatau ona 'e alu i se ta'avale. (You should go in a car)









D I A L O G U E   S E V E N

FA'AAUAUGA O FA'AMATALAGA TAU I LE TAGATA  
(DETAILED BIOGRAPHICAL DATA)

Tala a Simi:

1. 'O fea le nu'u o 'Amelika 'e te sau ai?  
(What town in America do you come from?)
2. 'O soifua pea ou mātua?  
(Are your parents still living?)
3. 'O le ā le g̃luega sa fai e lou tamā?  
(What work did your father do?)
4. E to'afia ou uso ma tuafāfine/tuagāne?  
(How many brothers/sisters do you have?)
5. 'E te toe fo'i āfea i 'Amelika?  
(When will you return to the state?)

Tala a Mika:

1. 'Ou te sau mai Niu Ioka.  
(I come from New York.)
2. Leai, 'ua mālaia lo'u tamā, 'ae  
'o lo'o ola pea lo'u tinā.  
(No, my father's dead, but my  
mother's still living)
3. Sa faigāluega i se kamupani  
lomitusi. (He worked in publish-  
ing company.)
4. E to'alua o'u uso, 'ae to'atasi  
lo'u tuagāne/tuafafine. (I've  
two same-sex siblings and one  
opposite-sex sibling)
5. Pe 'ā 'uma la'u gāluega.  
(When my job is finished.)

VOCABULARY

nu'u .....	village, place	mamao.....	far
ola.....	to live, alive (polite- soifua)	uso.....	same sex sibling
tuafafine.....	sister (of male)	tuagāne.....	brother (of female)
oti.....	die, dead (polite; māliu and mālaia)	pea.....	still
kamupani.....	company	fo'i.....	go back

ALTERNATE RESPONSES

- |                                           |                                           |
|-------------------------------------------|-------------------------------------------|
| 'O fea lou nu'u i 'Amerika?               | (Where's your town in America?)           |
| 'O fea le setete i 'Amerika 'e te sau ai? | (What state in America do you come from?) |
| 'O ola/soifua pea ou mātua?               | (Are your parents still living?)          |
| Leai, 'ua oti lo'u tinā/tamā.             | (No, my mother/father died.)              |
| 'Ioe, 'o lo'o ola 'uma.                   | (Yes, they are both alive.)               |

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D I A L O G U E   N I N E

INUĞA  
(DRINKING)

Tala a Vili:

1. 'E te fia inu pia Ioane?  
(Do you want to drink beer John?)
2. Fai iā Sale e 'aumai se lua tālā.  
(Ask Sale to give us two dollars)
3. 'Ua lava ni fagu se ono?  
(Are six bottles enough ? )
4. E mālosi le pia?  
(Is the beer strong?)
5. Sē, inu ma le pata.)  
(Drink the foam.)
6. E leaga le pia e tumu ai le manava.  
(Beer is bad it makes the stomach full)
7. 'I, e tasi le 'inisi.  
(Yes, one inch.)
8. Leāga, e le'i seti lo'u manava.  
(My stomach is not set.)
9. 'Ai le moto.  
(Eat the fist.)
10. Se'i 'ai taeao.  
(You'll get some food tomorrow.)

Tala a Ioane:

1. 'I.  
(Yes.)
2. Fai 'oe i ai.  
(You ask him.)
3. Mānaia! 'Aumai ni ipu ma ligi loa. (Great! Get some glasses and pour.)
4. Le'i e vāivai.  
(No, it's weak.)
5. 'Aua le fai tonu valea.  
(Quit making stupid suggestions)
6. 'Ua 'e'ōnā. E pu'upu'u lou pute.  
(You are drunk) (You have a short navel.)
7. 'Aua 'e te toe fia inu pia.  
(Don't drink beer anymore.)
8. 'E i ai se mea 'ai?  
(Is there any food?)
9. Sē, 'o le mala le mea.  
(Oh, it's a tragedy.)

VOCABULARY

ligi	to pour	pu'upu'u	short
tonu	plan, course of action	pute	navel
tumu	to fill	moto	fist
'ōnā	to be drunk	mala	tragedy
pata	foam		





D I A L O G U E E L E V E N

TĀ'ALOGA KILIKITI

Tala a Semisi:

Tala a Vili:

1. Vili!
2. Togi mai le polo, fa'amolemole.
3. Le polo kilikiti!
4. Fa'afetai. 'E te fia kilikiti?
5. 'O lea 'ua toetiiti 'ātoa le isi 'au.  
    'ātoa la mātou 'au.
6. Sē, 'aua 'e te fiapepe.
7. 'O le 'au a Simi.
8. Leai, 'o Ioane lenā e te'a, 'o 'oe e  
    talitua'ā.
9. Leai, tutu'i e 'oe 'olo i 'inā, ma 'avatu  
    le pate lea e tā ai se isi.
10. 'O la tou 'au.
11. 'I, fai fa'alelei la tou lape, 'auā  
    'a tou faia'ina e esi o tou to'ilalo.  
    E fa'asiva ai fo'i 'oe.

1. 'O a'u!
2. 'O le ā le polo?
3. 'Ia, sapo!
4. 'O ai 'uma e kilikiti? E le'i  
    'ātoa 'au?
5. 'O le'ā 'ou kilikiti, 'ae (e) lē  
    mafai 'ona 'ou tamo'e saosaa.  
    'O lea e lavea lo'u vae.
6. E lē'o so'u fiapepe! 'O le 'au  
    a ai 'ou te ta'alo ai?
7. 'Ia, 'o a'u lā 'o le'ā te'a.
8. 'Ua lelei. 'Ua tutu'i 'olo?
9. 'O le 'au a ai 'o le'ā tatā muamua?
10. 'Ia, 'o mātou fo'i lā e faia le  
    lape, 'ā?
11. 'Ua lelei. Te'a loa le polo!

VOCA'ULARY

polo .....ball  
 sapo .....catch  
 'o ai 'uma .....who all(?)  
 'ātoa .....whole  
 'o lea .....in regards to that  
 'au.....team  
 saosaa .....fast  
 lavea .....hurt, injure  
 fai fa'alelei.....make it good  
 faia'ina.....to loose in a game  
 to'ilalo.....to be overcome

te'a .....pitch  
 talitua'ā.....fielder; to fielder  
 tutu'i .....to pound (into some  
    thing)  
 'olo .....wicket  
 pate .....bat  
 tā .....hit  
 se isi .....someone; something else  
 tatā .....hit (plural); at bat  
 lape .....to sing and dance.  
 fa'asiva.....to cause to dance  
 esi .....loosing team entertains.



DIALOGUE THIRTEEN

TALA I LE MĀKETI

Tala a Simi:

1. Sole, 'ā fa'apēfea?
2. 'Ou te alu i Savai'i.
3. 'Ou te alu i le pasi.
4. Ona 'ou tu'ua lea'o Mulifanua mo Salelologa i le 'āfa o le sefulutasi  
↑ le va'a.
5. 'A 'ou taunu'u i Savai'i, 'ona 'ou alu lea i le pasi i Fagamalo. 'Ua tā se fia?
6. 'Oi sole, 'ua 'ou tuai. 'Ā nei 'ou te lē maua le pasi.
7. 'Ia, 'ua lelei. Tōfā.
8. Fa'afetai. Manuia fo'i le fa'amuli, Tōfā!

Tala a Mika:

1. Sē, na 'ou sau e su'e se 'ato talo. 'Ā fa'apēfea 'oe?
2. E fa'apēfea ona 'e alu?
3. 'Ona ā lea?
4. E fa'apēfea pe'ā e taunu'u i Savai'i?
5. Toe lima minute i le iva.
6. 'Ia, e sili pe'ā 'e momo'e loa i le mea e tutū ai pasi.
7. Tōfā soifua. Manuia le malaga.
8. Fā!

'UPU FOU

tu'ua.....to leave

momo'e.(tamo'e)....to run

'oi sole!.....'oh man!(interjection)tuai.....late

=====

O LO'U 'ĀIGA

'O a'u 'o Simi Mila, 'o se tama 'Amerika. 'O lo'o o'u tafao i Samoa, 'ae lē galo ai lo'u 'āiga i lo'u atunu'u moni. 'O lo'o i ai lea i le Setete o 'Ilinoi, e lata ane i waitūloto tetele o le Unaiete Setete. E lē tc'atele lo mātou 'āiga, 'ua na'o o'u mātua, ma lo'u tuafafine 'o lo'o fa'amuli mai ai nei.

'O lo'u tamā 'ua fāsefulu ma le lima ona tausaga, ma 'o lo'o fai lava lana pisinisi ta'avale. E nofo si o'u tinā 'o Lina i le fale ma sāuni mea'ai, 'a 'o Peti 'o lo'o ā'oga i le Univesitē. E māsani fo'i ona āsiasia ane le uso o lo'u tinā ma lana fānau i ni isi taimi i lo mātou 'āiga, ma nonofo ai mo si aso.

E o'o lava ina mālūlū tele le tau i lea nofoaga, 'ae leai se mea e popole ai, auā e mautū mea 'uma i lo mātou fale piliki ma ona fa'amalama tioata mātagōfie. 'O lo'o i ai magālafu ma masini fa'avevela 'ea e māfanafana ai le fale 'ātoa.

'Ā alu loa Siaosi i lana gāluega, 'a 'o Peti i le ā'oga, ona toe loa lea 'o lo'u tinā ma Kili lana pusi, lā te leleo i le aso 'ātoa. E tafe fa'ata'amilo i le togālā'au i tafāfale se ālia manino mānaia. 'O 'inā e fāgota so'o ai Kili ma sau ai ma nai tama'i i'a i le fale. 'O le fa'atoa'aga fo'i lea e māsani ona 'ou ta'oto'oto solo ai ma faitau sa'u tusi, auā e mālū ma fefiloi ai le manogi o fugālā'au 'ese'ese.

VOCABULARY

galo	to forget	o'o	to reach	māfanafana	warm
atunu'u moni	one's true country	ina	or arrive	'ona toe loa	then only remain
lata ane	close to	nofoaga	become	lea	
waitūloto	lake	popole	place	leoleo	watch after
na'o	only	mautū	to worry	tafe	flow
fa'amuli	stay behind	piliki	well built	fa'ata'amilo	around
fai	to do	fa'amalama	brick	togālā'au	garden
pisinisi		mātagōfie	window	tafāfale	next to the house
ta'avale	car dealership	tioata	beautiful	ālia	creek
si o'u	my(beloved)	magālafu	glass	manino	clear
sāuni	prepare	masini	fire place	fāgota so'o	to fish often
māsani	accustomed to	fa'avevela	heater	tama'i	small
āsiasia ane	visit	fa'amāfanafana	to warm	fa'ato'aga	garden
ni isi	some other	fana		ta'oto'oto	lie around
ni nai	some	nanamu	scent	solo	
fefiloi	mix			mālū	cool
				fugālā'au	flowers
				'ese'ese	different

1. 'O ai le nu'u o Simi?
2. E to'afia le 'āiga o Simi?
3. 'O le ā le matua o lona tamā?
4. 'O le ā le gāluega a le toea'ina?
5. E to'afia le 'āiga o Simi?
6. 'O ai e leoleoina Lina?
7. 'O le ā le tau i Ilinoi?
8. 'O fea e māsani ona faitautusi ai Simi?
9. 'O ai le tuafafine o Simi?



'O LA'U MĀNAMEA

Na mā feiloa'i ma Sina i le tīfaga ma 'āmata mai ai ona ma uō. 'O se teine āmiolelei tele, 'ae lālelei fo'i. E mānaia lona fuaitino, ma momosi lona pa'u. 'Ua luasefulu nei ona tausaga. Sa ā'oga i le Kolisi o Samoa, ma 'o lo'o faigaluega nei i le falemeli. E nonofo ma ona mātua i lo lātou 'āiga i Lepea. E ui lava ina fiafia 'o ia i tā'alogā ma le tīfaga, 'ae tūmau pea fo'i lona fa'amāoni i lona tiute.

'O se isi aso na mānava mai ai, ona afe ane lea i lo'u fale, fai mai, "Pati, 'ua tatau ona e alu atu taeao tātou te fāilotu, 'auā 'o tala atu taeao 'ou te malaga ai i Niu Sila." 'Ua te'i o'u tino 'ae tau nofo lo'u fatu, ma 'ou fai atu,

"E ā 'ea? 'E te alu 'o le ā? 'O ā na faiga valea fa'apēnā?"

"Malie lou loto! E lē mafai ona 'ou te'ena le āvanoa 'ua 'aumai i la'u galuega. E na'o le tolu vaiaso." 'O lana tali mai lea.

Sa 'ou 'onosa'i loa ma malie e nofo fa'atali i lea taimi. Na 'ou alu fo'i i le 'āiga e pei'ona ia vala'auina a'u i la lātou 'āiga fa'amāvae. Sa mātou malaga e fa'amāvae ma Sina i le malae va'alele i lea aso. 'O lo'o o'u fa'atali nei lava se'ia fo'i mai ona ma fa'aipoipo loa lea. E tasi le lave 'ua o'o nei i ai; e lē 'o le tolu vaiaso, 'a 'o le tolu masina e pei'ona ia toe tusi mai.

VOCABULARY

manamea	sweetheart	mātua	parents
feiloa'i	to be acquainted with	E ui lava ina	although
ona	then	tūmau	to be firm
āmiolelei	well behaved	tiute	duty
lālelei	beautiful	fa'amāoni	faithful, loyal
fuaitino	complexion, figure	mānava	to rest after
momosi	soft, smooth		working.
ona afe ane lea	then se called in	pa'u	skin
tau nofo lo'u fatu	my heart stood still	te'i o'u tino	a shock ran
tē'ena	refuse		through my body
'onosa'i	patience	āvanoa	chance
malae va'alele	airport	se'ia	until
ona mā fa'aipoipo	then we will marry	lave	problem
e pei'ona	as		

O LA'U MĀNAMEA

Faitau ma su'e tali o fesili nei:

1. 'O ai na tusia le tala?
2. 'O ai lana mānamea?
3. 'O fea sa ā'oga ai lenei teine?
4. 'O ai lona nu'u?
5. 'O fea 'o faigaluega ai nei?
6. Fa'amatala foliga o Sina ma ona uiga?
7. 'Aiseā na fa'anoanoa ai lana uō?
8. 'O le ā le 'umi na tu'u e malaga ai?
9. Na fa'apēfea ona 'āmata lenei uō?
10. 'O le ā le lagona na o'o i le uō a Sina 'ina 'ua tuai mai?
11. E fia vaiaso 'ua toe tolopō ai le malaga 'ua lē fo'i mai?  
(tolopō = postpone)

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O SE AFIIFI I LE FALEPIA

E 'ese'ese tagata ma o lātou ma'oi, 'ae mānaia fo'i le tofotofu i mea 'uma. 'O le tasi lā Kirisimasi na malaga mai ai lo'u uso sa i Pago e āsiasia mai. Sa fai mai loa i se tasi aso, "Toma, fai sou 'ofu, 'ae tā ō tā tāfafao i Apia,"

"O Apia i fea 'o le'ā tā ō i ai? 'O la'u fesili atu lea.

"Tā ō se'i fa'amāfanafana o tā toto i le Tanoa"

'Ua 'ou iloa nei le uiga o la mā malaga, 'a 'o a'u fo'i e lē inu, 'ae 'ou te musu fo'i e alu na'o Siasia 'auā e 'ōnā leaga.

Po'o le fitu na mā taunu'u ai i le Tanoa 'a 'ua tumu 'ātoa le fale i tamāloaloa uiga 'ese'ese fa'apea fo'i tamā'ita'i. E mau ē 'o nonofo mau ē e sisiva, ma le ānoano ē laulaututū solo. 'Ua tolo fo'i le savali tifatifa ma tautevateva 'ātoa fo'i ma gagana fa'atupu fa'alavelave.

Sa 'āmata loa ona inu la'u tama 'ina 'ua maua si pa'usisi pāganoa, 'o lo'o i ai se laulau ma ni nofoa. Masalo 'ua ono a mā fagu 'ae tasi lava la'u ipu, 'a 'ua 'āmata ona tautalatala fiafia Siasia, 'auā 'ua tau le pisa. 'Ua tū loa i luga ma pese 'ua o'o ai lava i le fa'a'aili. E lē masino fo'i itū'āiga teine sa i ai i lea pō, 'ātoa ma a lātou faiga fa'atōsina.

'O lea na sisiva ai loa lo'u uso ma se tasi tēvolo fafine, 'a 'ua 'āmata lava 'ona 'ou popole, 'auā 'ua fa'atetele lava lona pisa. E le'i leva lava, 'ae patiapatā loa fagu. O'u momo'e atū 'o Siasia lea 'ua fasi tele e le 'au 'ōnanā. 'Ona 'o a'u 'o lo'o mālamalama, na lelei ai. Na'o lo'u patūina lava o lea ma alu ifo, 'ae 'ou tago atu loa fa'atātā mai la'u tama, togī i le ta'avale ma mā fafo loa ma le ma'afala.

VOCABULARY

'ese'ese	different	solo	all around
ma'oi	favorite	tolo	many
tofotofu	to experiment, try	savali tifa-	stagger
'o le tasi Kirisimasi	one Christmas	tifa	
malaga	travel	tautevateva	walk crooked
āsiasia	visit	gagana	language
tāfafao	to roam about	fa'atupu	to create, cause
fesili atu	to ask	fa'alavelave	trouble
se'i	let's	la'u tama	my boy (expression)
fa'amāfanafana	warm up	pa'usisi	corner
Tanoa	the Tanoa Club	pāganoa	silent
toto	blood	masalo	maybe
uiga	meaning	tautalatala	talk on and on
'a	but	tau	to affect, to reach
'ōnā leaga	to get very drunk	o'o atu	arrived at
po'o le fitu	about 7 o'clock	fa'a'aili	band
taunu'u	to arrive	lē masino	uncountable
tumu 'ātoa	completely filled	itū'āiga	sorts, kinds of
uiga 'ese'ese	all different kinds	'ātoa	complete
mau	some	faiga	way, style
ē	who	fa'atōsina	to come on strong
ānoano	many	tēvolo fafine	she-devil
laulaututū	stand	popole	worry

fa'atetele	getting worse	mālamalama	clear headed
pisa	noise	patūina	to strike
le'i leva	hadn't been long	'o lea	that one
patiapatā	clatter about	ifo	down
momo'e atu	to run to	tago	take
fasi tele	to be really beaten	fa'atā'ā	to drag quickly
'au 'ōnanā	drunken group	togi	throw
'ona	because	fāfo loa ma le ma'afala	to get out (idiom)

'O SE AFIIFI I LE FALEPIA

Faitau ma tali fesili nei:

1. 'O ai le tusitala?
2. 'O ai le igoa o lona uso?
3. 'O fea sa i ai lona uso?
4. 'O le ā le ma'oi o lea taule'ale'a?
5. 'O le ā le taimi na taunu'u ai i le Tanoa?
6. E fia a lā fagu pia na inu?
7. Na fa'apēfea ona lā fo'i i le 'āiga?

.....

APPENDIX

SAMOAN GRAMMAR  
ENGLISH-SAMOAN GLOSSARY  
SAMOAN-ENGLISH GLOSSARY  
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## SAMOAN GRAMMAR

The section following on Samoan grammar is not a complete analysis of the Samoan Language. As with the glossary which follows, this unit deals only with those areas that would be of use to a student or instructor of conversational Samoan. Derivation and evolution of grammatical concepts, as well as a comparative study with other Polynesian languages are beyond the purpose of this book. Research in these areas should be directed to the two texts from which much of this section was compiled. (Samoan Grammar, Spencer Churchward, Spectator Publishing Co. Pty. Ltd., Melbourne. 1951; Pratt's Grammar and Dictionary of the Samoan Language, Rev. George Pratt, Malua Printing Press, Malua, Western Samoa. 1911). Further grammar information can be found in Marsack's Samoan and the I.D.S. Let's Speak Samoan (see bibliography).

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## SAMOAN GRAMMAR

### PART I: THE ALPHABET

There are five vowels and twelve consonants in Samoan. They are:

A E I O U  
F G H K L M N P R S T V

Three of these consonants (H,K,R) are not native but were introduced in foreign words. H is not frequently encountered.

#### VOWELS




The five vowels are pronounced much the same as in European languages.

a as in father  
e as in head  
i as in tea  
o as in home  
u as in do

Every vowel sound can be pronounced three ways. The short (a), the long (ē) and the glottal ('a). In each of these three variations however, it is not so much the sound that changes, but the manner in which it is delivered. A short vowel is a short utterance of the sound. A long vowel is a prolongation of the sound, and a glottal vowel is an abrupt glottal beginning of the sound. These differences are very important since entire meanings depend upon how a sound is uttered.

ai.... who  
'ai.... to eat  
āi.... a row of plants

The three vowels may be represented diagrammatically as follows.

<u>SHORT</u>	<u>LONG</u>	<u>GLOTTAL</u>
		
begins smoothly	- also begins smoothly but carried longer	begins very abruptly

#### VOWEL COMBINATIONS

Double vowels. Similar vowels occurring together in a word are usually separated by a glottal sound. There are exceptions however as in the cases of compound word or prefixed and suffixed words resulting in duplicated vowels. In many instances these duplicated vowels are pronounced together as one long vowel.

ta alofa, tālofa .... I love (common greeting)  
tala atu - talātu ... beyond

Diphthongs. Combinations of vowels always retain their separate sounds. For this reason there are no improper diphthongs such as is found in English (threw, through, zoo, etc). Each vowel in the combination is distinctly pronounced. The resulting harmony of vowels in some cases gives rise to several sounds in which the components are less easy to distinguish (ai sounds like the English long i). Among the combinations there are several similar sounding diphthongs which are at first difficult for foreigners to tell apart.

Ae and Ai:	vae .....	leg
	vai .....	water
Ao and Au:	fao .....	nail
	fau .....	to build
Oe and Oi:	toe .....	to remain over
	toi .....	a kind of tree

Diphthongs should always be pronounced so that the mouth finishes in the position of the final vowel. It is probably evident that proper pronunciation is of the highest importance since a slightly altered pronunciation can drastically change the meaning of a word.

Tai..... tide  
Tae..... feces

### CONSONANTS

As stated before, there are twelve existing consonants in the Samoan Language. At the present time these coincide more or less with the English pronunciation. There are four notable exceptions however. G is always a nasal sound as in 'ng' of sing. L is somewhat similar to a soft English R and is indeed interchangeable with the adopted R in the Samoan alphabet. This is particularly evident for words in which L is preceded by A, E, O, U and followed by I. The Samoan P is very soft and is between an English B and P. With the exception of the G, these pronunciation differences are very slight.

### Colloquial Speech

Common Samoan speech is characterized by the almost exclusive use of K and G in place of T and N. Any student learning to speak from a native speaker will invariably be taught the "proper" or pure Samoan form in which the exclusive use of K and G is frowned upon. This same Samoan would however in conversation with another native speaker revert to the colloquial speech pattern (using K and G). It is important to realize that the "K" dialect (so it is called) is what most people will hear being spoken by others and not infrequently to the student himself. Non-Samoans are discouraged from imitating this speech form since it is considered to be a corruption of the Samoan language. Below is an example of the two patterns. Remember however that the 'K' language, although spoken, is never written.

T:           Tātou nonofo i'inā..... Let's sit there.  
K:           Kākou gogofu i'igā.

### Syllables and Accent

Below are some of the major points concerning syllables and accents.

1. No two consonants may occur together without an intervening vowel or vowels.
2. All syllables must end in a vowel.
3. No syllable can have more than one consonant and two vowels.
4. Accent is usually on the penultima (second last syllable). There





## PART II: THE NOMINATIVE

### THE PARTICLE 'O

The use of this word is a concept foreign to English speaking students. Nouns may stand alone in English, but they must be 'set off' by the particle 'o in Samoan for the nouns to be complete. Pratt refers to 'o as the sign of the nominative as does the Morman publication. Let's speak Samoan. Marsack however points out that 'o also occurs in the accusative case (with objects.) It would be safe then to just list the principal functions of this important word and refrain from giving it a restricting label.

1. 'O is only used for a noun or pronoun. When it occurs before any other part of speech it has the effect of transforming it to a noun.  
'O le teine 'aulelei..... The beautiful girl.  
'O le 'aulelei o le teine..... The beauty of the girl.
2. It must come before a noun or pronoun when these stand alone.  
'O le maile. .... The dog.  
'O a'u..... me.
3. It is the sign of the nominative absolute.  
'O 'oe 'o la'u uō..... You are my friend.
4. 'O precedes all proper nouns in the nominative.  
'O Samoa. .... Samoa.  
'O Malietoa ..... Malietoa.
5. 'O precedes pronouns in the nominative case.
  - (a) Relative pronouns  
'O lē na alu..... He who went.
  - (b) Interrogative pronouns  
'O ai 'oe? ..... Who are you?  
'O fea 'oe? ..... Where are you?
  - (c) Demonstratives  
'O lea..... This.  
'O lena..... That.
  - (d) Indefinite pronouns  
'O sē isi. .... Another.  
'O ni isi..... Others.
  - (e) Personal pronouns.  
'O a'u..... Me.  
'O tatou..... We.

Note: 'O does not occur before the short or dependent forms of the pronouns (see the section on pronouns).

6. In sentences, 'o is used when the subject occurs before the verb.

'O le tama lenā sa pa'ū ..... That boy fell.

It is not used if the subject follows the verb.

Sa pa'ū le tama lena. .... That boy fell.

An exception is the pronoun ia (he/she/it) which takes 'o before or after the verb.

'O ia sa ma'i. .... He was sick.

Sa ma'i 'o ia.

When using the structure: Ona ai ... lea (then), the noun or pronoun may take or omit the 'o if it follows the verb.

'Ai muamua ona fai ai lea lau mea ā'oga.

'Ai muamua ona fai ai lea 'o lau mea ā'oga.

Eat first then do your school work.

### THE DEFINITE ARTICLE

Le is the Samoan definite article. It is used whenever the noun is definite in the mind of the speaker. Note that even though English would use the indefinite article in some definite situations Samoan does not. This is particularly evident in the answer to the question: What is that?

'O le povi..... Its a cow.

All nouns must show an article to denote singular. Omitting the article results in the plural of the noun. For this reason it is important to always include the article if singular is to be expressed. Plural is assumed unless the article is present.

'O le penitala..... The pens.

'O penitala..... Pens.

Although most Samoan nouns do not change from singular to plural a few nouns do but these are rare and can be easily memorized.

lo'omatua .....	lo'omātutua .....	old woman
matua .....	mātua .....	parent
tamaitiiti .....	tamati .....	child
tamāloa .....	tamāloloa .....	man
taule'ale'a .....	tāulele'a .....	untitled man
to'alua .....	ta'itō'alua .....	spouse
tuafafine .....	tuafāfine .....	male's sister

### Indefinite Article

Se replaces le when the indefinite is to be expressed. It is used when:

- (a) Referring to one of many.

'Aumai se tālā. .... Give me a dollar.

- (b) When questioning something's existence.

'O se pua'a lale? ..... Is that a pig?

- (c) Expressing negative.

E lē 'o se pua'a. .... Its not a pig.

Ni is the plural form of se. When it is used in place of se, the noun becomes plural. It can be translated as 'some'.

'Aumai ni tālā..... Give me some dollars.

'O ni pua'a lā?..... Are those pigs?

E lē 'o ni pua'a..... They aren't pigs.

Ni is sometimes omitted in colloquial speech.

'O pua'a? ..... Are they pigs?

E lē'o pua'a..... They aren't pigs.

### NOUNS

Many of the nouns of the Samoans Language are derived from simple roots which have been reduplicated, combined with other words, or taken a suffix or prefix. In most cases, the newly formed word takes its meaning from the base words.

solo (towel)..... solosolo (handkerchief)

fale (house) + ma'i (sick). falema'i (hospital)

moe (sleep) + ga ..... moega (bed)

Pronunciation may change somewhat when the new words are pronounced as one.

mata (eye) + 'upu (word)... matā'upu (subject)

With few exceptions nouns do not change form from singular to plural (see the section on the definite article). Instead, nouns show number by the presence or absence of the definite or indefinite article (or possessive pronoun).

All nouns belong to one of two possessive classifications depending on the relationship of that noun to humans (very personal, or non-personal). Each category has a separate set of possessive pronouns which apply specifically to these nouns. (see the section on possessive pronouns)

Nouns will normally follow the verb in sentence construction. This rule applies to both noun subjects and objects.

'Ua alu le pasi..... The bus is going.

'Aua 'e te tago i la'u... Don't touch my book.

tusi.

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PART III: PRONOUNS

PERSONAL PRONOUNS

English has only two pronoun numbers, singular and plural. Samoan pronouns however can be divided into three groupings: singular, plural, and pair plural (dual).

<u>Singular</u>	<u>Dual</u>	<u>Plural</u>
a'u, ita, ('ou, o'u)-I	tā'ua (tā)-we (2)	tātou - we
'oe ('e)-you	mā'ua (mā)-we (2)	mātou - we
ia (na)-he/she/it	'oulua (lua)-you(2)	'outou (tou)-you
	lā'ua (lā)-they(2)	lātou - they

These pronouns normally occur with the particle 'o (except as noted in the section on 'o, and except for the dependent or short forms listed in parenthesis.)

COMMENTS CONCERNING THESE PRONOUNS

1. The Samoan pronouns correspond with English pronouns in meaning with three major exceptions.

- (a) The dual set is used only for pairs.
- (b) Both the dual and real plural have an inclusive and exclusive form for the first person pronoun (we)

Inclusive: includes the speaker and the listener only.

tā'ua: speaker and listener only.

tātou: speaker and listeners only.

Exclusive: excludes the listener from the group.

mā'ua: speaker and another but not the listener.

mātou: speaker and others but not the listener.

- (c) The third person singular, ia is used for he, she, and it.

2. The short forms of the pronouns (in parenthesis) do not take the particle 'o. These short forms are used when the pronoun:

- (a) occurs before the verb.

'Ou te moe.....I sleep.

as opposed to

E moe a'u.....I sleep.

- (b) is inserted between the verb and the tense marker.

'ua 'e sau?.....Have you come?

as opposed to

'ua sau 'oe?.....Have you come?

- (c) is in the second clause of the nominative absolute.

'O a'u nei, 'ou te alu. As for me, I'll go.

3. First and third person dual and plural pronouns can be preceded by 'i (except the short forms) If 'i is used it will occur when:

(a) the pronoun stands alone and is preceded by 'O.

'O 'i tātou.....We.

(b) the pronoun occurs in a position other than before the verb.

'Ua 'a'ai'i lātou.....They are eating.

In common speech however, 'i is frequently omitted.

4. The pronouns do not change form even in a change of case such as in English: they (subject) them (object).

Na lātou ō.....They went.

'Ave le mea'ai iā lātou.....Give the food to them.

### 5. Miscellaneous

(a) Ita (or ta) is an alternate for a'u. It is sometimes used in common speech, songs, and idioms, i.e., tā fiaola e, tafēfē, tālofa e, (which are all expressions of grief, surprise and sympathy and are compounds of ita and root words).

(b) Variation of 'ou used with the 'o lo'o tense marker.

'O lo'o o'u alu.....I'm going.

(c) Usually omit the third person pronoun altogether, or in some instances use the actual noun in reference.

'O lo'o alu 'o ia.....He is going.

'O lo'o alu.....(He) is going.

(d) The duals are formed from the root word lua meaning two.

(e) The plurals are formed from the root word tou (from tolu-three).

(f) The use of inclusive and exclusive is a very important concept in a communal society like Samoa. It is important to know how one stands in relation to a group of people (if you are included or excluded).

(g) When referring to groups of individuals, a Samoan usually uses the most inclusive pronoun for the situation.

'O mā'ua ma Mele.....Mary and I. (literally: e(2) and Mary)

'O lā'ua ma Simi.....She and Jim. (e(2) and Jim)

'O 'oulua ma Sina.....You and Sina. (You (2) and Sina)

This concept also carries over into the possessive pronouns. As will be seen later, group ownership is preferred over personal ownership.

Come to my house.....Sai i lo mātou fale (literally: Come to our house.)

### POSSESSIVE PRONOUNS

Before beginning this section on the possessive pronouns, there is a concept that the student should understand concerning nouns and showing possession in Samoan.

All nouns in Samoan are categorized as either personal or non-personal. Personal

nouns are normally those with which one has an intimate and permanent relation (parts of the body, relatives, etc). Non-personal nouns are those which have importance as 'things' or mere 'objects' rather than as intimate parts of ones life (car, foods, etc).

The Samoan language has a duplicate set of possessive pronouns, one set used for the personal nouns, and the other set for the non-personal nouns. These pronouns are listed in the table following and it should be noted that the difference between these two 'sets' of pronouns is the single vowel change: a to o. For this reason some texts refer to the personal nouns as o nouns and the non-personal nouns as a nouns because they take the o and a possessive pronouns respectively.

Thus, when expressing the possessive case of the personal noun tamā (father) and the non-personal noun ta'avale (car). There is a distinction between the possessive pronouns.

'O lo'u tamā.....My father.

'O la'u ta'avale.....My car.

The proper use of the a or o pronoun is very important not only because the wrong possessive may sound incorrect to a Samoan ear, but because the actual meaning of some words may change with the a or o form.

'O la'u susu.....My milk.

'O lo'u susu.....My breast.

Below is a very general list of categories for o and a nouns which may serve as a guide in deciding which class of possessives to use. There are exceptions of course, but most nouns are fairly consistent to these lists.

#### Personal Possessions: O Class

1. Relations - except tāne (husband), āvā (wife), tama (woman's child), fānau (child)
2. Soul, emotions, etc.
3. Body and its part-except 'ava (beard).
4. Clothing.
5. House and its parts.
6. Boat and its parts.
7. Land-except fa'ato'aga (plantation).

#### Non-personal Possessions: A Class

1. Property of every kind.
2. Language, words, speech.
3. Animals, plants
4. Work.
5. Food.
6. Customs and conduct.

The following table lists the Samoan possessive, both the a and o forms.

### THE POSSESSIVE PRONOUNS

#### I. DEFINITE:

For Singular Nouns

lo'u, la'u	my
lou, lau	your
lona, lana	his, her, its
lo tā, la tā	our(2)
lo mā, la mā	our(2)
lo lua, la lua	your(2)
lo lā, la lā	their(2)
lo tātou, la tātou	our
lo mātou, la mātou	our
lo tou, la tou	your
lo lātou, la lātou	their

For plural nouns

o'u, a'u
ou, au
ona, ana
o, tā, a tā
o mā, a mā
o lua, a lua
o lā, a lā
o tātou, a tātou
o mātou, a mātou
o tou, a tou
o lātou, a lātou

II. INDEFINITE:

so'u, sa'u	my	ni o'u, ni a'u
sou, sau	your	ni ou, ni au
sona, sana	his,her,its	ni ona, ni ana
so tā, sa tā	our(2)	ni o tā, ni a tā
so mā, sa mā	our(2)	ni o mā, ni a mā
so lua, sa lua	your(2)	ni o lua, ni a lua
so lā, sa lā	their(2)	ni o lā, ni a lā
so tātou, sa tātou	our	ni o tātou, ni a tātou.
so mātou, sa mātou	our	ni o mātou, ni a mātou.
so tou, sa tou	your	ni o tou, ni a tou
so lātou, sa lātou	their	ni o lātou, ni a lātou

CONCERNING THE POSSESSIVE PRONOUNS

1. From the table, it should be evident that there are separate possessive pronouns for singular and plural nouns as well as for definite and indefinite possessive statements.

'O la'u maile.....My dog.  
 'O a'u maile.....My dogs.  
 'O sa'u maile?.....Is it my dog?  
 'O ni a'u maile?.....Are they my dogs?

There is a very noticeable pattern for these different forms of the possessives.

Definite. Possessive pronouns used with singular nouns all begin with l. For plural nouns the l is dropped.

'O lo lātou tuagāne.....Their brother.  
 'O o lātou tuagāne.....Their brothers.  
 'O la'u pua'a.....My pig.  
 'O a'u pua'a.....My pigs.

Indefinite: If the statement being uttered is a question or negative, the



singular pronoun changes the l to s. The plural pronoun drops the consonant and adds the indefinite article ni as well.

- 'O so lātou tuagāne?.....Is it their brother?
- 'O ni o lātou tuagāne?.....Are they their brothers?
- E lē 'o sa'u pua'a.....Its not my pig.
- E lē o ni a'u pua'a.....They aren't my pigs.

Churchward states in 'Samoan Grammar' (p.46-47) that these possessives are formed by prefixing the preposition a or o to the personal pronouns, noting that "in certain instances contractions or other modifications take place." Thus when they are used attributively, an article is prefixed; le for singular (omitted in plural), se for indefinite (plural ni). With le and se, contractions occur giving the pronouns listed in the above table.

2. In formal speech, the long forms (independent) of the following pronouns are sometimes heard with the possessive prefixes (both a and o):

- la tā..... la tā'ua..... our(2)
- la mā..... la mā'ua..... our(2)
- la lua..... la 'oulua..... your(2)
- la lā..... la lā'ua..... their(2)
- la tou..... la 'outou..... your(pl)

3. In colloquial speech, the a and o markers of the pair plural and plural pronouns are often dropped in favor of the articles le, se, ni.

- 'O lo tātou fale.....'O le tātou fale .... Our house.
- 'O sa tātou povi?.....'O se tātou povi?.... Is it our cow?
- 'O ni o tou nofoa?.....'O ni tou nofoa?..... Are they your chairs?

4. There is an alternative pronoun for the first person singular derived from ita which is not in frequent use but none the less is heard in songs and colloquial speech. It follows the same patterns as the other possessives.

'O lota nu'u .....My village.

5. Samoans do not generally use the singular possessive when group possessive can also apply.

- 'O lo mātou fale.....Our house.
- instead of:
- 'O lo'u fale.....My house.

#### AN ALTERNATE POSSESSIVE STRUCTURE

When asking the question: Whose pen is it?, the student must be aware that in Samoan the question would be:

'O le peni a ai?.....It's the pen of who?

The preposition a (of) in the above sentence would be changed to o (of) in cases of a more personal noun.

'O le tinā o ai?.....It's the mother of who?

It is very common at the present time to hear answers to the above questions in the same form of sentence construction.

'O le peni a 'oe.....It's the pen of you.  
 'O le tinā o ia.....its the mother of him.

Note that the real possessive pronouns are not used. Instead, the independent pronouns are placed after the noun and the proper form of the preposition 'of' (a or o) is used between the noun and pronoun. This 'possessive' construction is considered inferior to that mentioned in the preceding section.

#### DEMONSTRATIVE PRONOUNS

The demonstrative pronouns are:

<u>Singular</u>	<u>Plural</u>
lenei, lea ... this	nei, ia ..... these
lenā, lele ... that	nā; ..... those
lelā, lale ... that	lā, ..... those

There are other variations of these which are compounds derived from these ten words (i.e. lae, laia). Lenei, nei (this, these) are normally reserved for formal use, whereas lea and ia are the more common forms used in everyday speech. Lenā, lele, nā are used when referring to something not too distant. Lele can never be used in reference to something in someone's possession. Lelā, lale, and lā, are used for things at a great distance. Note that nei, nā and lā are the roots of the singular demonstratives which have prefixed the definite article le. As adjectives they may occur before or after the noun.

'O lenei tama.....This boy.  
 'O le tama lenei.

#### INDEFINITE PRONOUNS AND ADJECTIVES

so'o (any) is used with the indefinite article se.

so'o se aso.....any day  
 so'o se taimi.....anytime

isi (other) can be used with all the articles.

'Ave le isi.....Take the other.  
 'Ave isi ipu.....Take the other glasses.  
 'Ave se isi.....Take another.  
 'Ave ni isi ipu.....Take some other glasses.

sina (some). When used in the positive sense it usually means 'a little'.

'Aumai sina vai.....Bring some (a little) water.

In questions, it means 'any'.

E i ai sina vai?..... Is there any water?

Note the colloquial expression using ita(I).

'Aumai sina ta.vai.....Bring me some water (for me).

tasi is sometimes used to mean one, other, another, or somebody.

'O le tasi aso.....One day.

#### RELATIVE PRONOUNS AND AI

Lē and ē are the relative pronouns corresponding to the English 'who' (whom).

LĒ is used for singular, ē is used for plural.

'Ua oti le tama 'o lē sa ma'i.....The boy who was sick has died.

'Ua feeti tama o ē sa mama'i.....The boys who were sick have died.

It is possible in Samoan to omit the preceding antecedent clause and let the relative pronoun stand alone, which then becomes 'he who'.

'O lē e muamua sau e vave 'ai.....He who comes first will eat  
quickly.

Ai is also used as a relative pronoun and always implies an antecedent. However, it is not always a pronoun, and it is not always easy to define its use in a sentence. It will always follow the verb if one is present (except the idiom talū ai - since). Below are some of the most common uses of the particle ai.

Below are some of the most common uses of the particle ai.

- (a) As a relative pronoun, ai refers back to the antecedent subject which may be stated or implied. It translates as, 'who, whom, which, that'.

'O le tama na 'ou va'ai i ai .....The boy who I saw.

'O le mea 'ou te mana'o ai.....The thing which (that) I want.

- (b) As an adverb it refers back to an antecedent noun and translates as, 'from which, by which, in which, when, where, concerning which.'

'O fea le atunu'u na 'e sau ai?....Where is the country from which  
you came?

'O le tupe le mea e fa'atau ai le  
mea'ai.....Money is the thing by which  
(with which) food is bought.

- (c) Following the particle 'ona in the construction 'ona.....ai lea (and so, and therefore)

ʔa tumu le pasi 'ona 'ou lē .....The bus was full so I didn't go.  
alu ai lea.

- (d) As a verb meaning 'to be' or 'to have'. In this usage it is preceded by the preposition i (or 'i).

'O fea 'o i ai la'u tusi?.....here is my book?

Sa i ai lana ta'avale.....He had a car.

The relative pronoun can also be expressed by through the tense markers, leaving the actual pronoun out as being understood.

'Ua alu le tama sa ma'i.....The boy who was sick has left.

#### INTERROGATIVE PRONOUNS

Ai (who) must not be confused with the relative particle ai. As an interrogative pronoun, ai does not have to follow the verb (as with the relative particle.) In addition, it may take any preposition whereas the relative particle can only take i ('i)

'O ai lā'ua?.....Who are they?

'O le peni a ai?.....It's the pen of who?



## PART IV: VERBS

### VERB NUMBER

A large number of Samoan verbs change form from singular to plural. Unfortunately, there is no one method of forming the plural as in English (add 's'). Each verb must be taken individually, its plural form memorized. There are several patterns of consistency however, and they are worth noting.

- (a) Reduplication may be the most common method of forming the plural. This may occur with syllables or with the whole word.

'ai.....'a'ai (to eat)  
ta'alo.....tā'a'alo (to play)  
tā.....tatā (to hit)

- (b) Stressing a previously unstressed vowel is another way of showing the plural.

ulaula.....ūlāula (to smoke)  
va'ai.....vā'ai (to see)

- (c) The prefix fe may be added to verbs to form the plural. This prefix may be accompanied by a suffix as well.

ita.....feita (to be angry)  
tagi.....fetāgisi (to cry)

- (d) A few verbs change completely in the plural.

alu.....ō (to go)  
sau.....ōmai (to come)

- (e) Some verbs do not change at all from the singular.

fesili.....fesili (to question)  
sasa.....sasa (to beat)

It is possible in Samoan to denote reciprocal action by the use of a special prefix-suffix combination. The reciprocal is used to show an interchange, mutual action or relation, and states of alternation (back and forth etc.). The prefix is fe and the suffix is a'i or 'i

alu (to go).....fealua'i (to go to and fro)  
iloa (to know).....feiloa'i (to know each other)

### PASSIVE VERB FORMS

As stated in unit six (lesson 40) the meaning of passive verb forms are not clearly understood. The endings given to some verbs (Samoan transitive verbs) create a passive meaning in many but not all cases in which they are used. In addition, words that are transitive in English are not necessarily transitive in Samoan (and vice-versa). There are also many verbs which are really intransitive but have a passive form. Since, however, many existing texts refer to these as passive endings, that term is also to be used throughout this book.

There are several endings that can be used; the proper one depends upon the verb and in some cases how the verb is being used. (Some verbs can take more than one specific ending). Of the endings listed below, the most common are ina and a.

ina, a, ia, gia, sia, tia, fia, mā, lia, na.

There are three common uses of these endings.

- (1) To form a passive meaning, in which case the agent, e ('e) - 'by', may or may not be used.

E le'i tatalaina le 'ofisa i le valu.....The office was not opened at eight (o'clock).

E le'i tatalaina le 'ofisa (e le .....The office was not opened by the tamaloa) i le valu, the man at eight.

- (2) When the subject as the actor comes before the verb and the object. This is non-passive.

'Ou te faia le mea'ai.....I'll make the food.

- (3) In many past negative statements, the ending is present. These may or may not be passive.

E le'i 'āmataina.....It has not (been) started.

#### VERB TENSE

Tense in Samoan is indicated by words which have been referred to in this book as tense markers. Verbs do not change form to express tense as they do in English (go, went, gone). Each tense in Samoan is represented by a marker which indicates the tense of the sentence. These particles will always occur just before the verb unless the subject is a dependent pronoun, in which case the pronoun separates the verb and its tense marker. (except for the te tense marker)

'Ua sau Mele.....Mary is coming.

Sa 'e moe?.....Did you sleep?

'Ou te alu.....I'm going to go.

Following are the five tense markers, their meanings, and uses.

- (1) Present Indefinite. Represented by e (when the subject follows the verb), and te (when the subject, a dependent pronoun, precedes the verb). It has four uses.

- (a) Implied future (usually translating with the verb 'going to').

'Ou te 'ai.....I'm going to eat.

- (b) Present indefinite (expressed with e)

E mūmū le ta'avale.....The car is red.

E mālūlū.....It's cold.

- (c) Negative present, past and implied future.

E or te is joined with the negatives lē (not-implied future), lē'o (not-present continuous); and le'i (not-past).

E lē timu.....It's not going to rain  
 'Ou te lē'o alu.....I'm not going.  
 'E te le'i 'ai.....You did not eat.

(d) Infinitive mood. e/te precedes the second verb.

'Ou te alu 'ou te. I'm going to go fishing.  
 fāgota.

(2) Present (immediate) or Perfect tense. Represented by 'ua. There can be three uses of the 'ua tense marker.

(a) Immediate present. This tense is for actions or states that have just now been realized.

'Ua timu.....It's raining (just now).

'Ua sau le tama.....The boy is coming (now).

(b) Present perfect is expressed in the same way as immediate present but context defines it's meaning as present perfect.

'Ua 'ou sau.....I have come (or I am coming).

(c) Past perfect is formed with 'ua and a helping verb such as 'uma or leva followed by ona.

'Ua 'uma ona 'ou I had eaten before you came.

'ai 'ae 'e te le'i sau.

(3) Present Continuous. Represented by 'o lo'o. This tense is used for present progressive.

'O lo'o o'u 'ai.....I am eating.

Note that o'u is used instead of 'ou for this tense.

The short form of 'o lo'o is 'o

'O fea 'o i ai Sina?...Where is Sina?

(4) Past tense. Represented by na and sa. The later of these markers appears to be used for frequently occurring actions, the former for rare or infrequent actions.

Sa 'ou moe ananafi....I slept yesterday.

'O fea le teine na....Where's the girl who came from  
 sau mai 'Amelika? America?

(5) Future tense. Represented by 'o le'ā. This tense refers to immediate future (rather than implied future of the present indefinite)

'O le'ā 'ou alu taeao.I will go tomorrow.

The short form ('ā) is used mostly in idioms.

'O ā au mea 'ā fai?...What things will you do?

#### NEGATIVE OF THE TENSES

Negative is usually expressed by placing the word lē (not) before the verb. This negative marker can be used with all the tense markers although some structures are rarely used.

'Ou te lē alu.....I'm not going to go.

'Ua 'ou lē alu .....I'm not going. (I haven't gone)

'O lo'o o'u lē alu.....I'm not going.

Sa/na 'ou lē alu.....I didn't go.

'O le'ā 'ou le alu.....I won't go.

There are two other negative indicators that can take the place of three of the above structures. All are used with the e/te marker. Lē'o replaces 'ua lē and 'o lo'o lē. Le'i replaces sa/na lē.

'Ou te lē 'o alu.....I'm not going.

'Ou te le'i alu.....I didn't go.

In addition the future negative is sometimes represented by the present indefinite.

'Ou te lē alu.....I won't go. I will not go.

#### THE VERBS TO BE AND TO HAVE

There are no single words in Samoan for the two English verbs. The equivalent structures used to express these concepts are listed below.

(1) To be can be said in the following ways.

(a) I ai can be used as a verb to translate 'there is, there were, etc', by using the tense marker of the tense required.

E i ai se tupe?.....Is there any money?

Sa i ai i'a ma talo.....There was fish and taro.

(b) Placing nouns in apposition gives phrases such as 'Simi is a boy, I am a boy, etc'

'O a'u'o le tama.....I am a boy.

'O Mele 'o le ta'ita'i..Mele is the leader.

(c) Adjectives and adverbs used in conjunction with tense markers give phrases such as, 'I am strong, Tom is late, etc'

Sa tumu le pasi.....The bus was full.

'O le'ā 'ou tuai mai....I will be late.

(d) With the tense markers 'ua and 'o lo'o, the auxiliary verb 'to be' is often translated with the main verb.

'O lo'o sau le va'a.....The boat is coming.

'Ua 'ou fia moe.....I am sleepy.

(2) To have is formed by the following structures.

(a) I ai is used with the possessive pronouns to give the phrase, 'I have a, We had a, etc'

E i ai la'u kītara.....I have a guitar.

Na i ai lona va'a.....He had a boat.

(b) Maua (to get, find) is used sometimes in place of i ai with the possessive pronouns to translate, 'I have found, We had gotten, etc'

Na maua lana uō.....He had found a friend.

E maua sau tusi?.....Have you gotten a letter?

(c) The auxiliary verb 'to have' is translated from the use of 'ua in the perfect tenses.

'Ua 'ou sau.....I have come.

'Ua 'uma ona fai.....It has been done.



ADJECTIVES

I. Formation. Adjectives may be formed in the following ways:

- (1) Simple roots which are themselves adjectives.

mata.....raw

- (2) Simple roots to which prefixes or suffixes have been added. Nouns frequently add the suffix a or the prefix fa'a for this purposes.

'ele'ele (dirt).....'ele'elea (dirty)  
 Samoa ..... fa'asāmoa (the Samoan way)

- (3) Some verbs may be used as adjectives.

alofa (to love)..... alofa (loving)

II. Plural. Many adjective have a plural form which is frequently expressed by doubling the accented syllable. Some adjectives however are contracted in the plural form.

tele.....tetele.....(big)  
 lapo'a .....lāpopo'a.....(large)  
 lā'itiiti.....lāiti.....(small)  
 'ena'ena .....e'ena.....(brown)

III. Place in Sentence. Adjectives used as verbs (predicatively) precede the noun.

'Ua puta Sini.....Sini is fat.

Adjectives used to qualify nouns will normally follow the noun.

'O le teine puta..... The fat girl.

The excepts are:

- (a) Indefinite adjectives (so'o, isi, sina, tasi) precede the noun. (see indef. pronouns)

'O le isi teine ..... The other girl.

- (b) Demonstratives used as adjectives may precede or follow the noun. (see demonstrative pronouns)

'O lenei teine..... This girl.

'O le teine lenei..... This girl.

IV. Comparison Adjectives are not inflected in the comparative or superlative degree. Comparative is formed by sentence construction rather than change in adjective form. The most common way is to begin a sentence with the adjective and insert i lō or iā between the two objects being compared.

E lāpo'a lēnei pua'a.....This pig is bigger than that  
 i lō lenā. one.

E matua Sina iā 'oe.....Sina is older than you.

The words sili ona (better, more) sometimes come before the adjective in the

above construction.

E sili ona matua Sina.....Sina is older than you.  
iā 'oe.

An alternative structure is the use of two clauses separated by the conjunction 'ae (but)

E puta Mele 'ae pa'e'e Sini...Mele is fatter than Sini.

Superlative is also derived from sentence construction and the use of the words sili ona, matuā (exceedingly), sili atu (the most) before the adjective. Ona usually follows sili and sili atu.

E matuā lelei 'oe.....You're very good (the best).  
E sili atu ona lelei 'oe.....You're the best.

Aupito is also used before the adjective to form the superlative.

'O le fale aupito..... The closest house.  
latalata mai.

Compound adjectives are joined with the words ma (and) and le (the definite article).

Sa 'ou va'ai i le teine            I saw a beautiful and intelligent girl.  
'aulelei ma le atamai.           

V. Numbers. The numerals in Samoan can serve as nouns, adjectives, or adverbs, depending on how they are used in a sentence.

'Aumai se lua.....Bring two (noun).  
E lua 'apa .....Two cans (adjective).  
Alu fa'alua .....Go twice.

The adverbials take the prefix fa'a (fa'atasi - once, fa'alua - twice, etc). The ordinals are formed with the word lona (except muamua - first, and muli - last)

Lona lua .....second  
Lona lima.....fifth

The distributives are formed with the marker ta'i.

ta'i tasi .....each one, one at a time.  
ta'i sefulu .....each ten, ten by ten.

To'a must prefix all numbers referring to people.

E to'afitu tagata.....Seven people.

#### ADVERBS

I. Formation. Adverbs may be expressed by a noun joined to a verb with the preposition ma (and, with).

'Ua 'ou sau ma le fiafia..I come happily.

More commonly, adverbs of time, place, direction and manner, are represented by words which serve as adverbs in both meaning and usage. Some of these may however be used as other parts of speech as well.

II. Place in sentence. Adverbs can either precede or follow the word they modify, although the latter is more frequent. In some cases, two adverbs may be used,

one preceding and the other following the verb.

'Aua 'e te moe so'o.....Don't sleep so much.  
'Ou te toe moe .....I'll sleep again.  
'E te toe moe fo'i?.....Are you going to sleep again?

Adverbs of direction (i.e., mai, atu, ane, ifo), are frequently united with the verb they modify in colloquial speech. In some cases the passive verbal endings are then attached to the adverb.

alu (go) + atu (away from the speaker) = alātu  
fa'atau (to buy) + mai (to the speaker) + a (passive)  
= fa'atau maia

III. Adverbs of time. There are two words used for 'when' in Samoan: 'āfea (future) and anafea (past). The prefix ana on the past adverb is frequently added to adverbs of present and future time to denote the past. Whereas most present and future adverbs of time (referring to a specific time of the day, week, year, etc) require the preposition i (in) before them, past adverbs prefixed with ana do not.

'Ou te alu i le pō.....I'll go at night (tonight).  
Na 'ou alu anapō .....I went last night.

Adverbs of non-specific time reference (later, soon, etc) generally follow the verb although they may begin the sentence in some cases.

'O nei lava e fai ai..... The meeting will be held now.  
le fonu.

IV. Adverbs of direction and place. Most of the directional adverbs are taken from noun or pronoun roots to which the preposition i (in) has been added. The demonstrative pronouns nei (these), nā (those), and lā (those - far) are used as adjectives of place with a similar meaning with the pronoun root.

tua (the back) + i (in) = i tua (behind)  
nei (these) + i = i 'inei (here)  
nā (those) + i = i 'inā (there)  
lā (those-far) + i = i 'ilā (there-far)

As stated in paragraph II, the directionals (mai, atu, ane, a'e, ifo) may often unite with the verb to almost form a single word.

susū (come) + mai (to the speaker) + a (passive) =  
susū maia (welcome)

V. Adverbs of manner. As with the adverbs of directions and place, some of the adverbs of manner are derived from other parts of speech to which a prefix has been added.

lea (this) + fa'apē (like) = fa'apea (like this)  
nei (this) + fa'apē (like) = fa'apēnei (like this)  
nā (that) + fa'apē (like) = fa'apēnā (like that)  
lā (that) + fa'apē (like) = fa'apēlā (like that)

Other common adverbs are:

'āi.....probably  
'ailoga.....doubtful

le'i.....not yet  
matuā.....exceedingly

'ātonu.....perhaps	pea.....still
aupito .....exceedingly	so'o.....continually
fo'i.....also	tele.....much
liti.....little	toe .....again
lata .....indeed	vave.....quickly
lē.....not	

VI. Interrogative adverbs. These adverbs may occur at the beginning of the sentence as in English (in which case the verb is usually followed by the relative particle ai, or they may be preceded by the verb.)

'Aiseā (why), has an alternate idiomatic expression, 'o le ā le mea?(what's the reason?)

'Aiseā 'ua 'e tagi ai?.....Why are you crying?

'O le ā le mea 'ua 'e tagi...Whats the reason you are crying (for)?

Fea (where) is preceded by the nominative particle ('o) when it begins a sentence, but by the preposition i (to, in) when it follows the verb.

'O fea 'e te alu i ai?..... Where are you going (to)?

'E te alu i fea?..... Your going (to) where?

Āfea, anafea (when - future, past) may begin a sentence or follow the verb.

'O āfea 'e te moe ai?..... When are you going to sleep?

Na 'e moe anafea?..... When did you sleep?

Fa'apēfea (how) can precede the verb in which case the word ona must come between.

E fa'apēfea 'ona fai?..... How is it done?

E fai fa'apēfea? ..... How is it done?

### PREPOSITIONS

I. 'I, ia, and 'ia are all variations of the preposition i which has many meanings depending on its use in the sentence. The form iā ('iā) is used before personal pronouns, and the proper names of persons and months. Following are the most common uses of i.

'Ou te alu i Ania.....I'm going to Ania.

'Ua lavea le toma i le .....The boy was hurt by (with) the knife.

'Mā te ō mai i le afiafi....We are going to come in the afternoon.

'E te fa'atali i se pasi?...Are you waiting for a bus?  
Na mā finau i le uiga o ...We argued about the meaning of the meeting.

Moe i le moega! ..... Sleep on the bed!

'Ua iā te a'u le tupe..... I have the money.

Some verbs must be followed by i when a direct object is present (i.e., fa'afetai-thanks, alofi-love, fesoasoani-help, usiusita'i-obey, etc)

'Ou te alofa iā 'oe.....I love you.

Used before some verbs an infinitive mood if formed.

'Ou te fefe i fusi.....I'm scared to fight.

II. E or 'e (by) is used before nouns and pronouns to denote the agent or doer of the verbal action. It is normally to show passive voice.

Na fana le pua'a e .... The pig was shot by the boy.  
le tama.

III. O and a both express the genitive or possessive case and are usually translated 'by'. Aside from the rules governing usage of these two prepositions presented in the section on possessive pronouns, there are two other points concerning their use.

(a) The choice of either o or a may sometimes be related more to the meaning of the noun in the context of the sentence rather than its personal or non-personal relationship to people.

'O le nu'u o Ioane.....Ioane's village.

'O le nu'u o Ioane.....The village where Ioane works, etc

(b) In some cases, the preposition is not used in Samoan, as it would be in English.

'C le pepa sikaleti.....The pack of cigarettes.

'O le atunu'u 'o Samoa...The country of Samoa.

IV. Ma can be a conjunction (and) or preposition (with).

As a preposition it is commonly joined with the word fa'atasi (together).

Ma mā ōrai fa'atasi.....We came together with Ioane.  
ma Ioane.

Ma can also mean 'for' but is more often replaced by mo for this meaning.

Avatu i le ma 'oe...Take some candy for yourself.

Ua tui i le fonu...I've come for the meeting.

V. Locative prepositions. The locative bases, totonu (inside), fafo (outside), etc (see lesson 11) are prefixed with the preposition i and followed by the preposition o to give the English prepositions 'inside of' (i totonu o), 'outside of' (i fafo o).

Alu i totonu o le fale..Go inside of the house.

When expressing location in relationship to pronouns (i.e. I'll stand behind you), the above construction is replaced by one using the possessive pronouns.

i lo'u tua .....on my back

i o'u tua .....behind me

The prepositional phrase uses the 'plural' form of the possessive to differentiate between my back and 'behind me'

'Ou te nofo i ou tua...I'll sit behind you.

VI. Prepositional phrases. Many English prepositions do not have counterparts but are represented instead by idioms or phrases. Some common examples of these.

(a) Before (a'o le'i o'o)

Na 'ou sau 'a'o le'i o'o i le lua...I came before 2 (o'clock).

(b) Since (talū mai)

Mā te le'i 'a'ai talū mai le taeao..We didn't eat since this morning.

(c) Till (se'ia o'o)

Tātou te tā'a'alo se'ia o'o i le ono..Let's play till 6 (o'clock).

(d) Without (e aunoa ma)

Na sau le tama e aunoa ma se tupe...The boy came without any money.

.....

PART VI: CONJUNCTIONS, SENTENCE CONSTRUCTION

CONJUNCTIONS

1. Ona and ina are the most frequently encountered and widely used conjunctions. Both are used in many idiomatic expressions and as such are difficult to translate directly into English. Below are the most common uses of ona and ina.

Ona can be used in the following ways:

- (a) Because. 'Ona 'o precedes a noun to translate 'because of'. 'Ona 'ua precedes verbs to give 'because'.

'Ua tagi Sina 'ona 'o le misa....Sina is crying because of the quarrel.

'Ua fiafia Sina 'ona 'ua maua....Sina is happy because she found a friend.  
lana uō.

- (b) Gerunds are formed by using ona after certain verbs (i.e. sā - forbidden).

'Ua sā ona ulaula.....Smoking is forbidden.

- (c) Auxiliary verbs (i.e. mafai, tatau, leva) are followed by ona.

E lē mafai ona 'e alu.....You cannot go.

- (d) And then...is expressed with the phrase 'ona (ai) lea.

Sa 'ou tā'ele ona 'ou alu .....I showered and then went to  
ai lea i Apia. Apia.

- (c) Comparative and superlative degree of adjectives are formed with the phrases sili ona, sili atu ona.

E sili atu ona 'aulelei 'oe.....You are the prettiest.

- (d) Since is formed with the words talua ona.

Ua 'ou fiafia talua ona 'e sa.....I'm happy since you've come.

Ina can be used in the following ways:

- (a) Because. When used with the tense marker 'ua, usually before a subordinate clause, 'ina translate as 'because' with a past implication.

Sa 'ou malolo 'ina 'ua 'ua .....I rested because (when) the  
ie gāluaga. work was finished.

- (b) When (past) is represented by 'ina and the tense markers 'ua, 'o, and 'o le'ā.

'ina 'ua 'ou alu.....when I went.

'ina 'o o'u alu.....when I was going.

'ina 'o le'ā 'ou alu.....when I was going to go.

(c) In order to... can be stated with 'ina and the word 'ia.

'Ou te su'esu'e 'ina 'ia                      I study in order to get smart.  
maua le poto.

(d) Gerunds can be formed in the same way as with the conjunction ana.  
However, ina is only used for the Samoan verbs requiring the preposition i to follow when an object is present.

2. Conditional is expressed by the three conjunctions 'ā (implied future), 'āfai (definite future), and 'ana (past). Only 'ana can be used to express conditions incapable of fulfilling (If it wasn't raining I would go; as opposed to: If it stops raining I will go). All three conjunctions introduce the subordinate clause and are prefixed by pe if the main clause occurs first. Only 'āfai can normally take a tense marker in its subordinate clause.

'Ā 'uma le gāluega, sau loa.....When the work is finished, come.

Sau pe 'āfai 'ua 'uma le gāluega. Come when the work is finished.

'Ana le 'uma le gāluega,                      If the work hadn't been finished  
'ou te lē sau.                                      I wouldn't have come.

3. Or is represented by either pe or po depending upon the word that follows it. Both have the same meaning but pe usually occurs before words beginning with e, a, i and consonants. Po is used in most other situations.

Tātou te ō pe leai?.....Shall we go or not?

'E te mana'oa le 'ulu                      Do you want breadfruit or banana?

po 'o le 'i?

4. And is most frequently represented by the word ma (though it can be represented by the words fu'i (also) ona (ai)lea (and then), 'ae (but), etc). Ma as a general rule joins words rather than sentences although there is a growing tendency today to introduce new sentences with ma. Ma may link two clauses having the same subject in which case the second tense marker as well as the second subject may be omitted.

'Ou te nofo ma faigāluega.....I stay and work.

As noted with the adjectives, ma is used before the second of two attributive adjectives. (The article le is inserted as well).

'O le teine 'oulelei ma le                      The beautiful and intelligent  
ataamai.                                              girl.

5. But is translated by the words 'a and 'ae which like pe and po (or), are two forms of the same word. 'A is used before e, 'ua, 'o ('o lo'o), 'ona, and se'i. Otherwise 'ae is used.

Ma 'ou sau ananafi                      I came yesterday but you were  
'a 'ua leva ona 'e alu.                      long gone.  
Savali i totonu 'ae                      Walk inside but be quiet.  
'aua le pisa.

6. 'Ae peita'i is used for 'nevertheless' and occurs in situations of contrast.



E lē taugōfie le ta' ale                    The car isn't cheap.  
 'ae peita'i 'ou te mana'o ai.                nevertheless I want it.

7. Because can be expressed a number of ways (i.e. 'ona, ina), but perhaps the most common is the conjunction 'auā. This conjunction is used for real rather than imaginary causes and can be used with all the tense markers to show time.

E le'i alu Mele 'auā sa ma'i.....Mele didn't go because she  
 was sick.

8. Leaga (bad) is also used to mean because, but this conjunction usually conveys a negative sense.

E le'i alu Mele, leaga sa                    Mele didn't go because her  
 ita lona tamā.                                father was angry.

9. Before can be represented by 'a'o le'i or 'ae le'i. Both have the same approximate meaning (although 'ae le'i can be thought of as 'but' in a negative sense) 'A'o le'i is used more for references to time.

Na 'ou sau 'a'o le'i tāina                    I came before two (o'clock).  
 le lua.  
 Sa 'amata le gāluega 'ae                    The work started, before you  
 'e te le'i sau.                                came. (but you didn't come)

10. Since is expressed by the word talu which can be followed by the words:

(a) mai - to express a reference to time that has past.

Sa 'ou ma'i talu mai le Aso Sā...I've been sick since Sunday.

(b) ona (ina) - to express a reaction to a past, action or occurrence.

'Ua 'ou fiafia talu ona                    I'm happy since you've come.  
 'e sau.

(c) ai - to express cause (since, due to some action or state).

'Ua 'ou ma'i talu ai lou                    I'm sick since I've been  
 inu pia.                                        drinking beer.

11. Until, unless and lest are represented by se'ia (se'ia), se'iloga and ne'i respectively. Only se'iloga can be used with a tense marker ('ua and e/te).

12. Vagnā (except) is also used to mean 'unless.'

'E te nofo se'ia sau Mika.....Wait until Mika comes.  
 'Ou te lē alu se'iloga                    I won't go unless Mika comes.  
 'ua sau Mika.  
 'Ou te popole ne'i                        I'm worried lest we are late.  
 mātou tuai mai.  
 'Ou te le alu vagnā 'ua 'e                I won't go unless you come.  
 sau.

#### SENTENCE CONSTRUCTION

1. The Verb the verb in Samoan, all, as a rule be the first word of the sentence

(along with the tense marker).

'Ua lavea lo'u vae.....My leg is hurt.

The exceptions to this rule are noted below.

- (a) When a pronoun is the subject, this may precede the verb.

'Ou te alu nei.....I'm going to go now.

- (b) Conjunctions or interrogative words may come before the verb.

'Aiseā 'e te alu ai?.....Why are you going?

- (c) Some adverbs may precede the verb they modify.

'Ua matua<sup>ā</sup> lavea lava lo'u    My leg is hurt very badly.  
vae.

2. The Noun. Nouns usually follow the verb. This is true of noun subjects and noun objects.

Na moe le pepe.....The baby slept.

'E te faita'ina le tusi.....You read the book.

3. The Pronoun. Dependent pronouns will invariably come between the verb and its tense marker. The exception being the te tense marker which precedes the pronoun.

'Ua 'ou fia alu.....I want to go.

'Ou te fia alu i Apia.....I want to go to Apia.

The independent pronouns will usually follow the verb.

'Ua fia alu 'o ia .....He wants to go.

4. The Adjective. Used as a noun modifier, adjectives follow the noun. (for exceptions see the section on adjectives.)

'Aumai le peni lanumoana... Bring the blue pen.

Used as a verb (with tense markers) adjectives are treated the same as a verb

E lanumoana le peni..... The pen is blue.

5. The Adverb. Adverbs follow the word they modify.

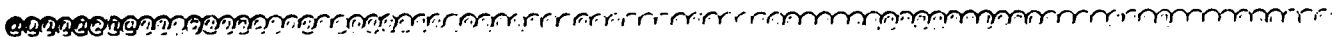
'Aua le 'ai tele..... Don't eat a lot.

Interrogative adverbs can come at the beginning of the sentence or following the verb.

'O anafea na 'e sau ai?....When did you come?

Na 'e sau anafea?.....When did you come?

6. Conjunctions and Prepositions. These important words follow closely to their English counterparts in their positions within the sentence.



## PART VII PREFIXES, SUFFIXES AND COMPOUND WORDS

Samoan is a Language that is largely built on simple roots from which many of the other existing words are derived. A simple base like mata for example gives rise to well over 50 words which are derived from just this one word. The importance of prefixes and suffixes as well as the formation of compounds should be realized by any student of Samoan. Below is a list of many of the common prefixes, suffixes and ways of forming compounds. This list is not complete, but it will provide a strong basis for increasing vocabulary and for understanding the importance of word building to the Samoan Language.

### PREFIXES

The following are the most commonly encountered prefixes:

1. Fa'a is the most frequently used of all the prefixes.

- (a) To denote a likeness or similarity.

fa'asāmoa.....the Samoan way.

fa'afāfine ..... tranvestite.(to be like a woman)

- (b) To denote cause, action, or intention.

fa'aalu.....to make go, cause to go.

fa'asuka .....to sweeten something.

fa'amālosi.....to make strong.

- (c) To denote negative or diminutive degree with the word lē (not).

fa'aēlēlele.....not too good

fa'alēmālosi ..... not too strong

- (d) To denote the adverbs once, twice, etc, with numbers.

fa'atasi.....once

fa'alua .....twice

2. Numeral prefixes. There are several prefixes which give additional meanings to the numerals.

- (a) tc'a must be used before numbers referring to people.

to'alua tagata.....two people

- (b) ta'i used before numbers forms the distributives.

ta'ilua.....two each

- (c) fa'a give rise to the adverbs, once, twice, etc

fa'atolu..... three times (thrice)

- (d) lona gives the ordinals.

lonalua.....second

3. Ana is commonly prefixed to adverbs of time to give a past meaning.

anapō.....last night

4. Fe....a'i is prefixed to verbs to give the reciprocal form.  
fealua'i.....to go to and fro.
5. Tau before a verb means to keep on, to try on  
taumate.....to keep guessing
6. Ma before verbs can express power or possibility, as well as a state or condition.  
ma + fai (to do).....mafai (to be possible)  
ma + folafola ..... māfolafola (to be flat)  
(to spread out)
7. Ta changes the word to one of action.  
ta + pē (to die).....tapē (to kill)
8. Fia has two uses. One is to express a desire or wish. The other is to show a negative trait.  
fiance.....to want to sleep  
fiapoto .....to be conceited.
9. 'Au is used to show a group or team.  
'aufaipese.....choi

#### SUFFIXES

1. Passive suffixes have already been discussed in the section on verbs.
2. Reciprocal suffix a'i is present with the prefix fe to give verbs a reciprocal meaning.  
feiloa'i.....to be acquainted
3. Ga when added to verbs changes these to nouns.  
moe (sleep).....moega (beak)
4. Gōfie (easy) and gata (hard) are commonly added to verbs.  
mauagōfie.....easy to get  
mauagata.....hard to get

#### COMPOUNDS

Use of compound words is the most common way of expressing similar concepts and new words (especially those of foreign origin).

1. Foreign words are usually compounds of several words that describe that action or object.  
mea pu'eata.....camera (thing (to) catch picture)
2. Many native words are also descriptive compounds.  
lanumoana.....blue (colour (of) deep sea)
3. Some words are reduplications of roots which give intensive, diminutive or

frequentative meanings

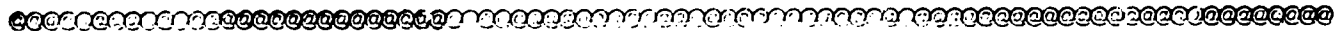
Savali (to walk).....Sāvalivali (to walk about)

4. A few words are used only in composition.

atigi (shell, piece).....atigi pusa (cardboard box)

atigi fagu (**empty** bottle)

fogā (surface).....fogā'ele'ele (surface of the earth)



ENGLISH - SAMOAN WORD LIST

Introduction: The following lists are compiled according to standard usage. Many important areas are covered in this section and it is hoped that the student will find them useful in acquiring new vocabulary. Generally, only one meaning is given for any word, but there are usually more than one meaning in many cases. Parts of speech are not given for each word but whenever possible, the (s) or (o) preposition is noted behind the noun to show whether it is an 'o' class or 's' class noun. Many of the Samoan words that follow are new words, formed directly from the English word (carrot - kālōti) and as such may not be very adaptable in situations not related to its subject or normal usage.

I. Agriculture Terms

a section	se vāega	pail	pakete
abney level	fuavai (apeni)	paraffine	palafine
Agricultural Department	'Ofisa o Fa'ato'aga	pick	piki
barbed wire	uaea tālatala	pint	paina
barometer	fua mo le tau	plow	suōtosina
boundary	tuā'oi	pound	pauna
bridge	alalaupapa	quar	kuota
bush knife	sapelu	raincoat	'ofu fa'atimu
cage	faga o se manu	rake	lako
chemicals	vailā'au	ridge	tumutumu o se fa'aputugā 'ele-
clay	'ele		'ele.
compass	tāpasā		
cubic foot	futu kūpita (futu tāfaono)	rope	maea
cup	ipu	saw	'ili
dam	fa'atānoa e fa'asao ai le vai.	sennit	'afa
dangerous	mata'utia	scale	fua
deep	loloto	shovel	suō asu
diameter tape	fuatoso	soil	'ele'ele
ditch	'autu	siphon	mimiti; fa'agā- 'au mimiti
fence	pā	spade	suōtipi
file	faila	spring	puna, mata o le vai
fuel oil	suāu'u mo so'o se afi	sprayer	fana vailā'au
gallon	kālone	steam	ausa
gasoline	penisini	steep	tāfatō
hammer	sāmala	tractor	palau
hill	a'ega, mea maupu'epu'e	trail	'auala, āsaga
hog pen	pā pua'a	transit	ala mo feoa'iga
hole	pū, lua	tin cutter	'oti'apa
hoe	suō tā'ele'ele	twine	tuaina
irrigation ditch	alāvai	weed killer	vailā'au fagavao
ladder	'apefa'i	well	vai'eli
level	fuavai	wheel barrow	uili paelo
line, row	laina, atu	white gas	penisini mamā
loam	'ele'ele fefiloi	wire	uaea
map	fa'afanua		
nail	fao		
oil drum	kālone suāu'u		

ant  
bee  
black ant  
bull  
centipede  
chicken  
chicken egg  
cockroach  
cow  
dog  
fly  
millipede  
milk

loi  
lagomeli  
lōata  
povi po'a  
atualoa  
moa  
fuāmoa  
mogamoga  
povi  
maile  
lago  
'anufesaina  
susu

mosquito  
pig  
rat tail  
rat trap  
rat poison  
rhinoceros beetle  
scorpion  
snails  
stick insect  
slater  
slug  
wasp  
worm

namu  
pua'a  
si'usi'u 'isumu  
faga 'isumu  
māunu isumu  
manu 'ainiu  
'ātalava  
sisivao  
se  
tama'i pua'a  
gaupapa  
pi, lagomumu  
'anufe

### Miscellaneous Terms

debeak  
  
to castrate a pig  
blood  
harvest  
seeds  
garden  
plantation  
farmer  
animal feed  
poisonous  
banana suckers  
banana bunch  
banana stump  
plant banana  
pick the bananas

tipi le tumutumu o le  
gutu o se manulele  
fofō le pua'a  
toto  
selesele  
fatulā'au  
togālā'au  
fa'ato'aga  
faifa'ato'aga  
mea'ai a manu  
'o'ona  
tama'ifa'i  
'aufa'i  
pogati fa'i  
totō le fa'i  
tata 'aufa'i

cocoa seed  
pick the cocoa  
cocoa hook  
dried cocoa  
fresh coconut  
coconut drier  
coconut trunk  
taro top  
planting stick  
young taro leaves  
plant the taro  
harvest the taro  
taro planter

fatukoko  
tau le koko  
loukoko  
koko mago  
popo mata  
'ogāumu taopopo  
'ogāniu  
tiapula  
'oso  
lu'au  
totō le talo  
se'i le talo  
faifa'atoaga  
talo

### Mechanical Terms

blade  
broken  
benzine  
belt  
clamp  
chisel  
file  
foot  
grease  
glasses  
half  
inch  
knife  
lock  
metal saw  
metal cutter  
metal hammer

mata (lau) o le naifi  
gau  
penisini  
fusipa'u  
fa'aū  
panisi (tofi)  
faila  
futu  
ga'o  
mata tioata (una-plastic)  
'afa  
'inisi  
naifi  
loka  
'ili u'amea  
tipi u'amea  
sāmala u'amea

needle nose  
oil can  
phillips  
  
plastic hammer  
pick bar  
ratchet  
socket handle  
socket  
saw blade  
wrench  
wire cutter

palaea mata 'ami  
'apa suā'u  
sikulū talaiva  
matafa (4 eyes)  
sāmala una  
pinisipa  
sipena vilivili  
'au sōketi  
sōketi  
matā'ili  
sipena  
palaea tipi  
u'amea  
tolu kuata  
'afa inisi  
kuata inisi  
suā'u

### Natural Phenomena Vocabulary

beach

matāfaga

cloud

ao

cloud	ao	reef	ā'au
coral	'amu	river	vaitafe
dirt	palapala, 'ele'ele	sand	oneone
drought	lāmala	rough (sea)	sou (le vasa)
earthquake	māfui'e	sky	lagi
earth, world	lau'ele'ele, lalolagi	snow	kioma
flood	lo'ā	sun	lā
ground	'ele'ele	spray, foam	pisi
wave	galu	stars	fetu
lake	vaituloto	surf	galu fati
lightning	uila	storm, hurricane	afā
morning	taeao	tsunami (tidal wave)	galulolo
night	pō	thunder	feititili
		wind	lagi

II. BIOLOGICAL TERMS

Parts of the Body

ankle	tapuvae	heel	mulivae
arm, hand	lima	hip	suilapalapa
back	tua	jaw lower, chin	'auvaealālo
big toe	vae matua	jaw upper	'auvaealūga
body hair	fulufulu	knee	tulivae
breast	susu	leg, foot	vae
brow	māūlu	lip	laugutu
cheek	'alāfau	mouth	gutu
chest	fatafata	neck	ua
ear	taliga	neck, nape of	tuāua
elbow	tulilima	nose	isu
eye	mata	palm	alofilima
eyebrow, eyelash	fulufulu mata	shoulder	tau'au
eyelid	laumata	scle	alofivae
finger	tamā'ilima	thumb	limamatua
fingernail	(a)tigilima	toe	tamā'ivae
hand, back of	tuālima	toenail	(a)tigivae
hair of head	lauulu	tooth	nifo
head	ulu	waist	sulugātiti
head, back of	muliulu	wrist	tapulimā

Samoa Medical Terms

abortion	mā'ifafano	bandage	fusi
amenorrhoea	lōpoto	blindness	ulutula
anaemia	totovāivai	boil	mā'i fā'asua
appetite	mānogi mea'ai	boils axilla	lo'omatua
artery	'atelia	break bones	tau
back	fulavai	burn	mū
backbone	tulilefu	blood vessel or	uaua
backbone	sela	tendon	



blood-stained discharge	filogia	hook worm	'anufe
broken leg	vaegau	hunch back	tuapí'o
bruise	totoulia	infectious disease	ma'i pipisi
bursitis shoulder	fatuamo	insanity	vale
carbuncle	silailagi	itch, scabies, or	
cataract	mu'ilitutotonu	dermatitis	mageso
chicken pox	tanususu	king's sickness	lagi fa'atafa
chief's death	tu'isalo	laryngitis	fuafua momono
chief's sickness	le fala	leprosy	lēpela
chiefs and king's death	le lā	liniment	vaimili
circumcision	pelitome	lint, blanket	'iemamoe
cold, rhinitis	isamafa	lipoma	patu
colic	tale	local anaesthetic	fa'agase
contracture of hand	lima papagi	lyphangitis	mūmū
convulsion	ma'ilili	measles	mīselā
convulsions	ma'ioso	medicine	vailā'au
constipation	manavamau	menorrhagia	punatoto
corneal opacity	mu'alili	meibomion cyst	matafa
cotton wool	vavae	midwife	fa'atōsana
cough	tale	nurse	teine tausi ma'i
deafness	tutuli	nurse	tausi ma'i
death	oti	obesity	puta
defecation	fe'aumamao	obesity	putagaele
deformity of ear	taliga mutu	obesity	lo'ulo'ua
deformity of nose	isupū	ointment	vainini
diabetes	ma'isuka	operation	ta'otoga, tīpiga
diarrhea	manavatata	orator's death	usufono, maliu
diathermy	avevala	orator's and chief's	
dizziness, pidda	naiva	sickness	fa'atafa
doctor	fōma'i	pain	tigā
dysentery	sanatoto	paralysis of leg	ua pē le vae
elephantiasis of limbs	tutupa	parturient woman	failele
epilepsy	ma'imaliu	pimples	fuafua
epidemic	fa'ama'i	pills	fuāla'au
epistaxis	pāpātoto	pityriasis rubra	tane
eystitis	tulitā	poisoning, drunk	'ōnā
eye disease	ma'imata	pneumonia	niumōnia
faint	matapogia	pterygium	matafuluia
flatulence	umu i le 'ea	pulmonary T.B.	mānāpala
fractured skull or		pus	'alou
consumption	foa	pulse	pa'ō o le uava
freckles	ratitologoa	retention of urine	mātūtū
goitre or surps	patō	restless	tōfiti
gout	gugu	rheumatism	nunu
haemoptysis	anutoto	ringworm	lafa
haematologist	su'etoto	round worm	'anufe uri
hare lip	laugutu totu	saliva	fāua
haematemesis	pu'a'i toto	sickness	ra'i, gasegase
headwounds	foafoa	sore	po'u
heart disease	ma'ifetu	squint	matasepa
hernia	fifi pa'u	squint	foanuga

stye	fuafua	varicose vein	uauā
sunstroke	taia i le lā	venereal disease	ma'iafi, ma'i papālagi.
swelling abdomen	fula le manava	vomit	pua'i
swelling neck	uapatō	wart	lafetoga
tetanus	-a'ilili	wax of ear	totuli
typhoid	palagā'au	whooping cough	t lee'e, talevivini
twins	masaga	wormy wound	'anufea
ulcer	papala	X-ray	manu'a fa'ata
urinate	fe'auvai		
vaccination	fa'agata		

III. DOMESTIC TERMS

apple	'apu	oil	suāu'u
avocado	'āvoka	onion	aniani
baking powder	fefete	orange	moli
banana	fa'i	papaya	esi
green	mata	passion fruit	pāsio
ripe	pula	peas	pi
beef	fasipovi	peanut butter	ga'o pīnati
biscuit	masi	pickle	kūkama fa'vinika
bread	falaoa	pineapple	fala
breadfruit	'ulu	potato	pateta
butter	pate	pork	fasipus'a
cantalope	kanitilopu	pumpkin	maukeni
carrot	kāloti	radish	lātisi
catsup	sosi tamato	rice	alaisa
cheese	sisi	sago	saito
chicken	(non) fasimoa	salt	māsima
clams	fa'sua	seaweed	limulimu
cocoa	keke	shortening	ga'o
coconut	na	soy sauce	soi sosi (sosi saina)
green	mata	soup	supo
ripe	popo	spice	mea fa'amanogi
coconut cream	pe'epe'e	curry	kale
coconut water	suāniu	pepper	pepa
coffee	kofe	squid	gūfe'e
cookies	kuki (masi keke)	sugar	suka
cone shell	'ali'ao	brown sugar	suka 'ena'ena
corn	sana	white "	suka pa'epa'e
crab	pa'a	powdered "	suka pauta
cream	kulimi	tapioca	manioka, tapioka
egg	fuāma	taro	talo
fish	i'a	taro leaves	lautalo
flour	falaoamata	tea	lauti
green bean	pimata	tomato	tamato
green pepper	polo lanuamata	vanilla	vanila
guava	kuava	vinegar	vinika
hot peppers	polo feū	water	vai
jam	siamu	water cross	kāpisi vai
lard	ga'o	watermelon	meleni
lobster	ula	yams	ufi
mango	migo	yeast	mea fa'afefete
margarine	makalini	c bhage	kāpisi
mayonnaise	maio'ei	condensed milk	mū'ama
milk	mau	evaporated "	'ip'ala
condensed milk	mau toto'o	sterilized "	
evaporated "	mau toto'o	sterilized "	
sterilized "	mau toto'o		
sterilized "	mau toto'o		

Terms Used In Food Preparation

flavor	manogi
orange	pa'uzoli
raw	mata
melted	liusuāvai
honey	meli
dried fruit	fuālā'au mago
Wash vegetables carefully before cooking	Fufulu lelei fuālā'au'a'o le'i kukaina.
Wash rice before cooking	Fufulu le alaisa'a'o le'i tunuina.
Cook in a covered pot	Saka i se 'ulo e i ai se tāpuni
simmer	fa'apunapuna
rapid boil	puna vave
Boil till soft	Saka ia malū
Heat till it begins to thicken	Fa'avevela pea s . . . toto'o
Stir constantly	Sa'eu pea (so'o)
Don't stir it	'Aua le sa'eua
Boil in small amount of water	Saka i sina vai
season to taste	fa'amanogi
Drain water from/out	Fa'aalu (sasa'a) le vai i fafo
pinch of	'ini, sina mea
baking	tao
Separate egg white from yolk	Tu'u 'ese'ese le niu ma le lega o le fuāmoa
Grease baking dish	Fa'aga'o 'apa tao mea'ai
Add dry ingredients	Fa'aopopo i ai mea mamago.
Sift dry ingredients	Fa'amamā fa'atasi mea mamago
Cut into squares	Tipi fa'atafafa
peel	fofo'e
scrape	valu, vavalu
skin	fisi
mash	ku'i
grind	olo
mix	palu
dilute	sui
Fill the pot with water	Fa'atumu le'ulo i vai.

Glossary of Utensils

tānoa	native bowl	tāuaga	fibrous material used to extract coconut milk
tānoa palu 'ava	kava bowl		
tānoa fai mea'ai	wooden bowl for making food		
'ulo	cooking pot	i'ofi	
falai	frying pan	(tongs)	a V-shaped thing made of the center part of the coconut leaf used to pick up hot rocks in the 'umu.
tīpoti; tītata	tea pot, tea kettle		
sipuni	spoon		
tui	fork		
naifi	knife		
sapelu	bush knife	sasa'e	a long stick used to spread the hot rocks of the 'umu.
ipu ti, (ipu fai'au)	tea cup, mug		
ipu mālamalama,			
ipu tioata	glass, tumbler		
sasa	saucer		
ipu sālati	salad bowl		

tau	banana, taro, ta'amū leaves used to cover the umu.	matātuaī	coconut scraper
tauvela	the old used tau, used for the outer covering of the umu	veve	used tau that is wrinkled and very dry.

### Household Vocabulary

bed	moega (o)	outlet (power)	paoa (eletise)(a)
broom	pulumu (a), salu (a)	porch (verandah)	poletito (o)
ceiling	fā'alo	rug	fala māmoē o potu
chair	nofoa (o)		nofonono
cupboard	pusatū(a)	room	potu(o)
desk	tesi (laulau, tusitusi (o)	refrigerator	pusa'aisa
door	fāitoto'a	shelf	fata (a)
door knob	'au o le fāitoto'a (a)	stove	'ogāumu
dust pan	fa'amamā pefu (a)	sink	fa'atānoa fuluipu (a)
fan	ili (o)		paipa tā'ele (o)
floor	fola	shower	paipa (o)
floor mat	(fala) papa (o)	tap	faleuila, fale-
food safe	sefe (a)	toilet	'ese, falevao (o)
laundry soap	moli lamea (tā'ofu)(a)		laulau (a)
light bulb	matauila (a)	table	telefoni (a)
light switch	kī o le moli (a)	telephone	masini tā'ofu
mop	mopu (a)	washing machine	fa'amalama
		window	tioata o fa'a-
		window pane	malama (o)
		wall	pā puipui, puipui

### IV. EDUCATION VOCABULARY

alphabet	'alafapeti; pī faitau	exercise(physical)	toleni
art	mea tauata	exercise(written oral)	matā'upu
add	fa'aopoopo	flag	fu'a
aquarium	faga tu'ui'a	fingerpaint	va'ilima
around	fa'ata'amilo	fraction	vaegamea
across	fa'alava; sopo'ia	globe	kelope; fa'afanua
broom	salu; pulumu	games	lāpotopoto
comprehension	fa'atinoga o le malamalamaga	geography	tā'aloga
chalk	i se tala	handwork	su'esu'ega i mea
crayon	sioka penisina;	harmony	o i le lalolagi
cupboard	valiga'o	history	gāluēga taulima
circle	kāpoti, pusatū	health	gatasi
correct	li'o	holiday	tala fa'asolopito
defeated	sa'o	knot	soifua mālōlōina
desk	faia'ina	loop	tū'uaga
divide	tesi	music	nonoa
drawer	vāevae	multiply	matāsele, vio
door	pusatoso	monitors	mūsika
duster (black- board)	fāitoto'a	map	fa'atele
eraser (paper)	solo laupapa		tā'ita'i
	titina		fa'afanua

notebook	'api, o fa'amaumauga	sentence	fuai'upu
number	numera	straw	mea mimiti vaiinu
nature studies	su'esu'ega fa'anātura	shelf	fata
obedient	usita'i	substract	tō'ese
punishment	fa'asalaga	script	tusilima
practice	fa'a'oa'oga	sound	leo
paragraph	parakarafa	social science	matā'upu tauāmioga
page	itūlau	strap or leather	fasipa'u
pencil	penitāla	talk	tautala
quiet	filemū, lē pisa	to color	vali
ruler	vase; lula	to mark	togi; māka
recess	mālōlōga	trace	toe tusi i luga o le
rhyme	solo e fetāui fa'aleoga o	table of	tusiga muamua
	i'ulaina.	contents	fa'asologa o matā'upu
rubbish	atoto, lāpisi	title	ulutala
square	tāfafa; sikuea	verb	veape
shout	'e'e	window	fa'amala'a
substitute (change)	...	whisper	musumusu

art	fa'atinoga o māfufuuga i so'o se 'auala
collect the books	so tusi ('api)
clean the blackboard	fa'amama (solo) le laupapa
get ready	sauni
school is out	'ua tū'ua le ā'oga
you are late	'ua'e tuai mai
top of class	sili i le vasega
bottom of class	uliva'a
drill (do again and again)	toe fai ma saga fai
take out your books	'ave a'e a tou tusi ('api)
open your books	su'e a tou tusi ('api)
close your books	tāpuni a tou tusi ('api)
put away your books	tu'u 'ese a tou tusi
turn to page 10	su'e le itūlau e sefulu
fill in the blanks	fa'atutumu āvanoa or fa'atumu āvanoa
raise your hand	si'i lou lima
be quiet	'aua le pisa
one at a time	ta'ito'atasi
put down	tu'u i lalo
is greater than	e sili atu
is less than	e la'itiiti ifo
the same as	'e tutusa ma
clean up the room	teu le potu, fa'amamā le potu
pick up the pieces of paper	tae fasipepa
turn on the light	kī le mōlī
turn off the light	tape le mōlī
light the lamp	tutu le mōlī
draw pictures	tusi ata
write in the air	tusi i le'ea
don't be lazy	'aua le paie
line up here	fai le laina i 'i
ring the bell	ta le loro

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V. FISHING TERMS

'afa fāgota	fishing line
'alia	catamaran canoe or boat
alo	paddle or row (vaopao) (va'i)

ālo le va'a	to paddle the boat or canoe
ama	the outrigger float
'apa'apa, asa	fin of a fish
e lauagafulu i'a	ten fish
e laulima i'a	fifty fish
e 'asa le faiva	the fishing is poor
e mau le faiva	the fishing is good
fa'amata le tao	sharpen the spear
fāfau le pā	bind the pearl shell lure
fagai'a	a fish trap
fagāpusi	a trap for eels
fanai'a	dynamite
fanameme'i	sling spear gun
fīgota	small, edible sea creatures such as crabs, mollusks, etc.
foe	a paddle or oar
fuilauvī	gills of a fish
'iato	booms connecting the ama with the hull
lafo le 'au'ia	cast a net over a shoal of fish
lafo le 'upega	cast the net
lago'ofe	forked stick used to hold bonito rod
lalaga le 'upega	weave the net
limulimu	seaweed
liu	the hold of the boat
maunu	bait for fishing
mātau	a hook
ola	a closely-woven basket used for holding fish
paopao	small outrigger canoe
pa'umeme'i	rubber bands used for spear gun
pule	cowrie shell
pulu	a lead weight
sasau le 'ofe	cast the line from a fishing rod
seuseu	fish from shore
si'usiu	tail
suāliu	water in the boat
tao	spear
tā'ai le 'afa	to roll up fishing line
tala	spikes on a fish
tala le 'afa	unfold the fishing line
tapili	propeller of a boat
tata le (liu)	to bail out the bilge water
tata o le va'a	a bailer
tau le va'a	anchor the boat
taumua	bow
taumuli	stern
taumata	eyeshades woven of coconut leaf
toso le lau	pull a string or net of leaves to encircle a school of fish
toso le mātau	pull in the hook and line
'ua 'ai le i'a	the fish has taken the bait
'ua malū le aso	the day (and the sea) is calm
'ua motu le pā	the lure broke loose
'ua motu le mātau	the hook is broken
'ua pē le tai	low tide
'ua sa'e le va'a	the boat is overturned
'ua sou le sami	the sea is rough
'ua sua le tai	high tide
'ua tafea le va'a	the boat is adrift
'upega	net
una	scales

va'aalo	canoe
va'aniuē	canoe with a covered deck
velo le i'a	hurl a spear at a fish

Fishes of Samoa

'a'a	waigeu snapper	mata'ele'ele	young filoa (tunutunu)
afulu	goatfish	moamoa	bodfish
ali	flounder		
alogo	zebra surgeon fish	nanue	silver bream
'anae	mullet	pa'a	crab
'asi'asi	yellow fin tuna	palagi	surgeon fish
atu	bonito	pala'ia	small pone
atule	scad(big eyed)	papa	lunar tailed rock cod
aua	garfish		
ava	milkfish	pelupelu	sardine
'ava'ava	crescent sea perch	pone	olivaceous tang
'ava'ava moana	banded sweetlip	pusi	moray eel
fai	sting ray	sali	hardyhead
faisua	giant clam	sapatu	barracuda
fe'e	octopus	sa'ula	sail & spearfish
filoa	pigfaced bream (long nosed emperor)	savane	blue lined sea perch
fuga	parrotfish	savage mumu	red snapper
ga'ogo	large atu	savage pa'epa'e	white snapper
gatala	grouper (rock cod)	sea	beche demer (a sea cucumber)
gufe'e	squid		
lai	leatherskin	sue	blow fish
		suila	half beak
lalafutu	baillion's dart	saosao	large barracuda
laulaufau	bat fish	sugale	wrasse
laumei	green turtle	sumu	leather jacket
laumei una	hawksbill turtle	tafolā	whale
limulimu	seaweed	talitaliuli	remora
lo	spinefoot	tautu	porcupine fish
mata-i-taliga	hammerhead shark	tifitifi	butterfly fish
mala'i	scarlet sea perch	tuitui	sea urchin
malau	soldier fish	tuna	fresh water eel
malauli	trevally	tu'u'u	angel fish
malie	shark	uga	hermit crab
malclo	flying fish	ula sami	spiny lobster
manini	convict tang	ula vai	fresh water shrimps
manoa	porpoise	ise	garfish
masingsi	dolphin fish		

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VI. PHYSICAL EDUCATION

Marching - Savali

| | | | |
|----------------|--------------------------|---------------|---------------|
| Backward march | savali i luma | fall in | fōleni |
| Class halt | Vasega tāofi! | forward march | savali i luma |
| face left | Fa'asaga i le agavale | left flank | itu agavale |
| face right | Fa'asasa'o i le taumatau | line, column | laina |

| | | | |
|-------|--------|-------------|--------------|
| March | Savali | Right flank | itū taumatau |
|-------|--------|-------------|--------------|

Track & Field - Ta'alogā tau tū'uga:

| | | | |
|---------------|--------------------|--------------|-------------------------|
| Back stretch | Sa'oga i tua | Javelin | Tāgāti'a |
| Discus | Togi u'amea sālafa | Long jump | Oso mamao |
| Finish | Tigi | On your mark | Va'ai lau laina |
| Final stretch | Sa'oga mulimuli | Pass | Pasi |
| Get set | Sāuni | Relay | Moliāfua |
| Go! | Alu!, o! | Shot put | Togi u'amea mamafa |
| High jump | Oso maualuga | Sprint | Tū'uga masau (100 iata) |
| Hurdling | Tamo'e ma oso | Strategy | Fa'atūlagaga |

Tennis - Tēnisi

| | | | |
|----------------|----------------------|--------|------------------------------------|
| Backhand drive | Tā liliu aga'i i tua | Net | 'Upega |
| Backswing | Tā i tua | Racket | Pate tēnisi |
| Body position | Tulaga o le tiņo | Serve | Serve |
| Forehand drive | Tā aga'i i luma | Toss | Togi |
| Grip | 'U'uga (o le pate) | Volley | Su'ega o le serve;
Tataga, Voli |

Basketball - Pasiketi polo

| | | | |
|------------------|---------------------------------|------------------|--------------------------|
| Back board | Laupapa o le mama | Foul | Sala |
| Bounce | Fiti | Goal (ring) | Mama pasiketi polo |
| Charging | Tamo'e fa'afetaui | Hook shot | Togi mai i le itū |
| Chest pass | Pasi mai i le fatafata | Jump ball | Oso |
| Defensive player | Tagata ta'alo fa'a-
lavelave | Jump shot | Togi oso |
| Dribble | Popō | Man to man | Tagata i le tagata |
| Equipment | Mea ta'alo | Offensive player | Tagata ta'alo ma le polo |
| False | Sesē | Pass | Pasi |
| Free throw | Togi fua | Under-hand pass | Pasi mai lalo |

Hockey - Hoki

| | | | |
|--------------|--------------------|-----------|-----------------------|
| Corner | Tulimanu | Penalty | Fa'asalaga |
| Drive | Tuli | Push | Tūlei |
| Fielding | Talitua'a | Right cut | Tipi i le taumatau |
| Goalkeeping | Fa'atali ('ogāumu) | Roll in | Fa'ata'avale i totonu |
| Hockey stick | Pate hoki | Scoop | Sali |
| Marking | Māka | | |

Soccer - Soka

| | | | |
|----------------|-----------------------------|-----------------|--------------------------|
| Center | 'Ogātotonu | Inside of foot | Le itū i totonu o le vae |
| Drop kick | (kiki) fa'apa'ū ma
a'a. | Instep | La'a i totonu |
| Free kick | Kiki fua | Kick off | Kiki 'āmata |
| Full back | Fulupeki | Outside of foot | Le itū i fafo o le vae |
| Half back | 'Afapeki | Penalty kick | Kiki o le sala |
| Inside of foot | Le itū i totonu o le
vae | Punt | Pani; kiki, A'a |

| | | | |
|------------------------------|----------------------------|--------------------------|--|
| Instep | La'a ʻ totonu | Trapping
Wings | Tāofi mau le polo
Uigi |
| <u>Softball - Soft polo:</u> | | | |
| Baseman | Tagata fa'atali
'ogāumu | Order | Fa'asologa |
| Bases | 'Ogāumu | Outfield
Pinch hitter | Talitua'ā 'i fafo (tua)
Tagata tā mo le isi |
| Bat | Pate | Pitcher | Fa'ate'a |
| Bunting | Pani | Progression | Galuega fai fai pea |
| Catcher | Mulumu | Release | Fa'amamulu |
| Coach | Faiā'oga | Sacrifice | 'Ai po'o le pē foa'i fua |
| Curve | Togi vivili | Skill | Agava'a |
| Diamond | Taimane | Sliding | Fa'asese'e |
| Error | Mea sesē, sasi | Tactics | Togafiti |
| Fielder | Talitua'ā | Throwing | Togi |
| Ground ball | Polo fitifiti | Walk | Savali fua |
| Infield | Talitua'ā 'i totonu | Whip | Togi vili |

Speedball - Polo masau:

| | | | |
|---------|-------------|------------|---------------------|
| Kickup | Kiki i luga | Stationary | Le gāoioi, Tūpoupou |
| Lifting | Lifi, Si'i | Teammate | 'Au |
| Moving | Gāoioi | | |

Volleyball - Voli polo:

| | | | |
|----------|----------------------|---------------|-----------------------|
| Blocking | Poloka | Overhand pass | Pasi i luga o le ulu |
| Bump | Fa'atau i lima e lua | Rotation | Fa'atā'amiloga |
| Court | Malae tā'alo | Score | 'Ai |
| Game | Mālō | Serving order | Fa'asologa o le serve |
| Match | Tauvāga | Set | Seti |
| | | Side out | Sui le serve |
| | | Spike | Sipaika; Sāmala |

Common Afflictions - Fa'afitāuli tau le soifua mālooina:

| | | | |
|-------|-------------|--------|---------------|
| Bone | Ponāivi | Muscle | Maso; mūsele |
| Brook | Gau | Sprain | Mapeva, Māsui |
| Cramp | Maso mimigi | Strain | Māsui, Napuna |
| Cut | Lavea | | |

Exercises - Fa'amālosi tino

| | | | |
|--------------|-----------|---------------|-----------------------|
| Bicycling | Vili uila | Squat thrusts | Fa'atū i luga ma lalo |
| Count | Faitau | Toe touching | Tago i tama'i vae |
| Hop | Musa | Windmill | Pe'ape'a |
| Jumping jack | Oso Oso | | |

Gymnastics - Fa'amālosi tino:

| | | | |
|---------------|----------------|--------------|-----------------|
| Backward roll | Ta'avale i tua | Forward roll | Ta'avale i luma |
| Balance | Pāleni | Head stand | Tū i le ulu |
| Dip | Fa'atofu | Tumbling | Tāgāfiti |

PLAYING CARD VOCABULARY

Some Samoan card games:

| | | | |
|--------|---------------------|--------|---------------------|
| 'Asini | Variation of donkey | Suipi | Casino |
| Lami | Rummy | Tā isu | Variation of hearts |

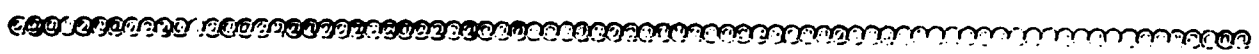
Suipi Vocabulary:

| | |
|---|---------------|
| Ace (worth 1 point each) | Sai |
| Casiro - (ten of diamonds worth 2 points) | Kasina |
| Cards: most cards worth 3 points) | Pepa |
| Club | Fele |
| Cut | Kaki |
| Deal | Tufa |
| Deck | Fola |
| Deck of cards | Pele |
| Diamond | Taimane |
| Face card | Tagata |
| Hearts | 'Aia |
| Jack | Tama, Siaki |
| King | Tamaloa |
| Lose | Faia'ina |
| Point | 'Ai |
| Queen | Teine, Fafine |
| Shuffle | Tōtō |
| Spade | Peti |
| Sweep (worth one point) | Suipi |
| Two spades (worth one point) | Lōlua (peti) |
| Win | Mālō |

| | |
|---|------------------------|
| Come take a beating (at cards) | Sau e fai sou tui |
| How many points do <u>you</u> have? | E fia ou/lua/tou 'ai |
| In our card game, will the loser(s) treat the winner (s)? | E fai ta'a'ai le pele? |

| | |
|-------------------|---------------|
| Let's play cards | Tā/tātou pele |
| Shuffle the cards | Tōtō le pele |

| | |
|--|------|
| To lift a/some card(s) from the deck with one of your own that matches | Si'i |
|--|------|



VII. RELATIONSHIP-KINSHIP - 'Upu tau 'Aiga

| | | | |
|--|--------------|-----------------------|---------------------|
| extended family to be related to. (e.g.) | 'āiga (noun) | man's son, daughter | ātali'i, āfafine |
| We, Jim and I, are related. | 'āiga (verb) | woman's son, daughter | tam tama, tamateine |
| | | grandfather: paternal | tinā o lo'u tamā |
| | | maternal | tinā o lo'u tinā. |
| | Mā te 'āiga. | grandmother: paternal | tinā o lo'u tinā |
| | | maternal | tinā o lo'u tinā. |

| | | | |
|--|----------------|--------------------|--|
| | | great grandfather: | |
| | | paternal | tamā o le tamā o lo'u tinā. |
| I am related to you both. | Tātou te 'āiga | | |
| father | tamā | maternal | tamā o le tamā o lo'u tinā. |
| mother | tinā | | |
| sister of female | uso | uncle: paternal | uso o lo'u tamā |
| brother of male | uso | maternal | tuagāne o lo'u tinā. |
| sister of male | tuafafine | | |
| brother of female | tuagāne | aunt: paternal | tuafafine o lo'u tamā |
| | | maternal | uso o lo'u tinā |
| Cousin: father's sister's children | | | Tama a le tuafafine o lo'u tamā (sing.)
Fānau a le tuafafine o lo'u tamā (pl.) |
| father's brother's children | | | Ātali'i/āfafine o le uso o lo'u tamā (sing.)
Fānau a le uso o lo'u tamā (p..) |
| mother's sister's children | | | Tama a le uso o lo'u tinā (sing.)
Fānau a le uso o lo'u tinā (pl.) |
| mother's brother's children | | | Ātali'i/āfafine o le tuagāne o lo'u tina (singl.)
Fānau a le tuagāne o lo'u tinā. (pl.) |
| Nephew (Niece) man's sister's children | | | 'O le tama a lo'u tuafafine (sing)
Fānau a lo'u tuafafine (pl.) |
| man's brother's children | | | 'O le ātali'i/āfafine o lo'u uso (sing)
Fānau a lo'u uso (pl.) |
| woman's sister's children | | | 'O le tama a lo'u uso (sing.)
Fānau a lo'u uso (pl) |
| woman's brother's children | | | 'O le ātali'i/āfafine o lo'u tuagāne (sing.)
Fānau a lo'u tuagāne (pl.) |
| My grand-children | | | Fānau a la'u fānau |
| My great grand-children | | | Fānau a le fānau a la'u fānau |
| <u>Foster relationships:</u> | | | fai |
| adoptive child | | | fānau fai |
| adoptive mother | | | tinā fai |
| adoptive father | | | tamā fai |
| adoptive brother/sister | | | uso/tuagāne/tuafafine fai |
| adoptive son, daughter (man's) | | | ātali'i fai, āfafine fai |
| adoptive son, daughter (woman's) | | | tamafai |

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VIII. SAMOAN CEREMONIAL SPEECH

SOME POLITE WORDS

| <u>English</u> | <u>Common</u> | <u>Tulafale</u> | <u>Ali'i</u> |
|------------------|------------------------------|-------------------------|-----------------------------------|
| go | alu (ō) | maliu atu | afio atu, susū atu |
| come | sau (omai) | maliu mai
sosopo mai | afio mai, susū mai |
| eat | 'ai ('a'ai) | tausami, tāumafa | taute, tāumafa
tausami |
| drink | inu (feinu) | tāumafa, tausami | taute, tāumafa,
tausami |
| sit | nofo (i lalo)(nonofo) | alāla, 'e'eta'i | afio, pāpā 'a'ao |
| stand | tu (i luga) (tutū) | tūla'i | tūla'i |
| walk | savali (sāvavali) | āga'i | āga'i, tala 'a'ao |
| sleep | moe (momoe) | tōfā | tōfā |
| bathe, shower | tā'e'ele (tā'e'ele) | fa'amālū, 'au'au | fa'amālū, 'au'au
penapena |
| hear, listen | fa'alogo(fā'alogologo) | fa'afofoga | fa'afofoga |
| look, see, watch | va'ai, tilotilo (vā'ai) | taga'i, maimoa | silasila, silafaga |
| cry | tagi (fetāgisi) | tutulu | tutulu |
| wake | ala (mai/i luga)(feala) | maleifua | maleifua |
| sick | ma'i (mama'i) | gasegase | fa'atafa, pulupulusia, |
| angry | ita (feita) | to'atāma'i | to'atama'i, ma'ema'eā
to'asā. |
| dance | siva, sivasiva(sisiva) | 'aiuli | sā'asa'a, sāusaunoa |
| rest | mālōlō | māpu, mānava | māpu, mānava |
| give/bring me | 'aumai | fa'agasegase mai | 'a'ao mai, fa'agase-
gase mai. |
| speak, talk | tautala (tāutala) | fetalai | saunoa, tūlei, malele |
| call | vala'au (vāla'au) | tauvala'au | fa'amalele |
| wash hands | fafano | tatafi | tatafi |
| cut hair | 'oti (le lauulu)
(ta'oti) | fa'afuga | fa'afuga |
| face here | fa'asaga mai(fa'asasaga) | ālo mai | ālo mai, sagai mai |
| shake hands | fa'atālofa | lūlū 'a'ao | lūlū 'a'ao |
| go fishing | fāgota (fagogota) | fa'atamasoāli'i | fa'atamasoāli'i |

ORDER OF RANK: WHO TO ADDRESS FIRST

A. Family

1. man
2. wife
3. children

B. Family & Ali'i (visiting)

- chief
nan
wife(wives)
others

(C) Family & Ali'i & Tulāfale

1. ali'i
2. tulāfale
3. man
4. wife (wives)
5. others

(D) Family & Ali'i, Tulāfale, and non titled guest.

1. ali'i
2. tulāfale
3. guest (non-titled)
4. man
5. wives
6. others

(E) Family, Ali'i, Tulāfale, Guest and Minister.

1. minister (and wife)
2. ali'i
3. tulāfale
4. guest
5. man
6. wives
7. others

NOTE: If, in any of the above situations, someone has a title or more than one title, the highest titled man/woman is always addressed first continuing in this manner through all present. The exceptions being the minister (who is always addressed first) and if the group is addressed as a whole body rather than individuals (a tou afioga na failāuga)

GREETINGS

A. Welcoming an Ali'i (High Chief)

1. Susū lava lau susūga.
2. Tala maia ou 'a'ao.
3. Afiio maia lau afioga.

The reply to an Ali'i's welcome:

- Susū lava lau susūga. (certain chiefs only)
Pāpā 'a'ao ia lau susūga/afioga.
Afiio lava lau afioga.
'Ia, lau afioga.

B. Tulāfale (Crator)

1. Malia maia lau tofā.
2. Sosopo maia lau tofā.

Reply

- 'E'eta'i lava lau tofā.
'Ia, lau tofā.

C. Tama'ita'i (Women)

1. Tappou: Same as high chief (ali'i) Same as A and B above
2. Faletua: Same as her husband (ali'i)
3. Itusi: Same as her husband (tulāfale)

Reply

D. Faife'au (minister)

1. Catholic: Afiio mai
2. All others: Susū mai

Reply:

1. Afiio lava lau afioga a le natele.
(priest)
tama'ita'i sā (nun)
2. Susū lava lau susūga a le fa'a-feuiga.

E. Greetings for anyone:

- | | |
|--------------------------------------|-------------------------------------|
| 1. Lefulefua maia (for a traveller). | 3. Lāina maia (for afternoon). |
| 2. Sāutia ma'a (for morning). | 4. Pōuliouligia maia (for evening). |

F. SOME COMMON POLITE EXPRESSIONS:

- | | |
|--|--|
| 1. 'Ā'e <u>afio/susū</u> i fea?
<u>malīu/sosopo</u>
<u>susū</u> | Where are you going (chief)?
(orator)?
(anyone)? |
| 2. Faleseu le 'ainā, <u>afio</u> maia i le aganu'u lē fai nei.
<u>sosopo</u>
<u>malīu</u>
<u>susū</u> | |

Exercise the eating, welcome to the (meal) that is now served.

Tautala tū atu, fa'afetai le fa'aāloalo. Excuse the talking while, standing,
Tautala atu i le sala thanks for the politeness.

Tautala atu i le tūlag v'le

- | | |
|---|---|
| 3. Lau 'ava taumafa le Atua.
'Ia, manuia <u>lenei aso</u> ma ona
gāluaga. | Kava offering to God.
Happiness on this <u>day</u> and its work.
(kava toast) |
| <u>le asō</u>
<u>le taeao</u> | <u>day</u>
<u>morning</u> |

Ia soifua!

Long life! (kava toast)

'Ia, soifua/manuia.

Long life/cheers (kava toast reply)

4. 'Ia, mātū mai vai!

You finished (dry) bathing!

5. 'Ia, nānava!

Rest! (after work)!

6. 'Ia, taūtai a'e!

Come up fisherman!(after fishing)

USEFUL EXPRESSIONS

(A) Presenting the oso:

Ia, 'o le oso fa'atauva'a lea mo le 'āiga, e lē'o se mea tele. 'Ou te fa'a-moemoe e talia ma le fiafia.

Here is a humble (insignificant) food gift for the family, it isn't much. I hope it's accepted with pleasure.

(B) Presenting a mea alofa:

Fa'afetai tele i lau afio ma le fale ma le 'āiga. Fa'afetai le alofa
tōfā tausi
susūga faletua

ma le agalelei. Fa'afetai fo'i le fa'aāloalo. Totogi atu e le Atua le mea alofa fōa'i. E leai se trui 'ou te mafai ona lavatu e fa'atusa a'i, 'ua

nā'o se meaalofo fa'atauva'a lea e fa'atino ai la tātou māfutaga.

Thanks a lot to you sir (chief) and your wife (chief's) and family. Thanks
(orator) (orator's)
(any man) (any man's)

for the love and kindness. Thanks also for the hospitality. God will re-
pay you for the love you have given. There is no reward I can possibly
give to match this, just only a insignificant gift to represent our gather-
ing.

C. Blessing the food:

Se'i fai la tātou fa'amāgalo. (Lets say grace) Fa'afetai tele le Atua i nei
lotu

tāumafa 'ua 'E fōa'i 'ona 'o Iesu lo mātou Fa'aola. E aogā e mana ai lo
mātou mālosi. Fa'amanuia i ē na sāunia e ala i lou Suafa. 'Āmene.

Thanks greatly Lord for this sustenance you have given through Jesus our
Savior. It's useful to give us strength. Bless they who served through
your Name. Amen.

D. Thanking the family after eating:

Fa'afetai lava fai mea tāumafa.

mea'ai
mea inu

Fa'afetai fo'i gasese i lau Afioga
ma le Faletua ma le 'āiga.
tōfā tausī
susūga faletua

Thanks very much for providing re-
refreshment.

food
drink

Thanks also for the preparation sir
(chief) and to your wife(chief's)
and family.

(orator) (orator's)
(any other) (of any other)

SOME IDIOMATIC EXPRESSIONS

Since the following are idioms, exact translations are difficult. In some cases the English is literal, in others an equivalent English idiom is given.

| | |
|-------------------------|--|
| 'auoi! | ouch! |
| 'auoi le Atua e, | God help us, |
| 'auē | alas |
| 'auē'e | alas |
| 'aue'ē | astonishment |
| 'auosi! | ouch! |
| 'amu'ia 'oe | you're lucky |
| alu loa | go on and go |
| 'a'a | cut out, come off it |
| 'a'e | come off it; quit |
| 'apa Taliu | go fast |
| e mo'i? | really? |
| 'e 'ese a 'oe | you're different, strange |
| 'e te valea? | are you crazy? |
| 'e te lē pule | you're not the boss |
| e leai sau fe'au | none of your business |
| e leai se ma'a | no rocks (money) |
| e le mālie | it's not funny |
| ma'imau e, | a waste |
| miliona | a million, great |
| nofo ia | stay here, stop it! |
| 'oka'oka! | wow! |
| 'oi | oh! (suprise) |
| 'o lo'u mausa | my favorite |
| 'ou te lē kea | I don't care |
| pagā | alas; terrible |
| pau lava | just because |
| pule a 'oe | you're boss |
| pipi'i i le mago | stick to the mango tree |
| sē! | come on man! |
| suga | girl |
| sole | boy |
| selau pasene | 100%, great |
| tafēfē | I'm afraid, (Oh no!) |
| ta fiacla e, | good grief |
| ta'i mo'i | really true |
| ta'i lelei | very good (oh boy!) |
| tālofa e, | too bad, what a pity |
| ta'i leaga | very bad |
| toeafe (toe'efa) | never; try again |
| tu'u ai pea | leave it |
| 'ua 'ou gau ✓ | I'm broke (money) |
| 'ua 'ou motu | I'm broke (money) |
| 'ua sau le tamāloa Lepā | I'm hungry (Fia'ai is the name of a chief from Lepā) |

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## A GENERAL SAMOAN-ENGLISH GLOSSARY

The word list that follows is by no means a complete list of Samoan words. Many common nouns, verbs, etc., are not to be found in this list since it is beyond the scope of this book to provide the student with an extensive Samoan dictionary. For this purpose the student is referred to G.B. Milner's Samoan Dictionary. This glossary is geared for beginning to semi-advanced students of the Samoan language who may need to know the meaning of words encountered in this book or in normal outside of class Samoan conversation. Entries are not restricted to single words, but frequently include idioms and phrases which are also encountered at this level of speech. As with all the material in this book, the ultimate authority on pronunciation has been the Samoan Department of Education rather than existing texts which have in the past been in disagreement on some words. In using this list, the student should note the following points:

1. Entries are listed alphabetically according to the Samoan alphabet (a, e, i, o, u, f, g, k, l, m, n, p, s, t, v)
2. Parts of speech are not listed for each word (i.e. noun, verbs, etc.). The student should be aware that most words can serve as several parts of speech within its basic meaning (i.e. mātū - north, can be a noun, adjective and adverb). The grammatical use for the Samoan word in question can be interpreted within the context of the sentence.
3. Similarly, many compound words, or words derived from common roots are not listed. It is assumed that the meanings of such compounds can be found from the roots, or by taking into consideration effects of common suffixes and prefixes.

<u>āmioleaga</u> .....	<u>āmio</u> (behavior)+ <u>leaga</u> (bad) = bad behavior
<u>fia'ai</u> .....	<u>fia</u> (to desire)+ <u>'ai</u> (to eat) = to be hungry

4. Samoan homonyms are frequently given only on one entry with the multiple meanings separated by a semi colon (;)

ao ..... day; cloud; head; to collect.

5. The plural forms of many words are listed in the same entry as the singular (abbreviated: pl.)

alu (pl. ō) ..... to go

6. Some words are frequently encountered in a different form. These are listed in parenthesis.

<u>ula</u> (ulaula) .....	to smoke
<u>lā'ua</u> (lā) .....	they (pair plural)

7. Most nouns are followed by either an (a) or (o) denoting the proper form of the possessive to be used for that noun. Some words however can use both possessive markers although the meanings of the noun are different.

<u>'O la'u</u> susu .....	My milk
<u>'O lo'u</u> susu .....	My breast

8. Many obvious foreign words are not included in this list.

'ofisa ..... office  
sipuni ..... spoon

9. Some entries are not repeated in this glossary if they are present in the English-Samoan word lists. This is especially true of parts of the body and agricultural, educational, and household terms.

### GENERAL GLOSSARY

#### 'A'

a	of	'a'ole'i	before
'a	when, for, then, but	aoculi	afternoon
ā	what, how	aofa'i	to gather together; sum, total
'ā	future tense marker ('o le 'ā)	aogā	to use; useful
'a'a	no! (expression)	ā'oga	school
'a'ai	a city	'au	a team (a)
'a'au (pl. fe'ausi)	to swim	au	your (singular)
'ae	but	a'u	I, me; my
'ae le'i	before	'aua	don't
'a'e (pl. fe'a'ei)	to climb	'auā	because
'ae peita'i	nevertheless	'au'auna	to serve; servant
'aemaise	especially	'auala	a road; path
ai	a relative particle; who	aualuma	unmarried women's group (a)
'ai (pl. 'a'ai)	to eat	'auē	alas (exclamation)
'āiga	a family	'auina	to send to
'aiga	to be edible, a meal	'auleaga	to be ugly
'āi lava	probably	'aulelei	to be pretty
'ailoga	to be doubtful	'āuli	an iron, to iron clothes
'aise	ice	'aumai	to bring (to the speaker)
'aiseā	why	'aumāga	untitled men
'aisi	to beg	auro	steam, smoke
'aitēlafu	to borrow; debt (a)	'afa	half; sennit (a)
aitu	a ghost (o)	afā	a hurricane
ao	day; cloud; head; to collect	'āfai	if (future)
a'oa'o	to learn; to teach	āfafine	daughter of a man (o)
'a'o	while; but	'afekasi	part-European
		afe	a thousand, to turn off (a road)



ē	(they) whom	'ino'ino	to hate; hatred (o)
'ea	air; interrogatory particle	inu (pl. feinu)	to drink
e ā	what? (expression)	ipu	a glass, plate, dish (a)
e ui ina	although	isi	another, the other, next, someone
e uiga'i	concerning	isu	nose (o)
e lē afāina	it doesn't matter (expression)	ita (pl. feita)	to be angry; I, me
'ele	rust	itititi (pl. iti)	to be small
'ele'ele	dirt, earth	itū	a side (o)
'eli	to dig	itū'āiga	a kind, species, sort
elo	to stink	itūlā	hour
'emo	to blink	itūlau	a page
'ese ('ese'ese)	to be different, distinct	itūmālō	district of the government
eva	to roam about at night	ivi	bone (o)

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'I'

i	in; at; on; for; (also iā)
'i	directive particle; to; by; (also 'iā)
'ī	here; yes
ia	he, she, it; these
'ia	in order to
i'a	fish
i'ī ('ilo)	here
i'ō ('ole)	there
'ioe	yes
ifo	down; to bow down
igoa	name
i le vā	in between
ili	to blow (pl. taili); harmonica (a); whistle; fan (a)
'ili	a saw, file (a)
i lō	in comparison to
iloa	to see, to know, recognize
ina (inu 'ua)	when (past); because
'ina ('ina 'ia)	in order to, so that
'ini	to pinch; pick a guitar

"O"

o	to belong to; of
'o	the nominative particle; present tense marker ('o lo'o)
'oe	you (sing.)
'oi	oh! (exclamation)
o'o	to reach, to take place, to come, to pass (mai)
'o'omi	to squeeze, crush
ou	your
'ou	I
o'u	my
'outou (tou)	you (plural)
'oulua (lua)	you (pair plural)
'ofe	bamboo
ofi	to fit
'ofu	wrapped food (pālusami); garment; to wear
'ofutino	a shirt (o)
'ogāumu	an oven, stove (a)
'ogālā'au	a tree trunk (a)

'ogātotonu	the center, middle	uaua	a guitar string (a); vein (o)
oge	a famine	uafu	a wharf
ola	to live, be alive; to be on; life (o)	'ua lava	enough! (expression)
ōlaga	life (o)	u'amea	metal (a)
'ōli'oli	to be joyful	uati	a watch (a)
'olea	goods, property (a)	ui	to travel along
'o lona uiga	that means, in other words	uiga	mooring
'omo (pl. 'o'omo)	to be dented	uila	electricity; lightening; a bicycle (a)
'ōnā (pl. onana)	to get drunk	uili	a wheel
ona	his, her, its	uō	a friend
ona (ai) lea	no, so then, then	u'u	oil
'ona ('ona 'ua)	because	ula	to make fun of; a lobster
'ona ('ona 'o)	because, on account of	ula (ulaula)	to smoke
'ona ('o'ona)	to be poisonous	'ula	a necklace
onapō	times, days	ulavale	to be mischievous
oneone	sand	ulu	head (o); hair (o)
'ōnosa'i	patience	'ulu	breadfruit (a)
oso (pl. foosofi, foosoi)	to jump; food gift (o)	ulua'i	first
ota	raw fish	ulufale	entrance
'ote (pl. (fe'ototi))	to scold	ulufafo	exit
oti (pl. footi)	to die	ulugāli'i	a married couple
'oti (pl. 'tu'oti)	to cut (hair); a goat (a)	'una	to be finished; all; every
		'umi (pl. 'u'umi)	to be tall, long
		umu	a Samoan oven (a)
		umukuka	a kitchen; cook-house
		'upega	a net (a)
		'upu	a word (a)
		usita'i (usiusita'i)	to obey
		uso	brother of a boy or sister of a girl (o)
		usu	to start; to leave on a journey; to sing
		uta	inland
		utu	to refill a container, a ditch
		'utu	a louse (lice)
		'utufiti	a flea

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'U'

ū	to bite, sting; to grip tight
ua	neck (o)
'ua	present tense marker
uaca	wire (a)

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'F'

fa'aaogā	to use	fa'alototele	to encourage
fa'aala	to awaken	fā'ann'i	to make sick; a disease; epidemic (o)
fa'asli	to show	fa'amau	to fasten; an engagement (a)
fa'aaliga	a notice (o); rehearsal	fa'umāoni	to be loyal
fa'aālcale	respect (a)	fa'amāfanafana	to cheer, to comfort
fā'ata	a mirror (a)	fa'amāgalo	to forgive, to excuse
fa'a'ātotea	to make complete or perfect	fa'analama	a window (o)
fa'aetete	to be careful	fa'amālamalama	to clarify; explain
fa'afegai	opposite; to face	fa'amāloai	to press on with vigor; to force.
fa'aiga	to name	fa'amalu	an umbrella (a)
fū'aiki	a musical band; to whistle; harmonica (a); whistle (a)	fa'amalū	a mattress (o); to digest
fa'ailega	a sign or mark (a); price; postage stamp.	fa'amālū	to bathe (pal.);
fa'aipoipo	to marry	fa'amanatu	to remind
fa'aspoopo	to add; put together	fa'amanuia	to wish good luck, a graduation ceremony (a).
ia'acso	stir up; to incite	fa'amāsani	to become used to; to become acquainted
fa'a'ū'ū	to be sulky	fa'amasino	to judge; a judge
fa'auli	to drive	fa'amasinoga	a trial
fa'a'uma	to finish	fa'amata	do you think (express.)
fa'afāfine	a transvestite	fa'amatai	matai system
fa'afanua	a map (a)	fa'amatala	to explain
fa'afitāuli	a problem	fa'amāvae	to bid farewell
fa'afo'i	to return	fa'anoemoe	plans; hopes (o); to hope
fa'afou	to repair	fa'anolemole	please
fa'afunse'i	unexpectedly	fa'amuli	to stay behind
fa'agesegese	slowly	fa'anoanoa	to be sad; sorrow
fa'alā	to dry in the sun	fa'anoi	to ask permission
fa'apetepetoga	a group or organization (a)	fa'apea	to think as; like this
fa'alavelave	trouble; problem (o/a)	fa'apē'i	how, what's it like?
fa'alētonu	to be poorly planned	fa'apēfea	how
fa'alialia	to show off	fa'apēnā	like that
fa'alii'i	to be angry; to be stubborn	fa'apēnei	like this
fa'alili	to tease	fa'apēlā	like that
fa'aliliu	to translate; to interpret	fa'api'opi'o	to be dishonest
fa'alogo (fa'a-logologo)	to listen; hear	fa'apipi'i	to stick to
fā'alogo	to examine	fa'apu'upu'u	to make short, or out short
fa'alogogatā	to be disobedient		

fa'asā	to be forbidden; to forbid	fāia'ina	to loose (a game)
fa'asa'o	to straighten; to make correct	faiā'oga	to teach; a teacher
fa'asāuā	to be cruel	faiāvā	to take a wife; to mate
fa'asaga	to face a direction	faife'au	a minister (religious)
fa'asala	punish	faiga	style; method (a/o)
fa'asāmoa	the Samoan way	faigatā	to be hard, difficult
fa'asino	to show how; direct; point out	faigōfie	to be easy
fa'ata'amilo	to go around; circumnavigate	failautusi	a secretary
fa'ata'ita'i	to practise	failāuga	an orator, preacher
fa'ata'ita'iga	an example (a); practice	fāilele	a woman who just gave birth (a); to just give birth
fa'atau	to buy (mai); to sell (atu)	faipule	a member of Parliament
fa'atau'oloa	a shopkeeper	faitau (pl. fāitau)	to read; to get leaves for the umu
fa'atauva'a	to be unimportant	faitala (fāitatala)	to gossip
fa'atali	to wait	fāitote'a	a door (e); an export
fa'atālofa	to shake hands; to greet	faiva	fishing (o)
fa'atasi	once	fao	a nail (a)
fā'atasi	together	fau	to construct
fa'ato'a	just	fautua	advice (a)
fa'ato'ese	to apologize	fafa	to carry on one's back
fa'atitino	the worst	fafaga	to feed; a feeding
fa'atōfā	to say goodbye	fafagu	to wake
fa'atonu	to direct; instruct; a director	fafano	to wash
fa'atonuga	a command (a/o)	fafine	a woman outside
fa'atumu	to fill	fafu	a bay (o)
fa'atupu	to cause	fagota	to fish
fa'atusa	to be like, to compare	falaea	bread (a)
fa'avae	to found (i.e. foundation)	falaoamata	flour (a)
fa'avalevalea	to be foolish	fale'aiga	a restaurant (o)
fa'avavau	forever	faleo'o	a small house (e)
fa'avela	to cook	fale'olca	a store (o)
fa'avevela	to heat	faleuila	a toilet (o)
fai	to do, to make	falepuipui	a jailhouse (o)
fa'i	a banana (a)	falesā	a church (o)
fāi'ai	brains (o); baked coconut cream (a)	faletalimālō	guesthouse (e)
faia'i (fe-faia'i)	make quick (expression)	faletua	the wife of high chief (o)
faiaga	to be slow; idle		

fana	a gun (a), to shoot	fitafits	a soldier
faname'e'i	a sling (a)	fiva	fever (o)
fanai'a	an explosive (a) (dynamite)	fōa'i	to present, to give
fānau	children (a); to give birth	foe	to paddle; paddle (a)
fasi	to beat	fo'i	to return; also; too
fasioti	to kill (people)	fou	to be new; an enemy
fāsipovi	meat (a)	fofō	a Samoan cure; massage
fātai	to cross the legs	fofoga	the face (o)
fati	a melody (a)	fola	floor
fea	where	fōliga	appearance (o)
fe'ai	to be savage	folo (pl. fōlo)	to swallow
fe'au	business; an errand	fōma'i	a doctor (o)
feagai	to be opposite or facing	fonc	a meeting (a)
fe'alasi	to smart; to sting	fua	to measure; fruit; bloom (o); free
fealua'i	to go back and forth		
feiloa'i	to meet	fuā	to be jealous (of love)
feololo	not too bad, so so	fu'a	a flag (o)
feū	to be hot, spicy	fuai'upu	a sentence (a)
fefe	to be afraid	fuainūmera	a numeral
fefiloi	to mix up	fuālā'au	a fruit; pill (a)
fesili	to question; question (a)	fuāmoa	an egg (a)
fescasani	to help; help (o)	fuata	a crop (a)
fese'ota'i	to get in contact with	fue	a chief's fly swatter (a)
fesua'i	to replace	fuefue	to fan away flies; to whistle
fetaui	to meet; join together; to fight; to fit (dress)	fufulu	to wash
fetū	a ster (o)	fugalā'au	a flower
fia	to desire; how much/many	fula	to swell; a boil (o)
fiafia	to be happy; a celebration	fulufulu	hair; fur; to wash
fiapeto	to be conciated	fusi	to bind; a bandage; to hug
fiu	to be fed up	fusia	a necktie (o)
filēmū	to be peaceful	fusipa'u	a belt (o)
fili	to be enemy (o); braid (a), braid	fusu	to fight; to box
filifili	to choose, a chain (a)	fusu'aga	a boxing match (a); a fight
filifiliga	a choice (a)		
file	thread		
finau	to argue		
finagale	a desire (o)		
fi	to peel, to skin		

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'G'

gā'au

intestines (o)



ga'o dripping; fat; lard  
 gaoi to steal; to rob  
 gau to be broken  
 gafa genealogy; relations  
 gāga'e eastwards  
 gāgaifo westwards  
 gagana language  
 galo to forget  
 galu a breaker (sea)  
 galue to work  
 gāluega a job  
 gāsegase to be sick; sickness  
 gāsese to prepare (food)  
 gata a snake; to end  
 gese to be slow  
 goto to sink; to set (sun)  
 gūgū to be silent; dumb  
 gutu mouth (o)

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'K'

kalapu a club; night club  
 kālena calendar  
 kālone gallon; gallon drum  
 kamupani company  
 kāmuta a carpenter  
 kāpeneta a cabinet; political cabinet  
 kerisiano christian  
 kī a key; to turn on  
 Kilisimasi Christmas  
 kirikiti cricket (game)  
 kītara a guitar (a)  
 kolisi a college, high school  
 komesina commissioner  
 kominisi communist  
 konetineta a continent  
 kōvana governor  
 kuata quarter, quart (kuota)

kuka to cook

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'L'

lā the sun; a branch  
 lā'au a tree; machine; musical instrument (a)  
 lāitiiti to be sm  
 laoie to be s  
 la'u my  
 lau a leaf (sing.)  
 lā'ua (lā) they  
 lau'e'e'e'e land  
 lāuiloa to be a us  
 lauulu hair (head) (a)  
 lāuga a speech (a)  
 laulau a table; tray (a); to serve food  
 laulelei to be full of food  
 laumei a turtle (a)  
 laumua a capital city  
 laupapa lumber (a)  
 lautele to be wide  
 (pl. lāutetele)  
 lafi (pl. la-lafi) to hide  
 lafo to mail  
 lāfoga an offering  
 lagi the sky  
 lago a fly  
 lagona to perceive with the senses  
 lalaga to weave  
 lale that; there  
 lālelei to be beautiful  
 lalo down, below  
 lalolagi the earth  
 lama night fishing  
 lāmala a drought  
 lamu (lamulamu) to chew

lana	his, her, its	lo'omatua (pl. lo'omātutua)	an old woman
lanu	a color (o)	lou	your (singular)
lāpō'a	to be large	lo'u	my
lāpetopote	to be round	logo	a bell
latalata	nearby	lole	candy
lātou	they (pl.)	loli	a truck (a)
lava	enough; very; lava rock	lōloga	a flood
lavalava	clothing (e)	lololo	to be greasy; rich (foods)
lavea (pl. lāvevea)	to be hurt	loloto	to be deep
lē	(he) whom; not	lomitusi	a typewriter (a)
lea	this	lona	his, her, its
leaga	to be bad; because	loto	soul; heart (feeling)
le'i	not (past tense)	lotōā	an enclosure; yard (o)
lē ila	not affected or hurt	loto leaga	to be jealous; envious (a)
lēiloa	to be lost	lotu	service (religious) (a)
lē e	not (present tense)	luelue	to sway; to rock
lee	voice (o)	luga	up, above
lealeo	police (e); to police	lulu	an owl
leotele	loud voice; to speak loudly	lūlū	to shake
lefulefu	ashes (a)	luma	front
lelā	that	lumana'i	future
lē lavā	to be bored; too tired to	lupe	a pigeon
lele	that; to fly (pl. felelei)	*****	
lelei	to be good, nice		
lē mālie	not funny	<u>'M'</u>	
lēnū	to be slow	ma	and; with; for
lenā	that	mā	to be shy; to be ashamed
lenei	this	ma'a	a stone
lēsona	a lesson (a)	ma'ai	to be sharp
lē tāitai	not nearly	ma'alili	to be cold
leva	a long time since	ma'anuminumi	to be wrinkled
li'o	a circle (a)	maen	a rope (a)
liu	to change	mā'elegā	to be diligent
ligi	to pour	mai	from
liliu	to turn (direction)	ma'i (pl. mama'i)	to be sick
lilo	to be secretive; hidden	maila	a mile
led	an ant	maile	a dog (a)
oimata	a tear		

## 'M'

## 'M'

ma'insu	wasted	malē	to be hard
māimoa	to look at	mālō	congratulations (expression); a government; guest
mā'ona	to be full (food)	mālōlō	to rest
maota	the house of high chief (o) (pl. for any house)	mālosi	to be strong
mau	to keep; to hold tight; abundance	malū	to be calm
maua	to find (something)	mālūlū	to be cold
mā'ua (mā)	we (pair)	mama	a ring
maualuga	to be high	mamā	to be clean
maulalo	to be low	māmā	lightweight; a lung (o)
mau'oa	to be rich	mamao	far
mauga	a mountain	mamafa	to be heavy; to be pregnant
mautinoa	to be certain	mamalu	dignity (o)
mafai	can, is possible	mānaia	to be attractive; smart; nice
māfaufau	to think out	mana'o	(pl. mānana'o) to want
māfanafana	to be warm	mana'omia	to need
māfatia	to be exhausted, overcome	manatu	to think; a thought (a)
māfolafola	to be flat	manatua	to remember
mafu	to be stale	manava	stomach
māfua	to bring about, cause	mānava	to breathe; to rest after work
māfui'e	an earthquake	manogi	an odor (o)
māfuta	to stay with, dwell with	manu	any living thing besides people and plants
māgufā	a four corner intersection	manulele	bird (a)
mageso	itchy	(manulelele)	
mago	to be dry	manuia	to be well; lucky; happiness (o)
mala	a disaster	mānumālō	to succeed
malae	the open space in village; a sports ground (o)	mapu	to whistle; to rest; a marble
malaga	to travel; a trip (a)	masa'a	to spill
malala	charcoal (a)	māsse	to tear
mālamalama	to understand; daylight	māsaga	twins
malemo (pl. mālelemo)	to drown	masalo	perhaps
malepe	to be broken	māsani	to be used to; be acquainted with
malie	a shark (a); to be agreeable (pl. mālilie)	māse'ese'e	to be slippery
mālie	to be funny		
maliu (pl. māliliu)	to die		

'M'

māsesei	to be on bad terms with
mata	raw; eye (o); face (o); blade of a knife; point of a needle
mātaala	to be alert
mata'itusi	a letter of the alphabet
mātau	to observe, notice; a hook (a)
mata'upu	subject, theme (a)
mata'utia	to be terrible
matafaga	a beach
matagi	wind
mātagōfie	to be beautiful (scenery)
mātamata	to look at
natamee	to be a sleepy-head
matamuli	to be bashful
matanana	to be boastful; cry baby
matapogia	to faint
mate (pl. mamate)	to die (animals); to guess at
mativa	to be poor (pl. mātitiva)
mātou	we (pl.)
mātū	north
matua (pl. mātua)	parent (o)
matua (pl. mātutua)	to be old, mature
matuā	extremely
mea	a thing (a)
meli	mail
mimilo	to twist
mimita	to conceited
miti	to sip; a dream (a)
misa	an argument; to argue
mo	for
mo'e'i'ini	to close (eyes)
mo'e'uni	to oversleep
moefiti	to turn about in sleep
mo'i	really, truly
mo'o	a lizard (gecko); to admire
mō'omo'o	to yearn for

'M'

mogumoga	a cockroach
mole	to be faint with hunger
moli	an orange; soap (a)
mōlī	a light, lamp
mōlīuila	a flashlight (a)
momo'o (pl. taufetuli)	to run
moni	true
moto	to be unripe
motu	to snap; an island
mū	to burn
muamua	first
muli	the end; rear end (o)
mulimuli	last
mūmū	elephantiasis (o); red
mugu (pl. mumusū)	to be unwilling
musumusū	to whisper
mutia	grass
mutu	to be cut off

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'N'

na	past tense marker
na	he, she, it
nā	those
na'i	from; some
naifi	a knife (a)
naunau	to desire, want
namu	a mosquito
nāmu	an odour
nānei	later today
nanu	speak English; to stutter
na'o	only
nei	these; now
ne'i	in case, lest, for fear that
ni isi (nisi)	others
nifa 407	teeth (o)

'N'

nimo to vanish  
 niniva to be dizzy  
 nōfoaga residence (o); place  
 nofonofono to sit around  
 nofotāne to be married (woman)  
 nuanua a rainbow

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'P'

pā to burst; a wall (a); a bar  
 pa'a a crab  
 pa'e'e to be skinny (people)  
 pa'i to touch  
 pa'ia to be holy, dignified  
 paie to be lazy  
 paipa a pipe (a)  
 pa'ō to clash about, to be noisy  
 paolo to be shady; shade; inlaws, relatives (o)  
 pau lava just because (expression)  
 pa'u skin (o)  
 pa'ū to fall  
 pāga a partner (a)  
 pāgotā a prisoner  
 pala to be rotten  
 pala'ai cowardly  
 palauvale to curse, swear  
 pale a crown (o)  
 pālota an election  
 pasu to pump; a bum; to bum  
 papa rock  
 papālagi a foreigner to Samoa  
 pāsese passenger  
 pasi a bus (a)  
 pata butter (a)  
 pate a bat (sports) (a)  
 pato a duck

'P'

pe or  
 pē to die (animals); off (light); out (fire)  
 pea to go on; a pair; pear; bear  
 pe'a a bat; tatoo  
 pe'ā (pe'āfai) if; when (future)  
 pei to be like, to be as if  
 pele sweetheart  
 pelē to play cards; playing cards  
 penina pearl (a)  
 pepe a baby (a); butterfly  
 pepelo to lie  
 Peretānia Britain  
 pi'o to be crooked  
 pi'opi'o to be dishonest  
 piki'apu a pick-up truck  
 pili a lizard; a bill; to be caught, stuck  
 pipi'i to stick together  
 pipili to be cripple  
 pisa noise  
 pito the end, extremity (o)  
 po or  
 pō to slap; night  
 po'a male (animal) (a)  
 pou a post (o)  
 po'u a sore (o)  
 pogisā to be dark  
 pola a thatch blind (a); floor blind  
 ponāivi bone (o); foot (pol) (o)  
 popole to worry  
 poto to be smart  
 potu a room (o)  
 povi a cow (a)  
 pū a hole; a horn (a)  
 pua'i to throw-up

'P'

pupuga	a disaster
pu'e	to capture
pu'eata	to photograph
puipui	to protect, enclose; a wall; an enclosure
pu'upu'u	to be short
pula	to be ripe (fruits)
pale	to boss; a boss; shell fish
pūlea	a hat (o); to cover
pulu	a bomb; bullet; coconut husk; gum (a)
puna	to boil; jump; a gland; a spring
punāvai	a spring
pupula (pl. fepulafi)	to stare; to shine
pusa	a box (a)
pusaeti	a coffin(o)
puta (pl. puputa)	to be fat; stomach (o)
pute	navel (o)

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'S'

sa	past tense marker
sā	to be forbidden
sa'e (sāsa'e)	to overturn
sāisai	to tie in a bundle
saito	grain (a)
sa'o (pl. sāsa'e)	to be correct; straight
sāofa'i	the ceremony of getting a title (a); to sit
sa'olotega	freedom (o)
saosaca	to be fast
sau	to come (pl. ōmai); dew; your (singular)
sa'u	my
sāua	to be cruel
īuni	to prepare

'S'

sautē	south
saka	to boil food; food that has been boiled
sala	punishment
salalau	to spread about; cir- culate
salu	a broom (a)
sana	his, her, its
sapelu	a bushknife (a)
sapo	to catch
sasa	to whip, beat
sasne (pl. saei)	to tear
sasa'e	east
savali	to walk, (savaliwali → to walk about)
savili	a breeze
sē	oh! (impatience); stickbug
seāseā	seldom
se'e (pl. sēsē'e)	to slip, fall
sei	a flower behind the ear (o)
se'i	let me; let us; until
se'iloga	unless
sela	to be out of breath
sele	to shave; cut hair; to tie with a rope
seleulu	scissors
semanū	almost
sesē	mistake
siapo	tapa cloth (a)
si'i	to raise; to hold on one's lap
si'usi'u	a tail (o); end
silafia	to know (pol.)
sili	the best
sina	some; white hair
sini	an aim; target (a); gin
sipa	to be tilted

'S'

sipi	a jeep; zipper
sisi	to hoist; to hang (criminal); cheese
sisifo	west
siva (pl. sisiva)	to dance
sōia	stem it
soifua	to live; health
so'o (pl. soso'o)	to join together
so'o	any; repeatedly
soa	your (singular)
so'u	my
sogisogi	to smell something
sola	to escape, run away
sole	boy (expression)
solī	to break a law; to trample on
solo	to wipe, dry; a towel (a); to move ahead
solosolo	a handkerchief (o)
solofanua	a horse (a)
sona	his, her, its
sopo'ia	to cross (a road)
sōsō	to draw near (mai); away(atu)
sua	to flow (liquid); any liquid
suān'u	oil
suamalie	to be sweet
suāvai	water
su'e	to look for
su'ega	test (a)
sui	to dilute; to change; money change
su'isu'i	to sew
suga	girl (expression)
sulu	to put on a garment; to light up
susu	milk; breast (o)
susū	to be wet; to be welcome

'S'

susuga	sir (a)
susunu	to burn
*****	
<u>'T'</u>	
tā	to strike; to play; tar
ta'a	run freely; to roam about; a girl's boy- friend
tā'ai	to roll up (cigarette)
ta'alo (pl. tā'a'alo)	to play
ta'alolo	ceremonial food and gift presentation
ta'amilo	to go around
tā'ape'ape	to scatter
ta'avale	to roll; a car (a)
ta'avili	to turn, rotate
ta'e	to crack, break
taeao	morning; tomorrow
tā'ele (pl. tā'e'ele)	to bathe; swim
tai	seaward; tide
ta'i	each; very
ta'ilo	I don't know! (expr.)
taimi	time
ta'ita'i	to lead; leader
tāofi	to stop
ta'oto (pl. tā'o'oto)	to recline
tau	to hit; to fight; a price; climate
ta'u	to tell
tā'ua (tā)	we (pair)
tāua	to be valuable; precious
taua	war
tauagavale	left (side)
tāuaso	to be blind; a blind person

tan'ave	to take on, bear
tauesu	to mock
taui	a reward (o)
taufa'ase'e	to kid, joke
taufusi	a swamp
taugata	to be expensive, dear
taugofie	to be cheap
taula	an anchor
tāulaga	anchorage, harbour city
taule'ale'a (pl. tāulele'a)	an untitled man
taulima	a bracelet; wrist tatoo
tauloto	to know by heart
tāumafa	to eat or drink (pol.)
taumafai	to try
taumālua	to roll, rock
taumatau	right (side)
taunu'a	to arrive
tāupou	a ceremonial virgin (a)
tausaga	year (o)
tausami	to eat (pol.)
tausi	the wife of talking chief
tausisi	to stick to; to remain
tautai	a master fisherman
tautala	to speak; to arrange
tautalaitiiti	to be cheeky
taute	to eat or drink (pol.)
ta'utino	to speak frankly; declare
tāfao (pl. tāfafao)	to roam about
tafatafa	next to
tafēfē	good gracious! (exclamation)
tafi	to clear away; a razor (a)
tafiti	to be restless
taga	to be repermitted; a pocket; a bag
tagata	a person
tagi (pl. fetāgisi)	to cry

tagivale	to cry frequently
tago	to take, touch
tāgulu	to snore
tala	a story (a)
talanoa	conversation
talatalanoa	to talk away
talavou	to be youthful
tale	to cough
talepe	to break up
tali	to answer; to support; an answer (a)
talitonu	to accept, believe
tālosaga	to petition; to pray, petition (a)
tālosia	to pray for, to hope since
talū	since
tama	a boy; woman's son or daughter (a)
tamā	father (o)
tamā'ita'i	a lady
tamaitiiti (pl. tamaiti)	children (a)
tamāloa (pl. tamāloloa)	a man
tamo'e (pl. tamomo'e)	to run
tāne	husband
tanu (pl. tatānu)	to bury
tapa'a	tobacco (a)
tapē	to kill (animals); to shut off, switch off
tapena	to tidy
tapili	to fan, wave
tāpua'i	not to participate
tāpuni	to close
tātā	to play (musical instrument)
tatau	to strain; to be proper, necessary
tatala	to open
tatalo	to pray



tātou	we (pl.)
te'a	to pass; beyond; depart; parted; dismissed
te'i	to be startled
tei	a younger sibling (o)
teine	girl
teu	to keep safe; to tidy; to decorate
teutusi	envelope (a)
tele (pl. tetele)	many; large; great
telefoni	to telephone; a telephone
tepa (pl. tētepa)	to glance at
tete	to shake
tēte'a	to divorce
tia'i	to throw out
ti'eti'e	to sit upon; to ride on
ticata	eye glasses (o); glass
tīfaga	a movie; to go to a movie
tīgā	to be painful
tīlotilo	to stare at, peer at
timu	to rain
tina	mother (o)
tino	body (o)
tipi (pl. tatipi)	to cut; operate
tō (pl. totō)	to plant; to be pregnant
toa	a rooster; a brave person
toafa	barren land; desert
tō'aga (pl. tō'a'aga)	to be diligent, zealous
to'alua	spouse (o)
tōe (pl. totoe)	to remain over
toe	again
toeafe	try again a thousand times! (expression)
toea'ina (pl. toea'i'ina)	an old man
toeititi	soon; just about; nearly

to'ona'i	the meal on Sunday after- noon (a)
tōfā	to sleep; goodbye! (exp.)
tofotofo	to taste
tofu	to distribute or receive part of something
togālā'au	a garden
togāniu	coconut grove
togi	to throw
tolotolo (pl. fetolofi)	to crawl
tonu	a plan (a)
tope	hurry! (expression)
tosō	to pull
toto	to bleed; blood (o)
totogi	to pay; salary (o)
totonu	inside
tuai	to be late; old
tuafafine (pl. tuafāfine)	a man's sister (o)
tuagane (pl. tuagāne)	a woman's brother (o)
tuana'i	the past
tuātusi	an address
tui (pl. fetui)	to stab; vaccinate (o)
tui	a fork (a)
tu'i (pl. (tatu'i)	to knock; to punch
tu'u (pl. (tatu'u)	to put; to give (mai); to leave; give up
tū'ua	to be finished, break. up; leave (tu'ua)
tū'uga	a race (a)
tu'ugamau	a grave (o)
tufatufa	to distribute
tufuga	a craftsman
tulāfale	an orator
tulāfono	a law (a)
tūlaga	status, rank; situation; position; platform

'T'

tūlau'ele'ele to land (of airplane)  
 tūlei to push  
 tuli (pl. tutuli) to chase  
 tulimanu a corner (o)  
 tulou excuse me! (expression)  
 tūmau to be firm, fixed, steadfast  
 tunu (pl. tutunu) to bake, broil  
 tupe money (a)  
 tupu (pl. tutupu) to grow, to happen  
 tupu king (o)  
 tupua a riddle (a)  
 tupulaga generation (o)  
 tusa (pl. tutusa) to be like; alike  
 tusi (tusitusi) to write (pl. tutusi); book; letter  
 tutu (pl. tatutu) to light (lamp, fire)

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'V'

vā the space between two things  
 va'a a boat (o)  
 va'ai (pl. vā'ai) to look at; supervise  
 va'aiga a sight  
 vae leg, foot (o)  
 vae . tu if I may say! (expression, polite)  
 vāega a part of, portion  
 vāevae to divide into pieces; division  
 vai water; medicine (o)  
 vāiaso week  
 vailā'au medicine; drugs (a)  
 vaitaimi interval; period  
 vaitafe river

'V'

vaitūloto lake  
 vaivai puddle  
 vāivai weak, soft  
 vao bush; grass  
 vaganā except  
 vala'au (pl. vāla'au) to call  
 vale a fool  
 valea (pl. vālelea) to be stupid  
 vali to paint; paint (a)  
 valu (pl. vavalu) to scrape, scratch  
 vanu valley  
 vasa ocean  
 vasega class (a)  
 vavae cotton tree (kapok)  
 vave (pl. vavave) to be quick  
 vaveao dawn  
 vela to be cooked (food); ready  
 vele to weed by hand  
 velo to spear  
 vevela to be warm; hot  
 vili to spin; to ring (telephone)

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