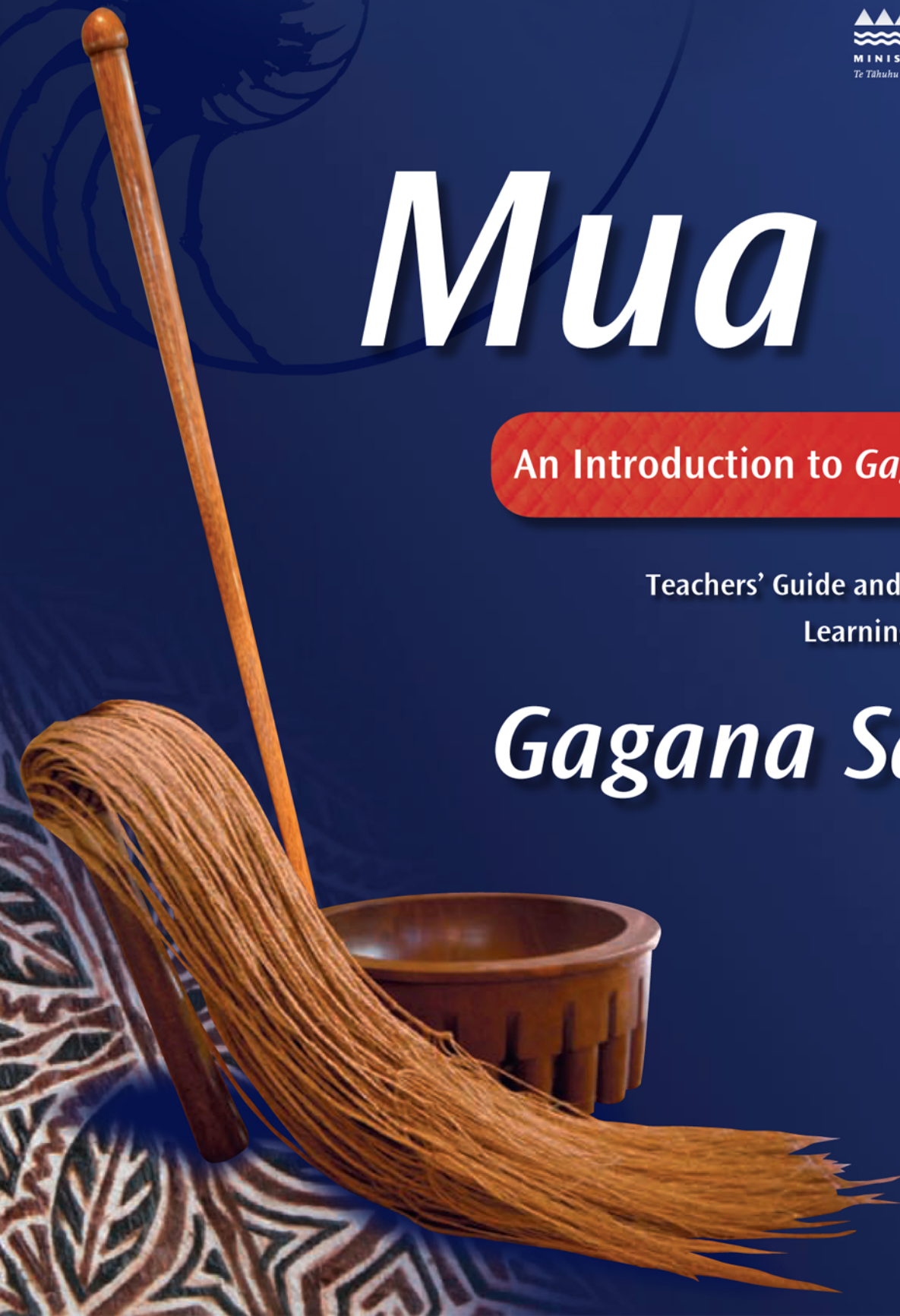


Mua Ō!

An Introduction to *Gagana Sāmoa*

Teachers' Guide and Support Materials
Learning Languages Series

Gagana Sāmoa



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INTRODUCTION TO MUA Ō!

Tālofa lava!

Welcome to the Learning Languages Series, *Mua Ō! An Introduction to Gagana Sāmoa*. This resource provides an integrated package of flexible entry-level resources for teachers, and for students who are new learners of *gagana Sāmoa* (the Samoan language).

For many teachers this resource may be their first encounter with *gagana Sāmoa*. It is designed for this purpose. It supports teachers to become facilitators in the classroom learning along with, and in some cases, from their students. Students who are speakers of *gagana Sāmoa* will be able to help the teacher and other students.

General Information

Gagana (pronounced ‘nga nga na’) is the Samoan word for language. Throughout this resource, the words *gagana Sāmoa* are used for Samoan language. The term *matā’upu* is used throughout the resource instead of the word ‘unit’.

The title words *Mua Ō!* are commonly used on ceremonial occasions to call people together for a performance. Traditionally when a leader makes this call, it signals the start of a ceremonial performance and the call triggers an immediate response from the people who then begin to move together or assemble for a performance. This call has been used as the title because it calls learners together. It is also the title of the final *matā’upu* (20) where the learners and their communities are called together to celebrate their learning.

The Components of this Resource.

Mua Ō! An Introduction to Gagana Sāmoa consists of a DVD, a CD and printed materials covering 20 units or *matā’upu*. There is also an introductory *matā’upu* or *folasaga*. Each *matā’upu* comprises three half-hour lessons. It is acknowledged that some *matā’upu* may take longer to complete and it may not always be possible to accommodate three lessons within one school week. Schools are encouraged to work through the resource at a pace suitable to the level of interest to the learners. Depth of understanding rather than superficial coverage is desirable.

The DVD

The DVD provides audio-visual background and support material for each *matā’upu* of the series and sets the scene for the ensuing lessons. It is intended that the DVD be played at the beginning of each *matā’upu* as a means of introducing the language and culture for that *matā’upu*.

The DVD follows the home and school life of Sina, a student in New Zealand, as she develops a friendship with Malia in Sāmoa. Each DVD unit runs for approximately four to six minutes and contains a language and in most *matā’upu* a cultural focus. The commentary for the cultural focus is largely in English, although *gagana Sāmoa* will be heard in real contexts. A transcript of these cultural segments is provided. Repetitive viewing of the DVD is recommended to support the language learning concept of adding a little more language regularly (a little and often). A DVD transcript for each *gagana Sāmoa* scenario is provided at the end of each *matā’upu*.

The Audio CD

The Audio CD provides audio resources such as the pronunciation of new language and the introduction of songs and listening tasks. It provides audio practice for the learners. A transcript of the audio resources is provided at the end of each *matā'upu*.

The Printed Materials

The folder of written materials includes this preface, the introduction or *folasaga*, and 20 *matā'upu* or units of work each with three lesson plans. Each *matā'upu* has its own learning intentions and success criteria, curriculum links, language targets and notes for the teacher. The teacher's notes for each *matā'upu* provide full explanations of the language and culture focus of the unit. The sequence of the Samoan alphabet or *mata'itusi o le gagana Sāmoa* is used to order the lessons (*Lesona A*, *Lesona E* and *Lesona I*). All the resources required are listed on the first page of each lesson or *lesona*. OHTs, wall charts, maps, worksheets and song sheets are included in this resource.

The introductory unit - *Folasaga* - provides a brief summary of some aspects of cultural, historical and geographical information on Sāmoa which will be covered in the series. It is intended as a starting point only, and could interest students to find more information for themselves from other sources.

Matā'upu 1-9 contain most of the new language of the course. *Matā'upu 10* is a revision unit. *Matā'upu 11-19* combine cultural and language knowledge to specifically prepare students for a celebration of their learning of *gagana Sāmoa* in *Matā'upu 20*. This celebration is intended to bring together all aspects of the *Mua Ō!* series.

The Pedagogical Approach to Learning *Gagana Sāmoa*

Mua Ō! An Introduction to Gagana Sāmoa is based on levels 1 and 2 of Learning Languages in the New Zealand Curriculum (2007) and *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines* (2009). Links to other curriculum areas are also suggested, so that *gagana Sāmoa* can be incorporated into many aspects of school life.

Communication in *gagana Sāmoa* is the goal. Research in learning a language in a classroom setting emphasises the importance of communication in the new language by providing students with multiple opportunities to hear and use the new language¹.

Language (*gagana Sāmoa*) and culture (*fa'asāmoa*) are inextricably linked, as language (including body language) expresses culture. *Mua Ō!* covers levels 1 and 2 of *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa guidelines* (2009). At curriculum levels 1 and 2, students can recognise that *gagana Sāmoa* (Samoan language) and *aganu'u fa'asāmoa* (Samoan culture), are organised in particular ways. Students can also make connections with other known language(s) and culture(s). Many of the learning tasks provide opportunities for students to make connections with their own language(s) and culture(s) and students are encouraged to notice and make connections in Learning Languages just as they do in other learning areas. The purpose of such comparison and contrast is so that, "As they [students] compare and contrast different beliefs and cultural practices including their own, they understand more about themselves and become more understanding of others". (Ministry of Education, 2007, p. 24).

¹Lo Bianco, J., A.J. Liddicoat, and C. Crozet (eds) (1999). *Striving for the Third Place: Intercultural Competence through Language Education*. Australia: the National Languages and Literacy Institute of Australia Ltd.

Listening and speaking are essential to language development. To acquire *gagana Sāmoa* literacy skills, students need to be given the opportunities to hear and speak the language. They need to have opportunities to be amongst Samoan speakers, and to participate or be exposed to Samoan cultural events. This will help them develop a sense of sounds and patterns of the language. Parents, relations and members of the community can be welcomed into the classroom to help with cultural and language knowledge.

Use of the DVD to revise language targets

DVD: Without sound

Select a certain part of the DVD clip which targets the language you want students to revise.

View the short clip where students are speaking the language in context. However mute the sound

OR pause the DVD before/after the expressions are used.

Ask students to predict the language being used in this context.

Replay the clip to confirm/clarify their predictions.

DVD: Without picture

Select a certain part of the DVD clip which targets the language you want students to revise.

View the short clip where students are speaking the language in context.

Blank the screen so students cannot see the DVD and rely on their listening skills to pick up the language as well as any social clues as to who might be speaking.

e.g. Is it a male or female talking? How could you tell by the language being used?

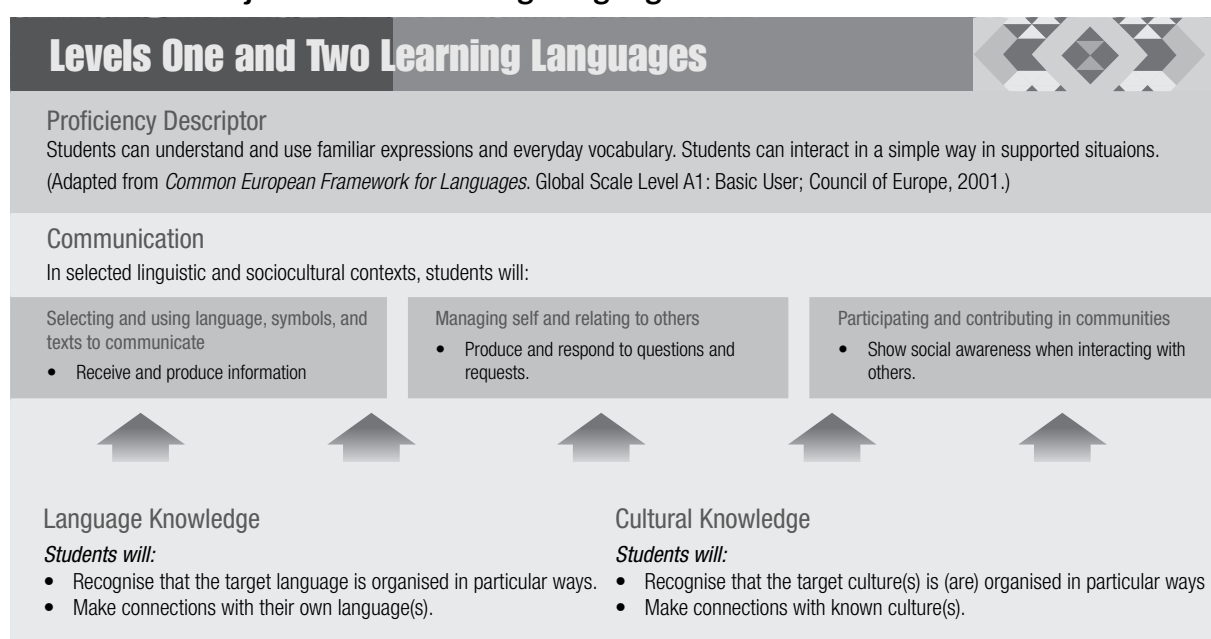
What age group are the speakers? How could you tell by the language being used?

Where is the scene? What language clues did you use to predict?

Ask students questions about what they are hearing to review the context of the language spoken.

Replay the clip with visual support to confirm/clarify their thinking

Achievement Objectives for Learning Languages in the New Zealand Curriculum



Source: Ministry of Education (2007). The New Zealand Curriculum.

The chart shows that there are three strands in learning: **communication**, **language knowledge**, and **cultural knowledge**. Communication is achieved through language use. The core to this is the development of language knowledge and cultural knowledge. At levels one and two students should communicate by understanding and using familiar expressions and everyday vocabulary and interacting in a simple way in situations where they have support of their class and teacher.

To communicate, learners need to use sentences and phrases to express everyday needs, for example, *fa'amolemole* (please); *fa'afetai* (thank you); *fa'amolemole, toe fai mai* (excuse me, please could you repeat that), or *'o le ā le 'upu Sāmoa mo* (how do you say in *gagana Sāmoa*?). A list of these everyday expressions is included below.

If students frequently use *gagana Sāmoa* inside and outside the classroom they will speed up their learning. Students who take an active role in their learning and use new language experimentally make good progress. Ideally language should be a process of exploration (Lo Bianco et al, 1999). Teacher and students do not need to understand every word of *gagana Sāmoa* that they hear.

Classroom Language

Teachers are encouraged to use *gagana Sāmoa* in the classroom as much as possible, especially for instructions and praise. A list of commonly used classroom *gagana* is given below. Teachers are encouraged to display language for students to use around the classroom.

| | | | |
|----------------------|-----------------|--------------------|--------------------------|
| <i>fa'alogo mai</i> | listen | <i>toe fai mai</i> | say it again/repeat that |
| <i>fa'afetai</i> | thank you | <i>tulou</i> | excuse me |
| <i>fa'amolemole</i> | please | <i>lelei</i> | good |
| <i>tilotilo mai</i> | look this way | <i>lelei tele</i> | very good |
| <i>tū i luga</i> | stand up | <i>mālō</i> | well done |
| <i>si'i lou lima</i> | raise your hand | <i>mālō lava</i> | very well done |

Interactive Learning Tasks

Mua Ō! is a communicative language programme. Pair and group work are promoted. Each lesson contains suggested learning tasks. Learning tasks are designed to provide hands-on opportunities for students to be involved and to participate in meaningful and interactive ways using *gagana Sāmoa*.

Any of the worksheets from this resource can be photocopied, cut up and used for interactive games like 'Fish' or 'Memory'. Instructions for these games are given in the Teacher's Notes for the *matā'upu* as well as in the Lesson outlines under suggested learning tasks. Student instruction sheets are included in the relevant *matā'upu*. The Learning Languages site on TKI provides useful additional information, links to other websites and a range of support materials: <http://www.tki.org.nz/e/community/language/>. Teachers can also access other useful *gagana Sāmoa* resources such as the Tupu series and the *Folauga* series through the Ministry of Education.

Multi level teaching

Students and teachers in one class may have a wide range of levels of prior knowledge and understanding in *gagana Sāmoa*. In some classes there may be students who are fluent native speakers of *gagana Sāmoa*. The *matā'upu* in this resource acknowledge this by suggesting extension tasks. For example presenting a skit or role play in *gagana Sāmoa* will give students the opportunity to use the language at their own level.

Assessment

In the Learning Languages learning area in this resource only the communications strand is assessed. The two supporting strands, language knowledge and cultural knowledge, are only assessed indirectly through their contribution to the communication.

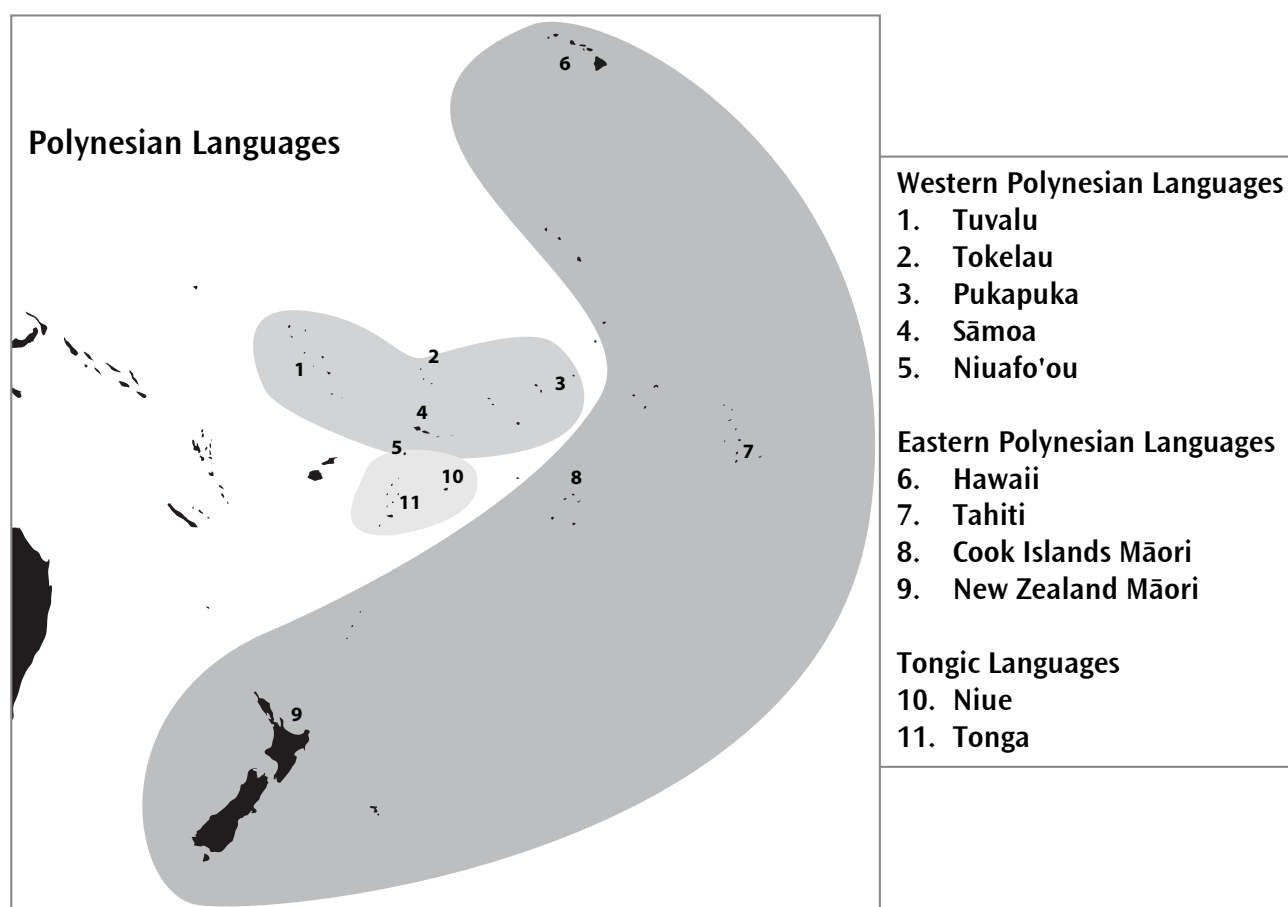
“The primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides”,
p.39, Ministry of Education, 2009.

Assessment to improve student learning involves gathering, analysing, interpretation, and use of information that can provide evidence of student progress. Teachers can collect evidence of student progress by observing students as they carry out the communicative learning tasks in each *matā'upu*.

“Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students”,
p.39, Ministry of Education, 2009.

The Samoan Language

Gagana Sāmoa is one of five Polynesian languages (Tuvaluan, Tokelauan, Pukapukan and Niuafo'ou) that make up a group called the Samoic languages. However it is similar also to other Polynesian languages such as te reo Māori, lea faka-Tonga, vagahau Niue, 'ōlelo Hawai'i, and te reo Kuki Airani (Cook Islands Māori).



Gagana Sāmoa is the indigenous language of the Samoan group of islands comprising Sāmoa (formerly Western Sāmoa) and American Sāmoa. It is spoken in many parts of the world including New Zealand, Australia, USA, Europe and Asia.

Speaking Samoan

Gagana Sāmoa is a phonetic language. There are no silent letters, consonant clusters, or blends and every vowel in a word is sounded out. Consonants are always followed by a vowel;

for example [fa–le = *fale*], [tā–lo–fa = *tālofa*], [tō–fā = *tōfā*].

An awareness of the sounds of the Samoan language will help students to become text participants, users, and analysts. Ongoing practice of the alphabet to learn the letter names and letter sounds is important. This can be part of all the lessons. Pronunciation activities can help pronunciation, spelling, reading, and writing.

Alphabet

There are **fifteen** original letters in the Samoan alphabet, a e i o u f g l m n p s t v and ' or glottal stop and three borrowed letters from the English alphabet, h k r.

The consonants are read as:

fa nga la mo nu pi sa ti vi he ka ro.

Single vowels can be one letter words, for example:

'i to

'ō there

ō go

'ī yes

A question can also be used as a statement. As with English, intonation determines whether it is a question.

For example:

| | | |
|------------------------|---|--------------------|
| <i>E tīgā lou ulu?</i> | Higher intonation at the end of sentence. | Is your head sore? |
| <i>E tīgā lou ulu.</i> | Lower intonation at the end of sentence. | Your head is sore. |

All the consonants have the same sounds as in the English alphabet with the exception of 'g', which has the same sound as 'ng' in the Maori language or 'ng' in the English words sing and long.

Some examples:

| | | |
|--------------|-------------------|---------|
| <i>igoa</i> | pronounced eengoa | name |
| <i>moega</i> | pronounced moenga | bed |
| <i>gata</i> | pronounced ngata | snake |
| <i>gogo</i> | pronounced ngongo | seagull |
| <i>galu</i> | pronounced ngalu | wave |

The vowels have the same sounds as in te reo Māori.

| | | | |
|---|---------------------|-------|---------------|
| A | <i>fale</i> (house) | as in | whare (house) |
| E | <i>lele</i> (fly) | as in | rere (fly) |
| I | <i>'ili</i> (saw) | as in | iwi (tribe) |
| O | <i>logo</i> (bell) | as in | rongo (bell) |
| U | <i>tū</i> (stand) | as in | tu (stand) |

In *gagana Sāmoa* a glottal stop in the spoken word is a “momentary check on the airstream caused by closing the glottis (the space between the vocal cords) and thereby stopping the vibration of the vocal cords. Upon release, there is a slight choke, or cough like explosive sound”, (Britannica, 2009). An example of a glottal stop in English is the sound in the middle of uh-oh.

The sharp sound the glottal stop represents in *gagana Sāmoa* is thought to replace an original ‘k’ in ancient Polynesian languages, and which is still retained in some Polynesian languages today. Study the examples below:

| | | |
|---------------------|---------------------|-------------|
| <i>gagana Sāmoa</i> | <i>fa'amolemole</i> | (please) |
| lea faka-Tonga | fakamolemole | (please) |
| vagahau Niue | fakamolimoli | (please) |
| <i>gagana Sāmoa</i> | <i>fa'afetai</i> | (thank you) |
| lea faka-Tonga | fakafetai | (thank you) |
| vagahau Niue | fakaaue | (thank you) |

The sound of the glottal stop or *'o le leo ta'e* can occur between or before vowels but never in association with a consonant.

Some examples are:

| | |
|-----------------|---------------|
| <i>a'o</i> | learn |
| <i>'au</i> | handle / team |
| <i>'ava</i> | beard |
| <i>'ele'ele</i> | dust / earth |

In written form, the glottal stop is often represented by an inverted comma or *koma liliu*. Therefore the shape of the glottal stop may vary according to the font used.

Both the **glottal stop** and a **macron** also indicate different meanings for words that otherwise look the same.

For example:

| | | | |
|-------------|----------------|-------------|---------|
| <i>toto</i> | blood | <i>'ava</i> | beard |
| <i>totō</i> | to plant | <i>āvā</i> | wife |
| <i>pa'u</i> | tyre or rubber | <i>āva</i> | respect |
| <i>pa'ū</i> | fall or drop | | |

The following table from *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines* provides a useful summary of the sounds of *gagana Sāmoa*.

'O leo (fa'aleoga) o le gagana Sāmoa

Sounds of *gagana Sāmoa* (phonology)

As with all languages, accurate pronunciation of *gagana Sāmoa* is important to enable effective communication.

Vauei – Vowels

Gagana Sāmoa uses many vowels, and combinations of vowels, to form words. In addition, *gagana Sāmoa* uses both short vowel sounds and long vowel sounds.

These can exist independently to convey the meaning of words, for example, the short vowel sound o as in *logo* (bell), and the long vowel sound as in the word *pō* (night). Short and long vowels can also be used to distinguish word meanings, for example, *'ava* (beard or kava); *ava* (respect); and *āvā* (wife).

The vowels are listed in the table below, together with *gagana Sāmoa* words that contain these vowels. The table also gives examples of English words that have similar vowel sounds. Comparisons with English sounds can only be approximations. Fluent speakers of *gagana Sāmoa* are the best models of pronunciation.

| Short Vowel Sounds: | | | Long Vowel Sounds: | | |
|---------------------|----------------------|---------------------------|--------------------|------------------------|-----------------------------|
| a – ah | as in <u>u</u> p | <i>'apa</i> | a – ah | as in fa <u>th</u> er | <i>tamā</i> |
| e – eh | as in b <u>e</u> t | <i>f<u>e</u>'<u>e</u></i> | e – eh | as in b <u>e</u> d | <i>p<u>e</u></i> |
| i – ee | as in b <u>e</u> | <i>i<u>i</u></i> | i – ee | as in m <u>ee</u> t | <i>i<u>pu</u> t<u>i</u></i> |
| o – o | as in a <u>w</u> ful | <i>o<u>f</u><u>o</u></i> | o – o | as in th <u>ou</u> ght | <i>f<u>o</u>l<u>i</u>ga</i> |
| u – oo | as in t <u>wo</u> | <i>u<u>l</u><u>u</u></i> | u – oo | as in sh <u>oe</u> | <i>m<u>u</u></i> |

Konesane – Consonants

The pronunciation of the consonants indicated in the table below.

| | | | |
|---|-------------------------------|------------------|---|
| F | fa | H | he |
| G | nga (as in New Zealand Māori) | K | ka |
| L | la | R | ro |
| M | mo | ' (glottal stop) | short sharp sound in the back of the throat, e.g. <i>'ena'ena</i> and <i>vi'iga</i> |
| N | nu | | |
| P | pi (closer to a 'b' sound) | | |
| S | sa | | |
| T | ti | | |
| V | vi | | |

Source: Ministry of Education (2009). *Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines*

Writing *Gagana Sāmoa*

As in many languages, *gagana Sāmoa* varies according to the context and the relationship between the users. For example, among children or within families and with friends you may hear the more informal spoken form of words where a ‘k’ replaces the ‘t’, such as *kagaka* or *kaukala*. However, in formal speeches or written form you would hear and see the words *tagata* or *tautala*. In this resource we have used standard and formal forms of *gagana Sāmoa* such as *tagata* or *tautala*.

The macron and glottal stop are used in written *gagana Sāmoa* to assist people who are not familiar with the language to pronounce and understand the words more accurately.

Reading

Samoaan vowels have long and short versions. In print, the long vowel sound is indicated by a macron over the vowel (ā). Here are some examples of words with macrons:

| | |
|---------------|----------|
| <i>sesē</i> | wrong |
| <i>totō</i> | to plant |
| <i>kītara</i> | guitar |
| <i>tōfā</i> | goodbye |
| <i>tū</i> | stand |

Visual language viewing and presenting

Children and students experience the world of visual language in a number of ways through traditional performances, crafts, signs and symbols, television and other media, as well as play. Aspects of this visual language can be seen in *Mata'upu 14* (performing arts) and *Mata'upu 16* (traditional handicrafts).

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Glossary

| | | | |
|--------------------|-------------------------------|------------------------|-----------------------------|
| <i>'a tā le...</i> | When it is (time) | <i>'api</i> | exercise book |
| <i>'a'ao</i> | limb (formal) | <i>Apolima</i> | an island in Sāmoa |
| <i>'a'au</i> | swim | <i>āsiosio</i> | tornado |
| <i>'ae ā 'oe?</i> | but what about you? | <i>aso</i> | day |
| <i>afā</i> | cyclone | <i>Aso Faraile</i> | Friday |
| <i>'afa</i> | half | <i>Aso Gafua</i> | Monday |
| <i>afafine</i> | daughter | <i>Aso Lua</i> | Tuesday |
| <i>afalita</i> | half a litre | <i>Aso Lulu</i> | Wednesday |
| <i>afe</i> | thousand or turn | <i>aso maliu</i> | Easter Friday (funeral day) |
| <i>āfea?</i> | when (future) | <i>aso ao</i> | today |
| <i>afiafi</i> | evening | <i>Aso Sā</i> | Sunday |
| <i>afio mai</i> | welcome (formal) | <i>Aso Tofi</i> | Thursday |
| <i>agi</i> | blow (wind) | <i>Aso To'onai</i> | Saturday |
| <i>'ai</i> | eat | <i>Aso Tūto'atasi</i> | Independence Day |
| <i>'aiavā</i> | gift presentation to visitors | <i>asofānau</i> | birthday |
| <i>'aiga</i> | meal | <i>'ata</i> | smile |
| <i>'āiga</i> | family | <i>atali'i</i> | son |
| <i>'aiuli</i> | support dancer | <i>atigilima</i> | finger nail |
| <i>'alāfau</i> | cheek | <i>atigivae</i> | toenail |
| <i>alaisa</i> | rice | <i>'ato</i> | bag or basket |
| <i>alu</i> | go | <i>'atopa'u</i> | suitcase |
| <i>anafea?</i> | when (past) | <i>'atotui</i> | type of traditional basket |
| <i>analeilā</i> | earlier (today) | <i>au</i> | your (plural) |
| <i>ananafi</i> | yesterday | <i>a'u</i> | me or my |
| <i>ananei</i> | now | <i>'aua</i> | don't |
| <i>anapō</i> | last night | <i>'auala</i> | road |
| <i>aniani</i> | onion | <i>'auaoa</i> | cloudy |
| <i>ao</i> | collect/gather or cloud | <i>'Aukuso</i> | August |
| <i>aoauli</i> | afternoon | <i>'aumai</i> | bring |
| <i>ā'oga</i> | school | <i>'auro</i> | gold |
| <i>a'ogāpese</i> | choir practice | <i>āvā</i> | wife |
| <i>'apa</i> | tin | <i>'ave ...</i> | take |
| <i>'apalāpisi</i> | rubbish bin | <i>E fa'ape'ī ...?</i> | What is it like? |
| <i>'Aperila</i> | April | <i>E fia?</i> | How many? How much? |

| | | | |
|---------------------------|--|---------------------|---|
| <i>E iai ni tou.....?</i> | Do you have any...? | <i>faimai</i> | say |
| <i>E iai se.....?</i> | Is there a...? | <i>faipese</i> | choir leader |
| <i>E sa'o 'oe.</i> | You are right. | <i>faitau</i> | read |
| <i>E to'afia...?</i> | How many (people) | <i>faitautusi</i> | reading |
| <i>'elefane</i> | elephant | <i>faitoto'a</i> | door |
| <i>'elei</i> | Samoan patterns on cloth | <i>fala</i> | mat |
| <i>'ena'ena</i> | brown | <i>falaoa</i> | bread |
| <i>'Eseta</i> | Easter | <i>falaoamata</i> | flour |
| <i>fā</i> | four or abbreviation of <i>tōfā</i> | <i>fale</i> | house |
| <i>fa'aālia</i> | as shown | <i>fale'oloa</i> | shop |
| <i>fa'aaloalo</i> | respect | <i>falelalaga</i> | group of weavers |
| <i>fa'aaluma</i> | clown | <i>falesā</i> | church |
| <i>fa'aaogā</i> | use | <i>faleta'avale</i> | garage |
| <i>fa'afetai</i> | thank you | <i>faleuila</i> | toilet |
| <i>fa'alava</i> | crossover/across | <i>fasipepa</i> | piece of paper |
| <i>fa'alogo</i> | listen | <i>fatafata</i> | chest |
| <i>fa'amalama</i> | window | <i>fatupese</i> | composer of song or music |
| <i>fa'amolemole</i> | please | <i>fe'au</i> | message or chores |
| <i>fa'apuna</i> | boil (water) | <i>feoloolo</i> | reasonable, Ok |
| <i>fa'asaga</i> | face | <i>Fepuari</i> | February |
| <i>fa'ase'e</i> | ski or slide | <i>fetaui</i> | meet |
| <i>fā'ata</i> | mirror | <i>fiafia</i> | enjoy, like |
| <i>fa'ata'atia</i> | lay down or reveal | <i>filēmū</i> | be quiet |
| <i>fa'atāfafā</i> | square/four-sided | <i>fili</i> | plait |
| <i>fa'ata'ita'i</i> | practise | <i>fiti</i> | flicking of fingers against mat or floor |
| <i>fa'atau</i> | buy or sell | <i>fitu</i> | seven |
| <i>fa'ataupati</i> | slap dance | <i>fofoga</i> | face, eyes, ears or nose (formal) |
| <i>fa'atimutimu</i> | showery (weather) | <i>folā</i> | floor or to spread or show |
| <i>fafo</i> | outside | <i>folasaga</i> | presentation, exhibition or introduction |
| <i>fagu</i> | bottle | <i>fou</i> | new |
| <i>fai</i> | do/doing | <i>fuāmoa</i> | egg |
| <i>fa'i</i> | banana | <i>fuataimi</i> | conductor of orchestra or choir |
| <i>fa'i mata</i> | green banana | | |
| <i>fa'i pula</i> | ripe banana | | |
| <i>faiā'oga</i> | teacher | | |

| | | | |
|----------------------|---|---------------------|------------------------|
| <i>gagana</i> | language | <i>kāpoti</i> | cupboard |
| <i>galuafi</i> | tidal wave | <i>kesi</i> | desk |
| <i>gata</i> | snake | <i>kī o le mōlī</i> | light switch |
| <i>gaugau</i> | fold | <i>kiki</i> | kick |
| <i>gutū</i> | mouth | <i>kilikiti</i> | cricket |
| <i>helikopa</i> | helicopter | <i>kilo</i> | kilo |
| <i>'i le...</i> | to the... | <i>kiona</i> | snow |
| <i>'ī</i> | yes or here | <i>Kirisimasi</i> | Christmas |
| <i>Ianuari</i> | January | <i>komepiuta</i> | computer |
| <i>'iefa'amalama</i> | window curtains | <i>kuata</i> | quarter |
| <i>'iefaitaga</i> | wrap around with pockets worn by men | <i>lā</i> | sun |
| <i>'ielāvalava</i> | wrap around | <i>lā'au</i> | plant or tree or stick |
| <i>'ietoga</i> | fine mat | <i>la'itiiti</i> | small or young |
| <i>igoa</i> | name | <i>lakapī</i> | rugby |
| <i>'i'ila</i> | shiny | <i>lalaga</i> | weave |
| <i>ili</i> | fan or blow horn, trumpet | <i>lalo</i> | under or down |
| <i>'ili</i> | saw | <i>lanu</i> | colour |
| <i>'īnei</i> | here | <i>lanu'efu'efu</i> | grey |
| <i>initaneti</i> | internet | <i>lanumeamata</i> | green |
| <i>inu</i> | drink (verb) | <i>lanumoana</i> | blue |
| <i>ipu</i> | plate or cup (eating or drinking) | <i>lanumoli</i> | orange |
| <i>iputī</i> | cup of tea | <i>lanutasi</i> | one colour |
| <i>isu</i> | nose | <i>laofie</i> | fine |
| <i>itūlā</i> | hour | <i>lāpo'a</i> | big or large |
| <i>i'uga</i> | end | <i>lāpotopoto</i> | round |
| <i>Iulai</i> | July | <i>latalata</i> | near |
| <i>Iuni</i> | June | <i>lau</i> | your (singular) |
| <i>iva</i> | nine | <i>la'u</i> | my (singular) |
| <i>'īve'a</i> | hide and seek game | <i>lau susuga</i> | sir, madam, Mr, Mrs |
| <i>kalama</i> | gram or grammar | <i>laualo</i> | stomach (formal) |
| <i>kālena</i> | calendar | <i>lauao</i> | hair (formal) |
| <i>kapeta</i> | carpet | <i>laulau</i> | table |
| <i>kapisi</i> | cabbage | <i>laulaufaiva</i> | tongue |
| | | <i>laulāvalava</i> | skirt |
| | | <i>lā'umi'umi</i> | long |
| | | <i>laupapa</i> | wood or board |

| | |
|-------------------------|------------------------|
| <i>laupapa pa'epa'e</i> | whiteboard |
| <i>laupapa uliuli</i> | blackboard |
| <i>lautipolo</i> | lemon leaf |
| <i>lauulu</i> | hair |
| <i>le</i> | the |
| <i>le asō</i> | today |
| <i>lea</i> | this or here |
| <i>leai</i> | no |
| <i>leitiō</i> | radio |
| <i>lelei</i> | good |
| <i>lenā</i> | that there |
| <i>lenei</i> | this here |
| <i>lesona</i> | lesson |
| <i>lima</i> | five or hand |
| <i>li'o</i> | circle or ring |
| <i>lita</i> | litre |
| <i>lona matua</i> | his/her age |
| <i>lou</i> | your |
| <i>lo'u</i> | my |
| <i>lotu</i> | church or prayer |
| <i>lua</i> | two or dual possessive |
| <i>luasefulu</i> | twenty |
| <i>luga</i> | above or up |
| <i>luma</i> | in front |
| <i>lumāfale</i> | in front of house |
| <i>māfanafana</i> | warm |
| <i>māfaufau</i> | mind |
| <i>māfiafia</i> | thick |
| <i>māketi</i> | market |
| <i>mālamalama</i> | clear or understand |
| <i>maliu mai</i> | welcome (formal) |
| <i>mālō</i> | hello or win |
| <i>mālō lava</i> | hello (formal) |
| <i>mālō le soifua</i> | good health to you |
| <i>mālōlō</i> | rest |

| | |
|---------------------|---|
| <i>malu</i> | woman's traditional tattoo |
| <i>mālūlū</i> | cold |
| <i>mama</i> | ring (finger) |
| <i>māmā</i> | lightweight |
| <i>mamao</i> | distant |
| <i>mānaia</i> | beautiful, nice or male |
| <i>mana'o</i> | want/wish for |
| <i>manava</i> | stomach |
| <i>mānifinifi</i> | thin |
| <i>Manono</i> | an island of Sāmoa |
| <i>Manu'a</i> | an island in American Sāmoa |
| <i>manuia</i> | well or fine |
| <i>mā'ona</i> | sated (full in terms of food) |
| <i>māsima</i> | salt |
| <i>masini tāmea</i> | washing machine |
| <i>mata</i> | eyes or green (fresh) |
| <i>matagi</i> | wind or breeze |
| <i>matai</i> | chief |
| <i>matamata</i> | watch |
| <i>matā'upu</i> | subject/unit |
| <i>Mati</i> | March |
| <i>mātou</i> | us three or more (excluding person spoken to) |
| <i>matua</i> | age |
| <i>mātua</i> | parents |
| <i>mātūtū</i> | dry |
| <i>mā'ua</i> | us two (excluding person spoken to) |
| <i>mā'ulu'ulu</i> | a type of group dance or drizzle (rain) |
| <i>Mē</i> | May |
| <i>meaālofa</i> | gift |
| <i>mili</i> | rubbing (hands) |
| <i>minoi</i> | move |

| | | | |
|---------------------|-----------------------------|--------------------------|------------------------|
| <i>mīnute</i> | minute | <i>'O la'u</i> | It's my... |
| <i>mitiafu</i> | singlet or T-shirt | <i>'O le ā...?</i> | What is...? |
| <i>moe</i> | sleep | <i>'O le aso fia...?</i> | What date is...? |
| <i>moega</i> | bed | <i>'O lea ou te...</i> | I am... |
| <i>moli</i> | orange | <i>'O lona...</i> | It's his/her... |
| <i>motu</i> | island | <i>'O lo'u...</i> | It's my... |
| <i>mu'a</i> | bottom (body) | <i>'oe</i> | you (singular) |
| <i>muamua</i> | first | <i>'ofu</i> | clothes |
| <i>muli</i> | bottom (body) | <i>'ofumoe</i> | pyjamas or nightie |
| <i>mulimuli</i> | last | <i>'ofutino</i> | shirt |
| <i>mūmū</i> | red | <i>'ofuvae</i> | trousers or pants |
| <i>musa</i> | hop | <i>'ofuvae pu'upu'u</i> | shorts |
| <i>naifi</i> | knife | <i>'ofuvae toleni</i> | track pants |
| <i>nānei</i> | afternoon or tonight | <i>'ofuvae 'umi</i> | long pants or trousers |
| <i>nei</i> | now | <i>ogāumu</i> | oven |
| <i>netipolo</i> | netball | <i>'Oketopa</i> | October |
| <i>nifo</i> | tooth/teeth | <i>olioli mai</i> | get ready |
| <i>nofo</i> | sit or live (dwell) | <i>'oloa</i> | goods for trade |
| <i>nofoa</i> | chair | <i>ono</i> | six |
| <i>nofoaga</i> | where you live, also formal | <i>ou</i> | your...(plural) |
| <i>nonoa</i> | tie | <i>o'u</i> | my...(plural) |
| <i>nonōfo</i> | sit (plural) | <i>'Ou te</i> | I am/will... |
| <i>Nōvema</i> | November | <i>'Ou te lē</i> | I am not/will not... |
| <i>nuanua</i> | rainbow | <i>'oulua</i> | you (two) |
| <i>numera</i> | number | <i>'outou</i> | you (three or more) |
| <i>nu'u</i> | village | <i>pa'epa'e</i> | white |
| <i>ō</i> | go (plural) | <i>paka</i> | park |
| <i>'ō</i> | over there | <i>pala</i> | rotten |
| <i>'O ā...?</i> | What (plural) | <i>papātua</i> | back (body) |
| <i>'O ā fea...?</i> | When? | <i>pasene</i> | per cent |
| <i>'O ā mai oe?</i> | How are you? | <i>pasi</i> | bus (also pass) |
| <i>'O ai...?</i> | Who? | <i>pata</i> | butter |
| <i>'O a'u...</i> | I am... | <i>pātē</i> | wooden drum |
| <i>'O fea...?</i> | Where...? | <i>pateta</i> | potato |
| <i>'O lau</i> | It's your... | <i>pati</i> | clap (with open hands) |

| | | | |
|---------------------|--|-------------------------|---|
| <i>patipati</i> | continuous clapping (with open hands) | <i>pusa</i> | box |
| <i>pa'ū</i> | fall | <i>pusa'aisa</i> | fridge |
| <i>pauna</i> | pound | <i>pusameli</i> | mailbox |
| <i>pē</i> | out (game) | <i>pusatusi</i> | book shelf |
| <i>pe'a</i> | traditional Samoan tattoo | <i>rosa</i> | rose |
| <i>pe'epe'e</i> | coconut cream | <i>salu</i> | broom |
| <i>pelaue</i> | jacket | <i>samasama</i> | yellow |
| <i>pelē</i> | card game | <i>sami</i> | sea |
| <i>peni</i> | pen | <i>saofa'i</i> | ceremony of bestowing chiefly titles |
| <i>penitala</i> | pencil | <i>sa'o</i> | correct or right |
| <i>pepa</i> | paper | <i>sapo</i> | catch |
| <i>pese</i> | sing | <i>sāsā</i> | clapping dance to a drum beat |
| <i>pesepese mai</i> | sing along | <i>sau</i> | come |
| <i>pēsini</i> | basin | <i>sauni</i> | get ready |
| <i>pine</i> | safety pin or hair clip | <i>Savai'i</i> | largest island in Sāmoa |
| <i>pīniki</i> | pink | <i>savali</i> | walk |
| <i>pisa</i> | be noisy | <i>se'e</i> | slide |
| <i>pō</i> | night or clap (with cupped hands) | <i>se'evae</i> | shoes |
| <i>polo</i> | ball | <i>se'evae tosotoso</i> | jandals |
| <i>pōpō</i> | continuous clapping (with cupped hands) | <i>sefulu</i> | ten |
| <i>potu</i> | room | <i>sefulu fā</i> | fourteen |
| <i>potuā'oga</i> | classroom | <i>sefulu fitu</i> | seventeen |
| <i>potumoe</i> | bedroom | <i>sefulu iva</i> | nineteen |
| <i>potutā'ele</i> | bathroom | <i>sefulu lima</i> | fifteen |
| <i>potutāmea</i> | laundry | <i>sefulu lua</i> | twelve |
| <i>potutele</i> | living room | <i>sefulu ono</i> | sixteen |
| <i>puaoa</i> | cloudy or foggy | <i>sefulu tasi</i> | eleven |
| <i>pula</i> | ripe | <i>sefulu tolu</i> | thirteen |
| <i>puleā'oga</i> | principal | <i>sefulu valu</i> | eighteen |
| <i>pulepule</i> | multi-coloured | <i>selau</i> | hundred |
| <i>puletasi</i> | Samoan traditional costume | <i>selu</i> | comb |
| <i>pūlou</i> | hat | <i>sene</i> | cent |
| <i>pupuni</i> | cover or curtains | <i>Sētema</i> | September |
| | | <i>siapo</i> | tapa cloth |

| | | | |
|-------------------|---------------------|-----------------------|---------------------------|
| <i>si'i</i> | raise or lift | <i>talatalanoa</i> | discuss or chat |
| <i>siliva</i> | silver | <i>taliga</i> | ear |
| <i>sinā</i> | grey (hair) | <i>tālofa</i> | hello |
| <i>sipuni</i> | spoon | <i>tālofa e</i> | poor thing |
| <i>sipuniti</i> | teaspoon | <i>tālofa lava</i> | hello (formal) |
| <i>siva</i> | dance | <i>tama</i> | boy |
| <i>soifua</i> | farewell (or alive) | <i>tamā</i> | father |
| <i>soka</i> | soccer | <i>tamā matua</i> | grandfather |
| <i>sole</i> | boy | <i>tamaiti</i> | children |
| <i>soso'o</i> | join together | <i>tamaitiiti</i> | child |
| <i>suafa</i> | name (formal) | <i>tamatama'ilima</i> | finger |
| <i>su'esu'e</i> | search or find | <i>tamatama'ivae</i> | toe |
| <i>su'esu'ega</i> | research | <i>tamato</i> | tomato |
| <i>suga</i> | girl | <i>tamo'e</i> | run (singular) |
| <i>suipi</i> | a type of card game | <i>tāmomo'e</i> | run (plural) |
| <i>suka</i> | sugar | <i>tāne</i> | husband |
| <i>sukalati</i> | chocolate | <i>tāpolo</i> | golf |
| <i>susu</i> | breast or milk | <i>taputā'ele</i> | bathtub |
| <i>susū</i> | wet | <i>tāseni</i> | dozen |
| <i>Susū mai</i> | Welcome (formal) | <i>tasi</i> | one |
| <i>susuga</i> | sir/madam, Mr/Mrs | <i>tatau</i> | traditional Samoan tattoo |
| <i>tā</i> | hit or strike | <i>tātou</i> | us/we (three or more) |
| <i>ta'alo</i> | play (singular) | <i>tau</i> | cost or weather |
| <i>tā'a'alo</i> | play (plural) | <i>tau'au</i> | shoulder |
| <i>tā'aloga</i> | game | <i>tauagavale</i> | left side |
| <i>taeao</i> | tomorrow or morning | <i>taualuga</i> | last dance or roof |
| <i>tāfafā</i> | square | <i>taugatā</i> | expensive |
| <i>tāfala</i> | drummer | <i>taugōfie</i> | cheap or inexpensive |
| <i>tafatafa</i> | beside | <i>taulima</i> | bracelet or bangle |
| <i>tāfatolu</i> | triangle | <i>taumafa</i> | meal, eat (formal) |
| <i>tāga</i> | gesture or movement | <i>taumatau</i> | right side |
| <i>tagata</i> | person or people | <i>taunu'u</i> | arrive |
| <i>taimi</i> | time | <i>taupou</i> | chief's daughter |
| <i>ta'itasi</i> | one by one | <i>tausaga</i> | year |
| <i>tala</i> | story or tale | <i>tausi</i> | care |
| <i>tālā</i> | dollar | <i>tausitama</i> | babysitting |

| | | | |
|--------------------|--------------------------|------------------------|------------------------------------|
| <i>tausoga</i> | cousin | <i>tolusefulu</i> | thirty |
| <i>tautala mai</i> | speak/talk to me | <i>tolutulufā</i> | 3-3-4 (type of dance beat) |
| <i>tautaliga</i> | earrings | <i>to'oto'o</i> | walking stick |
| <i>te'a</i> | past (time) or dismissed | <i>tōtini</i> | socks |
| <i>tei</i> | sibling | <i>totogo</i> | spring up again (plants) |
| <i>teine</i> | girl | <i>totonu</i> | inside |
| <i>tele</i> | very | <i>to'ulu</i> | falling, drop (leaves, fruit) |
| <i>telē</i> | big or large | <i>tū</i> | stand |
| <i>televise</i> | television | <i>tua</i> | back or behind |
| <i>tēnisi</i> | tennis | <i>tuafafine</i> | sister |
| <i>Tēsema</i> | December | <i>tuāfale</i> | back of the house |
| <i>teu</i> | organise/tidy or store | <i>tuagane</i> | brother |
| <i>ti'eti'e</i> | ride | <i>tuai</i> | late or old (not fresh) |
| <i>tikerī</i> | degree | <i>tui</i> | fork |
| <i>tilotilo</i> | look | <i>tuiga</i> | Samoan ceremonial headgear |
| <i>timu</i> | rain | <i>tulilima</i> | elbow |
| <i>timu 'aisa</i> | hail (rain) | <i>tulivae</i> | knee |
| <i>timu tamō'e</i> | passing rain | <i>tulolo</i> | bend |
| <i>tīmuga</i> | raining | <i>tulou</i> | excuse me |
| <i>tinā</i> | mother | <i>tuputupu</i> | growing (singular) |
| <i>tinā matua</i> | grandmother | <i>tusi</i> | book or write or point (direction) |
| <i>tipi</i> | cut | <i>tusi vala'aulia</i> | written invitation |
| <i>tipitipi</i> | slice | <i>tusitusi</i> | writing |
| <i>tīpoti</i> | teapot | <i>tūto'atasi</i> | independence |
| <i>titina</i> | eraser | <i>tutū</i> | stand (plural) |
| <i>to'afia</i> | how many? (people) | <i>Tutuila</i> | island in American Sāmoa |
| <i>to'alua</i> | twosome / spouse | <i>tutupu</i> | growing (plural) |
| <i>toe</i> | again | <i>tu'u</i> | put, place, leave or give |
| <i>toeitiiti</i> | nearly | <i>ua</i> | neck |
| <i>tōfā soifua</i> | goodbye (formal) | <i>'Ua</i> | It is... |
| <i>tōfā</i> | goodbye | <i>'Ua 'ou fia</i> | I am wanting... |
| <i>togālā'au</i> | garden | <i>'Ua lava</i> | It's enough |
| <i>togi</i> | throw | <i>'Ua pa'ū</i> | It's fallen |
| <i>tōgiga</i> | uniform | | |
| <i>toleni</i> | training | | |
| <i>tolu</i> | three | | |

| | | | |
|------------------|--|-------------------|------------------|
| <i>'Ua sau</i> | It's here (arrived) | <i>va'ai i...</i> | look at... |
| <i>'Ua tā le</i> | It is (time) | <i>va'ai mai</i> | look this way... |
| <i>'Ua te'a</i> | It is past (time) | <i>vae</i> | foot |
| <i>'Ua toe</i> | It's nearly (time) | <i>vāega</i> | part or section |
| <i>uati</i> | clock or watch | <i>vai</i> | water |
| <i>ui'i</i> | youngest | <i>vaiao</i> | week |
| <i>uila</i> | bike | <i>vala'au</i> | call or invite |
| <i>'ula</i> | necklace | <i>vala'aulia</i> | invitation |
| <i>'ūlāfala</i> | necklace made of dried pandanus fruit | <i>valu</i> | eight |
| <i>uliuli</i> | black | <i>valuāpō</i> | late at night |
| <i>'ulo</i> | pot | <i>vase</i> | ruler |
| <i>ulu</i> | head | <i>vasega</i> | class (school) |
| <i>'ulu</i> | breadfruit | <i>vave</i> | quick or fast |
| <i>ulumatua</i> | eldest | <i>vaveao</i> | early morning |
| <i>umukuka</i> | kitchen | <i>veloveta</i> | velvet |
| <i>uō</i> | friend | <i>vevela</i> | hot |
| <i>'Upolu</i> | island in Sāmoa | <i>vine</i> | grape |
| <i>'upu</i> | word | <i>violē</i> | violet or purple |
| <i>uso</i> | sister or brother | <i>volipolo</i> | volleyball |

OVERVIEW OF THE MATĀ'UPU

| MATĀ'UPU | LEARNING INTENTIONS: |
|---|--|
| | By the end of this <i>matā'upu</i> , students will be able to: |
| <i>Folasaga:</i> (Introduction) | <ul style="list-style-type: none"> locate the group of islands that make up Sāmoa on the map of the Pacific Ocean identify other places where <i>gagana Sāmoa</i> is spoken recap the Samoan alphabet list similarities between Aotearoa New Zealand and Sāmoa respond to basic greetings and classroom instructions. |
| <i>Matā'upu 1:</i> <i>Tālofa!</i> (Hello) | <ul style="list-style-type: none"> greet and farewell teacher and friends using everyday <i>gagana Sāmoa</i> understand when, and with whom, to use the appropriate greeting and farewell. |
| <i>Matā'upu 2:</i> <i>Tālofa lava!</i> (Formal greetings) | <ul style="list-style-type: none"> use formal greetings appropriately introduce their parents using <i>gagana Sāmoa</i> use formal <i>gagana Sāmoa</i> to greet people. |
| <i>Matā'upu 3:</i> <i>E fia? E to'afia?</i> (How many?) | <ul style="list-style-type: none"> carry out simple conversations (using questions and answers about classroom objects) follow and respond to instructions recognise and begin to use numbers up to 20. |
| <i>Matā'upu 4:</i> <i>Aso ma Masina</i> (Days and Months) | <ul style="list-style-type: none"> state the days of the week state the date and the months in <i>gagana Sāmoa</i> identify significant dates. |
| <i>Matā'upu 5:</i> <i>'O ai? 'O le ā? 'O fea?</i> (Who? What? Where?) | <ul style="list-style-type: none"> use appropriate <i>gagana Sāmoa</i> to make friends use appropriate <i>gagana Sāmoa</i> to greet and seek information contribute to group discussion observe the way members of a family interact or relate to one another. |
| <i>Matā'upu 6:</i> <i>'O ā au mea nā e fai?</i> (What are you doing?) | <ul style="list-style-type: none"> use everyday <i>gagana Sāmoa</i> to seek more information have a simple conversation respond to simple questions. |
| <i>Matā'upu 7:</i> <i>Lo'u 'āiga</i> (My Family) | <ul style="list-style-type: none"> describe their family using <i>gagana Sāmoa</i> describe relationships between family members. |
| <i>Matā'upu 8:</i> <i>'Ua tā le fia?</i> (What's the time?) | <ul style="list-style-type: none"> indicate time and place ask for the time tell the time. |
| <i>Matā'upu 9:</i> <i>'O lō mātou fale</i> (Our House) | <ul style="list-style-type: none"> identify, name and locate rooms and objects in the house request personal information from others using appropriate and polite language. |

| MATĀ'UPU | LEARNING INTENTIONS: By the end of this <i>matā'upu</i> , students will be able to: |
|--|--|
| <i>Matā'upu 10:</i> <i>Toe Iloilo</i> (Revision). | <ul style="list-style-type: none"> • reflect on their past experiences and demonstrate new learning in completing set tasks • make comments on their learning experiences. |
| <i>Matā'upu 11:</i> <i>Le tau ma ona vāega</i> (The weather and seasons). | <ul style="list-style-type: none"> • ask and describe what the weather is like • identify the main seasons in Sāmoa and Aotearoa New Zealand. |
| <i>Matā'upu 12:</i> <i>Lo'u tino</i> (My body). | <ul style="list-style-type: none"> • label the parts of the body in <i>gagana Sāmoa</i> • describe actions the body can do. |
| <i>Matā'upu 13:</i> <i>Lā'ei ma lanu</i> (Clothes and colours). | <ul style="list-style-type: none"> • describe Samoan traditional attire • describe clothes for special and formal occasions • know how to say different colours in <i>gagana Sāmoa</i> • describe someone's physical appearance. |
| <i>Matā'upu 14:</i> <i>Siva ma fa'afiafiaga</i> (Performing Arts) | <ul style="list-style-type: none"> • experience a <i>sāsā</i> (drum dance), a <i>fa'ataupati</i> (slap dance), and a <i>mā'ulu'ulu</i> (action song). |
| <i>Matā'upu 15:</i> <i>Tā'aloga</i> (Sports and Games). | <ul style="list-style-type: none"> • recognise and use <i>gagana Sāmoa</i> to play and talk about sports and games. |
| <i>Matā'upu 16:</i> <i>Galuega taulima</i> (Handicrafts). | <ul style="list-style-type: none"> • make a Samoan handicraft • discuss the protocol of giving and receiving gifts in <i>fa'asāmoa</i>. |
| <i>Matā'upu 17:</i> <i>Mea'ai ma ona tāpenaga</i> (Food and meal preparation). | <ul style="list-style-type: none"> • say a simple <i>lotu</i> • discuss Samoan meal protocol • learn about a few Samoan dishes. |
| <i>Matā'upu 18:</i> <i>Fa'atauga i māketi</i> (Shopping at the markets). | <ul style="list-style-type: none"> • ask and respond to questions about buying and selling goods. |
| <i>Matā'upu 19:</i> <i>Vala'aulia</i> (Invitations). | <ul style="list-style-type: none"> • greet, address and invite people in formal and everyday <i>gagana Sāmoa</i> • introduce themselves, and give personal information, in a culturally appropriate way. |
| <i>Matā'upu 20: Mua Ō!... Muā!.</i> | <ul style="list-style-type: none"> • combine the <i>gagana</i> and Samoan culture learned and put it into practice with a class celebration. |

AUDIO CD INDEX

FOLASAGA: INTRODUCTION

- Track 1: Language Targets: Places in Sāmoa and some useful terms
- Track 2: *Mata'itusi o le gagana Sāmoa*
- Track 3: Alphabet Song

MATĀ'UPU 1: TĀLOFA (HELLO)

- Track 4: Language Targets: Greeting and farewell
- Track 5: Dialogue: OHT 1 (Common greetings between friends)
- Track 6: Dialogue: OHT 2 (Greetings and farewells with pictures)

MATĀ'UPU 2: TĀLOFA LAVA (FORMAL GREETINGS)

- Track 7: Language Targets: Greetings (formal) and introductions
- Track 8: Dialogue: OHT 1 (Worksheet 1)
- Track 9: Dialogue: OHT 2 (Introductions)

MATĀ'UPU 3: E FIA? E TO'AFIA? (HOW MANY?)

- Track 10: Language Targets: Numbers
- Track 11: Language Targets: Prepositions and how many?
- Track 12: Language Targets: Classroom instructions
- Track 13: Game: Simon Says *Fai mai le faiā'oga*
- Track 14: Number rhyme
- Track 15: Items in the classroom

MATĀ'UPU 4: ASO MA MĀSINA (DAYS AND MONTHS)

- Track 16: Language Targets: Days of the week
- Track 17: Language Targets: General terms
- Track 18: Language Targets: Months of the year
- Track 19: Language Targets: Significant dates
- Track 20: Days of the week song

MATĀ'UPU 5: 'O AI? 'O LE Ā? 'O FEA? (WHO? WHAT? WHERE?)

Track 21: Language Targets: Asking questions

MATĀ'UPU 6: 'O Ā AU MEA NĀ E FAI (WHAT ARE YOU DOING?)

Track 22: Language Targets: Questions and Answers

Track 23: Dialogue: What are you doing? OHT1

MATĀ'UPU 7: LO'U 'ĀIGA (MY FAMILY)

Track 24: Language Targets: Family members

Track 25: Language Targets: Introducing family members

MATĀ'UPU 8: 'UA TĀ LE FIA? (WHAT IS THE TIME?)

Track 26: Language Targets: Times of the day and daily activities

Track 27: Standard phrases for the time

MATĀ'UPU 9: 'O LŌ MATOU FALE (OUR HOUSE)

Track 28: Language Targets: Items in the home

Track 29: Dialogue: Items in the home OHT1

MATĀ'UPU 11: LE TAU MA ONA VĀEGA (THE WEATHER AND SEASONS)

Track 30: Language Targets: Weather and descriptions

Track 31: Language Targets: Seasons and descriptions

Track 32: Song: *Tolu manuiti*

MATĀ'UPU 12: LO'U TINO (MY BODY)

Track 33: Language Targets: Parts of the body

Track 34: Song: *Vaega o le Tino*

Track 35: Song: *Gaioiga o Vaega o lo'u Tino*

MATĀ'UPU 13: LĀ'EI MA LANU (CLOTHES & COLOURS)

Track 36: Language Targets: Items of clothing

Track 37: Language Targets: Colours and questions

Track 38: Colours song

MATĀ'UPU 14: SIVA MA FA'AFIIFIAGA (PERFORMING ARTS)

Track 39: Language Targets: Language of instructions

Track 40: Language Targets: Words for dance roles

Track 41: Language Targets: Words for dances and instruments

Track 42: Drum beat for *sāsā*

MATĀ'UPU 15: TĀ'ALOGA (SPORTS AND GAMES)

Track 43: Language Targets: Describing favourite sports

Track 44: Language Targets: I like to play

MATĀ'UPU 16: GALUEGA TAULIMA (HANDICRAFTS)

Track 45: Language Targets: Different crafts and items

MATĀ'UPU 17: MEA'AI MA ONA TĀPENAGA (FOOD AND MEAL PREPARATION)

Track 46: Language Targets: Ingredients, utensils and instructions

Track 47: Language Targets: Table talk

Track 48: Spoken *Lotu*

Track 49: Song *Fa'afetai mo le lalolagi*

MATĀ'UPU 18: FA'ATAUGA I MĀKETI (SHOPPING AT THE MARKETS)

Track 50: Language Targets: Money and items

Track 51: Language Targets: Buying items

Track 52: Language Targets: Describing items and measuring units

MATĀ'UPU 19: VALA'AULIA (INVITATIONS)

Track 53: Language Targets: Invitations

Track 54: Dialogue: Telephone conversation

MATĀ'UPU 20: MUA Ō!... MUĀ!

Track 55: Sāmoa National Anthem: *Vi'i o Sāmoa*

DVD INDEX

The *Folasaga* and *Mata'upu* 1 to 20 each have an accompanying section on the DVD that includes scenarios about Sina, her friends and her friendship with Malia, a student from Sāmoa that she has met over the Internet. The DVD also includes sections providing cultural and background information about Sāmoa.

FOLASAGA: INTRODUCTION

Scenario 1 students reciting the *Mata'itusi o le gagana Sāmoa*, the Samoan alphabet, and a brief description of Sāmoa and its history.

MATĀ'UPU 1: TĀLOFA (HELLO)

Scenarios 2 - 5 introduces the main character Sina, and covers introductions, greetings and farewells in everyday *gagana Sāmoa*.

MATĀ'UPU 2: TĀLOFA LAVA (FORMAL GREETINGS)

Scenarios 6 and 7 - greetings, introductions, farewells and responses in formal *gagana Sāmoa*.

MATĀ'UPU 3: E FIA? E TO'AFIA? (HOW MANY?)

Scenarios 8 and 9 - a game based on 'Simon says', numbers 1-20, counting and classroom items and a piece on schools in Sāmoa.

MATĀ'UPU 4: ASO MA MĀSINA (DAYS AND MONTHS)

Includes scenarios 10 and 11 - days and months of the year, and a piece on Sāmoa's Independence celebrations.

MATĀ'UPU 5: 'O AI? 'O LE Ā? 'O FEA? (WHO? WHAT? WHERE?)

Scenarios 12 and 13 - Sina and Malia's first Internet chat session and Malia's school principal pays a visit to her home.

MATĀ'UPU 6: 'O Ā AU MEA NĀ E FAI? (WHAT ARE YOU DOING?)

Scenario 14 - Sina is approached by her friends in the library to find out what she is doing.

MATĀ'UPU 7: LO'U 'ĀIGA (MY FAMILY)

Scenario 15 - Malia shows pictures of her family to Sina over the Internet. Includes a piece on family and community in *fa'asāmoa*.

MATĀ'UPU 8: 'UA TĀ LE FIA? (WHAT IS THE TIME?)

Scenarios 16 and 17 outline a typical school day for Malia.

MATĀ'UPU 9: 'O LŌ MĀTOU FALE (OUR HOUSE)

Includes Scenario 18 - Sina shows Malia a film of her home over the Internet, and a piece on the different types of *fale* in Sāmoa.

MATĀ'UPU 10: TOE ILOILO (REVISION)

Reflects on what has been learnt to encourage self assessment of learning achieved.

MATĀ'UPU 11: LE TAU MA ONA VAEGA (THE WEATHER AND SEASONS)

Scenario 19 Sina and Malia compare the weather in New Zealand and Sāmoa. There is a piece on the weather and seasons in Sāmoa.

MATĀ'UPU 12: LO'U TINO (MY BODY)

Scenarios 20, 21 and 22 include a class activities about parts of the body and everyday *gagana Sāmoa* as well as formal *gagana*.

MATĀ'UPU 13: LĀ'EI MA LANU (CLOTHES & COLOURS)

Scenario 23 - Sina and Malia discuss the weather and clothes worn in Sāmoa. There is a piece on clothing worn in Sāmoa.

MATĀ'UPU 14: SIVA MA FA'AFIAFIAGA (PERFORMING ARTS)

A piece on Samoan cultural performances.

MATĀ'UPU 15: TĀ'ALOGA (SPORTS AND GAMES)

Includes scenario 24 with students discussing after-school sports activities and a piece on sports in Samoan society.

MATĀ'UPU 16: GALUEGA TAULIMA (HANDICRAFTS)

Includes a piece on crafts and handicrafts in Sāmoa.

MATĀ'UPU 17: MEA'AI MA ONA TĀPENAGA (FOOD AND MEAL PREPARATION)

Scenarios 25 and 26 - Sina's family host a church minister for a meal.

MATĀ'UPU 18: FA'ATAUGA I MĀKETI (SHOPPING AT THE MARKETS)

Scenario 27 follows Malia and her aunty Lupe at the market. There is a piece on shopping and the different markets in Sāmoa.

MATĀ'UPU 19: VALA'AULIA (INVITATIONS)

Includes scenarios 28, 29 and 30 – formal and informal invitations, in writing and through a telephone conversation.

MATĀ'UPU 20: MUA Ō!... MUĀ!

Scenario 31 - Sina's class put on a Samoan cultural day.

FOLASAGA INTRODUCTION

TEACHER'S NOTES:

Folasaga means a display, presentation or introduction.

This unit can be taught in English with some formulaic expressions in *gagana Sāmoa*, which are given at the end of the *folasaga*. Everyday *gagana Sāmoa* will be used throughout this unit or *matā'upu*.

Identify students or parents / caregivers who are fluent speakers of *gagana Sāmoa* and are able to assist and where possible enlist their help.

By way of introduction and to welcome students to the first lesson, you can welcome them as they come in by saying *Tālofa*. Hello. If one responds, smile, and say again *Tālofa*.....(name). When all the students are seated, take the roll and as you call their names say *Tālofa* and encourage them to respond with *Tālofa*.

About Sāmoa

Sāmoa is a set of volcanic islands located east of the international dateline and south of the equator, approximately halfway between Hawai'i and New Zealand in the Pacific region of the Pacific Ocean, about four hours by plane from Auckland.

The Sāmoa group comprises two distinct territories, the independent state of Sāmoa, and the United States territory of Eastern Sāmoa or American Sāmoa. American Sāmoa is made up of the main island Tutuila, Aunu'u and the Manu'a group of islands. American Sāmoa is governed as a territory of the United States of America and has a population of over 57,000.

The independent state of Sāmoa, is made up of the larger islands of Savai'i and Upolu, and the smaller islands of Apolima, and Manono. The population of Sāmoa is over 185,000, it has a western style government, and is a member of the British Commonwealth. The official languages are *gagana Sāmoa* and English.

Fa'asāmoa is the Samoan way of life and includes *gagana Sāmoa* and *aganu'u fa'asāmoa*, customs and culture. Popular sports in Sāmoa include rugby, golf, netball, and a special brand of cricket, *kilikiti*. Sāmoa is close to the equator and its average temperature is a warm 26 degrees celsius. Because it is east of the international dateline, it is 23 hours behind New Zealand. In ancient times Samoan people skilled in navigation travelled on large multi-hull canoes to settle in different parts of the Pacific and in modern times, Samoans have continued to migrate extensively to settle in different parts of the world, including Australia and the United States of America, but especially New Zealand.

According to the 2006 census there were over 130,000 Samoans living in New Zealand. Most Samoans in New Zealand at that time were also born in New Zealand. In adapting *aganu'u fa'asāmoa* Samoan culture to the New Zealand context, the speakers of *gagana Sāmoa* have also become the third largest language group in New Zealand, according to the 2006 Census.

The purpose of the first learning task in *Lesona A* is to encourage students to see what they already know about Sāmoa. Ask students to offer words they already know before watching the DVD. The DVD gives background information and a **mind map** can be completed after watching the DVD. The

information could be mapped into categories, such as geography, history, sports and leisure, music and arts, food, and climate. As a cross-curricular task, students could further research an aspect of background information and present this to the class.

As the students volunteer familiar Samoan words, names or places, encourage them to have a go at spelling these as you develop the mind map with them. Refer also to the *mata'itusi o le gagana Sāmoa*. Encourage students to develop their own glossaries of *gagana Sāmoa* terms and meanings, noting in particular any new words they independently pick up as their interest in the *gagana* develops. At this stage, the teacher could explain that the vowels in *gagana Sāmoa* sound similar to those in te reo Māori, and that Polynesian languages have similarities because they are related.

Accuracy is not important at this introductory stage and the mind map can be used again when learning the correct spelling and pronunciation. Listen carefully to the DVD and CD to pick up the correct sounds or *fa'aleoga* (phonology).

Cultural knowledge

To develop an appropriate Samoan cultural learning environment explain that there are basic Samoan cultural values that you will expect to be in operation during this series of lessons. This discussion can also provide student(s) with an opportunity to make connections with their own language(s) and culture(s).

It is considered rude or impolite to talk when someone else is speaking so when one person is talking, everyone else listens.

Always say 'please' or *fa'amolemole* when you request something.

Always say 'thank you' or *fa'afetai* when you receive something including an answer to a question.

When passing someone who is either standing or sitting, it is polite to say 'excuse me' or *tūlou*.

When talking to someone, it is polite to sit down or at least squat down so that you are in a relatively lower position than the other person. However, in the classroom or when making a presentation, the speaker can be standing while the rest are seated.

Classroom Language

Here are some Samoan terms and phrases that will become more familiar as you work through the series. It should be made clear to students that they need to use *gagana Sāmoa* as much as possible outside the classroom and that this will speed up the learning process. Students also need to be aware that they need to take an active role in their learning by practising new language as often as possible.

| | |
|---------------------------------|------------------|
| <i>tālofa</i> | hello |
| <i>tōfā</i> | goodbye |
| <i>fa'amolemole</i> | please |
| <i>fa'afetai</i> | thank you |
| <i>fa'alogo mai</i> | listen |
| <i>tilotilo mai</i> | look this way |
| <i>nofo i lalo fa'amolemole</i> | sit down, please |

| | |
|-------------------------|---|
| <i>sau fa'amolemole</i> | come (here) please |
| <i>tūlou</i> | excuse me, (when passing in front of someone) |
| <i>lelei</i> | good |
| <i>mālō lava!</i> | well done! |

Please note that lessons are named using the order of the *mata'itusi o le gagana Sāmoa*.

| | |
|--------------------|-----------------------------|
| First lesson is | <i>Lesona A</i> |
| Second lesson is | <i>Lesona E</i> |
| Third lesson is | <i>Lesona I</i> |
| Unit 1 Lesson B is | <i>Matā'upu 1 Lesona E.</i> |

FOLASAGA: INTRODUCTION

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- locate the group of islands that make up Sāmoa on a map of the Pacific Ocean
- identify other places where *gagana Sāmoa* is spoken
- recite the Samoan alphabet
- list similarities between Aotearoa New Zealand and Sāmoa
- respond to basic greetings and classroom instructions.

Success Criteria:

- Students locate Sāmoa and American Sāmoa on a map in relation to Aotearoa New Zealand.
- Students recite the Samoan alphabet and are familiar with the sounds of *gagana Sāmoa*.
- Students make connections between known language(s) and *gagana Sāmoa* and between Aotearoa New Zealand and Sāmoa.
- Students respond to basic greetings and classroom instructions.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|--|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways and differently from English. • Make connections with students' own language (letters and sounds of the alphabet). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise that the target culture is organized in particular ways. • Students make connections with their own cultures and languages. | <p>Communication</p> <ul style="list-style-type: none"> • Give and respond to greetings. • Recognise and use classroom expressions and instructions. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise, respond to, and use relevant vocabulary. • Make connections with their own language(s). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Make connections with known culture(s). |
| Cross-curricular links: this lesson contains information which could be incorporated into a social studies unit. | |

| Language Targets | | |
|----------------------|-------------------------------|-------------------------------------|
| <i>Savai'i</i> | largest island in Sāmoa group | <i>Mata'itusi o le gagana Sāmoa</i> |
| <i>'Upolu</i> | main island in Sāmoa | Letters of the Samoan alphabet |
| <i>Manu'a</i> | an island in American Sāmoa | A <i>'ato</i> bag or basket |
| <i>Tutuila</i> | main island in American Sāmoa | E <i>'elefane</i> elephant |
| <i>Apolima</i> | an island in Sāmoa | I <i>'ili</i> saw |
| <i>Manono</i> | an island in Sāmoa | O <i>'ofu</i> dress or shirt |
| <i>'o le atunu'u</i> | the country | U <i>'ulu</i> breadfruit |
| <i>'o le motu</i> | the island | F (fā) <i>fale</i> house |
| <i>tautala mai</i> | talk or speak to me | G (nga) <i>gata</i> snake |
| <i>tālofa</i> | hello | L (la) <i>lā'au</i> tree |
| <i>tōfā</i> | good bye | M (mo) <i>moli</i> orange |
| <i>fa'alogo mai</i> | listen to me | N (nu) <i>nuanua</i> rainbow |
| <i>tilotilo mai</i> | look at me or watch me | P (pi) <i>pine</i> safety pin |
| <i>fa'amolemole</i> | please | S (sa) <i>salu</i> broom |
| <i>fa'ata'ita'i</i> | try or copy | T (ti) <i>tīpoti</i> teapot |
| <i>fa'afetai</i> | thank you | V (vi) <i>vine</i> grape |
| <i>tulou</i> | excuse me | H (he) <i>helikopa</i> helicopter |
| <i>gagana</i> | language | K (kā) <i>kapisi</i> cabbage |
| | | R (rō) <i>rosa</i> rose |

LESONA A

Suggested Resources:

- **A globe. (Teacher to provide)**
- *Mua Ō!* DVD and Audio CD.
- OHT 1 and OHT 2. A large map of the Pacific that includes New Zealand.
- OHT 3 and OHT 4. A large map of Sāmoa and American Sāmoa.
- Worksheet 1 and Worksheet 2.

Suggested Learning Tasks:

Greet the students using *Tālofa*.

Encourage students to reply to calling the roll with *Tālofa!*

1. Check students' prior knowledge by asking what they know about Sāmoa including Samoan words and famous Samoan people.

Write responses on the board using the suggested mind mapping method in the teacher's notes at the beginning of this *matā'upu*.

2. View the *Mua Ō!* Introductory DVD

Briefly discuss and identify points of interest from the DVD and record these on the mind map.

Refer back to the points raised in the mind mapping activity to confirm or amend.

3. Using OHT 2

Locate American Sāmoa (sometimes referred to as Eastern Sāmoa) on the map.

Note that Tutuila and Manu'a islands belong to American Sāmoa.

Locate Sāmoa (formerly called Western Sāmoa) on the map.

Name the two largest islands that make up Sāmoa. (Savai'i and Upolu).

Continue the process for locating:

- New Zealand
- Australia
- Tasmania
- The Tasman Sea
- The Pacific Ocean
- Papua New Guinea
- Tonga
- New Caledonia
- The Cook Islands

Display OHT 1 to check and amend locations.

Display OHT 3 to show the maps of Sāmoa and American Sāmoa.

The maps can now be put up on the wall.

4. In pairs, students complete Worksheet 1 and Worksheet 2 to locate places on the Samoan group of islands.

One student receives Worksheet 1 and the other student receives Worksheet 2.

The students then share information about their own map so that the other student can locate the places they have been asked to find on their worksheet.

Each student should not allow the other student to see their labelled maps until the task is completed and then they can show the other student to check their work.

OHT 4 shows fully labelled maps of Sāmoa and American Sāmoa.

5. Discuss what similarities and differences students identify between Sāmoa and New Zealand, and between Sāmoa and the student's home country, (if not one of these two).
6. Brainstorm some topics, for example: geography, history, sports and leisure, food, climate and famous people to research and present as a cross-curricular task, students could further research an aspect of background information and present this to the class.

LESONA E

Suggested Resources:

- *Mata'itusi o le gagana Sāmoa* Samoan alphabet frieze
- List of language targets
- *Mua Ō!* Audio CD
- **Travel brochures (Teacher to provide)**
- **Samoan calendars (Teacher to provide)**
- **Books on Sāmoa (Teacher to provide)**
- *Mua Ō!* DVD
- OHT 5

Suggested Learning Tasks:

You may wish to view the Introductory DVD again.

1. Use the alphabet (*mata'itusi o le gagana Sāmoa*) frieze as the class listens to the Audio CD, (track 2).
Students and teacher listen.
Students say the letters of the Samoan alphabet along with the CD two or three times.
2. Use the alphabet frieze and Audio CD (track 3) and OHT 5.
Sing along to the alphabet song.
What similarities and differences can students identify between the Samoan alphabet and other alphabets and sounds that they know?
The alphabet frieze can now be put up on the wall.
3. Students work in pairs to practise using the *mata'itusi o le gagana Sāmoa*. One student says a word from OHT 5 and Language Targets list, and their partner spells the word using the Samoan alphabet.
4. Students plan their informative posters and confirm their small research topic on some specific aspect of Sāmoa.

LESONA I

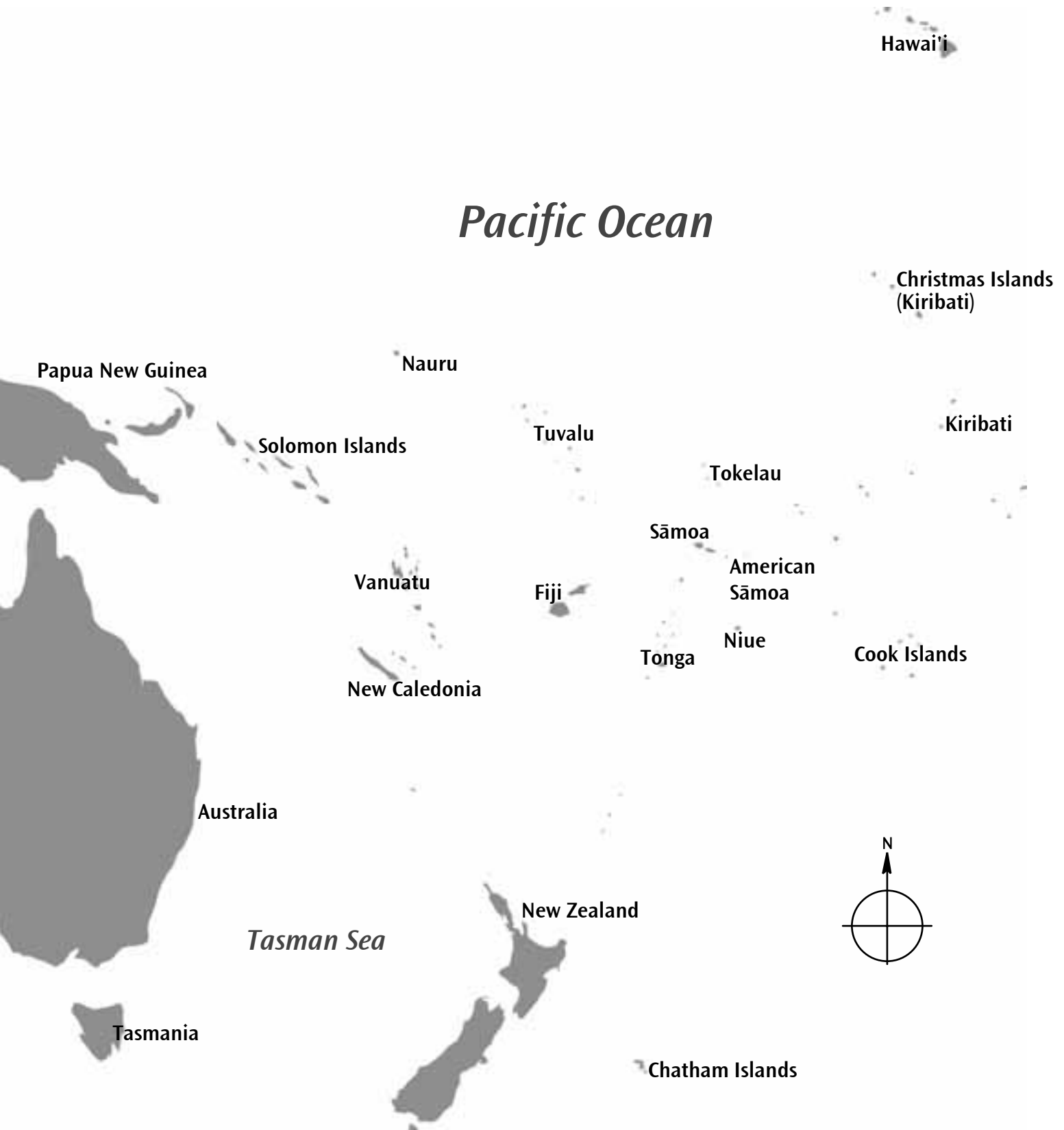
Suggested Resources:

- Art material (Teacher to provide)
- Poster paper (Teacher to provide)
- Information resources (Teacher to provide)

Suggested Learning Tasks:

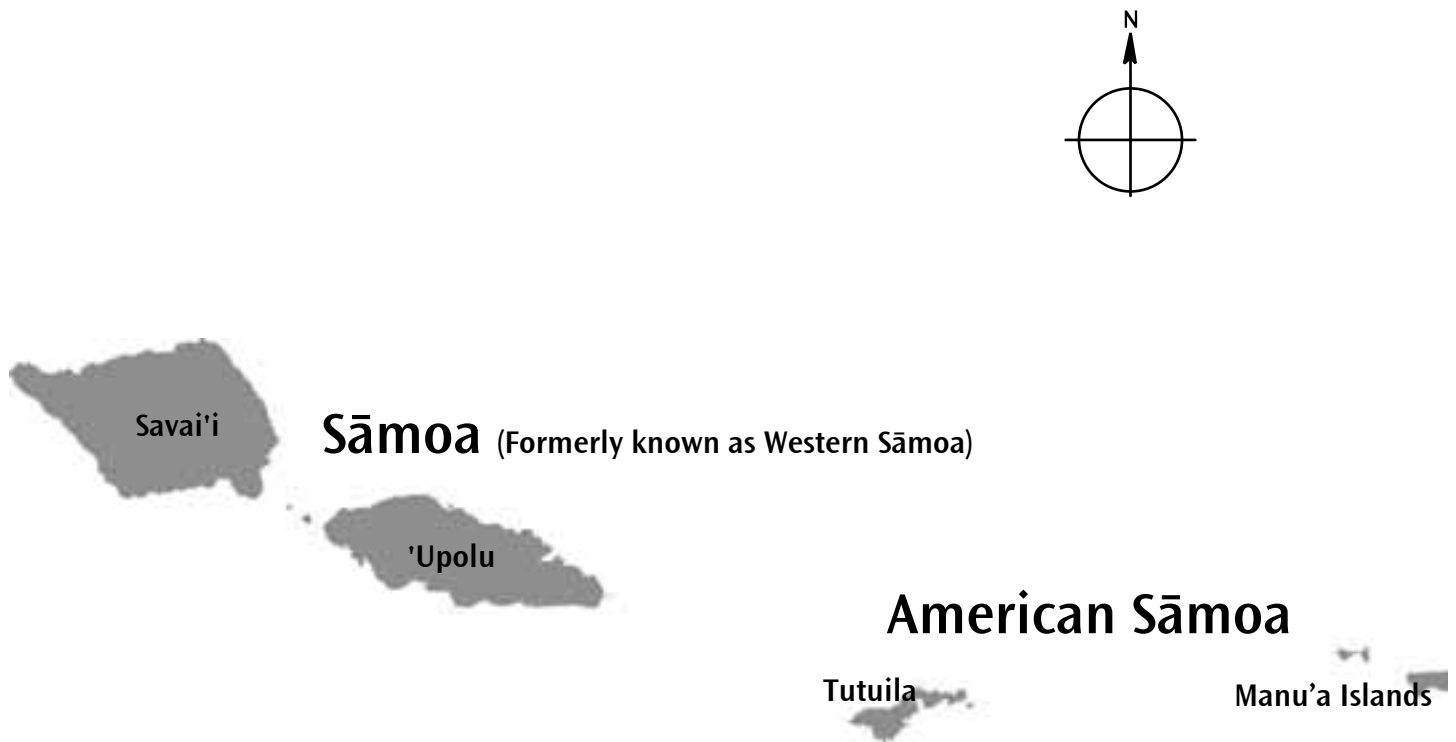
1. Students spend this lesson creating posters.
2. Students share their research findings with a peer or the class. Encourage students to provide two key focus questions or make up a crossword based on the information they share. This encourages the other learners to be actively engaged in seeking new information. The students presenting can check the answers at the end of their presentation. Encourage students to start their presentation with *Tālofa* (hello) and end it by saying *Fa'afetai* (thank you).
3. The posters can be used again later in the course for students to see how their knowledge has changed and add to their posters as they learn more.

Map of Pacific Ocean



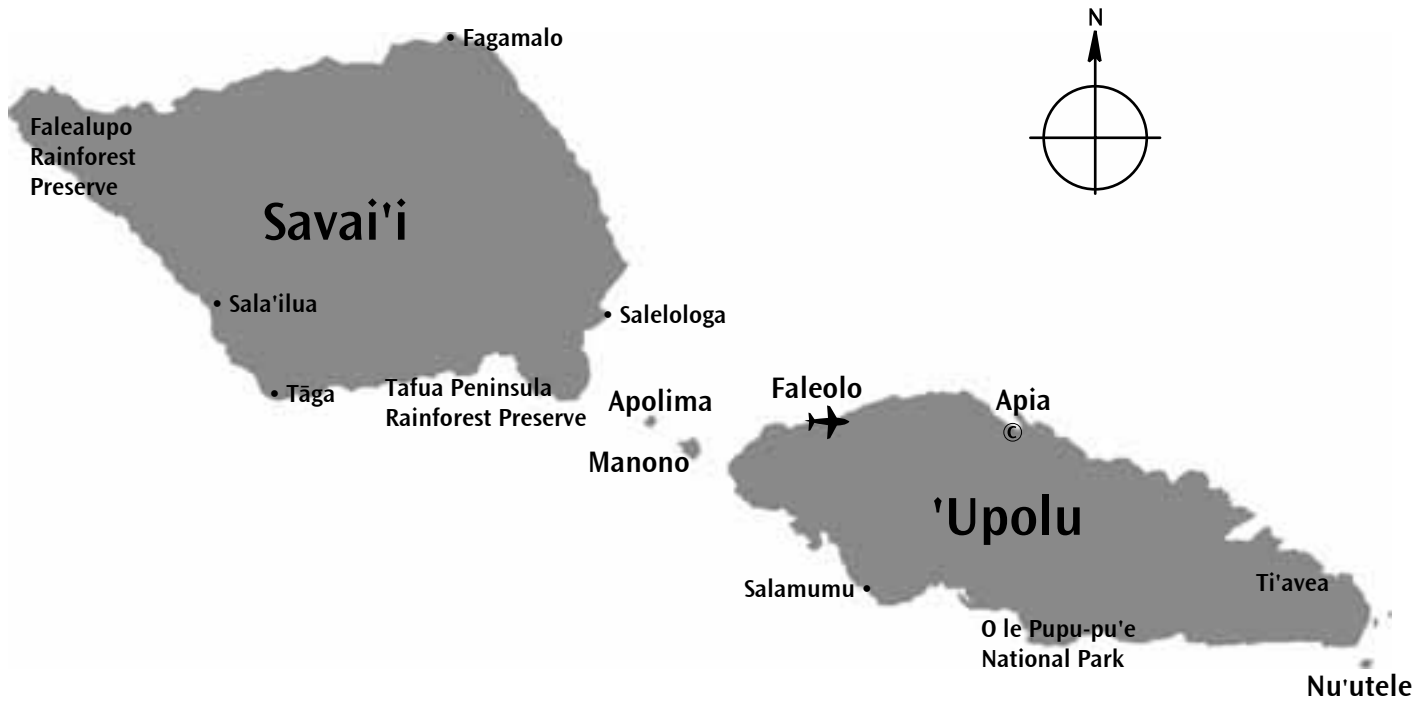


Map of Sāmoa & American Sāmoa

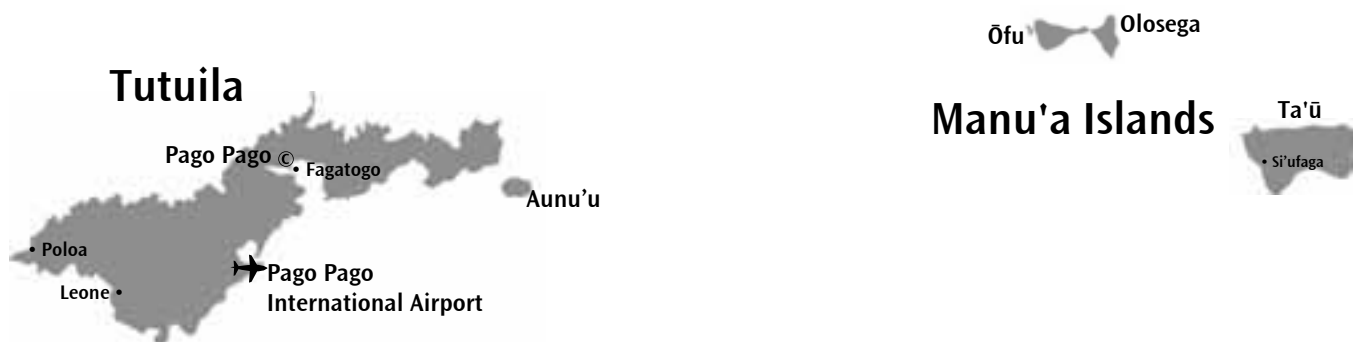


Folasaga | OHT 4

Map of Sāmoa



Map of American Sāmoa



Folasaga | OHT 5

Mata'itusi o le Gagana Sāmoa

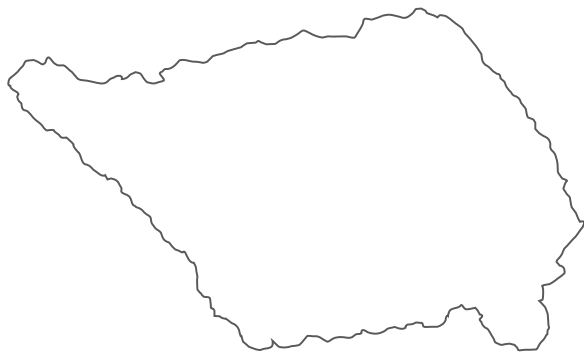
Letters of the Samoan alphabet

| | | |
|---|--------------------|--------------------|
| A | <i>'ato</i> | (bag or basket) |
| E | <i>'elefane</i> | (elephant) |
| I | <i>'ili</i> | (saw) |
| O | <i>'ofu</i> | (dress or shirt) |
| U | <i>'ulu</i> | (breadfruit) |
| F | <i>(fa) fale</i> | (house) |
| G | <i>(ga) gata</i> | (snake) |
| L | <i>(la) lā'au</i> | (tree) |
| M | <i>(mo) moli</i> | (orange) |
| N | <i>(nu) nuanua</i> | (rainbow) |
| P | <i>(pi) pine</i> | (pin or hair clip) |
| S | <i>(sa) salu</i> | (broom) |

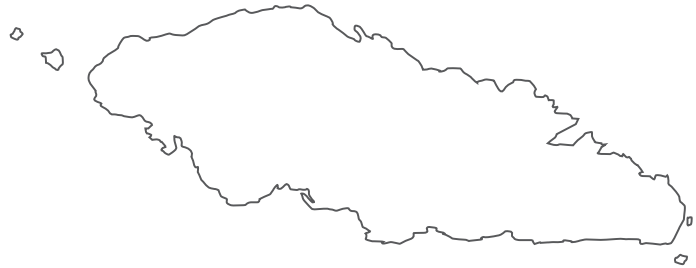
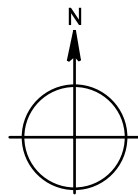
A e fa'ai'u i le

| | | |
|---|----------------------|--------------|
| T | <i>(ti) tīpoti</i> | (teapot) |
| V | <i>(vi) vine</i> | (grape) |
| H | <i>(he) helikopa</i> | (helicopter) |
| K | <i>(ka) kāpisi</i> | (cabbage) |
| R | <i>(ro) rosa</i> | (rose) |

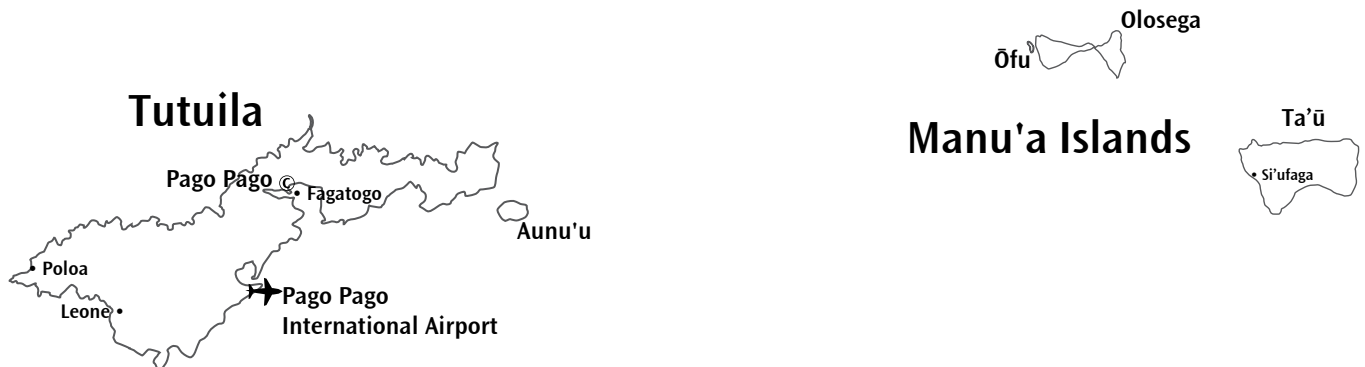
Map of Sāmoa



- Write the names beside the islands
- Mark and name the international airport
- Mark and name the Capital of Sāmoa
- Mark and name two National Parks or Preserves
- Mark and name the following villages:
 - Ti'avea
 - Tāga
 - Fagamalo



Map of American Sāmoa

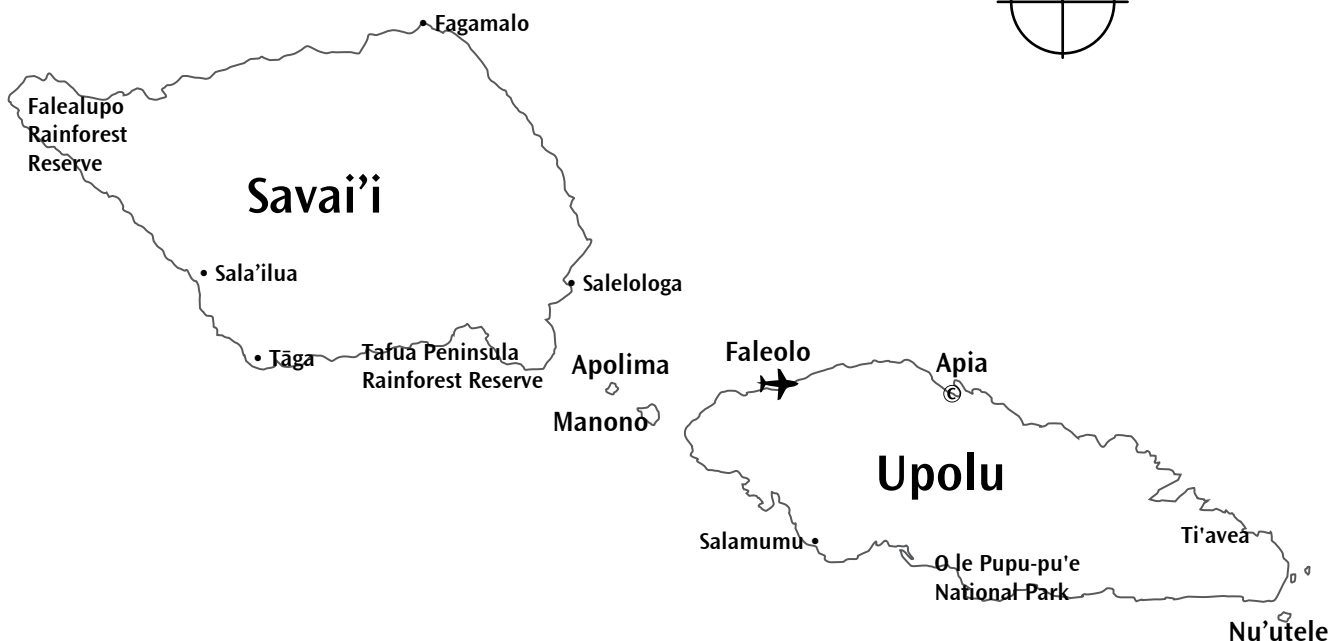


Map of American Sāmoa

- Write the names beside the islands
 - Ōfu
 - Olosega
 - Ta'ū
 - Tutuila
- Mark and name the international airport
- Mark and name the Capital of American Sāmoa
- Mark and name Aunu'u Island
- Mark and name the village of Leone



Map of Sāmoa



Folasaga | Audio CD Transcript**Track 1: Language Targets: Places in Sāmoa and some useful terms*****Fa'alogo ma fa'ata'ita'i.****Savai'i**'Upolu**Manu'a**Tutuila**Apolima**Manono**'o le atunu'u**'o le motu**tautala mai**tālofa**tōfā**fa'alogo mai**tilotilo mai**fa'amolemole**fa'ata'ita'i**fa'afetai**tulou**gagana***Track 2: Mata'itusi o le gagana Sāmoa (Samoan Alphabet)**A *'ato*E *'elefane*I *'ili*O *'ofu*U *'ulu*F *fale*G *gata*L *lā'au*M *moli*N *nuanua*P *pine*S *salu*T *tīpoti*V *vine*H *helikopa*K *kapisi*R *rosa*

Track 3: Alphabet Song

A 'ato, E 'elefane

I 'ili, O 'ofu

U 'ulu, F fale

G, gata, L lā'au

Moli, N nuanua

P pine, S salu

Ae fa'ai'u i le T, tīpoti, V, vine

H, helikopa, K, kāpisi, R, rosa

Folasaga | DVD Transcript**Scenario 1: Alphabet**

Students state a letter of the alphabet, and a word starting with that letter. Each student then shows, points to or demonstrates that word.

| | | |
|----|-----------------|------------|
| Aa | <i>'ato</i> | bag |
| Ee | <i>'elefane</i> | elephant |
| Ii | <i>'ili</i> | saw |
| Oo | <i>'ofu</i> | clothing |
| Uu | <i>'ulu</i> | breadfruit |

Cut back to presenters.

Cut back to students.

| | | |
|----|-----------------|------------------------|
| Ff | <i>fale</i> | house |
| Gg | <i>gata</i> | snake |
| Ll | <i>lā'au</i> | tree |
| Mm | <i>moli</i> | orange |
| Nn | <i>nuanua</i> | rainbow |
| Pp | <i>pine</i> | hairclip or safety pin |
| Ss | <i>salu</i> | Samoan broom |
| Tt | <i>tīpoti</i> | teapot |
| Vv | <i>vine</i> | grapes |
| Hh | <i>helikopa</i> | helicopter |
| Kk | <i>kāpisi</i> | cabbage |
| Rr | <i>rosa</i> | rose |

Folasaga | DVD Transcript - Cultural & Background Information

The Sāmoa group is a series of volcanic islands located east of the international dateline, south of the equator, and about halfway between Hawaii and New Zealand in the Pacific Ocean. Because Sāmoa is close to the equator, its average temperature is a warm 26.5 degrees celsius. The Sāmoa group is made up of two distinct countries or *atunu'u*, the independent state of Sāmoa, formerly known as Western Sāmoa and the United States territory of Eastern or American Sāmoa. American Sāmoa is made up of the islands or *motu* of Tutuila, Aunu'u, and the Manu'a group of Olosega, Ta'ū and 'Ofu. The population of American Sāmoa is over 57,000.

The independent state of Sāmoa, comprises two large *motu*, Savai'i and 'Upolu and a number of smaller islands including Apolima and Manono. Sāmoa has a Western style government, and is a member of the British Commonwealth. The population of Sāmoa is over 185,000, and the official languages are *gagana Sāmoa* and English.

Fa'asāmoa is the Samoan way of life and includes the language, or *gagana*, its customs and culture or *aganu'u*. Popular sports in Sāmoa include rugby – *lakapī*, league - *likī*, golf - *tāpolo*, volleyball - *voli*, netball - *netipolo*, and *kirikiti*, Samoan's adapted version of cricket, and *tū'uga fautasi*, or long boat regatta.

The early Samoans were skilled navigators who traveled in large multi-hull canoes. In more modern times, Samoans have continued to migrate to different parts of the world, including Australia, the United States of America, and in particular New Zealand. There are over 130,000 Samoans living in New Zealand, most of them New Zealand born. Speakers of *gagana Sāmoa* make up the third largest language group in New Zealand.

MATĀ'UPU 1: TĀLOFA! HELLO!

TEACHER'S NOTES

When greeting people in *gagana Sāmoa*, *tālofa* is used at any time of the day or night. The response is *tālofa* or *mālō*. Or it could be *tālofa lava* or *mālō lava*. They both mean the same thing.

'O ā mai 'oe? means 'how are you?', 'O ā mai, means 'how are' and 'oe means 'you'. Remember every vowel is sounded and notice where the macrons are placed, the vowels with macrons are longer.

In this *matā'upu*, students learn these basic greetings and responses by practising them on one another. Try speaking slowly until the correct pronunciation is achieved. Remember that a macron above a vowel indicates emphasis. Listen carefully to the Audio CD then try adding names or a few new words to make conversation. This should be kept very simple. Here's a simple conversation between Mary and John for example:

| | |
|--------------------------------|--------------------|
| Mary: <i>Tālofa John.</i> | Hello John. |
| John: <i>Tālofa Mary.</i> | Hello Mary. |
| Mary: 'O ā mai 'oe John? | How are you John? |
| John: <i>Manuia fa'afetai.</i> | Well, thank you. |
| John: 'Ae 'o ā mai 'oe? | But how about you? |
| Mary: <i>Manuia fa'afetai.</i> | Well, thank you. |

Singular and Plural:

Note the following variations.

| | | |
|------------------------------|------------------|------------------|
| 'oe - you (one only) | 'O ā mai 'oe? | How are you? |
| 'oulua - you (two only) | 'O ā mai 'oulua? | How are you two? |
| 'outou - you (three or more) | 'O ā mai 'outou? | How are you? |

Abbreviations

When people converse in everyday *gagana Sāmoa* they often use abbreviated words and phrases. For example instead of *tōfā* for goodbye, they may just say *fā*.

| | |
|-------------------------|---------------|
| John: <i>Tōfā Sina.</i> | Goodbye Sina. |
| Sina: <i>Fā John.</i> | Goodbye John. |

As in English, speakers of *gagana Sāmoa* have also adopted some popular idioms or slang words to use in everyday conversations. You are introduced to a couple of commonly used terms in this *mata'upu*, *suga* for girl and *sole* for boy. These are terms of endearment used in ordinary conversation between close friends and among family members.

Cultural Aspects

Conversations are often animated, particularly among young people, and are usually accompanied by a lot of laughter. Often conversations are conducted without eye contact between the speakers, in fact most likely the speaker's eyes are moving to and fro between the other person and the surroundings. This is quite normal and acceptable. Traditionally it was deemed disrespectful to look someone in the eye when they speak to you as this could be considered a form of threat or to be questioning authority. Discuss this aspect with students and encourage them to share their knowledge of their known culture(s).

Implications for teaching:

In the context of New Zealand schools therefore it may be necessary to coax a Samoan student to look a teacher in the eye when in conversation, but don't be upset if the student finds it difficult at first. Remember that when Samoan students do not look a teacher in the eye, it does not mean that they are shifty or being dishonest, rather that they are being respectful.

MATĀ'UPU 1: TĀLOFA! HELLO!

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- greet and farewell their teacher and friends using everyday *gagana Sāmoa*.
- understand when and with whom to use appropriate greetings and farewells.

Success Criteria:

- Students greet and farewell their teacher and friends.
- Students understand when, and with whom, to use the appropriate greeting or farewell.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Make connections with students' own language. • Understand and use familiar expressions and everyday vocabulary (recognise and respond to greetings, and farewells). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise that the target culture is organized in particular ways. • Students make connections with their own cultures and languages (how and to whom respect is shown). | <p>Communication</p> <ul style="list-style-type: none"> • Recognise and use classroom expressions and instructions. • Give and respond to greetings, farewells, thanks, and introductions. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise, respond to and use relevant vocabulary, simple structures. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • Position themselves appropriately when relating to others. |

Language Targets

| | | | |
|-----------------------------|------------------------------|-------------------------|------------------------|
| <i>tālofa</i> | hello | <i>lou faiā'oga</i> | your teacher |
| <i>mālō</i> | hello | <i>lo'u faiā'oga</i> | my teacher |
| <i>tālofa lava</i> | hello (formal) | <i>lau uō</i> | your friend |
| <i>tālofa lava faiā'oga</i> | hello teacher | <i>la'u uō</i> | my friend |
| <i>manuia</i> | well or fine | <i>tālofa sole</i> | hello boy (idiomatic) |
| <i>lelei</i> | good | <i>tālofa suga</i> | hello girl (idiomatic) |
| <i>tele</i> | very | <i>fa'afetai</i> | thank you |
| <i>'O ai lou igoa?</i> | What is your name? | <i>tōfā</i> | goodbye |
| <i>'O lo'u igoa o</i> | My name is | <i>tōfā soifua</i> | goodbye (formal) |
| <i>'O ā mai 'oe?</i> | How are you? (singular) | <i>'o le tamaitiiti</i> | the child |
| <i>'O ā mai 'oulua?</i> | How are you? (two) | <i>'o tamaiti</i> | the children |
| <i>'O ā mai 'outou?</i> | How are you? (three or more) | <i>tālofa tamaiti</i> | hello children |
| <i>Manuia fa'afetai.</i> | Well thank you. | <i>'o le teine</i> | the girl |
| <i>lelei tele</i> | very good | <i>'o le tama</i> | the boy |
| <i>'ae ā 'oe?</i> | but what about you? | <i>feoloolo lava</i> | OK |
| | | <i>manuia le aso</i> | have a good day |

LESONA A

Suggested Resources:

- Samoan alphabet frieze
- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1
- *Folasaga* OHT 5

Suggested Learning Tasks:

Greet students with *Tālofa*

1. Revise the Samoan alphabet (*Mata'itusi o le gagana Sāmoa*), and have the students join in and sing the alphabet song. (*Folasaga* OHT 5).
2. Watch the DVD segment asking students to pay particular attention to the greetings and conversations taking place.
3. Using OHT 1 (Greetings/ Farewells with pictures) and Audio CD (Track 5)
Introduce the greetings and explain when and how they are used.
Explain that there are three language levels in *gagana Sāmoa*:
Everyday *gagana Sāmoa*, formal *gagana Sāmoa* and *gagana fa'amatai*.
Advise the students that this course concentrates on everyday *gagana Sāmoa* but that some formal *gagana Sāmoa* will be introduced.
4. Listen to the Audio CD again (Track 5)
Students listen to the CD and at the same time read the phrase and view the picture on the OHT1. Repeat each phrase to practise pronunciation.
5. Farewell students at the end of class
Tōfā tamaiti and students respond *Tōfā faiā'oga*.

LESONA E

Suggested resources:

- List of language targets
- *Mua Ō!* Audio CD
- Worksheet 1
- OHT 1 and OHT 2
- *Mua Ō!* DVD

Suggested Learning Tasks:

1. Using OHT 1 (Greetings/ Farewells with pictures) and Audio CD (track 5) and DVD.
Go over the phrases once again to remind students about what was learned in *Lesona A*.
2. Using Audio CD (Track 6) and OHT 2.
Students listen to the CD, and read phrases on OHT 2.
Students repeat the phrases.
3. Hand out Student Worksheet 1
In pairs students say the phrase in the left column, then discuss and match it with the appropriate response from the pictures and phrases in the right column.
Use OHT 2 for answers.
Worksheet 1 can be cut up and put in envelopes for students to play card games like 'Fish' or 'Memory' to find a match.
4. DVD: Without sound
Select a certain part of the DVD clip which targets the language you want students to revise.
View the short clip where students are speaking the language in context. However mute the sound
OR pause the DVD before/after the expressions are used.
Ask students to predict the language being used in this context.
Replay the clip to confirm/clarify their predictions.
5. Remind students about the informal and formal aspects of *gagana Sāmoa*. Explain to students that to acknowledge the status difference between teacher and student there is a more appropriate farewell for students to use when saying goodbye to an adult *Tōfā soifua*.
6. Farewell students at the end of class.
Tōfā tamaiti and students now respond *Tōfā soifua faiā'oga*.

LESONA I

Suggested resources:

- List of language targets
- *Mua Ō!* Audio CD
- OHT 1 and OHT 2
- Worksheets 2 and 3

Suggested Learning Tasks:



1. Using Audio CD (track 5 and 6) and OHT 1 and OHT 2.
Go over the phrases once again to remind students about what was learned in *LESONA A* and *LESONA E*.
2. Hand out Student Worksheet 2.
A list of phrases is given on Worksheet 2. Cartoon pictures with speech bubbles are given.
Students work in pairs to select the appropriate phrase and write it into the speech bubbles.
Use OHT 2 for answers.
3. Students can now practise their greetings and farewells in pairs or threes.
4. Students form two circles, one inside the other, and face each other.
They greet the student they are facing and then farewell them. The circles then move in opposite directions so that each person in each circle has greeted and farewelled each person in the other circle.
This activity can also be used with students holding a picture of another peer or a famous person. The other students then greet this person in everyday *gagana Sāmoa* by name, or using *sole* or *suga*.
5. Remind students again about the different levels of *gagana Sāmoa*. In this unit we have concentrated on everyday *gagana Sāmoa*. Greetings and farewells using formal *gagana Sāmoa* are the focus of the next unit.

Homework or Extension Activity:

Worksheet 3 can be given to students to write in appropriate phrases in the empty speech bubbles.

Matā'upu 1 | OHT 1

Standard Conversation

Tālofa Hello

Tālofa Hello

'O ai lou igoa? What is your name?

'O lo'u igoa o..... My name is.....

'O ā mai oe? How are you?



Manuia fa'afetai. Fine/well thank you.
'Ae ā 'oe? How about you?

Manuia fo'i fa'afetai I am fine also thank you.

Tōfā Goodbye.

Tōfā Goodbye.

Common greetings between friends

Sole, mālō! Boy, Hi!

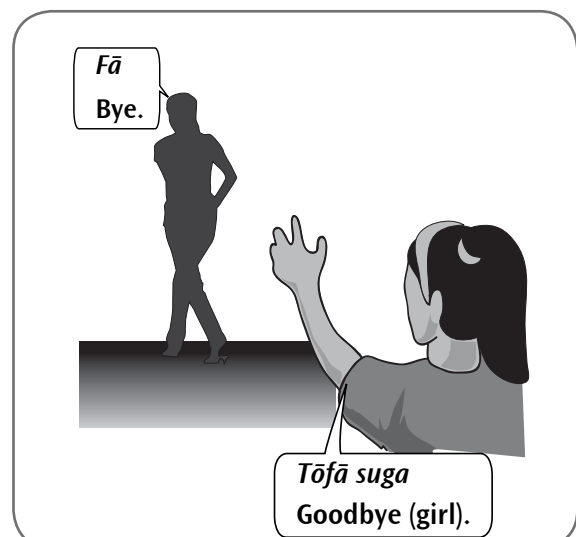
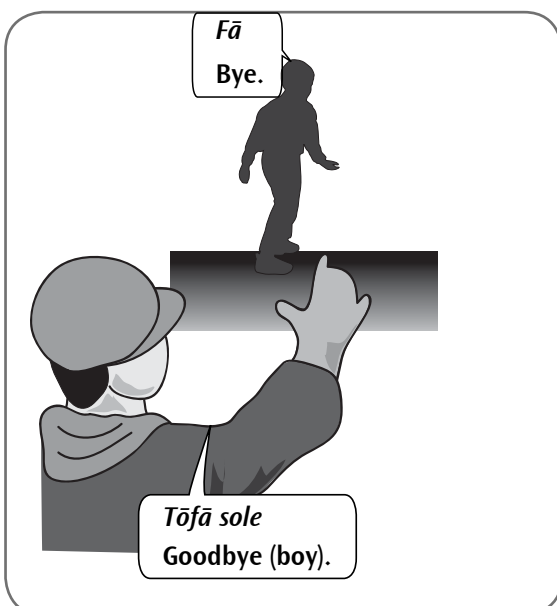
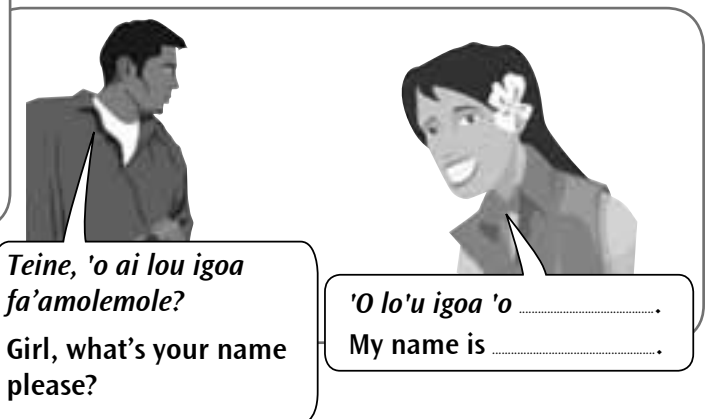
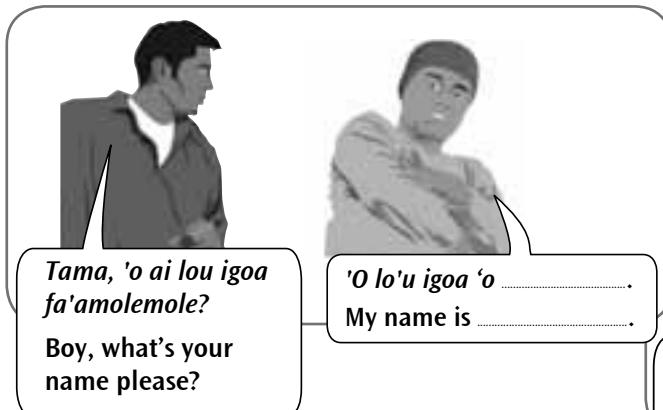
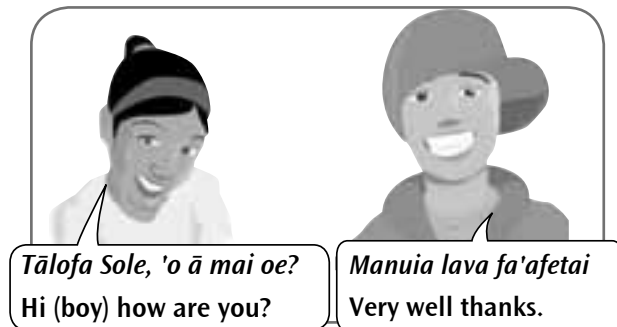
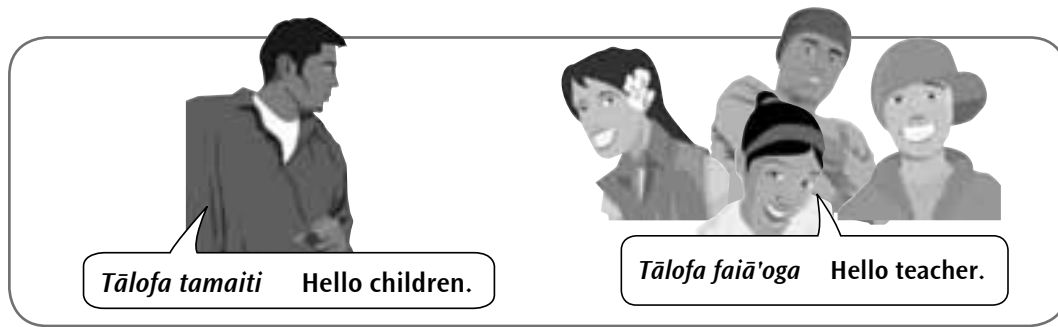
Suga, mālō! Girl, Hi!

'O ā mai oe? How are you?

Feoloolo ā. OK or Not bad
'la fā Well, bye.

Fā Bye.

Matā'upu 1 | OHT 2



Matā'upu 1 | Worksheet 1

Match the picture and phrase in the left column with the appropriate picture and phrase in the right column



Tālofa Sole, 'o ā mai oe?



Tālofa tamaiti.



Suga, Mālō, 'O ā mai oe?



Tama, 'o ai lou igoa fa'amolemole?




Tōfā sole.



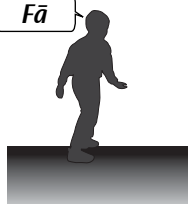
Teine, 'o ai lou igoa fa'amolemole?




Tōfā suga.




'O lo'u igoa 'o




Fā




Feoloolo ā




Fā



'O lo'u igoa 'o



Manuia lava fa'afetai.



Tālofa faiā'oga.

Matā'upu 1 | Worksheet 2

Select the correct phrase from the list below and write it in the appropriate speech bubble.

Tālofa tamaiti.

Tālofa faiā'oga.

Tālofa sole, 'o ā mai 'oe?

Manuia lava fa'afetai.

Suga, mālō, 'o ā mai 'oe?

Feoloolo ā.

Tama, 'o ai lou igoa fa'amolemole?

'O lo'u igoa 'o

Teine, 'o ai lou igoa fa'amolemole?

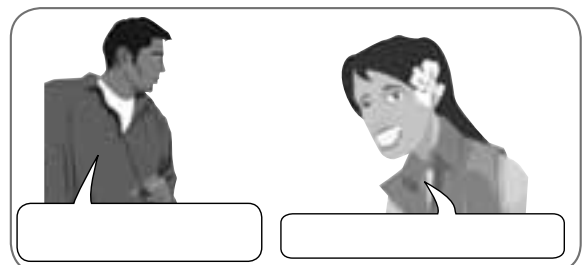
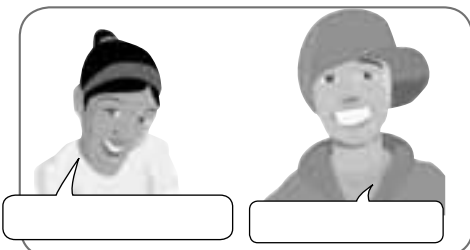
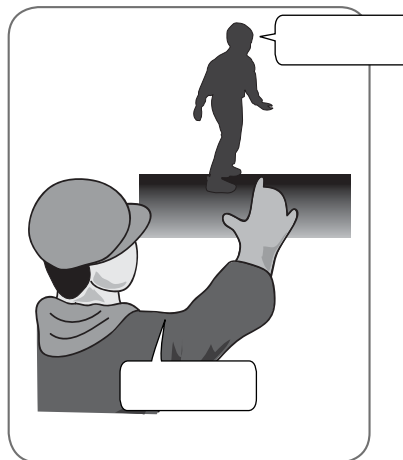
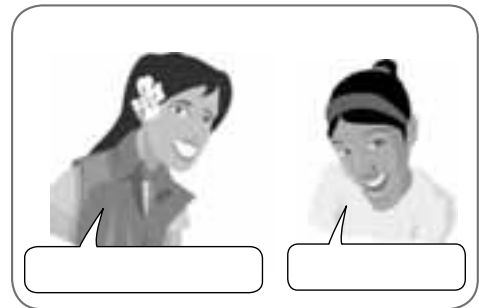
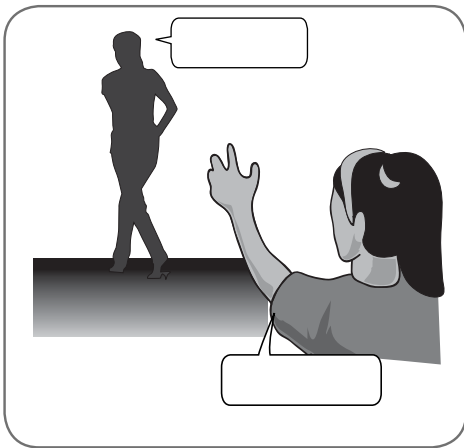
'O lo'u igoa 'o

Tōfā sole

Tōfā suga

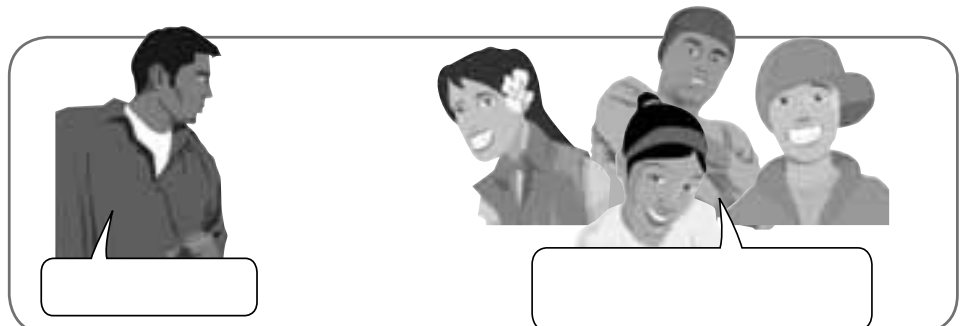
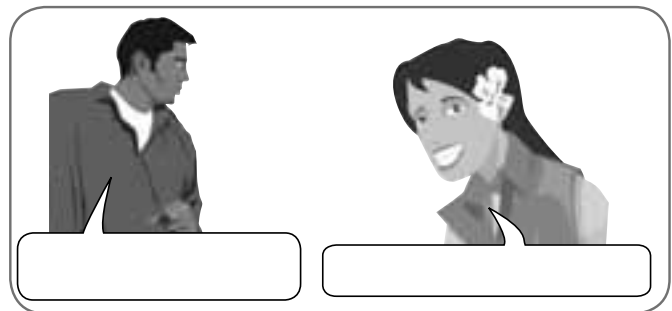
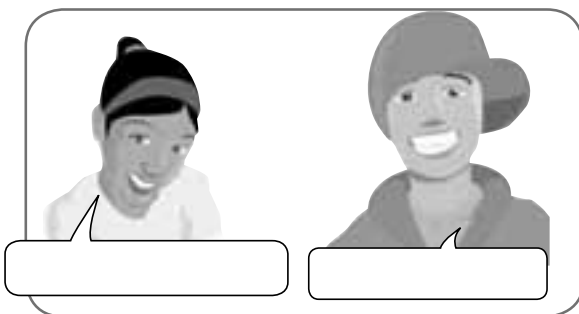
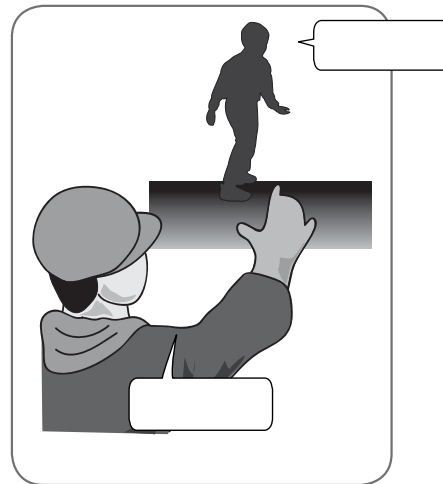
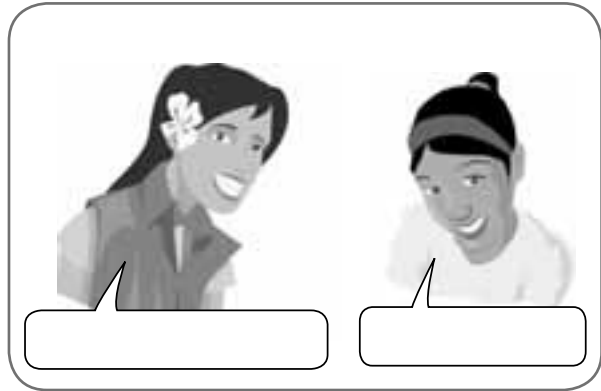
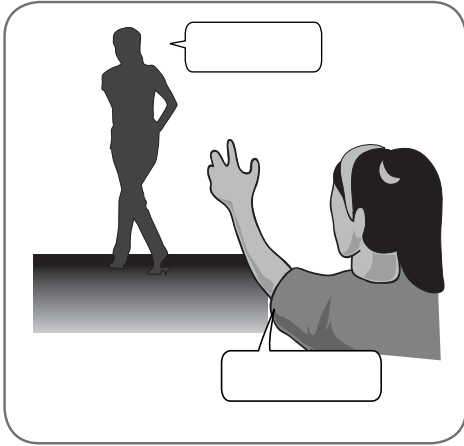
Fā

Fā



Matā'upu 1 | Worksheet 3

Write out appropriate phrases for each set of pictures.



Matā'upu 1 | Audio CD Transcript**Track 4: Language Targets: Greeting and farewell*****Fa'alogo ma fa'ata'ita'i.****tālofa**mālō**tālofa lava.**tālofa lava faiā'oga.**manuia**lelei**tele**'O ai lou igoa?**'O lo'u igoa o**'O ā mai 'oe?**'O ā mai 'oulua?**'O ā mai 'outou?**manuia fa'afetai.**lelei tele**'ae ā 'oe?**lou faiā'oga**lo'u faiā'oga**lau uō**la'u uō**tālofa sole.**tālofa suga.**fa'afetai**tōfā**tōfā soifua.**'o le tamaitiiti**'o tamaiti**tālofa tamaiti.**'o le teine**'o le tama**feoloolo lava**manuia le aso*

Track 5: Dialogue: OHT 1 (Common greetings between friends)

Standard Conversation

A: *Tālofa.*

B: *Tālofa.*

A: *'O ai lou i goa?*

B: *'O lo'u i goa o*

A: *'O ā mai 'oe?*

B: *Manuia fa'afetai. 'Ae ā 'oe?*

A: *Manuia fo'i fa'afetai.*

B: *Tōfā.*

A: *Tōfā.*

Common greetings between friends

A: *Sole, mālō!*

B: *Suga, mālō! 'O ā mai 'oe?*

A: *Feoloolo ā. 'Ia fā.*

B: *Fā.*

Track 6: Dialogue: OHT 2 (Greetings and farewells with pictures)

Teacher: *Tālofa tamaiti.*

Class: *Tālofa faiā'oga.*

Girl: *Tālofa sole, 'o ā mai oe?*

Boy: *Manuia lava fa'afetai.*

Girl: *Suga, Mālō, 'O ā mai oe?*

Girl: *Feoloolo ā.*

Teacher: *Tama, 'o ai lou i goa fa'amolemole?*

Boy: *'O lo'u i goa o*

Teacher: *Teine, 'o ai lou i goa fa'amolemole?*

Girl: *'O lo'u i goa o*

Boy: *Tōfā sole.*

Boy: *Fā.*

Girl: *Tōfā suga.*

Girl: *Fā.*

Matā'upu 1 | DVD Transcript**Scenario 2: Introduction to Sina.**

Sina runs out of the family home and moves towards the camera as she cheerfully introduces herself in *gagana Sāmoa* and then in English (voiceover).

Sina

Tālofa, o lo'u i'goa o Sina.

Hello, my name is Sina.

'Ua sefulu lua nei o'u tausaga,

I am twelve years old,

ma 'ou te nofo i Aukilani ma lo'u 'āiga.

and I live in Auckland with my family.

'O lo'u tamā lea,

this is my father,

'o lo'u tinā lea,

this is my mother.

Cut to Sina's teachers at school.

Sina

'O Mr Tomasi ma Mrs Robinson suafa o a'u faiā'oga.

E lelei lava a'u faiā'oga.

(Mr Tomasi and Mrs Robinson are the names of my teachers.

My teachers are great.)

Return to Sina's home where Sina has finished breakfast. Sina picks up her school bag and walks towards the door as her father Ioane bids her goodbye. As Sina closes the door, her mother, Mele calls out to her so Sina quickly pops back to say goodbye to her mother.

Ioane

Tōfā Sina!

(Goodbye Sina!)

Sina*Tōfā Tamā!*

(Goodbye father!)

Mele*Tōfā Sina, manuia le aso.*

(Goodbye Sina, have a good day.)

Sina*Tōfā Tinā, fa'afetai lava.*

(Goodbye mother, thank you very much.)

Scenario 3: Sina greets her friends at school.

Sina enters the school yard and sees a friend, John who is riding a bicycle. Sina calls out to him.

Sina*Sole, John! Mālō.*

(John! Hello.)

John*Mālō suga.*

(Hello girl.)

Sina*'O ā mai 'oe John?*

(How are you John?)

John*Manuia fa'afetai. 'Ae 'o ā mai 'oe?*

(Well thankyou. But how are you?)

Sina*Feoloolo lava.*

(Not bad or OK.)

Sina continues walking through the school yard and spots her close friend Anita.

Sina*Anita, tālofa.*

(Anita, hello.)

Anita*Tālofa Sina.*

(Hello Sina.)

Sina*'O ā mai 'oe?*

(How are you?)

Anita*Manuia fa'afetai.**'Ae 'o ā mai 'oe?*

(Very well thank you.

But how are you?)

Sina*Manuia fo'i, fa'afetai.*

(I'm well too, thank you)

Scenario 4: Students greeted by a teacher.

John and Hayes are talking outside a classroom as Mrs Robinson approaches. As soon as the teacher addresses them they stand upright and face her to show their respect.

Mrs Robinson

Tālofa John, Tālofa Hayes.

(Hello John, Hello Hayes.)

John

Tālofa Mrs Robinson.

(Hello Mrs Robinson.)

Mrs Robinson

'O ā mai 'oulua?

(How are you two?)

Hayes

Manuia fa'afetai Mrs Robinson.

(Very well thank you Mrs Robinson.)

Mrs Robinson

Lelei.

(Good.)

Scenario 5: Sina introduces her group of friends.

In a voice over, Sina introduces her friends as they are each shown playing in the school grounds. Sina and her friends are also shown enjoying team activities such as singing and playing games.

Sina

'O a'u uō lelei lava e igoa iā Anita, John,

lonatana ma Gafa. 'Ou te fiafia tele i le ā'oga.

E masani ona usu a mātou pese ma fai a mātou ta'aloga.

(My best friends are named Anita, John, lonatana and Gafa. I really enjoy school.

We usually sing songs and play games.)

MATĀ'UPU 2: TĀLOFA LAVA FORMAL GREETINGS

TEACHER'S NOTES

In *fa'asāmoa* or Samoan culture, there are three language levels in operation; everyday *gagana Sāmoa*, formal *gagana* and formal *gagana fa'amatai* the language of chiefs. Ordinarily it is acceptable in Samoan custom to use everyday *gagana* in conversation with friends, acquaintances, other students and family members, and to use formal *gagana* when conversing with people of status or people who are unfamiliar to you. This is one way of demonstrating respect or the Samoan value of *fa'aaloalo*. It is culturally appropriate to greet elders, strangers and people with status using formal *gagana Sāmoa*. This means that when students greet a teacher or a visitor, they would say *Tālofa lava* or *Mālō lava*.

It may be helpful to practise the pronunciation of the language targets at the start of each lesson. In this unit, note in particular the Samoan word for respect, *fa'a-alo-alo*. Again remember to sound every vowel separately. Say it very slowly at first making sure all the a's are sounded, then gradually speed it up. The following are some common terms with their respectful equivalent:

| English | Everyday Gagana Sāmoa | Formal Gagana Fa'aaloalo |
|---------|-----------------------|--------------------------|
| hello | <i>tālōfa</i> | <i>tālōfa lava</i> |
| hello | <i>mālō</i> | <i>mālō lava</i> |
| goodbye | <i>tōfā</i> | <i>tōfā soifūa</i> |

In ordinary conversation when you address or refer to another person, you always use the *gagana fa'aaloalo* or formal language to show your respect. However when you refer to yourself, you always use everyday *gagana*.

In the suggested dialogue in *Lesona E*, the teacher greets a student's mother and father with the words *tālōfa Tinā* meaning hello mother and *tālōfa Tamā* meaning hello father. This is acceptable and fairly common practice in Samoan culture. It is regarded as being respectful or *fa'aaloalo*, and an acknowledgement of the status of both the mother and father.

In this unit the possessive pronoun *lou*, and *lo'u*, are used to introduce people, e.g. *lo'u tinā* (my mother). The teacher and students should watch and listen to the DVD and the CD and try to differentiate between the words used. Listen carefully for *lou* and *lo'u* and try to work out whether it means my or your.

Note also the use of different pronouns for one / two / or more people.

| | |
|------------------|--------------------------|
| 'O ā mai 'oe? | How are you? (1) |
| 'O ā mai 'oulua? | How are you? (2) |
| 'O ā mai 'outou? | How are you? (3 or more) |

One response can do for all three questions above: *Manuia lava fa'afetai* (Very well thank you).

Other alternative responses:

'O lo'o manuia a'u fa'afetai.

I am well thank you.

'O lo'o manuia mā'ua fa'afetai.

The two of us are well thank you.

'O lo'o manuia mātou fa'afetai.

We are all well thank you.

Guide to the use of Personal Pronouns

This guide is for the teacher's use only. It is not expected that these forms will be explicitly taught.

| | one person | two people | 3 or more people |
|------------|--|--|---|
| 1st person | <i>'o a'u</i> - it's me <i>lo'u 'ofu</i> - my dress <i>o'u 'ofu</i> - my dresses <i>la'u 'ato</i> - my bag | <i>tā'ua</i> – us, you and me <i>mā'ua</i> – us, not you <i>tā 'ofu</i> - our clothes <i>mā 'ofu</i> - our clothes | <i>tātou</i> - we, us all <i>mātou</i> - we, us without you. <i>mātou 'ofu</i> - our clothes (exclusive) <i>tātou 'ofu</i> - our clothes (inclusive) |
| 2nd person | <i>'oe</i> - you <i>lou</i> - your (singular) <i>ou</i> - your (plural) <i>lau</i> - your (singular) <i>au</i> - your (plural) | <i>'oulua</i> - you two - not including me. <i>ō 'oulua</i> - you two go <i>lua 'ofu</i> - your clothes <i>lua 'ato</i> - your bags | <i>'outou</i> - all of you excluding me |
| 3rd person | <i>ia</i> - her, him, she, it | <i>lā'ua</i> - those two excluding speaker and person addressed | <i>lātou</i> - them |

MATĀ'UPU 2: TĀLOFA LAVA FORMAL GREETINGS

Learning intentions:

By the end of this *matā'upu* students will be able to:

- use formal greetings appropriately
- introduce their parents using *gagana Sāmoa*
- use formal *gagana Sāmoa* to greet people.

Success Criteria:

- Students recognise when and how to use formal greetings.
- Students greet teachers and other adults using formal *gagana Sāmoa*.
- Students can greet each other in both formal and informal *gagana Sāmoa*.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Make connections with students' own language. • Understand and use familiar expressions and everyday vocabulary (recognise and respond to greetings and farewells in formal <i>gagana Sāmoa</i>). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise that the target culture is organized in particular ways. • Students make connections with their own cultures and languages (how, and to whom, respect is shown). | <p>Communication</p> <ul style="list-style-type: none"> • Recognise and use classroom expressions and Instructions. • Give and respond to greetings, farewells, thanks and Introductions. • Use language, positioning, and movement to show respect. <p>Language Knowledge</p> <ul style="list-style-type: none"> • Make connections with their own language(s). <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • Position themselves appropriately when relating to others. • Use appropriate forms of language for themselves and others in specified situations and contexts. • Make connections with known culture(s). |

Language Targets

| | |
|-------------------------------|--|
| <i>tamā</i> | father |
| <i>lo'u tamā</i> | my father |
| <i>'o lo'u tamā lea</i> | this is my father |
| <i>tinā</i> | mother |
| <i>lo'u tinā</i> | my mother |
| <i>'o lo'u tinā lea</i> | this is my mother |
| <i>lou tamā</i> | your father |
| <i>lou tinā</i> | your mother |
| <i>o'u mātua</i> | my parents |
| <i>ou mātua</i> | your parents |
| <i>tālofa lava Tamā</i> | hello dad or father |
| <i>tālofa lava Tinā</i> | hello mum or mother |
| <i>tālofa lava lau susuga</i> | hello sir or (name) |
| <i>tālofa lava Faiā'oga</i> | hello Teacher or (name) |
| <i>mālō lava</i> | hello |
| <i>'o ai lou suafa</i> | what is your name? |
| <i>'o a'u 'o</i> | I am (name) |
| <i>'o lo'u igoa o.....</i> | my name is |
| <i>lau susuga</i> | sir, madam, Mr, Mrs (respectful term for any older person) |
| <i>'o le faiā'oga</i> | the teacher |
| <i>tōfā soifua Tamā</i> | good bye dad (respectful) |
| <i>tōfā soifua Faiā'oga</i> | good bye teacher (respectful) |
| <i>fa'aaloalo</i> | respect |
| <i>lelei</i> | good |
| <i>mālō le soifua</i> | good health to you (another form of greeting) |
| <i>mālō lava le soifua</i> | very good health to you |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD

Suggested Learning Tasks:

1. Watch the DVD segment

Encourage students to explore similarities and differences between *gagana Sāmoa*, regarding everyday *gagana Sāmoa* and formal *gagana Sāmoa*, and the other languages spoken by the students in the class.

Discuss when and how the greetings are used.

2. Watch the DVD segment again.

What differences do students notice between the formal and everyday *gagana Sāmoa*. Compare these differences with English and other languages that students know.

Talk about the differences between everyday *gagana Sāmoa* greetings between friends and the formal *gagana Sāmoa* greeting.

Talk about the pronunciation.

Note and discuss the different use of the pronouns for referring to one, two or more people

3. Now that the students understand the formal greetings and farewells, ask them how they should be addressing the teacher.

Greet the students again:

Tālofa tamaiti they should respond *Tālofa lava lau susuga*

(Can also respond as *Tālofa lava Faiā'oga* or use the teacher's name depending on how the teacher would like to be addressed).

Farewell the students.

Tōfā tamaiti they should respond *Tōfā soifua lau susuga*

(They can also respond as *Tōfā soifua Faiā'oga* or use the teacher's name depending on how the teacher would like to be addressed).

LESONA E

Suggested resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1
- Worksheets 1 and 2

Suggested Learning Tasks:

1. Using OHT 1 (Greetings/ Farewells everyday and formal with pictures)
Listen to the Audio CD (track 8).
Students listen to the CD and at the same time read the phrase and view picture on the OHT 1.
Repeat the phrase to practise pronunciation.
Note again the differences with everyday and formal *gagana Sāmoa*.
2. Handout Worksheet 1.
Using Audio CD (track 8).
Students listen to the CD and repeat the phrase.
They select the picture and phrase on Worksheet 1 that corresponds to the phrase.
Use OHT 1 to mark.
3. Hand out Worksheet 2.
A list of phrases (greetings and farewells) is given and pictures are shown below.
In pairs students say the phrase, discuss and select the correct picture that corresponds to the phrase and write this next to correct picture on their worksheet
Use OHT 1 to mark.

LESONA I

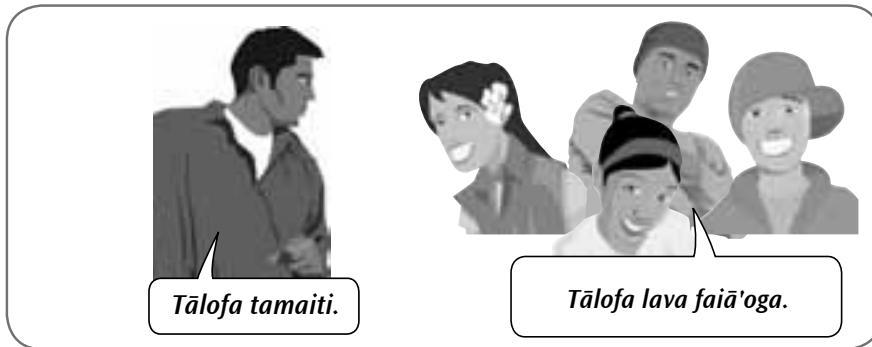
Suggested Resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- List of language targets
- OHT 2
- **Picture cards** - create using Resource 1.

Suggested Learning Tasks:

1. Watch the the DVD segment where Mr Tomasi meets Sina's parents.
Note how the introductions are made.
Discuss how Mr Tomasi addresses Sina's parents.
Explain that it is acceptable to address parents as *Tamā* and *Tinā*.
2. Using OHT 2 and the Audio CD (track 9).
Listen to the introductions and read the phrase on OHT 2. Repeat the phrase.
3. In pairs practise introducing someone to an adult, using respectful language.
Starting with:
Talofa lava lau susuga...
4. Hand out picture card sets. Students work in groups of 4.
Each student takes a card which shows one child or adult, two children or adults, or more than two people.
Students say an appropriate greeting or farewell (everyday or formal *gagana Sāmoa*) to the person or people shown on the card.
Students lay all the cards on the table face up. Each student says an appropriate greeting or farewell (everyday or formal *gagana Sāmoa*) to the person or people shown on one of the cards. The other students in the group identify the correct card.
This could also be done as a whole class task with the picture cards displayed on OHT. Students could work in teams to take turns to give the greeting/farewell and identify the appropriate picture card.

Matā'upu 2 | OHT 1



Tālofa tamaiti.

Tālofa lava faia'oga.



Tālofa lava Tamā.
Tālofa lava Tinā.

Tōfā soifua Tamā.
Tōfā soifua Tinā.

Mālo lava le soifua.
Tōfā soifua.



Tālofa lava lau susuga.

Manuia lava fa'afetai.

Tālofa Sina, 'o ā mai oe?



'O ai lou suafa fa'amolemole?

'O lo'u igoa o



'O ā mai 'oulua?

Manuia.



Tālofa tamaiti, 'O ā mai 'outou?

Manuia fa'afetai lava.

Matā'upu 2 | OHT 2



Tālofa, 'o lo'u tamā lea.
Hello, this is my father.



Tālofa lava faiā'oga, 'o lo'u tinā lea.
Hello teacher, this is my mother.



Tālofa lau susuga, 'o o'u mātua ia.
Hello Sir, these are my parents.



Mālō sole, 'o la'u uō lea.
Hi (boy), this is my friend.

Matā'upu 2 | Worksheet 1

Match the picture and phrase in the left column with the appropriate picture and phrase in the right column.



Tālofa tamaiti.



Tālofa lava lau susuga.

Manuia lava fa'afetai.



Tālofa lava Tamā.
Tālofa lava Tinā.

Tōfā soifua Tamā.
Tōfā soifua Tinā.



'O ā mai 'oulua?



'O ai lou suafa
fa'amolemole?



Tālofa tamaiti, 'o ā
mai 'outou?



Mālo lava le soifua.
Tōfā soifua.



'O lo'u igoa o.....



Tālofa Sina, 'o ā mai 'oe?
Manuia lava fa'afetai.



Manuia fa'afetai lava.



Manuia.



Tālofa lava faiā'oga.

Matā'upu 2 | Worksheet 2

Select the correct phrase from the list below and write it in the appropriate speech bubble below.

Tālofa tamaiti.

Tālofa lava Tinā.

Tālofa lava lau susuga.

Tālofa tamaiti, 'o ā mai 'outou?

Tālofa Sina, 'o ā mai oe?

Manuia lava fa'afetai.

Mālō lava le soifua.

'O ai lou suafa fa'amolemole?

Tōfā soifua Tinā.

'O lo'u igoa o

'O ā mai oulua?

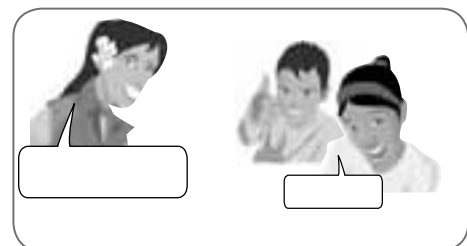
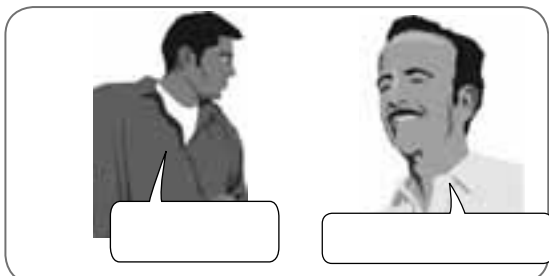
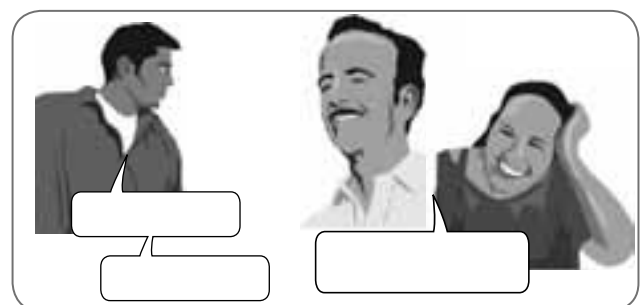
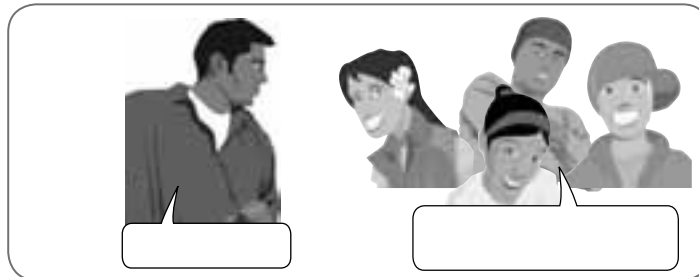
Tālofa lava Tamā.

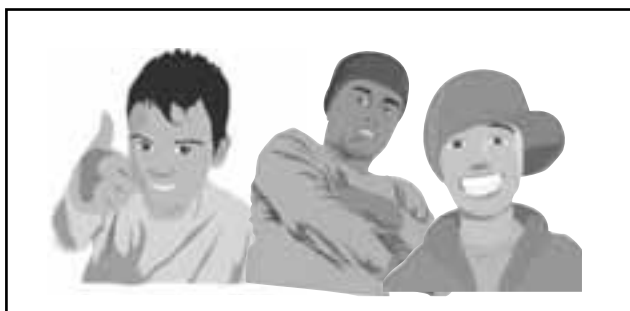
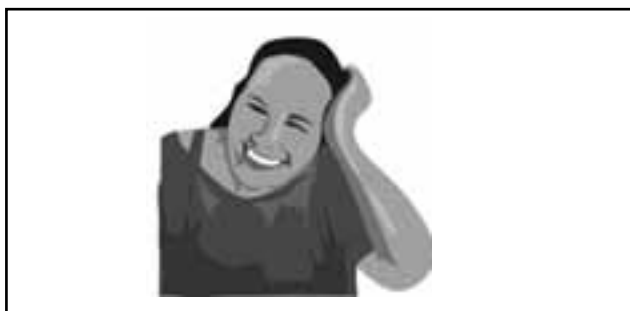
Manuia.

Manuia fa'afetai lava.

Tōfā soifua Tamā.

Tālofa lava faiā'oga.





Matā'upu 2 | Audio CD Transcript**Track 7: Language Targets: Greetings (Formal) & Introductions*****Fa'alogo ma fa'ata'ita'i.****tamā**lo'u tamā**'o lo'u tamā lea.**tinā**lo'u tinā**'o lo'u tinā lea.**lou tamā**lou tinā**o'u mātua**ou mātua**tālofa lava Tamā**tālofa lava Tinā**tālofa lava lau susuga**tālofa lava Faiā'oga**Mālō lava**'O ai lou suafa?**'o a'u 'o**'o lo'u igoa o.....**lau susuga**'o le faiā'oga**Tōfā soifua Tamā**Tōfā soifua Faiā'oga**fa'aaloalo**lelei**mālō le soifua**mālō lava le soifua*

Track 8: Dialogue: OHT 1 (Worksheet 1)

Teacher: *Tālofa tamaiti.*

Class: *Tālofa lava Faiā'oga.*

Teacher: *Tālofa lava Tamā, Tālofa lava Tinā.*

Parents: *Mālō lava le soifua.*

Teacher: *Tōfā soifua Tamā, Tōfā soifua Tinā.*

Parents: *Tōfā soifua.*

Girl: *Tālofa lava lau susuga.*

Teacher: *Tālofa Sina, 'o ā mai oe?*

Girl: *Manuia lava fa'afetai.*

Teacher: *'O ai lou suafa fa'amolemole?*

Father: *'O lo'u igoa o*

Girl: *'O ā mai 'oulua?*

Kids: *Manuia.*

Teacher: *Tālofa tamaiti, 'O ā mai 'outou?*

Students: *Manuia fa'afetai lava.*

Track 9: Dialogue: OHT 2 (Introductions)

Tālofa, o lo'u tamā lea.

Tālofa lava Faiā'oga, 'o lo'u tinā lea.

Tālofa lau susuga, 'o o'u mātua ia.

Mālō sole, o la'u uō lea.

Matā'upu 2 | DVD Transcript**Scenario 6: Formal greetings (teacher and students).**

Sina and Anita walk into their classroom. They see their teacher Mr Tomasi seated at his desk. Both girls approach their desks quietly and sit down.

Mr Tomasi

Tālofa lava Sina ma Anita.

(Hello Sina and Anita.)

Both girls look at Mr Tomasi as they respond formally.

Anita

Tālofa lava lau susuga.

(respectful language) (Hello Sir.)

Mr Tomasi

'O ā mai 'oulua?

(How are you both?)

Sina

Manuia lava fa'afetai.

(Very well thank you.)

Mr Tomasi

Lelei.

(Good.)

Scenario 7: Formal greetings (teacher and parents).

Sina's parents Ioane and Mele have come to collect Sina early for a pre-arranged appointment. Sina was not waiting at the school gate as planned so her parents have come to her classroom to look for her. Uncertain of who the visitors are, Mr Tomasi greets them in formal *gagana Sāmoa*.

Mr Tomasi

*Tālofa Tamā. 'O lo'u igoa o Sione Tomasi.
'O ai lou suafa fa'amolemole?*

(Hello father. My name is Sione Tomasi.
What is your name please?)

Ioane

*'O lo'u igoa o Ioane. 'O lea e va'ai atu
lo'u afafine o Sina.*

(My name is Ioane. I am looking for
my daughter Sina.)

Mr Tomasi

'Oi tālofa e , 'ae sāl i 'inei a.
(Oh dear, she was just here...)

Mr Tomasi notices Sina entering the classroom.

Mr Tomasi

'Oi Sina!
(Oh Sina!)

Sina

Tamā!, Tinā!
(Father! Mother!)

Sina embraces her mother and introduces her parents to Mr Tomasi.

Sina

*Tālofa lau susuga Mr Tomasi,
o o'u mātua ia. 'O lo'u tamā lea.*

(Hello sir Mr Tomasi,
here are my parents. This is my father.)

Mr Tomasi

Mālō le soifua.

(Good day to you.)

Ioane

Mālō lava le soifua i lau susuga.

(Good day to you too sir.)

Sina

'O lo'u tinā lea.

(This is my mother.)

Mr Tomasi

Tālofa.

(Hello.)

Sina's Mum

Tālofa.

(Hello.)

Mr Tomasi

'O ā mai 'oulua?

(How are you both?)

Mele & Ioane*Manuia lava fa'afetai.*

(Well thank you.)

Ioane*'Ia 'o lea ua i 'ī Sina. 'O le 'ā mātou ō.**Fa'afetai tele lava i lau susuga.*

(Well here is Sina. We'll go now.

Thank you very much sir.)

Mr Tomasi*'Ia lelei, fai ia lea tonu.**Manuia tele lenei aso.*

(OK, good. Do that.

Have a nice day.)

Ioane*Fa'afetai lava.*

(Thank you.)

Sina's Mum*Tōfā soifua.*

(Good bye.)

MATĀ'UPU 3: E FIA? E TO'AFIA? HOW MANY?

TEACHER'S NOTES

This *matā'upu* introduces numbers and gives the students more classroom related vocabulary to use. *E fia* means how many. This question is used for objects in general. To ask about people the question changes slightly to *E to'afia?* See the following example.

| | |
|---|--|
| <i>E fia fale?</i> (How many houses?) | Response: <i>E tolu fale</i> (There are three houses) |
| <i>E fia nofoa?</i> (How many chairs or seats?) | Response: <i>E lua nofoa</i> (There are two chairs) |
| <i>E fia tusi?</i> (How many books?) | Response: <i>E lima tusi</i> (There are five books) |
| <i>E to'afia tamaiti?</i> (How many children?) | Response: <i>E to'asefulu tamaiti</i> (There are ten children) |
| <i>E to'afia faiā'oga?</i> (How many teachers?) | Response: <i>E to'afā faiā'oga</i> (There are four teachers) |
| <i>E to'afia 'outou?</i> (How many of you?) | Response: <i>E to'afā mātou</i> (There are four of us) |

Here the teacher and the students are beginning to learn how *gagana Sāmoa* is organized through the use of simple phrases or questions. Note the similarities between Maori words for the numbers and the Samoan words here. After learning one to ten, students will learn how the rest of the numbers are strung together to formulate subsequent numbers.

For example:

sefulu ten
tasi one

Eleven is *sefulu ma le tasi*, (ten and one) or expressed as *sefulu tasi*.

Twenty three in *gagana Sāmoa* is *luasefulu ma le tolu* or (two tens and three) expressed as *luasefulu tolu*.

In *Lesona A*, some simple classroom related commands have been introduced. Teachers are encouraged to use these commands as much as possible, so that they become part of the class routine. Note how some verbs are changed slightly depending on whether there is one person or more than one person involved.

nofo i lalo (sit down) for one person becomes *nonofo i lalo* (for more people).

It's a good idea to reinforce new vocabulary constantly until the students become confident and are able to use the new words often.

The purpose of the game *Fai mai le faiā'oga* 'teacher says' similar to 'Simon says' is to introduce the students to *gagana Sāmoa* in use. Please note that while classroom instructions have been included in the target language for this unit, they are included for the teacher's use. Teachers should use those they feel confident with. In *Lesona A*, *Fai mai le faiā'oga*, for example, eight expressions have been suggested. The teacher may cut down the number of instructions initially, gradually adding one or two more. The game can be played as a miming activity initially, without using the sentence *Fai mai le faiā'oga*. Please note that the instructions to one student have been given for the teacher's use. When

playing the game, the teacher will be instructing the whole class, so only the plural form has been given for the game.

In this unit classroom vocabulary is introduced. It is recommended that the items in the room are labelled so that the students can see and use these terms daily and incorporate them into their everyday *gagana Sāmoa*. Some activities have been included so that students can practise the new vocabulary.

MATĀ'UPU 3: E FIA? E TO'AFIA? HOW MANY?

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- carry out simple conversations (using questions and answers about classroom objects)
- follow and respond to instructions
- recognise and begin to use numbers up to 20.

Success Criteria:

- Students can engage in a simple conversation and give phone numbers in *gagana Sāmoa*.
- Students can count up to 20 in *gagana Sāmoa*.
- Students can follow simple classroom instructions in *gagana Sāmoa*.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Make connections with students' own language • Understand and use familiar expressions and everyday vocabulary (count in <i>gagana Sāmoa</i> (1 – 10; 1 – 100); respond to classroom instructions). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (how numbers are formed in <i>gagana Sāmoa</i>). • Students make connections with known languages (introduced to how people and things are counted). | <p>Communication</p> <ul style="list-style-type: none"> • Recognise and use classroom expressions and instruction. • Communicate using numbers. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise, respond to and use relevant vocabulary, simple structures, and formulaic expressions in a range of sentence types. • Make connections with their own language(s). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Make connections with known culture(s). |

Language Targets - Matā'upu 3, Part A

| | | | |
|-----------------------|-----------------|----------------------------|-------------------------------------|
| The numbers 1 - 100 | | Classroom instructions | |
| <i>tasi</i> | one | <i>'aua le pisa</i> | don't make a noise |
| <i>lua</i> | two | <i>sau i luma</i> | come to the front |
| <i>tolu</i> | three | <i>va'ai i le faiā'oga</i> | look at the teacher |
| <i>fā</i> | four | <i>va'ai i le tusi</i> | look at the book |
| <i>lima</i> | five | <i>sau 'i 'īnei</i> | come here (generally) |
| <i>ono</i> | six | <i>sau i 'ī</i> | come here (to this specific place) |
| <i>fitu</i> | seven | <i>alu i fafo</i> | go outside |
| <i>valu</i> | eight | <i>pesepese mai</i> | sing along |
| <i>iva</i> | nine | <i>fa'alogo i</i> | listen to |
| <i>sefulu</i> | ten | <i>fa'alogo i le pese</i> | listen to the song |
| <i>sefulu tasi</i> | eleven | <i>si'i lou lima</i> | raise/ put up your hand/arm (1) |
| <i>sefulu lua</i> | twelve | <i>si'i ou lima</i> | raise / put up both hands/arms |
| <i>sefulu tolu</i> | thirteen | <i>nofo i lalo</i> | sit down (singular) |
| <i>sefulu fā</i> | fourteen | <i>nonofo i lalo</i> | sit down (plural) |
| <i>sefulu lima</i> | fifteen | <i>tū i luga</i> | stand up (singular) |
| <i>sefulu ono</i> | sixteen | <i>tutū i luga</i> | stand (plural) |
| <i>sefulu fitu</i> | seventeen | <i>fīlēmū</i> | be quiet |
| <i>sefulu valu</i> | eighteen | <i>mālamalama?</i> | (do you) understand? (Is it clear?) |
| <i>sefulu iva</i> | nineteen | <i>mālamalama</i> | it's clear. (I understand). |
| <i>luasefulu</i> | twenty | <i>va'ai i le laupapa</i> | look at the board |
| <i>luasefulu tasi</i> | twenty one | <i>va'ai i luma</i> | look at the front |
| <i>tolusefulu</i> | thirty | <i>fa'asaga i tua</i> | face the back |
| <i>selau</i> | hundred | <i>fa'asaga i luma</i> | face the front |
| <i>selau sefulu</i> | hundred and ten | <i>tusitusi/tusi</i> | write |
| <i>afe</i> | thousand | <i>faitau</i> | read |

Language Targets

Some prepositions used in the classroom instructions

| | |
|--------------------------|----------------------------|
| <i>pē</i> | out |
| <i>luma</i> | front |
| <i>tua</i> | back |
| <i>luga</i> | up |
| <i>lalo</i> | down, under |
| <i>E fia?</i> | How many? |
| <i>E fia potu?</i> | How many rooms? |
| <i>E fia tusi?</i> | How many books? |
| <i>E fia nofoa?</i> | How many chairs? |
| <i>E fia au peni?</i> | How many pens do you have? |
| <i>E to'afia tagata?</i> | How many people? |

Language Targets – Matā'upu 3, Part B

Items in the classroom:

| | | | |
|-------------------------|---------------|-----------------------|-------------------|
| <i>laulau</i> | table | <i>faiā'oga</i> | teacher |
| <i>komepiuta</i> | computer | <i>pupuni</i> | curtains or cover |
| <i>peni</i> | pen | <i>fola</i> | floor covering |
| <i>tusi</i> | book | <i>kapeta</i> | carpet |
| <i>nofoa</i> | chair | <i>'apa lāpisi</i> | rubbish bin |
| <i>'api</i> | exercise book | <i>kī o le mōlī</i> | light switch |
| <i>faitoto'a</i> | door | <i>kesi</i> | desk |
| <i>pusatusi</i> | book shelf | <i>fa'amalama</i> | window |
| <i>'iefa'amalama</i> | curtains | <i>le potu</i> | the room |
| <i>laupapa uliuli</i> | blackboard | <i>le laupapa</i> | the board |
| <i>laupapa pa'epa'e</i> | whiteboard | <i>lou potuā'oga</i> | your classroom |
| <i>uati</i> | clock | <i>lo'u potuā'oga</i> | my classroom |

LESONA A

Suggested Resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- Language Target Lists - Part A
- **Resource 1 - Classroom instruction cards**

Suggested Learning Tasks:

Revise prior learning by expecting students to use formal *gagana Sāmoa* to greet and farewell the teacher and reply to the roll.

1. Watch the DVD segment on classroom instructions.

Talk about similarities and differences between the classroom in Sāmoa featured on the DVD and their own in New Zealand.

2. A game of 'Simon Says' or a miming game. The Audio CD (track 13) could be used for the instructions.

The teacher demonstrates as the command is given and students follow the actions. If the teacher only gives the command and for example says *nonofo i lalo* without the lead in *fai mai le faiā'oga* and the students do the action then they are out (*Pē!*).

The game could be played without the lead in *fai mai le faiā'oga* so that the students become used to the classroom instructions. The teacher could make this version of the game more difficult by sometimes miming a different action to the spoken instruction.

The following are some instructions. As the game is with the whole class the instructions have been given in the plural form.

| | |
|----------------------------|-------------------------------------|
| <i>Nonofo i lalo.</i> | Sit down (to many students). |
| <i>Tutū i luga.</i> | Stand up (plural). |
| <i>Si'i o tou lima.</i> | Put up your hands (to whole class). |
| <i>Fa'alogo mai.</i> | Listen / Listen here. |
| <i>Va'ai i le laupapa.</i> | Look at the board. |
| <i>Fa'ata'ita'i.</i> | Say/repeat |
| <i>Tusi.</i> | Write. |
| <i>Faitau.</i> | Read. |

3. Students work in pairs or small groups to practise the classroom commands. Use Resource 1 – classroom instruction cards. The cards are put on the table face down. Each student picks up a card and says the action. The other students mime the action. Remind students to take note of whether one, or more than one, student is expected to respond to the command.

LESONA E

Suggested Resources:

- *Mua Ō!* Audio CD
- Number chart
- OHT 1 - The Number Rhyme

Suggested Activities:

1. Put up the number chart to introduce counting in *gagana Sāmoa*.
Listen to the numbers on the Audio CD (track 10) as the students read the numbers on the chart.
Discuss the similarity of the numbers with other languages with which the students are familiar.
Listen again to the Audio CD as students sing/count along.
Repeat two or three times.
2. Students practice the numbers one to ten in pairs. Students take turns to hold up a number of fingers, the other student gives the number in *gagana Sāmoa*.
Once students can count 1 - 10, ask them in pairs to count backwards from 10 - 1 or count only the even/odd numbers. This helps students to think more deeply about the numbers.
3. Put up OHT 1 with rhyme words and students recite along with the Audio CD (track 14) and repeat two or three times.

LESONA I

Suggested Resources:

- *Mua Ō!* Audio CD
- Number chart

Suggested Learning Tasks:

1. Put up the number chart and review numbers with the Audio CD (track 10).
2. Students work in pairs to take turns to tell their telephone or cell phone number to their partner who writes the numbers down. Students then check that the telephone number is correct. Students write their name next to their own telephone number.
3. All the telephone numbers are then handed to the teacher who jumbles them up and then re-distributes them. Each student reads out the number they have been given, and the other students listen. The person whose number it is identifies him/herself.
4. Students can make their own quick Bingo game by drawing a 2x3 / 3 x 3 / 6 x 3 grid and writing in 6/9/18 numerals within a given number range. The teacher or one student in a group calls the numbers within the range and the students cross off their numbers as they hear them. Students can call *Ua 'uma* (finished) when all the numbers have been crossed off.

Extension Activity:

Finger Counting game (numbers from 11 - 99)

In pairs one student holds up fingers on both hands and the other student gives the number in *gagana Sāmoa*.

If a student holds up two fingers on the left hand and five fingers on the right hand, that would be read by the other facing opposite as 52 *limasefulu lua*.

Remind students to ask the question *E fia?* and the answer E.... (number), as they play the game, and the question *E fia?* if they need to see the number again.

To practise all the numbers to 100, the class could play Bingo. The teacher can initially be the caller, and then students can also call the numbers. This game can be played in any lesson to revise the numbers.

MATĀ'UPU 3 PART B: E FIA? E TO'AFIA? HOW MANY?

CLASSROOM OBJECTS

Suggested Resources:

- *Mua Ō!* Audio CD
- OHT 1 and OHT 2
- Language Targets - Part B

Suggested Learning Tasks:

1. Before this lesson the teacher has labelled different classroom items in *gagana Sāmoa*. These labels will now remain in the classroom. As they are always present the words could become part of everyday classroom language.
2. Using OHT 1 students sing the number rhyme to revise the numbers.
3. Put up OHT 2 of pictures of different items and people in clusters.

Teacher asks question:

- A. *E to'afia tamaiti?*
How many children?
- B. *E fia peni?*
How many pens?
- C. *E fia tusi?*
How many books?
- D. *E to'afia tagata?*
How many people?
- E. *E fia titina?*
How many erasers?
- F. *E to'afia tamaiti?*
How many children?
- G. *E fia vase?*
How many rulers?
- H. *E fia penitala?*
How many pencils

Student should respond:

- E to'alua tamaiti.*
There are two children.
- E lima peni.*
There are five pens.
- E valu tusi.*
There are eight books.
- E to'aono tagata.*
There are six people.
- E fitu titina.*
There are seven erasers.
- E to'atolu tamaiti.*
There are three children.
- E fā vase.*
There are four rulers.
- E tolu penitala.*
There are three pencils.

4. The teacher revises the question and answer forms with the students. The students can then work in pairs, using OHT 2 to ask and respond to the questions *E fia? / E to'afia?*
5. Students work in pairs. One student looks around the room and says *E / E to'a (+ number)*; e.g. *E tolu / E to'aluasefulu ono*; the other student counts objects / people in the room and replies *E tolu titina* or *E to'aluasefulu ono tamaiti*. This game could also be played as a full class game with the teacher leading and students working in teams.

The number rhyme

Tasi, tasi, tasi - tatou patipati
Lua, lua, lua - fa'asa'o lo'u papātua
Tolu, tolu, tolu, - tatou fa'ano'uno'u
Fa, fa, fa, - va'ai i lugā
Lima, lima, lima - fia 'ai i se fasi i'a
Ono, ono, ono - tatou osooso
Fitu, fitu, fitu - va'ai i le aītu
Valu, valu, valu - tete'e lou fa'amalu
Iva, iva, iva - toe fo'i i lou 'āiga
Sefulu, sefulu, sefulu - 'ua moe ta'agulu

One, one, one – let's all clap
 Two, two, two – straighten your back
 Three, three, three – Let's all slouch
 Four, four, four – Look up
 Five, five, five – want to eat a piece of fish
 Six, six, six – Let's jump up & down
 Seven, seven, seven – Look at the ghost
 Eight, eight, eight – Put up your umbrella
 Nine, nine, nine – Return to your family home
 Ten, ten, ten – Sound asleep and snoring

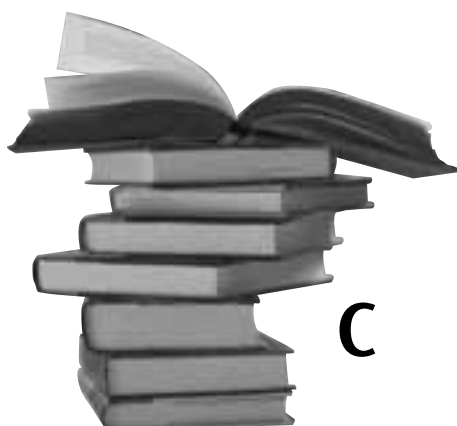
Matā'upu 3 | OHT 2



A



B



C



D



E



F



G



H

Matā'upu 3 | Resource 1

Classroom Instruction Cards

*Tutū i luga**Pesepese mai**Fa'asaga i tua**Fa'asaga i luma**Si'i ou lima**Va'ai i le laupapa**Va'ai i le tusi**Filēmū**Nonofo i lalo**'Aua le pisa*

Matā'upu 3 | Audio CD Transcript**Track 10: Language Targets: Numbers*****Fa'alogo ma fa'ata'ita'i.****numera**tasi**lua**tolu**fā**lima**ono**fitu**valu**iva**sefulu**sefulu tasi**sefulu lua**sefulu tolu**sefulu fā**sefulu lima**sefulu ono**sefulu fitu**sefulu valu**sefulu iva**luasefulu**tolusefulu**selau**pē***Track 11: Language Targets: Prepositions and how many?***luma**tua**luga**lalo**E fia?**E fia potu?**E fia tusi?**E fia nofoa?**E fia au peni?**E to'afia tagata?*

Track 12: Language Targets: Classroom instructions

'aua le pisa
 sau i luma
 va'ai i le faiā'oga
 va'ai i le tusi
 sau 'i 'tnei
 sau i ī
 alu i fafo
 pesepese mai
 fa'alogo i
 fa'alogo i le pese
 si'i lou lima
 si'i ou lima
 nofo i lalo
 nonofo i lalo
 tū i luga
 tutū i luga
 filēmū
 'E te mālmalama?
 'Ī, 'ou te mālmalama.
 va'ai i le laupapa
 va'ai i luma
 fa'asaga i tua
 fa'asaga i luma
 tusitusi
 faitau

Track 13: Game: Simon Says *Fai mai le faiā'oga*

Nonofo i lalo.
 Tutū i luga.
 Si'i ou lima.
 Fa'asaga i tua.
 Fa'asaga i luma.
 Fa'alogo mai.
 Va'ai i le laupapa.
 Pati ou lima.

Track 14: Number rhyme: *Numera*

Tasi, tasi, tasi – tatou patipati
Lua, lua, lua – fa'asa'o lo'u papātua
Tolu, tolu, tolu – tatou fa'ano'uno'u
Fā, fā, fā – va'ai i lugā
Lima, lima, lima – fia 'ai se fasi i'a
Ono, ono, ono – tatou osooso
Fitu, fitu, fitu – va'ai i le aitu
Valu, valu, valu – tete'e lou fa'amalu
Iva, iva, iva – toe fo'i i lou 'āiga
Sefulu, sefulu, sefulu – ua moe ta'agulu

Track 15: Items in the classroom: *Matā'upu 3, Part B*

laulau
komepiuta
peni
tusi
nofoa
'api
faitoto'a
pusatusi
'ie fa'amalama
laupapa uliuli
laupapa pa'epa'e
uati
faiā'oga
pupuni
folā
kāpeta
'apa lāpisi
kī o le mōlī
kesi
le potu
le laupapa
lou potuā'oga
lo'u potuā'oga

Matā'upu 3 | DVD Transcript**Scenario 8: Game of 'Teacher Says...'**

Sina's class are relaxing on the outdoor courts. Mr Tomasi approaches and calls them to attention then starts giving instructions for the game of 'The teacher says....' (a variation of the game 'Simon says...')

Mr Tomasi

*Fa'alogo mai fa'amolemole,
fa'alogo mai.
'O le 'ā 'āmata le tatou ta'alogo,
'Fai mai le faiā'oga'.... sauni, sauni*

(Listen here please,
listen here.
We will start our game,
'The teacher says', get ready, get ready.)

The class sit up and pay attention.

Mr Tomasi

*Fai mai le faiā'oga ...
tutū i luga.*

(The teacher says.....
stand up.)

The entire class stands up.

Mr Tomasi

*Fai mai le faiā'oga...
fa'asaga i tua.*

(The teacher says...
turn towards the back.)

The children turn around to face the back except for Anita who turns to the side instead.

Mr Tomasi

Anita 'ua 'e pē.

(Anita, you are out.)

Anita sits down.

Mr Tomasi

*Sauni... Fai mai le faiā'oga....
fa'asaga i luma.*

(Get ready...The teacher says....
face the front.)

All of the children face the front, except for two who turn to face the side.

Mr Tomasi

*Tasi, lua, 'ia nonofo i lalo
'oulua, ua pē.*

(One, two...sit down,
both of you are out.)

The two children sit down.

Mr Tomasi

Fai mai le faiā'oga....si'i lou lima.

(The teacher says.... raise your hand.)

The remaining children raise their hands.

Mr Tomasi

*Tu'u i lalo tou lima.
Tasi, lua, tolu - lalo.*

(Put your hands down.
One, two, three – down.)

Three children hesitantly drop their hands and are counted 'out'. They sit down. The game finishes with the teacher asking how many are sitting down and how many are left standing.

Mr Tomasi

*John, e to'afia tamaiti o lo'o
nonofo i lalo?*

(John, how many children are
sitting down?)

John

*Tasi, lua, tolu, fā, lima.... ono.
E to'aono.*

(One, two, three, four, five.... six.
There are six.)

Mr Tomasi

*Lelei, fa'afetai John.
Anita.... e to'afia tamaiti o lo'o tutū i luga?*
(Good, thank you John
Anita.... how many children are standing?)

Anita

*Tasi, lua, tolu, fā, lima, ono.... fitu.
E to'afitu tamaiti.*
(One, two, three, four, five, six.... seven.
There are seven children.)

Mr Tomasi

*Lelei tele fa'afetai Anita.
Fai mai le faiā'oga, nonofo i lalo.*
(Very good, thank you Anita.
The teacher says, sit down.)

Mr Tomasi

*'Ia ua 'uma le tātou ta'aloga.
'O le 'ā 'āmata le isi tatou ta'aloga.
'E ā lenā tonu?*
(Well we have finished this game,
we'll start another game.
How does that sound?)

Scenario 9: How many? (Sina's classroom).

The children in Sina's classroom are working on an exercise when Mrs Robinson calls the class to attention. Students are asked to count specific items around the classroom.

Mrs Robinson

*Fa'alogo mai fa'amolemole.
E fia fa'amalama o le potuā'oga? Hayes?*

(Listen here please.

How many windows are there in the classroom? Hayes?)

Hayes

*E sufulu lua fa'amalama
o le potuā'oga.*

(There are twelve windows
in the classroom.)

Mrs Robinson

*Lelei. E fia komepiuta o
le potuā'oga... Sina?*

(Good. How many computers are
there in the classroom...Sina?)

Sina

*Tasi, lua, tolu, fā, lima. E lima
komepiuta Mrs Robinson.*

(One, two, three, four, five. There are five
computers Mrs Robinson.)

Mrs Robinson

Lelei. Mālō.

(Good. Well done.)

Matā'upu 3 | DVD Transcript - Cultural & Background Information**Schools in Sāmoa**

In Sāmoa, school life begins at primary school, starting at year one up to year eight. Next it's onto high school until year twelve. This is followed by foundation classes in year thirteen, preparing students for university. There are church schools, government schools, and private schools. In every school in Sāmoa, students wear uniforms. Classes vary in size; some classes have forty to fifty students.

In Sāmoa, the curriculum is based on the New Zealand and Australian curricula. Schools in American Sāmoa, follow the American system. Because of the hot temperatures in Sāmoa, classes begin at 8 am, and finish at 1 pm in the afternoon, so most of the teaching and schooling happens during the cooler times of the day. Classes are taught in both English and *gagana Sāmoa*. English is mainly taught in the secondary school.

MATĀ'UPU 4: ASO MA MĀSINA DAYS AND MONTHS

TEACHER'S NOTES

The word *aso* means day and *māsina* means month or moon. Practise saying these two words before the lesson. Try to work out the date in *gagana Sāmoa* and then write it on the board. Try saying it repeatedly and alternately with the students. Note *fānau* means born, *asofānau* means day of birth or birthday.

Note in particular how the days are written in *gagana Sāmoa*, (see table of language targets). Practise saying all the new vocabulary at the start of each lesson. Encourage the students to write the date in *gagana Sāmoa* in their other classes.

Note that the letters 'l' and 'r' are sometimes interchangeable in Samoan words that are transliterations of English words. For example, the Samoan word for the month of April is 'Aperila or 'Apelila; (The first 'r' only is interchangeable).

February in *gagana Sāmoa* becomes either *Fepuari* or *Fepuali*.

The following is a list of useful Samoan terms for different parts of the day. It is not necessary to learn these all but some students may find them useful when constructing sentences or simply enjoying the challenge of new words to use.

| <i>Taimi o le Aso</i> | Times of the day |
|-----------------------|--|
| <i>vaveao</i> | dawn |
| <i>taeao</i> | morning |
| <i>aoauli</i> | afternoon |
| <i>afiafi</i> | evening |
| <i>pō</i> | night |
| <i>valuāpō</i> | middle of the night or late in the night |
| <i>nei</i> | now |
| <i>nānei</i> | later in the day or night |
| <i>ana-</i> | prefix indicating time past |
| <i>ananei</i> | just now (past) |
| <i>analeilā</i> | earlier today |
| <i>anataeao</i> | earlier this morning |
| <i>anapō</i> | last night |
| <i>ananafi</i> | yesterday |

For the 'Days of the Week' game in *LESONA A*, the clue cards will need to be photocopied so that there is one set per group of four. There is no need to photocopy the 'Days of the Week Chart'. This could be copied onto OHT and the students could copy it into their books. Remind students to leave a space above and below the day given in each square, as this chart will be used for homework or as a revision activity.

Please note that an extension version of this activity is also provided in *LESONA A*, for use by groups who want to be extended. The students in this group may not need the days of the week chart, as they could write in the answer themselves from the clues. They may also be able to do the whole activity without any written clues.

In *LESONA E*, two versions of the question are given (What is the date of / When is ...?) For example:

'O le ā le aso o le Kirisimasi?

What day is Christmas?

'O ā fea le Kirisimasi?

When is Christmas?

For the survey activity in *LESONA I* questions like the ones below could be posed for the students to investigate, analyse and report back to the class.

E to'afia tamaiti na fānanau i le māsina o Mati? How many children were born in the month of March?

E to'afia teine na fānanau i le māsina o Mati? How many girls were born in the month of March?

E to'afia tama na fānanau i le māsina o Mati? How many boys were born in the month of March?

The students will need to report their results as follows.

E to'a (+ number) tamaiti na fānanau i le māsina o Mati.

Questions for the students to ask when conducting the survey.

'O le ā le aso o lou asofānau?

What is the date of your birthday?

OR

'O ā fea lou asofānau?

When is your birthday?

Answers that students would use to respond.

'O le sefulu tolu o Mati.

It's the 13th of March.

'O lo'u asofānau 'o le sefulu tolu o Mati.

My birthday is the 13th of March.

Students who are more confident could use these phrases:

Q. *'O ana fea na 'e fānau ai?*

On what date were you born?

A. *Na 'ou fānau iā*

I was born on the

In the above questions the verb *fānau* (meaning born or birth) changes to *fānanau* as there are more than one people or birthdays. Here is how you can use these words.

'O anafea na 'e fānau ai?

When were you (singular) born?

'O anafea na lua fānanau ai?

When were you (two) born?

Na 'ou fānau iā Mati.

I was born in March.

Na mā fānanau iā Tēsema.

We (two) were born in December.

Na mātou fānanau iā luni.

We (many) were born in June.

The following statement can be written on the board and be completed and amended daily by the students to show the date in *gagana Sāmoa*.

'O le aso muamua lenei o Mati.

Today is the first day of March.

'O le aso sefulu tolu lenei o 'Aperila.

Today is the 13th of April.

MATĀ'UPU 4: ASO MA MĀSINA DAYS AND MONTHS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- state the days of the week
- state the date and the months in *gagana Sāmoa*
- identify significant dates.

Success Criteria:

- Students can say the days of the week, state the date and can recognise and recite the months.
- Students can identify significant dates.
- Students can ask and respond to questions about birthdays.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines: |
|---|--|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Make connections with students' own language. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (how, and to whom, respect is shown, the language of respect - formal and everyday language). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about people, places and things. <p>Language knowledge</p> <ul style="list-style-type: none"> • Use relevant vocabulary, simple structures, and formulaic expressions in a range of sentence types. • Recognise and use linguistic conventions to make and interpret meaning. • Interact in short conversations. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • Experience and respond to <i>gagana Sāmoa</i> texts. • Make connections with known culture(s). |

| Language Targets | | | |
|---------------------|-------------------------|----------------------------------|-----------------------|
| <i>Aso Gafua</i> | Monday | <i>Ianuari</i> | January |
| <i>Aso Lua</i> | Tuesday | <i>Fepuari</i> | February |
| <i>Aso Lulu</i> | Wednesday | <i>Mati</i> | March |
| <i>Aso Tofi</i> | Thursday | <i>'Aperila</i> | April |
| <i>Aso Faraile</i> | Friday | <i>Mē</i> | May |
| <i>Aso To'ona'i</i> | Saturday | <i>Iuni</i> | June |
| <i>Aso Sā</i> | Sunday | <i>Iulai</i> | July |
| <i>aso</i> | day | <i>'Aukuso</i> | August |
| <i>vaiaso</i> | week | <i>Sētema</i> | September |
| <i>le asō</i> | today | <i>'Oketopa</i> | October |
| <i>le aso lenei</i> | this day | <i>Nōvema</i> | November |
| <i>taeao</i> | tomorrow | <i>Tēsema</i> | December |
| <i>anana'fi</i> | yesterday | <i>tausaga</i> | year |
| <i>nei</i> | now | <i>fou</i> | new |
| <i>nānei</i> | this evening or tonight | <i>tuai</i> | old |
| <i>pasene</i> | per cent | <i>muamua</i> | first |
| <i>kālena</i> | calendar | <i>mulimuli</i> | last |
| <i>initaneti</i> | internet | <i>Kirisimasi</i> | Christmas |
| | | <i>aso maliu</i> | funeral day or Easter |
| | | <i>'Eseta</i> | Easter |
| | | <i>Aso Tūto'atasi</i> | Independence Day |
| | | <i>'O le ā le aso o le?</i> | What day is? |
| | | <i>'O le aso fia le aso...?</i> | What date is.....? |
| | | <i>asofānau</i> | birthday |

LESONA A

Suggested Resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- Chart of days of the week (*Aso o le vaiaso*)
- OHT 1
- **Resource 1 (Teacher to prepare cards)**

Suggested Learning Tasks:

1. To revise numbers sing the numbers song or play a quick Bingo game.
2. Watch the DVD and listen carefully to the information.
What topic is being introduced?
Discuss whether the days/months are similar to days/months in other languages with which the students are familiar.
3. Using the Chart of Days of the week listen to the Audio CD (track 16) and follow the days on the calendar as they are said.
Students repeat the names in *gagana Sāmoa*.
Using OHT 1. Students listen to the song *Aso o le vaiaso* on the Audio CD (track 20).
Repeat and students sing along following the words on the OHT.
4. Introduce the key words: *aso* (day), *le aso lenei*, *le aso ananāfi*, *le aso a taeao*, and the questions and answers:

| | |
|-----------------------------------|---|
| Question: 'O le ā le aso lenei? | Response: 'O le(day)lenei. |
| What day is it today? | It is today. |
| Question: 'O le ā le aso ananāfi? | Response: 'O le(day) ananāfi. |
| What day was it yesterday? | It was yesterday. |
| Question: 'O le ā le aso taeao? | Response: 'O le(day)taeao. |
| What day will it be tomorrow? | It is tomorrow. |

5. Day of the Week Activity.

For this activity you will need OHT 1 the days of the week chart, or photocopy enough copies for one per student, and photocopy and cut up enough sets of the days of the week cards (Resource 1) to have one set of cards per group of four.

- Ask students to copy the days of the week chart into their books.
- Students get into groups of four.
- Each group is handed a pack of days of the week cards (Resource 1).
- Students shuffle the cards and place them face down on the table.
- The first student is 'the expert' and takes a card, reads the clues to the group, and then asks: *'O le ā le aso lenei?*
- Students look at their days of the week chart and tick off the correct date on their charts.
- They then check their answers with each other (eg: *'O le Aso Gafua lenei*) and check their answers with the 'expert' student who reads the clues. If they are not sure they can ask the questions: *'O le ā le aso ananafi?* or *'O le ā le aso taeao?*
- The 'expert' student reads out the answer from the card.
- Each student takes a turn to be 'the expert' and read the clues.

Please note that one day has been given twice so that all four students in the group can have two turns at calling the clues.

Please note also that a more difficult version of the clue cards has been provided for use by groups who want to be extended (Resource 2). The students in this group may not need the days of the week chart, as they could write the answer themselves after listening to the clues.

LESONA E

Suggested Resources:

- *Mua Ō!* CD
- OHT 1
- Chart of the months of the year

Suggested Learning Tasks:

1. Using OHT 1 and Audio CD (track 20).
Revise the days of the week by singing the song learnt in the last lesson.
2. Use the chart of the months of the year to recite the months along with the Audio CD (track 18).
Repeat as necessary.
3. Write up today's date in *gagana Sāmoa* so students can see the pattern for the date.
Ask students questions relating to the calendar.

Some suggested questions and responses:

'O le ā le aso lenei?

What day is this?

'O le aso Faraile (or appropriate day).

It's Friday.

'O le ā le māsina lea?

What is this month?

'O 'Oketopa.

It's October.

'O le aso fia lea?

What date is this?

'O le aso valu o 'Oketopa.

It's the eighth of October.

'O le ā le aso o le Kirisimasi?

What day is Christmas?

'O ā fea le Kirisimasi?

When is Christmas?

'O le ā le aso o le Tausaga Fou?

What date is New Year's Day?

'O le ā le māsina muamua o le tausaga?

What is the first month of the year?

'O le ā le aso o le Tūto'atasi o Sāmoa?

What day is Sāmoa Independence Day?

'O le ā le aso o le Waitangi?

What day is Waitangi Day?

'O ā fea le Waitangi Day?

When is Waitangi Day?

'O le ā lou asofānau?

What is your birthday?

'O ā fea lou asofānau?

When is your birthday?

'O le ā le māsina mulimuli?

What is the last month?

'O le ā le māsina o le 'Eseta / Aso Sā o Tamaiti?

What month is Easter / White Sunday?

Discuss other significant dates that students celebrate or recognise as part of their known cultures.

4. In pairs, students can ask each other for dates using the format as shown above. Each student will write down three dates in numeric form (eg: 8/10). Students will take turns to ask each other:
'O le ā le aso lea?, and to reply eg: 'O le aso valu o 'Oketopa.
5. Students can practise writing and asking some questions of their own which will be used to undertake a class survey (see *LESONA I*).

LESONA I

Suggested Resources:

- Days of the week chart
- Months of the year chart
- Number chart

Suggested Learning Tasks:

1. Revise the numbers 1 - 31.
2. Conduct a survey on class birthdays.

Students work in groups to ask other students when their birthday is, in *gagana Sāmoa*. The pattern for the survey questions has been given with explanations in the Teacher's Notes and a simple version is given below.

Students graph and analyse the collected data and report their findings to the class in *gagana Sāmoa*.

Conducting the Survey

Q. 'O le ā lou asofānau?/'O ā fea lou asofānau? What is your birthday?/When is your birthday?

A. 'O le aso lo'u asofānau. My birthday is on.....

Report:

by numbers of people

E to'asefulu tamaiti na fānanau ia Sētema. There are ten students born in September.

or numbers of birthdays

E sefulu asofānau ia Tēsema. There are ten birthdays in December.

or by percentages

E sefulu pasene asofānau ia Tēsema. Ten percent of the birthdays are in December.

Students begin their presentation by greeting the teacher and other students appropriately, and finish their presentation with *Fa'afetai*. Students can also introduce themselves or each member of the group and use the instructions that they know when giving their presentations.

Va'ai i le laupapa, fa' amolemole. Look at the board, please.

Mālamalama? Understand?

Matā'upu 4 | OHT 1

Aso o le vaiaso

*E fitu aso o le vaiaso
Aso Gafua, Aso Lua, Aso Lulu
Aso Tofi, Aso Faraile
Aso To'ona'i ma le Aso Sā*

*E lima aso 'ou te alu ai i le ā'oga
E a'oa'o a'u e le faiā'oga
'I la'u aganu'u ma la'u gagana
'Ina 'ia 'ou iloa ona tautala.*

There are seven days in a week
Monday, Tuesday, Wednesday
Thursday, Friday
Saturday and Sunday

For five days I go to school
I am taught by the teacher
About customs and language
So I know how to speak

Matā'upu 4 | Resource 1

**DAYS OF THE WEEK CARDS (CUT UP AND SHUFFLE) –
ONE PACK OF CARDS PER GROUP OF FOUR**

| | | | |
|--|--|--|--|
| Clue 1: 'O le Aso Sā ananafi. Clue 2: 'O le Aso Lua taeao. Answer: 'O le Aso Gafua lenei | Clue 1: 'O le Aso Tofi ananafi. Clue 2: 'O le Aso To'ona'i taeao. Answer: 'O le Aso Faraile lenei. | Clue 1: 'O le Aso Lua ananafi. Clue 2: 'O le Aso Tofi taeao. Answer: 'O le Aso Lulu lenei. | Clue 1: 'O le Aso Lulu ananafi. Clue 2: 'O le Aso Faraile taeao. Answer: 'O le Aso Tofi lenei. |
| Clue 1: 'O le Aso Lua ananafi. Clue 2: 'O le Aso Tofi taeao. Answer: 'O le Aso Lulu lenei. | Clue 1: 'O le Aso Faraile ananafi. Clue 2: 'O le Aso Sā taeao. Answer: 'O le Aso To'ona'i lenei. | Clue 1: 'O le Aso To'ona'i ananafi. Clue 2: 'O le Aso Gafua taeao. Answer: 'O le Aso Sā lenei. | Clue 1: 'O le Aso Gafua ananafi. Clue 2: 'O le Aso Lulu taeao. Answer: 'O le Aso Lua lenei. |

**DAYS OF THE WEEK
CHART**

| | | | |
|--------------------|--------------------|--------------------|--------------------|
| 'O le Aso _____ | 'O le Aso _____ | 'O le Aso _____ | 'O le Aso _____ |
| lenei | lenei | lenei | lenei |
| 'O le Aso _____ | 'O le Aso _____ | 'O le Aso _____ | 'O le Aso _____ |
| lenei | lenei | lenei | lenei |

Matā'upu 4 | Resource 2**DAYS OF THE WEEK CARDS – EXTENSION VERSION (CUT UP AND SHUFFLE) – ONE PACK OF CARDS PER GROUP OF FOUR.**

In this version, the full clues are not given. The student who is giving the clues needs to be able to say the clues unaided. See Teacher's notes for suggestions for more difficult extension activities.

| | | | |
|--|--|--|--|
| Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Gafua lenei | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Faraile lenei. | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Lulu lenei. | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Tofi lenei. |
| Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Lulu lenei. | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso To'ona'i lenei. | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Sā lenei. | Clue 1: 'O le _____ ananafi. Clue 2: 'O _____ taeao. Answer: 'O le Aso Lua lenei. |

DAYS OF THE WEEK CHART - EXTENSION

Write the correct day of the week in the blank square in the order that you hear the clues. The sentence pattern has been given for you in the first square

| | | | |
|---|--|--|--|
| <i>O le Aso</i> <i>lenei</i> | | | |
| | | | |

Matā'upu 4 | Audio CD Transcript**Track 16: Language Targets: Days of the Week*****Fa'alogo ma fa'ata'ita'i.****Aso o le vaiaso.**Aso Gafua**Aso Lua**Aso Lulu**Aso Tofi**Aso Faraile**Aso To'ona'i**Aso Sā***Track 17: Language Targets: General terms***aso**vaiaso**le asō**le aso lenei**taeao**anana'fi**nei**nānei**pasene**kālena**initaneti***Track 18: Language Targets: Months of the year***Ianuari**Fepuari**Mati**'Aperila**Mē**Iuni**Iulai**'Aukuso**Sētema**'Oketopa**Nōvema**Tēsema*

Track 19: Language Targets: Significant dates

| | |
|----------------------------------|-----------------------|
| <i>tausaga</i> | year |
| <i>fou</i> | new |
| <i>tuai</i> | old |
| <i>muamua</i> | first |
| <i>mulimuli</i> | last |
| <i>Kirisimasi</i> | Christmas |
| <i>aso maliu</i> | funeral day or Easter |
| <i>'Eseta</i> | Easter |
| <i>Aso Tūto'atasi</i> | Independence Day |
| <i>'O le ā le aso o le</i> | What day is |
| <i>'O le aso fia le</i> | What date is |
| <i>asofānau</i> | Birthday |

Track 20: Days of the Week - Aso o le vaiaso OHT1

E fitu aso o le vaiaso

Aso Gafua, Aso Lua, Aso Lulu

Aso Tofi, Aso Faraile

Aso To'ona'i ma le Aso Sā

E lima aso 'ou te alu i le ā'oga

E a'oa'o a'u e le faiā'oga

I la'u aganu'u ma la'u gagana

Ina 'ia 'ou iloa ona tautala.

Matā'upu 4 | DVD Transcript**Scenario 10: Days and months.**

The class is learning how to say the days and months in *gagana Sāmoa*. Mrs Robinson calls the class to attention and tests their learning.

Mrs Robinson

*Fa'alogo mai fa'amolemole tamaiti.
'O le ā le aso o... Waitangi....Gafa?*

(Listen here please children.
What day is Waitangi...Gafa?)

Gafa

*'O le aso Faraile, le aso ono
o... Fepuari*

(Friday, the sixth
of... February.)

Mrs Robinson

*Lelei. 'O le ā le māsina muamua
o le tausaga...Mayling?*

(Good. What is the first month
of the year....Mayling?)

Mayling

'O Ianuari le māsina muamua.

(January is the first month.)

Mrs Robinson

*Mālō... Brenda o le ā le
māsina mulimuli?*

(Well done.... Brenda, what is the
last month?)

Brenda*'O Tēsema le māsina mulimuli.*

(December is the last month.)

Mrs Robinson*Lelei Brenda. 'O ā aso o
le vaiaso.*(Good Brenda. What are the days
of the week.)**Sina***Aso Gafua, Aso Lua, Aso Lulu...*

(Monday, Tuesday, Wednesday...)

Mrs Robinson

...Mayling?

Mayling*Aso Tofi, Aso Faraile...*

(Thursday, Friday...)

Mrs Robinson

...John?

John*Aso To'ona'i, Aso Sā.*

(Saturday, Sunday.)

Mrs Robinson

Lelei tele.

(Very good.)

Scenario 11: Independence Day - Sāmoa

Sina's class has been studying about Sāmoa's Independence Day.

Mr Tomasi

*'O le ā le aso Tūto'atasi
o Sāmoa... 'ia Sina?*

(When is Independence Day
in Sāmoa....well... Sina?)

Sina

*'O le aso muamua o luni
le Tūto'atasi o Sāmoa.*

(The first day of June is the
Independence day of Sāmoa.)

Mr Tomasi

*Lelei tele, fa'afetai.
Le aso muamua o luni.*

(Very good, thank you.
The first day of June.)

Matā'upu 4 | DVD Transcript - Cultural & Background Information**Aso Tūto'atasi o Sāmoa**

At the turn of the 20th century, the Treaty of Berlin split the Samoan Islands in two. The eastern islands of Tutuila and Manu'a became a territory of the United States of America. American Sāmoa still celebrate that day, with the American Sāmoa Flag Day celebrations every year on April the 17th. At the same time, the Western Islands, or Western Sāmoa, as it was known then, had come under the jurisdiction of Germany. However, from the end of the First World War, New Zealand administered Sāmoa on behalf of the League of Nations until 1st January 1962, when Sāmoa became the first Pacific nation to gain independence.

Every year since, Sāmoa has celebrated the occasion on the 1st of June with public holidays, and a programme of celebration organised by the Samoan government. The celebrations usually begin with a church service on the eve of the anniversary, this reflects the words on Sāmoa's Coat of Arms - *Fa'avae i le Atua Sāmoa* - Sāmoa is founded on God. On the morning, *taeao* of the anniversary, celebrations begin at first light, *le vaveao*. Schools, and youth organisations, gather at parliament buildings in Mulinu'u to witness the raising of the flag, then the parade begins. Schools and other community organisations march before Sāmoa's Head of state, the Prime Minister and other dignitaries. The celebrations continue into the afternoon, *le aoauli*, with traditional entertainment, and games. The following morning before first light, *i le vaveao*, the preparations for the sporting highlight of the annual celebrations begin. Village teams get ready for the annual *fautasi* regatta.

This is one of the main events and is always well attended with big crowds turning up to support and cheer on the teams. *Tū'uga fautasi* represents much of what makes Sāmoa's independence celebrations so special - Samoans... working together.

MATĀ'UPU 5: 'O AI? 'O LE Ā? 'O FEA? WHO? WHAT? WHERE?

TEACHER'S NOTES

This *matā'upu* introduces another three commonly asked questions: 'O ai? Who? 'O le ā? What? and 'O fea? Where? Remembering that *gagana Sāmoa* requires the pronunciation of every vowel and consonant, try sounding out *igoa*. In the very first lesson you learned to pronounce *ga-ga-na Sāmoa*. Now try this new word (sounds like *ee-ngo-ah*). *Igoa* means name.

| | | | |
|----------|-----------|-----------------------|---------------------|
| 'O ai? | Who is? | 'O ai lou tamā? | Who is your father? |
| 'O le ā? | What is? | 'O le ā le aso lenei? | What day is today? |
| 'O fea? | Where is? | 'O fea lau 'ato? | Where is your bag? |

Encourage the students to make use of the charts from previous *matā'upu* to select words and phrases they understand and to try stringing these together into simple questions and simple sentences, as shown above.

Lou and *lau* - both these words are possessive pronouns meaning 'your'. *Lo'u* and *la'u* are possessive pronouns meaning 'my'. Study the examples below.

Study how they are used in the following examples:

| | | | |
|---------------------|--------------|----------------------|------------|
| <i>lou igoa</i> | your name | <i>lo'u igoa</i> | my name |
| <i>lou faiā'oga</i> | your teacher | <i>lo'u faiā'oga</i> | my teacher |
| <i>lou tamā</i> | your father | <i>lo'u tamā</i> | my father |
| <i>lau 'ato</i> | your bag | <i>la'u 'ato</i> | my bag |
| <i>lau tusi</i> | your book | <i>la'u tusi</i> | my book |
| <i>lau uō</i> | your friend | <i>la'u uō</i> | my friend |

If students ask why there are two forms (*lou* or *lau/lo'u* or *la'u*), you can explain that there are two forms of each possessive pronoun, and these are used depending on what is being possessed. The explanation involves a complex grammatical rule. For this reason, nouns have been given in the vocabulary list with the correct possessive pronoun, and should be learned as a formulaic phrase, *lo'u tamā*, *la'u 'ato*.

You can refer to the table in the Teacher's Notes for *Matā'upu 2* to respond to the question:

| | |
|----------------------|--------------------|
| 'O ai lou igoa? | What is your name? |
| 'O lo'u igoa o | My name is..... |

Listen carefully for correct pronunciation and use lots of repetition to reinforce accuracy and correct structures.

Revise everyday gagana as well as the formal respectful gagana for greetings and farewells. In this unit you will see and hear a few more greetings in everyday *gagana Sāmoa*, as well as examples of formal *gagana Sāmoa* in the extra cultural DVD segment. Listen carefully to the greetings between the visiting principal Vine and Malia's family. It is not critical for the students to learn all of the new words but they should be able to identify and distinguish between everyday *gagana* and formal *gagana*. For example, they learned earlier to say *tālofa lava* and *mālō lava* now they hear *mālō lava le soifua i lau susuga* which is an extension of the greeting, meaning good life to you, Sir/Madam.

Note in particular the pronunciation of the word *susū mai*, (without the macron, the word *susu* means milk or breast).

These questions and answers will be practised in this unit:

- | | |
|-----------------------------|---|
| Q. 'O āi lou igoa? | What's your name? |
| A. 'O lo'u igoa o | My name is |
| Q. 'O fea e te sau ai? | Where do you come from? |
| A. 'Ou te sau mai Niu Sila. | I come from New Zealand. |
| 'Ou te sau mai Initia. | I come from India. |
| Q. 'O fea e te nofo ai? | Where do you live? |
| A. 'Ou te nofo i Tokoroa. | I live in Tokoroa. |
| 'Ou te sau mai Sāmoa | I come from Sāmoa but I live in Auckland. |
| 'ae ou te nofo i Aukilani. | |
| Q. 'O le ā le aso lenei? | What day is it today? |
| 'O le ā lou asofānau? | What day is your birthday? |
| 'O ā fea lou asofānau? | When is your birthday? |
| A. 'O le aso Gafua lenei. | It is Monday today. |
| 'O le aso valu o Oketopa | The eighth of October is my birthday. |
| lo'u asofānau. | |

For Lesona A, Learning Activity 3 using Resource 1.

The object of this game is for each student to find another student that has the same card as their own.

The resource cards need to be photocopied so that there are two of each card.

Eight cards are supplied in Resource 1 – enough for a class of 16 students.

The teacher should photocopy as many other cards as are required to ensure each student has a card and another student has a matching card.

Instructions:

Students need to ask other students questions to find their partner (the person who has the same information that they have). Once they have found their partner – the person with the same information - they need to practise introducing themselves as one person with one voice –although both students will be speaking. Speaking in unison automatically forces students to focus on pronunciation, intonation and stress in *gagana Sāmoa*.

Please note that students need to ask all of the questions to find their partner (as much of the information on the cards is the same).

The purpose of the activity is to use *gagana Sāmoa*, so encourage and praise students for using *gagana Sāmoa* while they are carrying out the activity.

e.g. *lelei* or *mālō*
 (good) (well done)

For Lesona E, Learning Activity 1.

Students may notice the following:

Formal *gagana* used for greetings.

Although Aunt Lupe met the visitor and welcomed her inside their home, the father greeted the guest again.

Inviting the guest in and showing them to their seat.

Seating arrangements.

More formal *gagana* used in conversation.

Serving of food to show hospitality.

How the food was presented and placed.

When they are seated only the father speaks to the guest.

Malia did not speak at all.

Who stays in the living room with the guest?

Formal *gagana* for farewells.

For *Lesona 1*, Learning Activity 'Guess who?' Game**Resources needed:**

One set of 'Guess Who?' cards per group of four students.

'Guess Who?' Chart visible to all.

The 'Guess Who?' cards need to be photocopied and cut into single cards so that there are enough copies for one set per group of four in the class.

The 'Guess Who?' chart can be photocopied and displayed on an OHT or put onto a smartboard so that all students can see it.

MATĀ'UPU 5: 'O AI? 'O LE Ā? 'O FEA? WHO? WHAT? WHERE?

Learning intentions:

By the end of this *matā'upu* students will be able to:

- use appropriate *gagana Sāmoa* to make friends
- use appropriate *gagana Sāmoa* to greet and to seek information
- contribute to group discussion
- observe the way members of a family interact or relate to one another.

Success criteria:

Students can:

- Use appropriate *gagana Sāmoa* to make friends.
- Confidently greet different people using appropriate *gagana Sāmoa*.
- Compare and contrast meeting and greeting visitors in Sāmoa and New Zealand.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|--|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Make connections with students' own language. • Understand and use familiar expressions and everyday vocabulary (recognise and respond to greetings, and farewells). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (how and to whom respect is shown, language of respect – formal and everyday language including body language). | <p>Communication</p> <ul style="list-style-type: none"> • Respond to and express agreement and disagreement and requests for repetition, clarification, and help. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise and use classroom expressions and instructions. • Interpret short texts, identifying key details. • Make connections with their own language. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Differentiate and express social roles and relationships. • Recognise and express <i>fa'aaloalo</i> in a variety of contexts. • Make connections with known culture(s). |

Language Targets

| | |
|--------------------------------|-------------------------------------|
| 'O ai? | Who? |
| 'O ai lea? | Who is this? |
| 'O la'u uō. | It's my friend |
| Toe fetau! | See you later! (colloquial) |
| 'O ai lou faiā'oga? | Who is your teacher? |
| 'O ai lou puleā'oga? | Who is your principal? |
| 'O ai le igoa o lau uō? | What is the name of your friend? |
| 'O ai le igoa o lou faiā'oga? | What is the name of your teacher? |
| 'O le ā le igoa o lau ā'oga? | What is the name of your school? |
| 'O ai le igoa o lou puleā'oga? | What is the name of your principal? |
| 'O ai lou suafa? | What is your name? (formal) |
| 'O ai lou igoa? | What is your name? (everyday) |
| 'O fea e te sau ai? | Where do you come from? |
| 'Ou te sau mai i... | I come from... |
| 'O fea lou nu'u? | Where is your village/suburb? |
| 'O fea e te nofo ai? | Where do you live? |
| 'Ou te nofo i..... | I live in..... |
| 'O ā fea? | When? |

LESONA A

Suggested Learning Resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- **Resource 1 - Find your Partner cards (Teacher to prepare)**

Suggested Learning Tasks:

1. Watch the DVD segment that outlines different meet and greet situations.

Students listen and identify the different greetings used and write down any Samoan words identified from the DVD.

Talk again about everyday and formal language. What did students notice in the DVD segment?

2. Using the language targets chart and the Audio CD (track 21), get students to repeat back each word or phrase. Check the meaning.

3. Using Resource 1: Find your Partner cards.

Students are given cards with a description of someone.

'O le igoa o la'u uō o

'O lo'u asofānau o le

'Ou te nofo i

'O lo'u igoa o

Students ask other students the following questions until they find their partner (the person with the same card that they have). Note that all questions need to be asked to find their partner as some of the statements are the same as statements on other cards. You may want to write these questions on the board for students to refer to.

- | | |
|--|---|
| Q. <i>'O ai le igoa o lau uō?</i> | A. <i>'O le igoa o la'u uō o (+ name)</i> |
| Q. <i>'O fea e te nofo ai?</i> | A. <i>'Ou te nofo i (+ place)</i> |
| Q. <i>'O le ā lou asofānau? / 'O ā fea lou asofānau?</i> | A. <i>'O lo'u asofānau o le (+ date)</i> |
| Q. <i>'O ai lou igoa?</i> | A. <i>'O lo'u igoa o (+ name)</i> |

Once their partner is found they then read their cards in unison to the class. (See Teacher's Notes).

LESONA E

Suggested Resources:

- *Mua Ō!* DVD

Suggested Activities:

1. Watch the additional cultural segment 'A special visit' on the DVD for this *matā'upu*.

Students watch the DVD segment and observe the people's behaviour as the visitor arrives.

Students work in groups. Each group is allocated a specific aspect of the formal visit to observe and report back to the class. Allocate one of the following aspects per group.

The different types of formal greetings.

Attitudes of Malia's family towards the visitor.

How can they tell it was an important visitor?

How did the family show their hospitality?

Where did everyone sit?

What is the purpose of the visit?

What roles did Malia play?

Did Malia speak? What was Malia doing? How did Malia react when the visitor was talking to her father?

What is the body language of Malia, her aunty, her father and the visitor?

2. Students report back their findings to the class.
3. Compare the DVD segment to how student's families would greet this type of visitor if they were to come to their own homes. This inter-cultural information is recorded on the board in a grid.

| Name of culture | Formal greetings | Seating arrangements | Serving food | Who speaks? |
|-----------------|------------------|----------------------|--------------|-------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

LESONA I

Suggested Resources:

- Resource 2 - 'Guess Who?' chart and 'Guess Who?' cards

Suggested activities:

1. 'Guess Who?' game. (See Teacher's Notes for preparation for this game).

The purpose of this game is to use *gagana Sāmoa*.

In groups of no more than four.

The 'Guess Who?' Cards are placed face down on the table.

In turns, students select one card, which has the name of a character.

The student is interviewed by the other students to find out who the character is. The questions at the top of the first three columns are asked in turn. A different student asks each question.

Once students have worked out the name of the character, one student says:

'O lou suafa o (if it is an adult or teacher)

OR

'O lou igoa o (if it is another student)

Your name is (+ the name in Column 4).

If it is right the interviewee agrees and says *'O lo'u igoa o* (+ name), in which case another student becomes the interviewee.

If it is incorrect the interviewee says *Leai!!*/No! and students ask the questions again.

Continue until all students have had one or two turns at being interviewed.

2. Role play or skit.

Remind students of the questions and answers that they have learned.

In groups of three or four, students devise and perform a play or skit demonstrating as much *gagana Sāmoa* as possible. A competitive element can be included to see which group can use the most *gagana Sāmoa* in a meaningful way in their skit.

Matā'upu 5 | Resource 1

'Find your Partner' cards

| | | | |
|--|---|---|---|
| <p><i>'O le igoa o la'u uō o Timi.</i></p> <p><i>'O lo'u asofānau o le aso luasefulu o Me.</i></p> <p><i>'Ou te nofo i Wellington.</i></p> <p><i>'O lo'u igoa o Mere.</i></p> | <p><i>O le igoa o la'u uō o Timi.</i></p> <p><i>'O lo'u asofānau o le aso luasefulu o Me.</i></p> <p><i>'Ou te nofo i Greymouth.</i></p> <p><i>'O lo'u igoa o Mere.</i></p> | <p><i>'O le igoa o la'u uō o Malia.</i></p> <p><i>'O lo'u asofānau o le aso sefulu fā o lulai.</i></p> <p><i>'Ou te nofo i Wellington.</i></p> <p><i>'O lo'u igoa o Mere.</i></p> | <p><i>'O le igoa o la'u uō o Sione.</i></p> <p><i>'O lo'u asofānau o le aso lima o Oketopa.</i></p> <p><i>'Ou te nofo i Greymouth.</i></p> <p><i>'O lo'u igoa o Mere.</i></p> |
| <p><i>'O le igoa o la'u uō o John.</i></p> <p><i>'O lo'u asofānau o le aso sefulu fā o lulai.</i></p> <p><i>'Ou te nofo i Aukilani.</i></p> <p><i>'O lo'u igoa o Pita.</i></p> | <p><i>'O le igoa o la'u uō o Sione.</i></p> <p><i>'O lo'u asofānau o le aso luasefulu lima o Tesema.</i></p> <p><i>'Ou te nofo i Apia.</i></p> <p><i>'O lo'u igoa o Pita.</i></p> | <p><i>'O le igoa o la'u uō o Malia.</i></p> <p><i>'O lo'u asofānau o le aso lima o Oketopa.</i></p> <p><i>'Ou te nofo i Aukilani.</i></p> <p><i>'O lo'u igoa o Pita.</i></p> | <p><i>'O le igoa o la'u uō o John.</i></p> <p><i>'O lo'u asofānau o le aso fā o lūlai.</i></p> <p><i>'Ou te nofo i Aukilani.</i></p> <p><i>'O lo'u igoa o Pita.</i></p> |

Matā'upu 5 | Resource 2

GUESS WHO? Chart

| <i>'O le ā lou asofānau?</i> | <i>'O ai le igoa o lau uō?</i> | <i>'O fea e te nofo ai?</i> | <i>'O lou suafa o</i> |
|---|--------------------------------------|----------------------------------|---|
| <i>'O lo'u asofānau o le aso luasefulu o Mē.</i> | <i>'O le igoa o la'u uō o Timi.</i> | <i>'Ou te nofo i Wellington.</i> | <i>'O lou suafa o Mr Tomasi.</i> |
| <i>'O lo'u asofānau o le aso luasefulu o Mē.</i> | <i>'O le igoa o la'u uō o Timi.</i> | <i>'Ou te nofo i Greymouth.</i> | <i>'O lou suafa o Mrs Smith.</i> |
| <i>'O lo'u asofānau o le aso lima o Oketopa.</i> | <i>'O le igoa o la'u uō o Sione.</i> | <i>'Ou te nofo i Greymouth.</i> | <i>'O lou suafa o Mr Snell.</i> |
| <i>'O lo'u asofānau o le aso luasefulu lima o Mē.</i> | <i>'O le igoa o la'u uō o Malia.</i> | <i>'Ou te nofo i Apia.</i> | <i>'O lou suafa o Mrs Lapa.</i> |
| <i>'O lo'u asofānau o le aso luasefulu lima o Tesema.</i> | <i>'O le igoa o la'u uō o Sione.</i> | <i>'Ou te nofo i Apia.</i> | <i>'O lau susuga o Mele le Faiā'oga</i> |
| <i>'O lo'u asofānau o le aso lima o 'Oketopa.</i> | <i>'O le igoa o la'u uō o Malia.</i> | <i>'Ou te nofo i Aukilani.</i> | <i>'O lau suafa o Mr Nicholson</i> |
| <i>'O lo'u asofānau o le aso sefulu fā o Iulai.</i> | <i>'O le igoa o la'u uō o John.</i> | <i>'Ou te nofo i Aukilani.</i> | <i>'O lou igoa o Gafa.</i> |
| <i>'O lo'u asofānau o le aso fā o Iulai.</i> | <i>'O le igoa o la'u uō o John.</i> | <i>'Ou te nofo i Aukilani.</i> | <i>'O lou igoa o Sina.</i> |

Matā'upu 5 | Resource 2

GUESS WHO? Cards

| | |
|---|--|
| <i>'O lo'u igoa o Sina.</i> | <i>'O lo'u igoa o Gafa.</i> |
| <i>'O lo'u igoa o Mr Nicholson.</i> | <i>'O lo'u igoa o Mele, le faiā'oga.</i> |
| <i>'O lo'u igoa o Mrs Lapa</i> | <i>'O lo'u igoa o Mr Snell</i> |
| <i>'O lo'u igoa o Mrs Smith.</i> | <i>'O lo'u igoa o Mr Tomasì.</i> |

Matā'upu 5 | Audio CD Transcript**Track 21: Language Targets: Asking questions*****Fa'alogo ma fa'ata'ita'i.****'O ai?**'O ai lea?**'O la'u uō.**Toe fetau!**'O ai lou faiā'oga?**'O ai lou puleā'oga?**'O ai le igoa o lau uō?**'O ai le igoa o lou faiā'oga?**'O le ā le igoa o lau ā'oga?**'O ai le igoa o lou puleā'oga?**'O ai lou suafo?**'O ai lou igoa?**'O fea e te sau ai?**'Ou te sau mai i.....**'O fea lou nu'u?**'O fea e te nofo ai?**'Ou te nofo i....**'O ā fea?*

Matā'upu 5 | DVD Transcript**Scenario 12: Sina and Malia's Internet chat.**

Sina and Anita are in the library working on a social studies project.

Sina types an address into the computer browser. The browser opens up a page titled 'school net'. Sina clicks on an icon titled 'connect to other students' which brings up a page showing thumbnail pictures of students from different countries. Sina notices a picture of a girl called Malia from Sāmoa. She clicks on Malia's picture. Malia is online and Sina is excited as Malia's face appears on the screen.

Sina

*Tālofa . 'O lo'u igoa o Sina.
'O ai lou igoa fa'amolemole?*

(Hello. My name is Sina.
What is your name please?)

Malia

*Tālofa Sina. 'O a'u o Malia.
O fea e te nofo ai?*

(Hello Sina. My name is Malia.
Where do you live?)

Sina

*'Aukilani, Niu Sila.
'O fea e te nofo ai?*

(Auckland, New Zealand.
Where do you live?)

Malia

*'O Apia Sāmoa.
(In Apia, Sāmoa.)*

Sina

*'O lou nu'u Apia?
(Is your village Apia?)*

Malia

'Ou te sau mai Lalomanu Aleipata.

'Ae 'ou te nofo i Apia.

(I come from Lalomanu, Aleipata.
But I stay in Apia.)

Sina

'O fea e te ā'oga ai?

(Where do you go to school?)

Malia

'O Leifiifi college.

Sina

'O le ā le vasega e te iai?

(What class are you in?)

Malia

'O le vasega valu. 'Ae ā 'oe?

'O le ā le vasega e te iai?

(I am in class eight. How about you?
What class are you in?)

Sina

'O le tausaga valu fo'i.

'O ai lou faiā'oga?

(Year eight too.
Who is your teacher?)

Malia

'O Mrs Samuelu.

(Mrs Samuelu.)

Sina turns as Anita approaches and comes into view of the webcam. Anita was preparing to leave but stops when she hears Malia enquiring about her.

Malia

'O ai lenā?

(Who is that?)

Sina

'O la'u uō.

(My friend.)

Malia

'O ai le igoa o lau uō?

(What is your friend's name.)

Sina

'O Anita.

(Anita.)

Sina gets up and offers her seat to Anita. Anita introduces herself to Malia.

Anita

Tālofa, o lo'u igoa o Anita.

'O ai lou igoa?

(Hello, my name is Anita.

What is your name?)

Malia

*Tālofa , o lo'u igoa o Malia.
'O ā mai?*

(Hello, my name is Malia.
How are you?)

Anita

*Mālō Malia.
Manuia lava fa'afetai.*

(Hello Malia.
Very well thank you.)

Anita turns to glance at the library clock.

Anita

O le 'ā 'ou alu. Tōfā.

(I am going now. Bye.)

Malia

Tōfā soifua Anita.

(Goodbye Anita.)

Anita waves to Malia and gets up from the seat, then picks up her school bag and says goodbye to Sina.

Anita

Tōfā Sina.

(Goodbye Sina.)

Sina

Tōfā.

(Bye.)

Malia and Sina say goodbye and do mock 'high-fives' to each other before signing off from their Internet chat session.

Sina

Mālō lava Malia.

Tā toe talanoa.

(Well done Malia.
We will talk again.)

Malia

'Ia ua lelei, tōfā.

(Well, Goodbye.)

Sina

Tōfā.

(Bye.)

Scenario 13: A special visitor to Malia's home, Sāmoa.

A woman (Vine) approaches Malia's house. Lupe (Malia's aunty) sees the visitor and walks out of the house to greet her.

Vine

Tālofa.

(Hello.)

Lupe

Tālofa.

(Hello.)

Vine

*'O le maota lea o Salu
le tamā o Malia fa'amolemole?*

(Is this the home of Salu,
the father of Malia, please?)

Lupe

*'Ia, o lea lava.
'O ai lou suafa fa'amolemole?*

(Well that's right.
What is your name please?)

Vine

*'O a'u o Vine 'Āmata,
'o le puleā'oga a le
Kolisi o Leifiifi.*

(My name is Vine Amata,
the principal of
Leifiifi College.)

Lupe

*Tālofa lava, 'ia o lo'o malaga le
tinā o le 'āiga, 'ia 'ae susū maia i fale nei.*

(Welcome. The family's mother is away
on a trip, but come right in.)

Lupe ushers Vine into the house and signals for her to take a seat. (Note: *ava* is the respectful term for 'chair' or 'seat').

Lupe

*'O lou ava lea, 'ae se'i 'ou alu
e vala'au le tamā o le 'āiga.*

(Here is your seat, while I go and
call the father of the family.)

Vine

Fa'afetai lava.

(Thank you very much.)

Lupe goes to the back of the house and calls out to Salu.

Lupe

Salu, sē sau.

'O le puleā'oga a Malia.

(Salu, come.

It is Malia's school principal).

Salu walks into the house and greets Vine before sitting down.

Salu

Tālofa lau susuga.

(Hello madam.)

Vine

Tālofa lava.

(Hello too.)

Salu

*Mālō le soifua maua ma le lagi
e mamā.*

(Greetings. Good health and
a good day.)

Vine

*Mālō fo'i le soifua maua ma le lagi
e mamā i le tou 'āiga ali'i.*

(greetings and good day
to your family also.)

Salu

'Ia 'o ā mai lau susuga i lenei aso?

(Well, how are you madam, today?)

Vine*Manuia fa'afetai.*

(Well thank you.)

Salu*'Ia saunoa ia, pe e iai se
mea ua fa'alētonu.*(Tell me, has something
wrong happened.)**Vine***'Ia fa'afetai lava mo le avanoa.
'Ua 'ou o'o mai e fa'amālō atu iāte
oulua mātua... mo le lagolagoina o
le ā'oga a Malia. 'Ia 'ua manuia
le ā'oga a Malia ua maua lana sikolasipi.*(Thank you for the opportunity.
I have come to congratulate you parents
on supporting your daughter's schooling.
Sina has succeeded at school.
She has been awarded a scholarship.)**Salu (surprised and delighted)***'Oi, matua'i fa'afetai, e matuā
lelei si o'u afafine!*(Oh I am so thankful,
what a good daughter!)

MATĀ'UPU 6: 'O Ā AU MEA NĀ E FAI? WHAT ARE YOU DOING?

TEACHER'S NOTES

In this *matā'upu* you will find out how to ask and respond to the question: What are you doing?

| | |
|----------|-------------------------------|
| 'o ā | what |
| au | your |
| mea | things or tasks or activities |
| nā e fai | those being done |

Together they mean What things are you doing? or What are you doing?

As the students watch the DVD, encourage them to remember some of the responses to the question 'O ā au mea nā e fai?

Encourage students to see the pattern and to substitute other words from the language targets lists from previous units.

| | |
|-------------------------------|---|
| Q. 'O ā au mea na e fai? | What (many things) are you doing?/What are you doing? |
| A. 'O lea e fai a'u meaā'oga. | I am doing my school work. |

Note the pattern for the other responses:

| | |
|---|------------------------------|
| 'O lea 'ou te faitautusi. | I am reading. |
| 'O lea 'ou te mālōlō. | I am resting. |
| 'O lea 'ou te siva. | I am dancing. |
| 'O lea 'ou te matamata i le televise. | I am watching television. |
| 'O lea 'ou te fa'alogologo i le leitiō. | I am listening to the radio. |
| 'O lea 'ou te talanoa i lo'u tinā. | I am talking to my mother. |

Remind the students of the words learned in *Matā'upu 4*:

| | |
|--------------|----------|
| nei | now |
| nānei | later |
| taeao | tomorrow |
| le aso lenei | today |

In earlier *matā'upu* you were introduced to the word *tōfā* for goodbye. In this segment of the DVD you will hear *fā* used by some people in farewell. Remember this is an abbreviation of *tōfā*.

MATĀ'UPU 6: 'O Ā AU MEA NĀ E FAI? WHAT ARE YOU DOING?

Learning intentions:

By the end of this *matā'upu*, students will be able to:

- use everyday *gagana Sāmoa* to seek more information
- have a simple conversation
- respond to simple questions.

Success Criteria:

- Students can use *gagana Sāmoa* to ask and respond to questions about what they are doing or are going to do.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. • Students can interact in a simple way (respond to questions saying what they are doing/going to do). <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about people, places and things. • Communicate using numbers, time and place. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interpret and create simple texts, using oral, written and visual conventions. • Recognise, respond to, and use relevant vocabulary, simple structures, and formulaic expressions. |

| Language Targets | | | |
|----------------------------------|-----------------------------|-----------------------|----------------------|
| 'O ā au mea nā e fai? | What are you doing? | <i>le fale'oloo</i> | the shop |
| 'O lea ou te moe. | I am sleeping. | <i>le falesā</i> | the church |
| 'O lea 'ou te ta'alo. | I am playing. | <i>le paka</i> | the park |
| 'O lea 'ou te 'ai. | I am eating. | <i>le tusi</i> | the book |
| 'O lea 'ou te mālōlō. | I am resting. | <i>lau tusi</i> | your book |
| 'O lea 'ou te alu i le ā'oga. | I am going to school. | <i>au tusi</i> | your books |
| 'O lea 'ou te tausitama. | I am babysitting. | <i>la'u tusi</i> | my book |
| 'Alu i le fale. | Go home/ go to the house. | <i>a'u tusi</i> | my books |
| 'Ou te alu i le fale o Sina. | I am going to Sina's place. | <i>faitau</i> | read |
| 'O lea 'ou te matamata i le T.V. | I am watching T.V. | <i>faitautusi</i> | reading |
| 'O lea e fai a'u mea ā'oga | I am doing my homework | <i>tusitusi</i> | writing |
| | | <i>faitau le tusi</i> | read the book |
| | | <i>la'u uō</i> | my friend (one) |
| | | <i>a'u uō</i> | my friends (plural) |
| | | <i>matamata</i> | watching, looking at |
| | | <i>va'ai i</i> | look at |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1

Suggested Learning Tasks:

1. Watch the DVD segment

Talk about how a question is asked.

How do the students know a question was being asked?

Watch the DVD segment again.

Talk about the pronunciation.

2. Using OHT 1.

Listen to the Audio CD (track 23).

Students listen to the CD and at the same time read the phrase and view the picture on OHT 1.

Repeat phrase several times to practise pronunciation.

| | |
|------------------------------|--|
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te matamata i le TV.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te faitautusi.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te mālōlō.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te 'ai.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te tausitama.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te ta'alo.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea e fai a'u meaā'oga.</i> |

LESONA E

Suggested resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1
- Worksheet 1

Suggested Learning Tasks:

1. Revision using OHT 1 again.

Listen to the Audio CD (track 23).

Students listen to the CD and at the same time read the phrase and view picture on the OHT. Repeat phrase several times to practise pronunciation.

| | |
|------------------------------|--|
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te matamata i le TV.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te faitau tusi.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te mālōlō.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te 'ai.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te tausitama.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea 'ou te ta'alo.</i> |
| <i>'O ā au mea nā e fai?</i> | <i>'O lea e fai a'u meaā'oga.</i> |

2. Hand out Worksheet 1.

In pairs, one student asks the question: *'O ā au mea nā e fai?* The other student gives an answer. The first student points to the corresponding picture. If both students agree then they write the phrase next to the correct picture on their worksheet.

The whole class goes over the pictures and sentences together. Use OHT 1 to mark.

LESONA I

Suggested Resources:

- Language targets lists

Suggested learning activities:

Theatre Sports game – What are you doing?

In groups of four to six, students stand in a circle so that each student can see everyone else.

The first student mimes an action, for example sleeping.

The second student asks the first student: *'O ā au mea nā e fai?* What are you doing?

The first student says a different action to what he/she is miming, for example *'O lea 'ou te matamata i le TV.*

The second student mimes watching TV.

The third student asks the second student *'O ā au mea nā e fai?*

The second student responds by miming a different action to what has already been mimed, for example *'O lea 'ou te faitautusi.*

The third student mimes this action and so on.

No action can be repeated. The students should keep miming their action so that each one knows what action has already been used.

The last student should respond to the question *'O ā au mea nā e fai?* with *'O lea 'ou te moe* or whatever action the first student enacted to end the game.

The teacher can extend some students by encouraging them to:

- go around the circle twice
- ask students to time how long it takes to go around the circle in their groups
- challenge them to try and get faster each time they do this activity to increase their fluency.

There can then be a class performance so that students can demonstrate their skills. There could be a vote for which groups play the game best, as in a real Theatre Sports competition.

Matā'upu 6 | OHT 1

'O lea 'ou te matamata i le TV



'O lea 'ou te faitautusi



'O lea 'ou te mālōlō



'O lea 'ou te 'ai



'O lea 'ou te tausitama



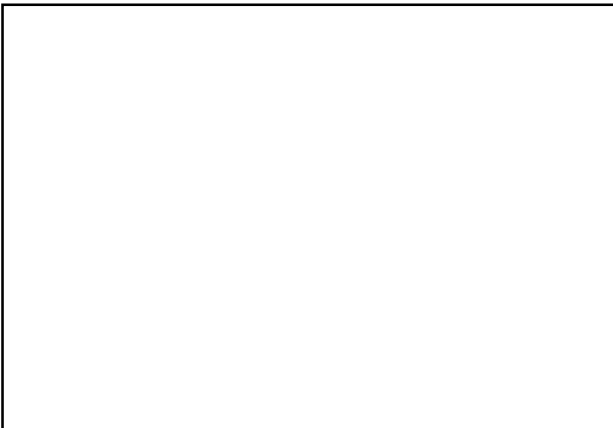
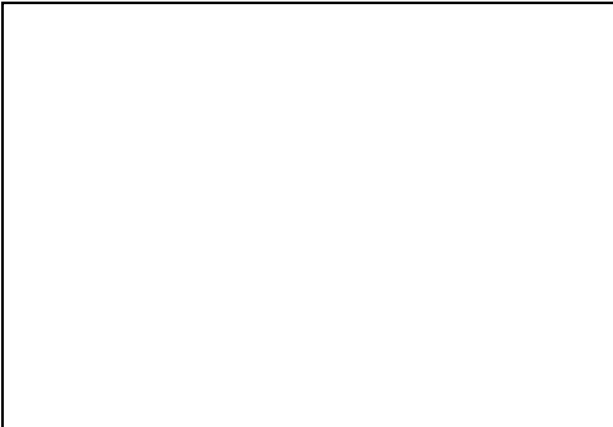
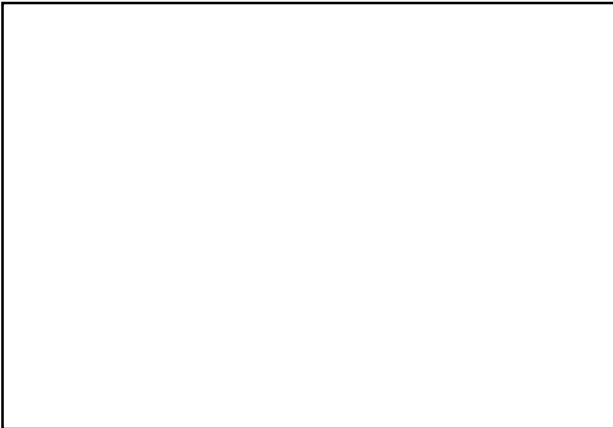
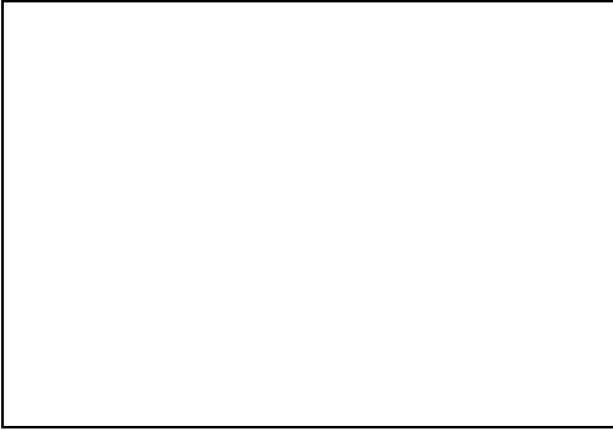
'O lea 'ou te ta'alo

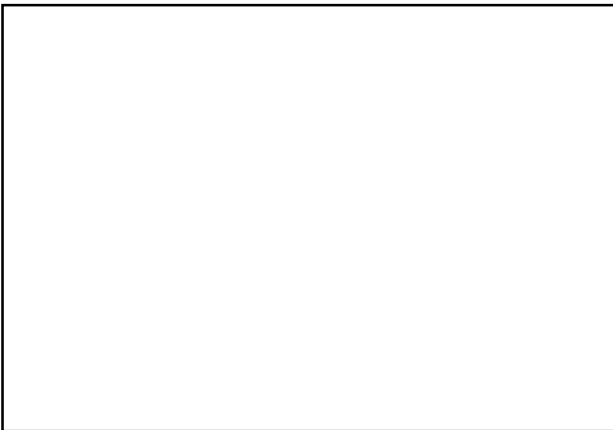
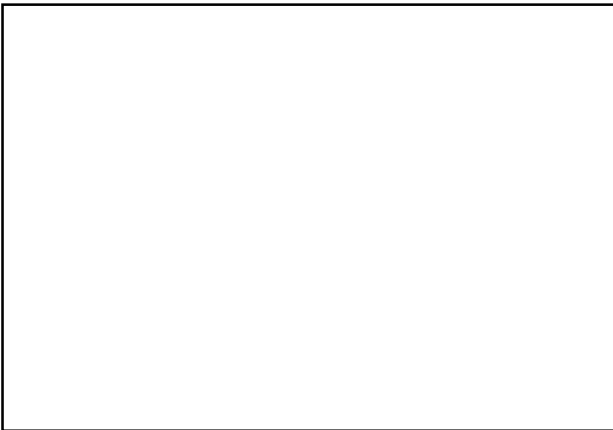
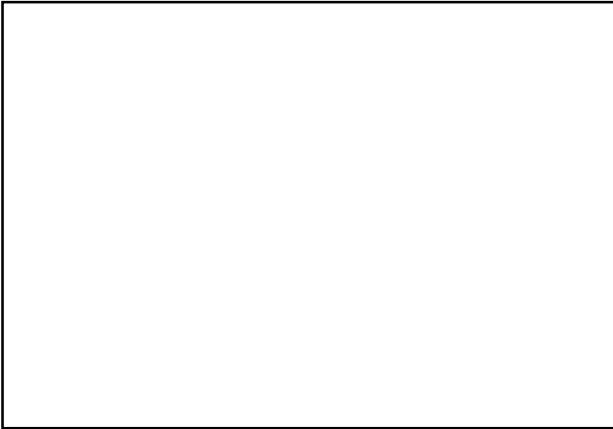


'O lea e fai a'u meaā'oga



Matā'upu 6 | Worksheet 1





Matā'upu 6 | Audio CD Transcript**Track 22: Language Targets: Questions and Answers*****Fa'alogo ma fa'ata'ita'i.****'O ā au mea nā e fai?**'O lea 'ou te moe.**'O lea 'ou te ta'alo.**'O lea 'ou te 'ai.**'O lea 'ou te mālōlō.**'O lea 'ou te alu i le ā'oga.**'O lea 'ou te tausitama.**Alu i le fale.**'Ou te alu i le fale o Sina.**le fale'olua**le falesā**le paka**le tusi**lau tusi**au tusi**la'u tusi**a'u tusi**faitau**faitautusi**tusitusi**faitau le tusi**la'u uō**a'u uō**matamata**va'ai i*

Track 23: Dialogue: What are you doing? OHT1***Fesili ma tali.***

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te matamata i le TV.

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te faitau tusi.

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te mālōlō...

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te 'ai.

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te tausitama.

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea 'ou te ta'alo.

Girl1: 'O ā au mea nā e fai?

Girl2: 'O lea e fai a'u mea ā'oga.

Matā'upu 6 | DVD Transcript**Scenario 14: What are you doing?**

Sina's class are reading quietly in the library. Sina is seated towards the rear of the room near the computers. Gafa enters the library and sees Sina, then walks over to talk to her.

Sina

Tālofa.

(Hello.)

Gafa

Mālō suga. 'O ā mai?

(Hello girl. How are you?)

Sina

Feoloolo lava. 'Ae 'o ā mai 'oe?

(Alright. But how about you?)

Gafa

Feoloolo fo'i. 'O ā au mea na e fai?

(Alright too. What are you doing?)

Sina

'O lea e fai a'u mea ā'oga.

'Ae ā 'oe? 'O ā au mea nā e fai?

(I am doing my school work.
But what about you? What are you doing?)

Gafa

'O lea e su'e sa'u

tusi e faitau.

(I am looking for a
book to read.)

Sina*'O ā au mea e fai nānei?*

(What are you doing tonight?)

Gafa*'Ou te tausitama nānei.*

(I am babysitting tonight.)

Sina*'Ia ua lelei, tā fetau i le vasega.*

(Ok that's good. We'll meet in class.)

Gafa walks off to look for a book. Sina returns to her work. John walks into the library and approaches Sina.

John*'O ā au mea nā e fai Sina?*

(What are you doing Sina?)

Sina*'O lea e fai a'u meaā'oga.**'Ae ā oe?*

(I am doing my school work.
But what about you?)

John*'O lea e su'e Gafa.*

(I am looking for Gafa.)

Annoyed by another interruption, Sina looks back at her book and at the same time points in the direction that Gafa went.

Anita enters the library and goes straight to where Sina is seated.

Anita

Sina 'o ā au mea nā e fai?

(Sina, what are you doing?)

Sina appears more annoyed by this additional interruption.

Sina

'O lea e fai a'u mea ā'oga.

(I am doing my school work.)

Anita

'O ā au mea e fai nānei.

(What are you doing tonight?)

Sina

'Ou te alu i ā'oga pese.

(I am going to choir practice.)

Anita

'Ae ā taeao?

'O ā au mea e fai taeao?

(But what about tomorrow?
What are you doing tomorrow?)

Sina shakes her head in exasperation and looks back at her book as she brings the conversation to a close.

Sina

'Ou te alu i la'u ta'aloga.

(I am going to my game.)

MATĀ'UPU 7: LO'U ĀIGA MY FAMILY

TEACHER'S NOTES

The *'āiga* or family is an important and fundamental feature of Samoan culture. The strong bond between members is maintained through a wide range of ceremonial and cultural events as well as the routines of daily life. The Samoan *'āiga* is extensive and includes aunties, uncles, grandparents, great grandparents, numerous cousins and often close friends as well. Partly because of the close knit ties, all elders are generally regarded as the fathers and mothers and all the younger males and female members are seen as brothers or sisters regardless of their natural parentage. In the same way adopted children are generally regarded as being of the same standing as the other natural brothers and sisters within a family. The terms *tama fai* or *tama vavae* can be used to identify an adopted child, usually only when other people ask for a differentiation. The word *tausoga* for cousin is a relatively recent addition to *gagana Sāmoa*.

The head of the Samoan nuclear family is usually the father or *tamā*. The traditional leader of the extended family is the *matai* or chief who is bestowed a chiefly title through a special ceremony called a *saofa'i*. There are two types of *matai*, *ali'i* or high chief and a *tulāfale* or talking chief. In simple terms, the *matai* is responsible for the general well being of the entire extended family and is charged with the care and safe keeping of the family's traditional lands and titles on behalf of the whole family. Men and women can be *matai* of their *'āiga*. Only *matai* are eligible to stand for the *Fono o Faipule* (Parliament) at elections although the adoption by Sāmoa of universal suffrage has given everyone over 21 years of age the right to vote.

When teaching this *matā'upu*, teachers should keep in mind that some children in the class may not wish to describe their families. Give all students the option of making up an imaginary family to describe in *gagana Sāmoa*. It is the use of the *gagana* that is important here. In *Lesona E* students work to create a family tree. The teacher will need to develop a template for this learning task.

In *gagana Sāmoa*, the word you use when referring to various relations depends on gender. For example a father would use the word *atali'i* when referring to his son, and *afafine* when referring to his daughter and a mother would use *tama-tama* when referring to her son and *tama-teine* when referring to her daughter.

A male would refer to his brother as *uso*, *lo'u uso* (my brother) and refer to his sister as his *tuafafine*, *lo'u tuafafine* (my sister).

A female would refer to her sister as her *uso*, *lo'u uso* (my sister) and to her brother as *tuagane*, *lo'u tuagane* (my brother).

The word *tei* is important and commonly used when referring affectionately to siblings, a relative or even a close friend.

The following table shows the words used to describe the relationships within a family.
Vā fāiā i totonu o le 'āiga Sāmoa.

| English | <i>Tamā</i> | <i>Tinā</i> | <i>Teine</i> | <i>Tama</i> |
|---------------------------------------|-------------------|-------------------|---|---|
| mother | <i>tinā</i> | <i>tinā</i> | <i>tinā</i> | <i>tinā</i> |
| father | <i>tamā</i> | <i>tamā</i> | <i>tamā</i> | <i>tamā</i> |
| grandmother | <i>tinā matua</i> | <i>tinā matua</i> | <i>tinā matua</i> | <i>tinā matua</i> |
| grandfather | <i>tamā matua</i> | <i>tamā matua</i> | <i>tamā matua</i> | <i>tamā matua</i> |
| son | <i>atali'i</i> | <i>tama tama</i> | | |
| daughter | <i>afafine</i> | <i>tama teine</i> | | |
| brother | <i>uso</i> | <i>tuagane</i> | <i>tuagane</i> | <i>uso</i> |
| sister | <i>tuafafine</i> | <i>uso</i> | <i>uso</i> | <i>tuafafine</i> |
| aunt | <i>tuafafine</i> | <i>uso</i> | <i>uso o lo'u tinā/ tuafafine o lo'u tamā</i> | <i>uso o lo'u tinā/ tuafafine o lo'u tamā</i> |
| uncle | <i>uso</i> | <i>tuagane</i> | <i>tuagane o lo'u tinā/ uso o lo'u tamā.</i> | <i>tuagane o lo'u tinā/uso o lo'u tamā.</i> |
| cousin | <i>tausoga</i> | <i>tausoga</i> | <i>tausoga</i> | <i>tausoga</i> |
| chief (traditional head of family) | <i>matai</i> | <i>matai</i> | <i>matai</i> | <i>matai</i> |

MATĀ'UPU 7: LO'U 'ĀIGA MY FAMILY

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- describe their family using *gagana Sāmoa*
- describe relationships between family members.

Success Criteria:

- Students can use *gagana Sāmoa* to talk about their own and other families.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; respond to questions and requests; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Understand and use familiar expressions and everyday vocabulary (talk about family). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (how and to whom respect is shown). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about people, places and things. • Recognise and express ownership and relationships. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interact in short conversations. • Recognise and use linguistic conventions to make and interpret meanings. • Make connections with their own language(s). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Differentiate and express social roles and relationships. • Make connections with known culture(s). |
| Cross-curricular links: information and computing technology. | |

| Language Targets | | | |
|-------------------|--|---|-----------------------------------|
| <i>'āiga</i> | family or home | <i>to'alua</i> | wife or husband/spouse |
| <i>tamā</i> | father | <i>ulumatua</i> | eldest |
| <i>tinā</i> | mother | <i>'O a'u o le ulumatua.</i> | I am the eldest. |
| <i>mātua</i> | parents | <i>'O a'u o le ui'i</i> | I am the youngest . |
| <i>atali'i</i> | son or child | <i>lea</i> | here is or this is |
| <i>afafine</i> | daughter (of father) | <i>lenā</i> | over there or that |
| <i>uso</i> | sister or brother (female to female or male to male) | <i>E sa'o 'oe.</i> | You're right. |
| <i>tuagane</i> | brother (of a female) | <i>'O le mātou 'āiga lea</i> | This is our family/home. |
| <i>tuafafine</i> | sister (of a male) | <i>'O lo'u tinā lea</i> | Here is my mother. |
| <i>tinā matua</i> | grandmother | <i>'O lo'u tamā lea</i> | Here is my father. |
| <i>tamā matua</i> | grandfather | <i>'O le tinā lea o Sefo</i> | This is the mother of Sefo. |
| <i>tamaiti</i> | children | <i>'O Losa lea, le tinā o Sefo.</i> | This is Losa, the mother of Sefo. |
| <i>tamaitiiti</i> | child | <i>saofa'i</i> | ceremony to bestow matai title |
| <i>tausoga</i> | cousin | <i>matai</i> | family chief |
| <i>tei</i> | sibling including cousins | <i>'O lona igoa o</i> | Her/his name is..... |
| <i>tagata</i> | person / people | <i>E sau mai i</i> | She/he comes from ... |
| <i>āvā</i> | wife | <i>'O le ā lona matua?</i> | How old is he/she? |
| <i>tāne</i> | husband | <i>E sefulu lua tausaga o lona matua.</i> | He/she is twelve years old. |

Relationship within a Family – *Vā fāiā i totonu o le 'āiga Sāmoa.*

This chart could be given to students at the start of the Unit and as the students learn the different family words they could write them in themselves over the three lessons.

| In English | <i>Tamā</i> | <i>Tinā</i> | <i>Teine</i> | <i>Tama</i> |
|--|-------------|-------------|--------------|-------------|
| mother | | | | |
| father | | | | |
| grandmother | | | | |
| grandfather | | | | |
| son | | | | |
| daughter | | | | |
| brother | | | | |
| sister | | | | |
| aunty | | | | |
| uncle | | | | |
| cousin | | | | |
| chief (traditional head of family) | | | | |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1
- Worksheet 1

Suggested Learning Tasks:

1. Watch the DVD segment.

Talk about the terms referred to in the DVD when describing family members using OHT 1.

Watch the DVD segment again.

Talk about the word *uso* and how it is used when a female is talking about her *uso*, and when a male is talking about his *uso*.

Discuss the Samoan concept of the *matai* and the cultural significance of this role in *fa'asamoa*.

How does this compare to students' own families and cultures?

Using OHT 1 discuss the terms used to describe relationships.

How does this chart compare to students known language(s) and culture(s)?

2. Hand out Worksheet 1.

Students view the DVD again and work in pairs to write the names of Malia's family onto the worksheet. Students need to discuss their answers and then by agreement fill in the names.

LESONA E

Suggested Resources:

- Template for a family tree (teacher to develop).

Suggested Learning Tasks:

1. Develop and hand out a template for a family tree.

Label the people on the family tree. The template should allow for pictures and enough space for students to write in age and family relationship.

2. Students talk about their family tree in pairs, using the formulaic patterns:

'O lo'u tamā lea o

'O lo'u uso lea o.....

LESONA I

Suggested Resources:

- Clay / ICT claymation programme or similar (Teacher to provide)
- Poster materials (Teacher to provide).

Suggested Learning Tasks:

This could be an ICT or art activity.

Groups make a power point presentation or poster with a picture of an imaginary family. Then present the poster or power point presentation or claymation (animated forms) to the class, talking about the members of the family in *gagana Sāmoa* using the following expressions.

Here is my grandmother. 'O lo'u tinā matua lea

Her name is 'O lona igoa o

She is 65 years old. 'E onosefulu lima tausaga o lona matua.

She comes from 'E sau mai i

And so on for all of the members of the family.

Students could present in groups, or could make a poster in groups and present that. Then all of the posters would be displayed on the wall or on a power point presentation on the class computer. The audience can be encouraged to ask questions of the presenters, such as: 'O ai lona igoa? (What is his/her name?) 'E fia ona tausaga? (How old is he/she?).

Extra written activity:

In groups, students could make up some questions to be asked about their group's family poster, and these could be put with the posters. Then the students walk around the room in groups and answer the questions.

The original group would then mark the answers.

Matā'upu 7 | OHT 1

The following table shows the words used to describe the relationships within a family.

Vā fāiā i totonu o le 'āiga Sāmoa

| English | <i>Tamā</i> | <i>Tinā</i> | <i>Teine</i> | <i>Tama</i> |
|------------------------------------|-------------------|-------------------|--|--|
| mother | <i>tinā</i> | <i>tinā</i> | <i>tinā</i> | <i>tinā</i> |
| father | <i>tamā</i> | <i>tamā</i> | <i>tamā</i> | <i>tamā</i> |
| grandmother | <i>tinā matua</i> | <i>tinā matua</i> | <i>tinā matua</i> | <i>tinā matua</i> |
| grandfather | <i>tamā matua</i> | <i>tamā matua</i> | <i>tamā matua</i> | <i>tamā matua</i> |
| son | <i>atali'i</i> | <i>tama-tama</i> | | |
| daughter | <i>afafine</i> | <i>tama-teine</i> | | |
| brother | <i>uso</i> | <i>tuagane</i> | <i>tuagane</i> | <i>uso</i> |
| sister | <i>tuafafine</i> | <i>uso</i> | <i>uso</i> | <i>tuafafine</i> |
| aunt | <i>tuafafine</i> | <i>uso</i> | <i>uso o lo'u tinā/ tuafafine o lo'u tamā</i> | <i>uso o lo'u tinā/ tuafafine o lo'u tamā</i> |
| uncle | <i>uso</i> | <i>tuagane</i> | <i>tuagane o lo'u tinā OR uso o lo'u tamā.</i> | <i>tuagane o lo'u tinā OR uso o lo'u tamā.</i> |
| cousin | <i>tausoga</i> | <i>tausoga</i> | <i>tausoga</i> | <i>tausoga</i> |
| chief (traditional head of family) | <i>matai</i> | <i>matai</i> | <i>matai</i> | <i>matai</i> |

Matā'upu 7 | Worksheet 1

Malia's Family

Write in the names of Malia's family

Tamā _____

Tinā _____

Uso _____

Tuagane _____

Tinā matua _____

Tamā matua _____

Matai _____

Tausoga _____

Matā'upu 7 | Audio CD Transcript**Track 24: Language Targets: Family members*****Fa'alogo ma fa'ata'ita'i.****'āiga**tamā**tinā**mātua**atali'i**afafine**uso**tuagane**tuafafine**tinā matua**tamā matua**tamaiti**tamaitiiti**tausoga**tei**tagata**āvā**tāne**to'alua**ulumatua*

Track 25: Language Targets: Introducing family members

'O a'u o le ulumatua.

'O a'u o le ui'i.

lea

lenā

E sa'o 'oe.

'O le mātou 'āiga lea.

'O lo'u tinā lea.

'O lo'u tamā lea.

'O le tinā lea o Sefo.

'O Losa lea, le tinā o Sefo.

saofa'i

matai

'O lona igoa o

E sau mai i

'O le ā lona matua?

E sefulu lua tausaga o lona matua.

Matā'upu 7 | DVD Transcript**Scenario 14: Sina's Internet research project.**

Sina is working on her laptop at home and has returned to the website 'connect to students' to continue her 'Internet Research Project'. She clicks on Malia's photo.

Sina

Mālō suga, 'o ā mai 'oe?

(Hello girl, how are you?)

Malia

Manuia fa'afetai.

'O ā au mea nā e fai?

(Well thank you.

What are you doing?)

Sina

'O lea e fai a'u meaā'oga.

*E mafai ona 'e tali mai i a'u fesili
mo a'u meaā'oga fa'amolemole?*

(I am doing my homework.

Can you answer some questions
for my homework project please?)

Malia

'Ia 'ua lelei

(Yes, alright)

Sina

*E mafai ona 'e fa'amatala
mai ia tagata o le tou 'āiga?*

(Can you tell me about
the people in your family?)

Malia reaches for a book containing photos of her family and points to each member of her family.

Malia

'O le mātou 'āiga lea.

'O lo'u tamā lea o Salu.

'O lo'u tinā lea o Susana.

(This is our family.

This is my father Salu.

This is my mother Susana.)

Sina looks at the screen and nods happily. Malia continues and points out her brother and sister.

Malia

'O o'u tei ia.

'O lo'u tuagane lea o Falani,

'o lo'u uso lea o Pina.

(These are my siblings.

This is my brother Falani,

this is my sister Pina.)

Sina

'O ai le ulumatua?

(Who is the eldest?)

Malia

'O a'u le ulumatua.

(I am the eldest.)

Sina takes notes as Malia continues. Malia shows a picture of her Uncle Galu, Aunt Lupe and their two children, Peta and Su'e.

Malia

'O le uso lea o lo'u tamā, o Galu.

'O ia le matai o le mātou 'āiga.

'O lona to'alua lea o Lupe.

*'O le lā fanau lea, 'o o'u tausoga
o Peta, ma Su'e.*

(This is my father's brother, Galu.

He is also the chief of our family.

This is his wife, Lupe.

Here are their children, my cousins,
Peta and Su'e.)

Malia flicks through the pages to a photo of her paternal grandparents.

Malia

'O mātua ia o lo'u tamā.

'O lona tamā lea o Lopati, lo'u Tamā Matua.

'O lona tinā lea o Elena, lo'u Tinā Matua.

(These are my father's parents.

This is his father Lopati, my grandfather.

This is his mother Elena, my grandmother.)

Sina

'O fea e te nofo ai?

(Where do you live?)

Malia

'Ou te nofo i Apia.

(I live in Apia.)

Sina

'O fea na 'e fānau ai?

(Where were you born?)

Malia

Na 'ou fānau i Lalomanu, i Aleipata.

(I was born in Lalomanu, Aleipata.)

Sina

'O fea e te ā'oga ai?

(Where do you go to school?)

Malia

*'Ou te ā'oga i Leifiifi College... e... 'ua 'uma ona 'e iloaga le
mea 'ou te ā'oga ai.*

(I attend Leifiifi College.....hey...you already know
where I go to school.)

Sina

E sa'o 'oe.

(Yeah, you're right.)

Matā'upu 7 | DVD Transcript - Cultural & Background Information

Lo'u 'āiga

The 'āiga and community are important in *fa'asāmoa*, and the *matai* plays a critical role within the 'āiga. The *matai*, is a chief who bears the 'āiga's title, and provides leadership for the 'āiga. The *matai* are responsible for the well-being of the 'āiga, and is in charge with the care and safe keeping of the 'āiga's traditional lands and titles on behalf of the whole 'āiga.

Once the 'āiga agrees on who will be their *matai*, the title is bestowed on them in a ceremony called a *saofa'i*. Most 'āiga have more than one title, and both men and women can become a *matai*. The important thing is that it is a decision made by the entire 'āiga.

There are two types of *matai*; *ali'i* and *tulāfale*. The *ali'i* is the high chief and the *tulāfale* is the orator. In general the *tulāfale* speaks on behalf of the *ali'i*.

The language used by the *matai* is *gagana fa'amatai*, a much more formal language that incorporates cultural metaphors and traditional references. This type of *gagana* is only used in ceremonial occasions and can take a very long time to learn and understand.

The leadership role of the *matai* continues to be a uniting factor wherever Samoans live whether in Sāmoa or in other countries like New Zealand. Whenever there are family gatherings such as weddings, funerals, birthdays, or community events you may see *gagana fa'amatai* in practice.

MATĀ'UPU 8: 'UA TĀ LE FIA? WHAT'S THE TIME?

TEACHER'S NOTES

'*Ua tā le fia?* reflects an earlier time when clocks loudly struck on the hour and half hour. So '*ua tā le fia* literally means what time is struck. Times in this unit are given in analog form (rather than digital form) as this is the traditional way that time is expressed in *gagana Sāmoa*.

Due to their positions in relation to the International Date Line Sāmoa is twenty three hours behind New Zealand time. The segment on the DVD will show differences in school time between Sāmoa and New Zealand as well as the daily expectations (role) of children in a Samoan family. These two areas alone should provide interesting material for discussion.

Schools in Sāmoa follow the New Zealand system fairly closely regarding terms and holiday organisation. However, due to the warmer climate, classes usually begin at eight in the morning and finish at one in the afternoon. Education is compulsory up to the age of twelve years.

Education is regarded as very important. It is not uncommon to find students catching buses or walking long distances to get to school in the very early hours in order to be on time. Out of school, the children are expected to help out with daily chores such as food preparation, washing and tidying up around the house as well as minding younger siblings.

The following table is for teacher reference. It gives other words to describe times of the day.

| <i>Taimi o le Aso</i> | Times of the day |
|-----------------------|--|
| <i>vaveao</i> | dawn |
| <i>taeao</i> | morning |
| <i>aoauli</i> | afternoon |
| <i>afiafi</i> | evening |
| <i>pō</i> | night |
| <i>valuāpō</i> | middle of the night or late in the night |
| <i>nei</i> | now |
| <i>nānei</i> | later in the day or night |
| <i>ana-</i> | prefix indicating time past |
| <i>ananei</i> | just now (past) |
| <i>analeilā</i> | earlier today |
| <i>anataeao</i> | this morning |
| <i>anapō</i> | last night |
| <i>ananafi</i> | yesterday |

MATĀ'UPU 8: 'UA TĀ LE FIA? WHAT'S THE TIME?

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- indicate time and place
- ask for the time
- tell the time.

Success Criteria:

- Students can use *gagana Sāmoa* to indicate time and place, ask for the time, and state the time.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests. • Show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. • Students can use familiar expressions and everyday vocabulary (indicate the time and place of an activity). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Make connections with known cultures (compare and contrast daily routines). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate using numbers, time and place. • Understand and use expressions of time and condition. <p>Language knowledge</p> <ul style="list-style-type: none"> • View and respond to verbal and non-verbal symbols and movements in specific contexts. • Understand and express meaning In a range of oral, written, and visual conventions. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Experience and respond to <i>gagana Sāmoa</i> texts. • Make connections with known culture(s). |
| Cross-curricular links: mathematics. | |

Language Targets

REVISE NUMBERS FROM MATĀ'UPU 3 (1 - 30)

| | |
|--|--|
| <i>itūlā</i> | hour |
| <i>mīnute</i> | minute |
| <i>toeitiiti</i> | nearly |
| <i>kuata</i> | quarter |
| <i>'afa</i> | half |
| <i>te'a</i> | past |
| <i>'i le</i> | to |
| <i>la'itiiti</i> | little |
| <i>i le afiafi</i> | in the evening. |
| <i>i le taeao</i> | in the morning. |
| <i>i le vaveao</i> | in the early morning or at dawn |
| <i>i le aoauli</i> | in the afternoon. |
| <i>aso ao</i> | daytime |
| <i>valuāpō</i> | late at night |
| <i>ananei</i> | now |
| <i>nānei</i> | afternoon or tonight |
| <i>ananafi</i> | yesterday |
| <i>analeilā</i> | earlier in the day |
| <i>anapō</i> | last night |
| <i>'o anafea?</i> | when did? |
| <i>'o ā fea?</i> | when will |
| <i>taunu'u</i> | arrive |
| <i>talatalanoa</i> | chatting |
| <i>e fai a'u fe'au</i> | I do my chores |
| <i>e teu le fale</i> | I tidy the house |
| <i>'A tā le valu i le taeao 'ou te alu i le a'oga.</i> | At eight o'clock in the morning I go to school |
| <i>'A tā le fitu i le afiafi e fai a'u meaā'oga.</i> | At seven in the evening I do my homework. |

'A tā le sefulu lua e fai la'u 'aiga o le aoauli.

At twelve o'clock I have lunch.

'A tā le ono i le afiafi e fai la'u 'aiga o le afiafi

At six o'clock in the evening I have dinner.

'A tā le fā 'ou te ta'alo netipolo

At four o'clock I play netball.

'A tā le lima 'ou te alu i a'ogāpese.

At five o'clock I go to choir practice.

'O anafea na 'e sau ai?

When did you come?

'O anafea na 'e taunu'u ai?

When did you arrive?

'O ā fea e te alu ai i le a'oga?

When do you leave for school?

'O ā fea e pu'e ai lau pasi?

When do you catch your bus?

'O ā fea e fai ai lau 'aiga o le afiafi?

When do you have dinner?

Language Targets

STANDARD PHRASES FOR THE TIME.

| | |
|---|---|
| <i>'O ā fea?</i> | When will....? |
| <i>'Ua tā le fia?</i> | What time is struck/it now? |
| <i>'O le ā le taimi?</i> | What's the time? |
| <i>'Ua tā le lima.</i> | It is five o'clock or (the time is five o'clock). |
| <i>'Ua kuata i le lima.</i> | It is quarter to five. |
| <i>'Ua toe kuata i le lima.</i> | There is just a quarter (of an hour) remaining until five. |
| <i>'Ua tā le 'afa o le lima.</i> | Half past five is struck/it is now half past five. |
| <i>'Ua 'afa le lima.</i> | It is half past five. |
| <i>'Ua te'a le valu.</i> | It is past eight. |
| <i>'Ua te'a la'itiiti le valu.</i> | It is a little past eight. |
| <i>'Ua toetiiti tā le valu.</i> | It is nearly eight. |
| <i>'Ua toe kuata i le valu.</i> | There is just a quarter (of an hour) remaining until eight. |
| <i>'Ua lima mīnute i le sefulu lua.</i> | It is five minutes to twelve. |
| <i>'Ua lima mīnute e te'a ai le sefulu lua.</i> | It is five minutes after (or past) twelve. |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- Number chart

Suggested Learning Tasks:

Watch the DVD segment

1. Revise numbers 1 - 30 using the number chart
2. Discuss with students how to tell the time in *gagana Sāmoa*.

Use an analog clock.

Also note the phrases for:

| | |
|-----------|---------------|
| morning | <i>taeao</i> |
| day | <i>ao</i> |
| afternoon | <i>aoauli</i> |
| evening | <i>afiafi</i> |
| night | <i>pō</i> |

3. Listen to the Audio CD (track 27) and using the list of language targets, repeat the standard phrases to ask and answer the time.

LESONA E

Suggested Resources:

- Worksheets 1 and 2

Suggested Learning Tasks:

1. Watch the DVD scenario of Malia's daily routine.

In pairs, students discuss the statements about Malia's daily routine.

What chores does Malia do?

What chores do students do at home?

Discuss aspects of Malia's daily routine including:

- school timetable
- family prayers (seating arrangements)
- leisure activities
- responsibilities

How does this compare with the student's own tasks, responsibilities and daily routine?

2. Hand out Worksheet 1

Students work in pairs to discuss and state the time in *gagana Sāmoa*. Students need to practise saying the sentences as they work.

ANSWERS

| | |
|--|---|
| 'Ua tā le lima. | It is five o'clock (or the time is five o'clock). |
| 'Ua kuata i le lima/'Ua toe kuata i le lima. | It is quarter to five. |
| 'Ua tā le 'afa o le lima/'Ua 'afa le lima. | It is half past five. |
| 'Ua te'a le valu/'Ua fitu mīnute e te'a ai le valu. | It is past eight/It is seven minutes past eight. |
| 'Ua te'a la'itiiti le valu/'Ua lua mīnute e te'a ai le valu. | It is a little past eight/It is two minutes past eight. |
| 'Ua toetiiti tā le valu/'Ua tolu mīnute i le valu. | It is nearly eight/It is three minutes to eight. |
| 'Ua toe kuata i le valu. | It is quarter to eight. |
| 'Ua lima mīnute i le sefulu lua. | It is five minutes to twelve. |
| 'Ua lima mīnute e te'a ai le sefulu lua. | It is five minutes after (or past) twelve. |

3. Hand out Worksheet 2. In pairs students discuss and state the time in *gagana Sāmoa*.

Student's answers should indicate time of day as well as the time, using the formulaic phrases *i le afiafi*, *i le taeao* and so on.

Students need to practise saying the sentences as they work.

ANSWERS

| | |
|--|--|
| 'Ua tā le lima i le vaveao. | It is five o'clock or (the time is five o'clock) in the early morning. |
| 'Ua kuata i le lima i le aoauli. | It is quarter to five in the afternoon. |
| 'Ua toe kuata i le lima i le vaveao. | It is quarter to five in the early morning. |
| 'Ua tā le 'afa o le lima i le taeao. | It is half past five in the morning. |
| 'Ua 'afa le lima i le aoauli. | It is half past five in the afternoon. |
| 'Ua te'a le valu i le taeao. | It is past eight in the morning. |
| 'Ua te'a la'itiiti le valu i le afiafi. | It is a little past eight in the evening. |
| 'Ua toetiiti tā le valu i le afiafi. | It is nearly eight in the evening. |
| 'Ua toe kuata i le valu i le taeao. | It is quarter to eight in the morning. |
| 'Ua lima mīnute i le sefulu lua i le pō. | It is five minutes to twelve at night. |
| 'Ua lima mīnute e te'a ai le sefulu lua i le pō. | It is five minutes after (or past) twelve at night. |

LESONA I

Students draw up a time line of daily routines from waking up to going to sleep and label in *gagana Sāmoa*.

After they have done this, students can work in pairs to ask each other.

Student A. 'O le ā le taimi e te (*ala ai*)? What time do you (wake up)?

Student B. 'Ou te ala pe 'ā tā le fitu. I wake up at seven.

Student A. 'O le ā le taimi e te (*activity*)? What time do you (*activity*)?

Student B. 'E fai (*activity*) pe 'ā tā le (*time*) I (*activity*) at (*time*).

'Ou te (*activity*) pe 'ā tā le (*time*) I (*activity*) at (*time*).

With the information given, Student B draws Student A's timeline and then checks. Then they swap turns.

Extension Activity:



















Students record the information that they will tell an exchange student from Sāmoa who will be billeted with them and coming to their school, telling them about their own school day in New Zealand and the daily routines in their own family.

OR

Students write an email to an exchange student from Sāmoa who will be billeted with them and coming to their school, telling them about their own school day in New Zealand and the daily routines in their own family.

Matā'upu 8 | Worksheet 1

'Ua tā le fia? What is the time?

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  

Matā'upu 8 | Worksheet 2

Discuss in pairs and then write out the time in *gagana Sāmoa* indicating the time of day.

5:00_{AM}

eg. 'Ua tā le lima i le vaveao.

4:45_{PM}4:45_{AM}5:30_{AM}5:30_{PM}8:07_{AM}8:02_{PM}7:57_{PM}7:45_{AM}11:55_{PM}12:05_{PM}

Matā'upu 8 | Audio CD Transcript**Track 26: Language Targets – Times of the day and daily activities*****Fa'alogo ma fa'ata'ita'i.****itūlā**mīnute**toetiiti**kuata**'afa**te'a**'i le**la'itiiti**i le afiafi**i le taeao**i le vaveao**i le aoauli**aso ao**valuāpō**ananei**nānei**ananafi**analeilā**anapō**'o anafea?**'o ā fea?**taunu'u**talatalanoa**e fai a'u fe'au**e teu le fale**'A tā le valu i le taeao 'ou te alu i le ā'oga.**'A tā le fitu i le afiafi e fai a'u meaā'oga.**'A tā le sefulu lua e fai la'u 'aiga o le aoauli.**'A tā le ono i le afiafi e fai la'u 'aiga o le afiafi.**'A tā le fā 'ou te ta'alo netipolo.**'A tā le lima 'ou te alu i a'ogāpese.*

'O anafea na e sau ai?

'O anafea na e taunu'u ai?

'O ā fea e te alu ai i le ā'oga?

'O ā fea e pu'e ai lau pasi?

'O ā fea e fai ai lau 'aiga o le afiafi?

Track 27: Standard phrases for the time

'O ā fea?

'Ua tā le fia?

'O le ā le taimi?

'Ua tā le lima.

'Ua kuata i le lima.

'Ua toe kuata i le lima.

'Ua tā le 'afa o le lima.

'Ua 'afa le lima.

'Ua te'a le valu.

'Ua te'a la'itiiti le valu.

'Ua toeitiiti tā le valu.

'Ua toe kuata i le valu.

'Ua lima mīnute i le sefulu lua.

'Ua lima mīnute e te'a ai le sefulu lua.

Matā'upu 8 | DVD Transcript**Scenario 16: Malia's morning routine.**

It is early morning. Malia is kneeling beside her bed and praying. A digital and analog clock appears on either side of the screen. This scenario describes Malia's activities during the morning, starting from when she wakes up to her arrival at school. Voice overs by presenters Falaniko and Rachelle state the time as shown on the screen clocks while the camera follows Malia as she goes about her morning routines.

Presenter Falaniko

'Ua tā le ono.

(It is six o'clock.)

Malia

*'Ou te ala i le ono i le taeao, ma 'ou
sauni loa mo le aso 'ātoa.*

(I wake up at six in the morning
and get ready for the whole day.)

Presenter Falaniko

'Ua sefulu mīnute e te'a ai le ono.

(It is ten minutes past six)

Malia

*E fai a'u feau. E teu le fale,
ma tae le otaota.*

(I do my chores, tidy the house
and pick up the rubbish.)

Presenter Falaniko

'Ua tolu sefulu mīnute e te'a ai le ono.

(It is 30 minutes past six.)

Malia

'Ou te sauni loa mo le ā'oga,
(I get ready for school,)

Presenter Falaniko

'Ua sefulu mīnute
e te'a ai le fitu.
(It is ten minutes
past seven)

Malia

ma pu'e le pasi i le 'āoga.
(and catch the bus to school.)

Presenter Falaniko

'Ua luasefulu lima mīnute
e te'a ai le fitu.
(It is twenty five minutes
past seven.)

Malia

'O lea 'ua 'ou i luga o le pasi.
(I am on the bus.)

Presenter Falaniko

'Ua lua sefulu mīnute e
te'a ai le valu.
(It is twenty minutes
past eight.)

Malia

'Ou te taunu'u i le ā'oga, ma talatalanoa

ma a'u uō... ma lo'u faiā'oga.

(I arrive at school and talk to
my friends and my teacher.)

Scenario 17: Malia's after-school routine.

Voice over segment: Presenters continue to state the time while the camera follows Malia through her afternoon routine.

Presenter Falaniko

'Ua kuata e te'a ai le lua.

(It is quarter past two.)

Malia

'Ou te taunu'u i le fale,

'ou te mālōlo la'itiiti.

(I arrive home,
I have a short rest.)

Presenter Falaniko

'Ua tā le tolu.

(It is three o'clock.)

Malia

E fai a'u feau.

(I do my chores.)

Presenter Falaniko

'Ua 'afa le fā.

(It is half-past four.)

Malia

*Ma te tā'a'alo voli
ma lo'u tuagane.*

(I play volleyball with
my brother.)

Presenter Falaniko

'Ua tā le ono.

(It is six o'clock.)

Malia

E fai le lotu afiafi.

(We have evening prayers.)

Presenter Falaniko

'Ua 'afa le ono.

(It is half-past six.)

Malia

E fai le mātou mea'ai.

(We have dinner.)

Presenter Rachelle

'Ua kuata e te'a ai le fitu.

(It is quarter past seven.)

Malia

E fai a'u meaā'oga.

(I do my homework.)

Presenter Falaniko

'Ua tā le valu.

(It is eight o'clock.)

Malia

'Ou te sauni 'ou te moe.

(I get ready to go to sleep.)

MATĀ'UPU 9: 'O LŌ MĀTOU FALE OUR HOUSE

TEACHER'S NOTES

fale means house.

'o *lo'u fale* means my house.

'o *lō mātou fale* means our house or our home.

This *matā'upu* focuses on the house in which the *'āiga* live and where the main interactions of the family occur. Because the house or home is communal it is more commonly referred to as our house, *o lō mātou fale* rather than *lo'u fale* or my house. In a traditional Samoan village setting, every family has a number of *fale* or houses of various sizes and functions. The main *fale* for everyday living and sleeping is also called the *maota* in formal *gagana Sāmoa*. The *umukuka* or kitchen was traditionally a smaller separate *fale* which housed the *umu* (earth oven) for cooking. Many families in Sāmoa still have this provision where the *umukuka* is located well behind the larger family *fale* or *maota*.

Everyday *gagana* now used to describe the different rooms and parts of a house and home reflect the organization and functions of the traditional Samoan *fale* in a village setting. For example, *falela'itiiti* (small house) referred to the toilet (often a long-drop) which was separate and well away from the *maota* or main living house. Here is a list of vocabulary related to the house with variations which are sometimes used.

| English | Gagana Sāmoa | meaning | Variations |
|---------------------------|---------------------------------------|-------------------------------------|--------------------------------------|
| room | <i>potu</i> | room | |
| bathroom | <i>faletā'ele</i> | bath house | <i>potutā'ele</i> |
| toilet | <i>falela'itiiti</i> | small house | <i>faleuila</i> |
| laundry | <i>faletāmea</i> | washing house | <i>potutāmea/ potutālavalava</i> |
| kitchen | <i>umukuka</i> | where food is cooked | |
| bedroom | <i>potumoe</i> | sleeping room | <i>tōfāga</i> |
| house | <i>fale</i> (everyday <i>gagana</i>) | includes all types of dwellings | <i>maota</i> (formal) |
| house/home or guest house | <i>maota</i> (formal <i>gagana</i>) | main house for living and sleeping. | <i>faletalimālō</i> |

The traditional Samoan *fale* has a thatched roof held in place by wooden posts, is open, without walls or windows. Blinds woven from coconut leaves are folded and attached between posts and only let down when it rains or in the case of strong winds. The indoor space is divided only when necessary by sheets or mats strung between posts. This style of house is ideal for the warm climate and most families still retain a traditional *fale*, *maota* or *faletalimālō* for important meetings of the extended family. However more and more Samoans now live in European style houses.

Here are further examples of questions and answers.

- | | |
|---|------------------------------------|
| Q. 'O fea le televise? | Where is the television? |
| A. 'O le televise e i luga o le laulau. | The television is on the table. |
| Q. 'O fea le komepiuta? | Where is the computer? |
| A. E i totonu o le potumālōlō. | It's in the sitting room. |
| Q. 'O fea le faleta'avale? | Where is the garage? |
| A. 'O le faleta'avale e i tafatafa o le fale. | The garage is beside the house. |
| Q. 'O fea lou potumoe? | Where is your bedroom? |
| A. 'O lo'u potumoe e latalata i le umukuka. | My bedroom is near the kitchen. |
| Q. 'O fea le leitiō? | Where is the radio? |
| A. 'O le leitiō e i lalo o le televise. | The radio is under the television. |
| Q. 'O fea lou fale? | Where is your house? |
| A. 'O lo'u fale e mamao tele. | My house is very far away. |

Remember when to use everyday gagana and formal gagana?

- | | |
|--|--------------------------------------|
| Q. 'O fea lou maota? (respectful) | Where is your house? |
| A. 'O lo'u fale la e i Remuera. | My house is in Remuera. |
| Q. E iai se tou ta'avale? | Do you have a car? |
| A. 'Ioe, e iai lā mātou ta'avale. | Yes we have a car. |
| Q. E iai se tou masini tālavalava? | Do you have a washing machine? |
| A. Leai, 'e leai se matou masini tālavalava. | No we do not have a washing machine. |

For *LESONA A*, learning task 3, the teacher will need to prepare picture card sets using Resource 1.

MATĀ'UPU 9: 'O LŌ MĀTOU FALE OUR HOUSE

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- identify, name and locate rooms and objects in the house
- request personal information from others using appropriate and polite language.

Success Criteria:

- Students can use *gagana Sāmoa* to:
Identify, name and locate rooms and objects in the house.
Request personal information from others using appropriate and polite language.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests. Describe their home. • Show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (what various types of <i>fale</i> are used for). | <p>Communication</p> <ul style="list-style-type: none"> • Make requests, give instructions, and respond to requests and instructions. • Communicate interest, need, enjoyment and opinion. • Recognise and express ownership and relationships. <p>Language Knowledge</p> <ul style="list-style-type: none"> • Interact in short conversations. • Understand and express meaning in a range of oral, written, and visual texts. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Use appropriate forms of language for themselves and others in specified situations and contexts. • Make connections with known culture(s). |
| Cross-curricular links: visual arts, technology. | |

| Language Targets | | | |
|---------------------|-------------------|---|---|
| <i>potu</i> | room | <i>pusameli</i> | mailbox |
| <i>masini tāmea</i> | washing machine | <i>faleta'avale</i> | garage |
| <i>leitiō</i> | radio | <i>fā'ata</i> | mirror |
| <i>nofoa</i> | chair | <i>lumāfale</i> | area in front of the house |
| <i>moega</i> | bed | <i>tuāfale</i> | area behind the house |
| <i>potumoe</i> | bedroom | <i>taualuga</i> | roof |
| <i>potutele</i> | living room | <i>e iai se?</i> | is there a....? |
| <i>umukuka</i> | kitchen | <i>totonu</i> | inside |
| <i>pusa'aisa</i> | refrigerator | <i>fafo</i> | outside |
| <i>kāpoti</i> | cupboard | <i>luga</i> | on |
| <i>naifi</i> | knife | <i>lalo</i> | under |
| <i>sipuni</i> | spoon | <i>latalata</i> | near |
| <i>tafatafa</i> | next to or beside | <i>mamao</i> | far |
| <i>potutā'ele</i> | bathroom | <i>tauagavale</i> | left |
| <i>potutāmea</i> | laundry (room) | <i>taumatau</i> | right |
| <i>togāla'au</i> | garden | <i>'O le potu lea o mā'ua ma lo'u uso.</i> | The room here is for me and my sister/brother of same gender. |
| <i>ogāumu</i> | oven | <i>'O le fale lea o la'u uō.</i> | The house here is my friend's. |
| <i>tui</i> | fork | <i>'O le faleta'avale e i tafatafa o le fale.</i> | The garage is beside the house. |
| <i>ipu</i> | cup / plate | | |
| <i>pēsini</i> | basin | | |
| <i>taputā'ele</i> | bath | | |
| <i>faleuila</i> | toilet | | |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- **Resource 1 - picture cards (Teacher to prepare)**

Suggested Learning Tasks:

1. Watch the DVD segment on Sina's house.
2. Listen to the *Mua Ō!* Audio CD (track 28) and practise pronouncing the new vocabulary on the language targets list.
3. Using Resource 1 play a memory game, matching pictures to the words.
Students turn over a card, say the word, and then search for the matching card.
4. Teachers can add more interactive activities based on the pictures or words from the DVD.

LESONA E

Suggested Resources:

- OHT 1
- *Mua Ō!* Audio CD

Suggested Activities:

1. Practise the following questions and answers using OHT 1 and the Audio CD (track 29).

| | |
|---|------------------------------------|
| Q. 'O fea le televise? | Where is the television? |
| A. 'O le televise e i luga o le laulau. | The television is on the table. |
| Q. 'O fea le komepiuta? | Where is the computer? |
| A. E i totonu o le potu mālōlō. | It's inside the sitting room. |
| Q. 'O fea le faleta'avale? | Where is the garage? |
| A. 'O le faleta'avale e i tafatafa o le fale. | The garage is beside the house. |
| Q. 'O fea lou potumoe? | Where is your bedroom? |
| A. 'O lo'u potumoe e latalata i le umukuka. | My bedroom is near the kitchen. |
| Q. 'O fea le leitiō? | Where is the radio? |
| A. 'O le leitiō e i lalo o le televise. | The radio is under the television. |
| Q. 'O fea lou fale? | Where is your house? |
| A. 'O lo'u fale e mamao tele. | My house is very far away. |

2. Students create a floor plan of their homes.

Students write in the rooms on their floor plan in *gagana Sāmoa*.

Students compare their floor plans by asking each other questions.

| | |
|---|---------------------------------|
| Q. 'O fea lou potumoe? | Where is your bedroom? |
| A. 'O lo'u potumoe e latalata i le umukuka. | My bedroom is near the kitchen. |

LESONA I

1. Students work in groups to create their ideal bedroom. They can do this as part of their visual arts or technology programme.
2. Students present their ideal room to the class in *gagana Sāmoa*, describing what is in the room and where things are.
 eg. 'O lo'u moega lea.
 'O lo'u kapoti lea e i tafatafa o lo'u moega.
3. Encourage the rest of the class to ask questions, using the questions they know.
 eg. E i ai se televise?
 E i ai se leitiō?

Matā'upu 9 | OHT 1

- | | |
|---|------------------------------------|
| Q. 'O fea le televise? | Where is the television? |
| A. 'O le televise e i luga o le laulau. | The television is on the table |
| Q. 'O fea le komepiuta? | Where is the computer? |
| A. 'E i totonu o le potu mālōlō. | It's inside the sitting room. |
| Q. 'O fea le faleta'avale? | Where is the garage? |
| A. 'O le faleta'avale e i tafatafa o le fale. | The garage is beside the house. |
| Q. 'O fea lou potumoe? | Where is your bedroom? |
| A. 'O lo'u potumoe e latalata i le umukuka. | My bedroom is near the kitchen. |
| Q. 'O fea le leitiō? | Where is the radio? |
| A. 'O le leitiō e i lalo o le televise. | The radio is under the television. |
| Q. 'O fea lou fale? | Where is your house? |
| A. 'O lo'u fale e mamao tele. | My house is very far away. |

Matā'upu 9 | Resource 1

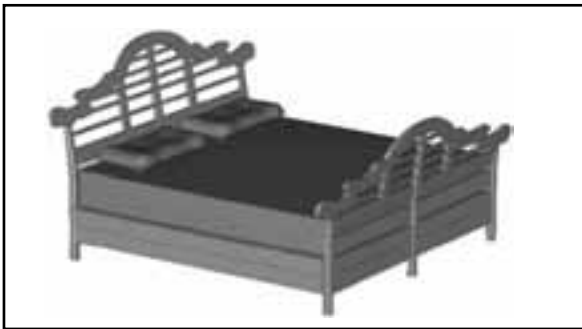
Picture Cards & Matching Words



masini tālavalava



leitiō



moega



potumoe



*potutele/
potumālōlō*



umukuka



pusa'aīsa



kāpoti



naifi



sipuni



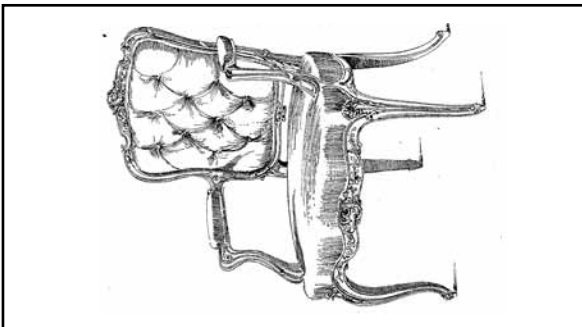
potutā'ele



potutālavalava



togāla'au



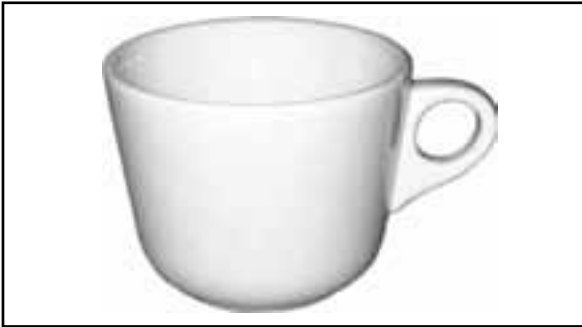
nofoa



ogāumu



tui



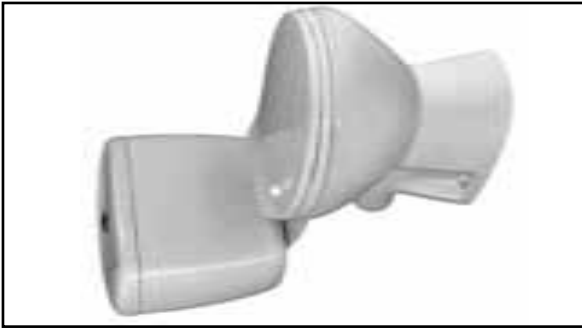
ipu



pēsini



taputā'ele



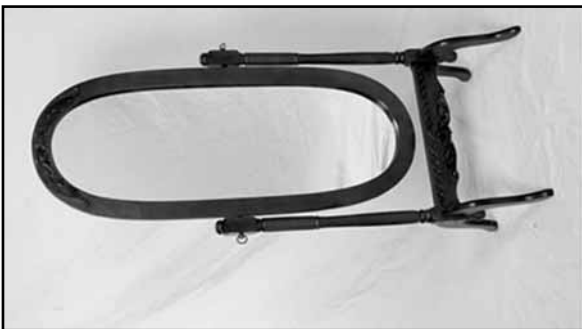
faleuila



pusameli



faleta'avale



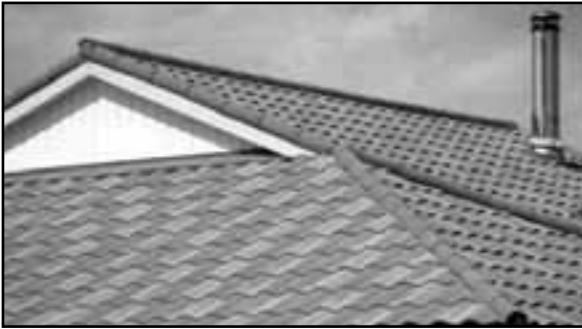
fā'ata



lumāfale



tuāfale



taualuga

Mata'upu 9 | Audio CD Transcript**Track 28: Language Targets: Items in the home*****Fa'alogo ma fa'ata'ita'i.****potu**masini tāmea**leitiō**nofoa**moega**potumoe**potutele**umukuka**pusa'aia**kāpoti**naifi**sipuni**tafatafa**potutā'ele**potutāmea**togālā'au**ogāumu**tui**ipu**pēsini**taputā'ele**faleuila**pusameli**faleta'avale**fā'ata**lumāfale**tuāfale**taualuga**E iai se?**totonu**fafo**luga**lalo**latalata**mamao**tauagavale**taumatau*

'O le potu lea o mā'ua ma lo'u uso.
 'O le fale lea o la'u uō.
 'O le fale ta'avale e i tafatafa o le fale.

Track 29: Dialogue: Items in the home OHT1

QN: 'O fea le televise?

ANS: 'O le televise e i luga o le laulau.

QN: 'O fea le komepiuta?

ANS: E i totonu o le potu mālōlō.

QN: 'O fea le faleta'avale?

ANS: 'O le faleta'avale e i tafatafa o le fale.

QN: 'O fea lou potumoe?

ANS: 'O lo'u potumoe e latalata i le umukuka.

QN: 'O fea le leitiō?

ANS: 'O le leitiō e i lalo o le televise.

QN: 'O fea lou fale?

ANS: 'O lo'u fale e mamao tele.

Matā'upu 9 | DVD Transcript**Scenario 18: Sina's home on webcam.**

Sina is working on her Internet research project at home. She connects to the Internet from her laptop and goes online to chat with Malia about her project.

Sina

Suga. Mālō.

(Girl, hello.)

Malia

Tālofa Sina. 'O ā mai oe?

(Hello Sina, how are you?)

Sina

Manuia fa'afetai.

(Well thank you.)

Malia

'O ā au mea nā e fai?

(What are you doing?)

Sina

*'O lea e fia fa'aali atu le ata
sā 'ou pu'eina mo oe.*

(I want to show you a video
that I recorded for you.)

Malia

'Oī mānaia tele.

(Oh, very nice.)

The following scene was captured on Sina's video camera. Starting from outside the front of her home, Sina walks Malia through various areas in and around her home.

Sina

'O le mātou fale lea.

(This is our house.)

Malia

E fia potu moe?

Mānaia tele le tou maota.

(How many bedrooms do you have?

You have a very nice house.)

Sina

E tolu potu moe.

(There are three bedrooms.)

Malia

Mānaia.

(Nice.)

Sina

'O le mātou pusameli lea.

(This is our letterbox.)

Sina

'O le faleta'avale lea e i tafatafa

o le mātou fale.

(This is the garage
on the side of our house.)

Sina*'O le potu tāmea lea.*

(This is the laundry room.)

Malia*E iai se tou masini tāmea?*

(Do you have a washing machine?)

Sina*'Ioe, e iai le mātou masini tāmea,**'o le tele ia o ā mātou tāgāmea.*(Yes, we have a washing machine,
we have a lot of washing.)**Sina***'O le ogāumu lea.*

(This is the oven.)

Sina*'O le pusa'aia lea.*

(This is the fridge.)

Sina*'O le laulau 'ai lea.*

(This is the dining table.)

Sina

*'O le potu mālōlō lea,
e i ai le televise*

(This is the lounge,
with the television.)

Sina

*'O le potu tā'ele lea...
ma le faleuila.*

(This is the bathroom...
and the toilet.)

Malia

'O fea lou potu?

(Where's your room?)

Sina

*O lo'u potumoe lea,
o lo'u moega lea.*

(This is my bedroom,
this is my bed.)

Malia

*Mānaia tele le potumoe
o le teine o le ata.*

(What a very nice bedroom,
for the star of the movie.)

Sina

'O le mātou fale lenā.

(That's our home.)

Malia

*Fa'afetai Sina. Mānaia tele
le tou maota.*

(Thank you Sina. You have a
very nice house.)

Sina

*'O lō mātou fale lenā. 'Ua lelei.
'Ae fa'ape'i le tou fale?*

(That's our house there. OK, but what's
your house like?)

Matā'upu 9 | DVD Transcript - Cultural & Background Information**'O lō mātou fale**

In Sāmoa there are many types of *fale*. Because of the warm climate the traditional Samoan *fale* is an oval shape and completely open with a thatched roof held in place by large wooden posts. There are no walls or windows. Blinds or *pola* woven from coconut leaves are folded up high between posts, and are usually only let down when there is rain or strong winds. The indoor space is divided only when necessary by sheets or mats strung between posts.

There are different uses for different size *fale*. *Maota* or *faletele*, a large house, is the *fono* or meeting *fale*. The *faleo'o* is a smaller house and used by the family for its daily activities.

Some families have an additional even smaller and separate *faleo'o* for cooking and preparing food. However more and more Samoans now live in European style houses while still retaining a traditional *maota* for important meetings of the extended family.

MATĀ'UPU 10: TOE ILOILO REVISION

TEACHER'S NOTES

'Iloilo means reflect, reconsider or revise

Toe means again.

The teacher or *faiā'oga* can choose any of the previous DVD segments to reinforce previous learning and where possible extend students' understanding and use of *gagana Sāmoa*.

This would also be a good opportunity for students to practise and consolidate *gagana Sāmoa* they have learned so far, including formulaic expressions, through interactive tasks such as card games, for example, 'Fish', 'Memory', 'Happy families'.

Remember to use the phrase *toe fai mai* (say it again) or *ou te lē mālamalama* (I don't understand).

Students could also be encouraged to make up a skit incorporating the language they have learned. In this way they are challenged to use the skills and the knowledge they have learned to make their own meaning, giving them opportunities to be responsible for their own learning.

| MATĀ'UPU | LEARNING INTENTIONS: |
|--|--|
| | By the end of this <i>matā'upu</i> , students will be able to: |
| <i>Folasaga:</i> (Introduction) | <ul style="list-style-type: none"> locate the group of islands that make up Sāmoa on the map of the Pacific Ocean identify other places where <i>gagana Sāmoa</i> is spoken recap the Samoan alphabet list similarities between Aotearoa New Zealand and Sāmoa respond to basic greetings and classroom instructions. |
| <i>Matā'upu 1:</i> Tālofa! (Hello) | <ul style="list-style-type: none"> greet and farewell teacher and friends using everyday <i>gagana Sāmoa</i> understand when, and with whom, to use the appropriate greeting and farewell. |
| <i>Matā'upu 2:</i> Tālofa lava! (Formal greetings) | <ul style="list-style-type: none"> use formal greetings appropriately introduce their parents using <i>gagana Sāmoa</i> use formal <i>gagana Sāmoa</i> to greet people. |
| <i>Matā'upu 3:</i> E fia? E to'afia? (How many?) | <ul style="list-style-type: none"> carry out simple conversations (using questions and answers about classroom objects) follow and respond to instructions recognise and begin to use numbers up to 20. |
| <i>Matā'upu 4:</i> Aso ma Masina (Days and Months) | <ul style="list-style-type: none"> state the days of the week state the date and the months in <i>gagana Sāmoa</i> identify significant dates. |

| MATĀ'UPU | LEARNING INTENTIONS: By the end of this <i>matā'upu</i> , students will be able to: |
|--|--|
| <i>Matā'upu 5:</i> 'O ai? 'O le a? 'O fea? (Who? What? Where?) | <ul style="list-style-type: none"> • use appropriate <i>gagana Sāmoa</i> to make friends • use appropriate <i>gagana Sāmoa</i> to greet and seek information • contribute to group discussion • observe the way members of a family interact or relate to one another. |
| <i>Matā'upu 6:</i> 'O ā au mea nā e fai? (What are you doing?) | <ul style="list-style-type: none"> • use everyday <i>gagana Sāmoa</i> to seek more information • have a simple conversation • respond to simple questions. |
| <i>Matā'upu 7:</i> <i>Lo'u 'āiga</i> (My Family) | <ul style="list-style-type: none"> • describe their family using <i>gagana Sāmoa</i> • describe relationships between family members. |
| <i>Matā'upu 8:</i> 'Ua tā le fia? (What's the time?) | <ul style="list-style-type: none"> • indicate time and place • ask for the time • tell the time. |
| <i>Matā'upu 9:</i> 'O lō mātou fale (Our House) | <ul style="list-style-type: none"> • identify, name and locate rooms and objects in the house • request personal information from others using appropriate and polite language. |

Use the tables and charts of language targets and the mind maps from earlier *matā'upu* to analyse the extent to which the students have acquired, used and understood *gagana Sāmoa* in verbal conversation, written work and so on.

The three lessons can be organized differently to focus the students activities on some of these key areas of language acquisition:

correct pronunciation

correct use of formal and everyday greetings

simple questions and answers

time and dates, days and months.

MATĀ'UPU 10: TOE ILOILO REVISION

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- reflect on their past experiences and demonstrate their new learning in completing set tasks
- make comments on their learning experiences.

LESONA A, E & I

Suggested Learning Resources:

- *Mua Ō!* DVD.
- **Assignment sheet** (teacher to prepare - what must be included in the presentation).
- Student assessment/evaluation sheet.

Suggested Learning Tasks:

1. Watch the segment on the *Mua Ō!* DVD.
2. Students prepare a presentation about themselves and their family in *gagana Sāmoa*.
The presentation can be in poster form, a powerpoint presentation or a research project.
They also present it to class during *LESONA I*.
3. Students complete the assessment/evaluation sheet.

Evaluation Sheet

I have really enjoyed learning to:

Activities that helped me to learn included:

I would like to learn more about how to:

Some ways that I have practised *gagana Sāmoa* include:

with my friends

☐

with my family at home

☐

by myself in the mirror

☐

other

MATĀ'UPU 11: LE TAU MA ONA VĀEGA THE WEATHER AND SEASONS

TEACHER'S NOTES

Sāmoa is a tropical island in the Pacific. Unlike New Zealand with its four fairly distinct seasons summer, winter, spring and autumn, Sāmoa consistently registers temperatures around 28 – 32 degrees celsius and the weather there is generally differentiated into a dry season or *tau mātūtū* (May to October) and a wet season or *tau o tīmuga* (November to April).

Tau means weather and this includes all the seasonal variations or *vāega* that occur. The Samoan terminology used to describe the climatic variations, often reflects changes in the natural environment at different times of the year.

Here are some useful weather related terms and phrases. Note how some can be interchangeable but have the same meaning.

| <i>Tau</i> Seasons/Weather | English literal translation |
|--------------------------------------|--|
| <i>tau totogo</i> | when plants begin to <u>germinate</u> (spring) |
| <i>tau tutupu</i> | when things begin to <u>grow</u> (spring) |
| <i>tau vevela</i> | <u>hot</u> season (summer) |
| <i>tau māfanafana</i> | <u>warm</u> season |
| <i>tau mālūlū</i> | <u>cold</u> season (winter) |
| <i>tau to'ulu</i> | when trees <u>lose</u> their leaves (autumn) |
| <i>tau mātūtū</i> | <u>dry</u> season |
| <i>tau o tīmuga</i> | season of rain or wet season |
| <i>E mālūlū lenei aso.</i> | Today is <u>cold</u> (generally). |
| <i>'Ua mālūlū le aso.</i> | It is cold today (specifically now). |
| <i>E mamafa tīmuga.</i> | The rain is <u>heavy</u> . |
| <i>'Ua mamafa tīmuga.</i> | The rain is heavy (now). |
| <i>E mālosi le matāgi.</i> | The wind is <u>strong</u> . |
| <i>E susū tele le 'ea.</i> | The air is very damp (high humidity). |
| <i>E mālū le fīsaga.</i> | There is a gentle breeze. |
| <i>E agi fa'ata'uta'u le matagi.</i> | The wind is gusty. |
| <i>E to'ulu solo tīmuga.</i> | There are scattered showers. |
| <i>E agi le fīsaga.</i> | There is a gentle breeze blowing. |
| <i>'Ua agi le fīsaga.</i> | The gentle breeze is (now) blowing. |

Note:

1. There are two *gagana Sāmoa* terms commonly used for spring. These are interchangeable in practice and they mean the same thing.
2. Some *gagana Sāmoa* words on the left have also been underlined along with their English meaning on the right.
For example, *totogo* means to germinate, *tutupu* means to grow.

3. When you study the sentences closely you will see that:

The order of words in *gagana Sāmoa* is the reverse of that in English, for example *e vevela le aso* it is hot, the day, or *e mālosi le matagi* it's strong, the wind.

You can lengthen a sentence by adding the season at the end *E mālosi le matagi i le tau mālūlū* The wind is strong in the winter or cold season.

Or by adding the month, *E mamafa tīmuga iā Tēsema* The rain is heavy in December.

Note in particular the two different sentence structures in the table above and the way they are used to describe either a general state *E.....* or a more specific occurrence right now *'Ua.....*

Pese or songs: Listen closely to the song, *Tolu Manuiti* and follow the words from the sheets provided. Note that as with English when singing, some *gagana Sāmoa* words can sound slightly different with different musical emphasis being placed on various parts of a word.

In *LESONA E*, learning activity 2, students will be creating a weather dice. The teacher will need to provide cubes/dice large enough for students to paste or draw on pictures of the weather.

MATĀ'UPU 11: LE TAU MA ONA VĀEGA THE WEATHER AND SEASONS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- ask and describe what the weather is like
- identify the main seasons in Sāmoa and Aotearoa New Zealand.

Success Criteria:

- Students can use *gagana Sāmoa* to describe the weather and identify the different seasons in Sāmoa and New Zealand.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests. • Can use familiar expressions (describe the weather). <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Make connections with known cultures (identify different seasons). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate using numbers, time and place. • Respond to and express agreement and disagreement. <p>Language Knowledge</p> <ul style="list-style-type: none"> • Interact in short conversations. • Understand and express meaning in a range of oral, written, and visual texts. <p>Cultural Knowledge</p> <ul style="list-style-type: none"> • Respond to and use <i>gagana Sāmoa</i> texts. |

| Language Targets | | | |
|-----------------------------|-------------------------------------|--|---|
| <i>vevela</i> | hot | <i>Tālofa e</i> | (you) poor thing/what a pity |
| <i>mālūlū</i> | cold | | |
| <i>māfanafana</i> | warm | <i>'Ua agi le matagi.</i> | The wind is blowing. |
| <i>matagi</i> | wind | <i>'Ua pa'ū le kiona.</i> | It is snowing (snow is falling). |
| <i>afā</i> | hurricane/cyclone | <i>E luasefulu tikerī.</i> | It is 20 degrees. |
| <i>āsiosio</i> | tornado | <i>'o le tau vevela/ māfanafana</i> | summer |
| <i>galu afi</i> | tidal wave | <i>'o le tau mālūlū</i> | winter |
| <i>'auaoa</i> | cloudy | <i>'o le tau totogo/tutupu</i> | spring |
| <i>puaaoa</i> | misty/foggy | <i>'o le tau to'ulu</i> | autumn |
| <i>timu</i> | rain | <i>'o le tau mātūtū</i> | dry season |
| <i>susū</i> | wet/damp | <i>'o le tau o tīmuga</i> | wet season |
| <i>lā</i> | sun/sunny | <i>'o ā mai le tau i Sāmoa?</i> | How is the weather in Sāmoa? |
| <i>laofie</i> | fine | | |
| <i>fa'atimutimu</i> | showers | <i>E vevela tele le tau i Sāmoa.</i> | It is very hot in Sāmoa. |
| <i>timu tamoe</i> | passing showers | <i>E vevela tele ma tīmuga Sāmoa.</i> | It is very hot and rainy in Sāmoa. |
| <i>timu 'aia</i> | hail | <i>E fa'atimutimu le aso.</i> | The day is showery. |
| <i>tikerī</i> | degree/s | <i>'Ua sau le timu tamoe.</i> | Here comes a passing shower. |
| <i>E mānaia le aso.</i> | It is a nice day. | <i>'Ua timu 'aia le aso.</i> | It is hailing today. |
| <i>E laofie le aso.</i> | It is a fine day/The day is fine. | <i>E fa'apē'i le vevela o Sāmoa?</i> | How hot is Sāmoa? |
| <i>E timu le aso.</i> | It is a rainy day/The day is rainy. | <i>E tusa e tolusefulu lua tikerī le vevela o Sāmoa.</i> | The temperature is 32 degrees in Sāmoa. |
| <i>E vevela le aso.</i> | It is a hot day/The day is hot. | | |
| <i>E vevela tele Sāmoa.</i> | Sāmoa is very hot. | | |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1 and 2
- Worksheet 1

Suggested Learning Tasks:

1. View the DVD segment for this *matā'upu*. Students should pay particular attention to expressions to do with the weather and the seasons.
2. Put up OHT 1 which has labelled illustrations of the weather.
Students listen to the Audio CD (track 30) and repeat the expressions.
3. Students then watch the DVD again and identify the expressions used for the weather.
Allocate one half of the class to identify what Sina says and the other half to identify what Malia says.
4. Using OHT 2 *Tolu Manuiti*
Before putting up OHT 2 ask students to predict *gagana Sāmoa* words for the weather or season.
Put up OHT 2. Play the song *Tolu Manuiti* on the Audio CD (track 32).
Students listen to the song and confirm their predictions. Encourage students to learn the song.

| | |
|-----------------------------------|--------------------------------|
| <i>Tolu manuiti</i> | Three little birds |
| <i>Sa pepesē</i> | Were singing |
| <i>Tatou sosola ma fa'atōfā</i> | Let's say goodbye and fly away |
| <i>'Ua lata mai le tau mālūlū</i> | It is nearly winter |
| <i>Fēlelei i luga 'o le sami.</i> | Fly over the sea. |
| <i>Fēlelei, Fēlelei</i> | Fly, Fly |
| <i>Lē mālōlō</i> | Without a rest |
| <i>Fēlelei, Fēlelei</i> | Fly, Fly |
| <i>Tasi, Lua, Tolu.</i> | One, Two, Three. |

5. Hand out Worksheet 1 on which there are various illustrations of the weather. Worksheet 1 has pictures and a list of expressions. In pairs, students discuss and match each picture to the appropriate expression. Check against correct answers on OHT1.

LESONA E

Suggested Resources:

- Dice (big enough to paste pictures onto - Teacher to provide)
- OHT 1 and OHT 2
- Worksheet 2

Suggested Learning Tasks:

1. Revision activities:

Sing song *Tolu Manuiti*. (OHT 2)

Play a Bingo game as revision for weather expressions.

Have students draw a 2 x 2 grid and draw four pictures of the weather.

The teacher uses the list of language targets for expressions to say.

The teacher says the expressions and students put a line through the expressions/pictures as they hear them.

Check answers with list of language targets and OHT 1.

The language targets can be put up on OHT so students can monitor what they hear. Then do it again without the OHT.

Revise numbers 1 to 40 for temperatures.

2. Introduce the Weather Dice Game.

In pairs or groups of four, students make up a weather dice by pasting or drawing different pictures of the weather on each side of a cube.

Each group has a copy of OHT 1 and the language targets list with the weather expressions to check their answers.

Student 1 rolls the dice, the other three students say '*O ā mai le tau?* What's the weather like?

Student 1 responds with a phrase for the picture. If they need to, students can refer to the copy of weather pictures and phrases on OHT 1. If the student gets the phrase right, they get a point, and the next student gets a turn.

The student with the most points at the end of the game is the winner.

Extension:

Students discuss and write out the weather forecasts for each country/city on Worksheet 2.

For example: *E lāofie le aso ma e tolusefulu ono tikeri i Sāmoa.*

LESONA I

Suggested Resources:

- OHT 1
- Resource 1 (Teacher to prepare cards)

Suggested Learning Tasks:

1. Memory game.

In groups of three, play 'Memory', using pictures and weather phrases/temperature phrases.

Students match the picture with the phrase. As they turn over each card, students say what the picture depicts and read out the weather phrase on the card.

If the picture and the weather expression match, they keep the cards and have another turn.

If not, they turn the cards over and the next person has his/her turn.

Encourage the students to use the formulaic expressions:

'O 'oe. Your turn.

'O a'u. My turn.

'loe Yes.

Leai No.

E fia au pepa? How many cards do you have?

'Ua mālō 'oe. You have won.

'Ua mālō a'u. I have won.

The person with the most card sets at the end is the winner or champion.

2. The Great Weather Quiz.

Each group puts forward their weather champion for a play off of champions.

The pictures on OHT 1 are used with the words covered, the teacher points to a picture.

Each champion is asked the question in turn 'O ā mai le tau? Groups can help their champion.

The teacher tests the champions further by putting Worksheet 2 onto OHT, and by getting students to put two phrases together joined by *ma* (and).

The class decides how the game is scored.

As a guide:

Each correct expression gets 3 points.

If the champion and his/her group require another turn to correctly answer the question, the other group gets two points.

If the answer is still incorrect, the question gets put out to the rest of the champions and their groups.

If a group answers another group's question correctly, that group gets one point.

3. Charades played with the whole class or in small groups.

Place the weather and temperature expressions face down. Each student picks up a card and mimes the expression.

The others identify the correct weather expression and season.

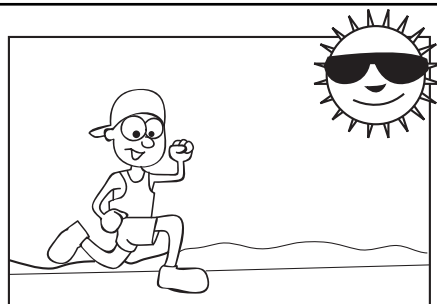
Extension:

Season cards can also be added to the mix of the memory game. To do this, copy the expressions from the language target list onto cards. When playing the extension activity students need to match three cards.

Matā'upu 11 | OHT 1

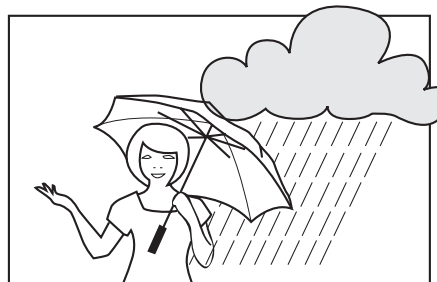
E lāofie le aso.

28°



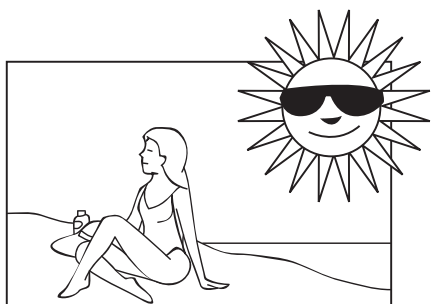
E timu le aso.

19°



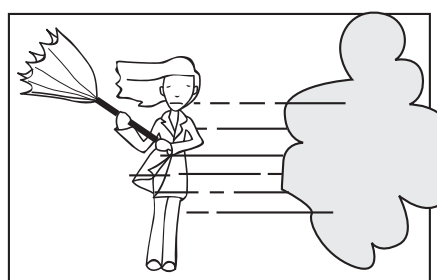
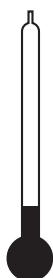
E vevela le aso.

36°



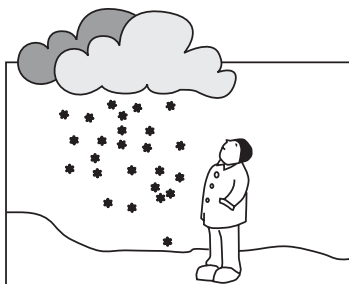
'Ua agi le matagi.

12°



'Ua pa'ū le kiona.

4°



Matā'upu 11 | OHT 2

Migration Song

Tolu manuīti Three little birds

Sa pepese Were singing

Tatou sosola ma fa'atōfā Let's say goodbye and fly away

'Ua lata mai le tau mālūlū It is nearly winter

Fēlelei i luga 'o le sami. Fly over the sea.

Fēlelei, Fēlelei Fly, Fly

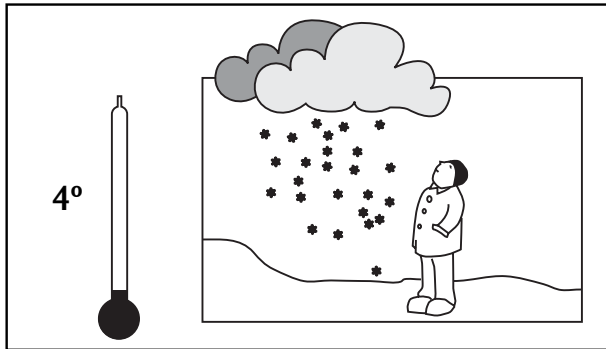
Lē mālōlō Without a rest

Fēlelei, Fēlelei Fly, Fly

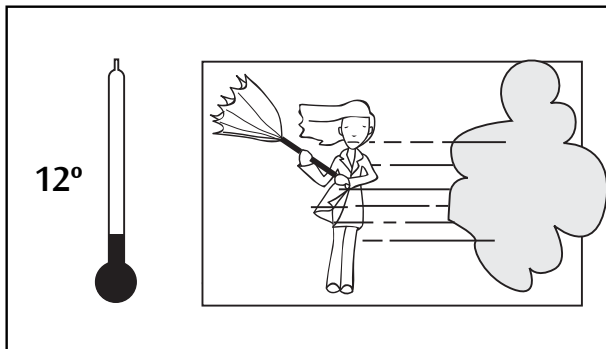
Tasi, Lua, Tolu. One, Two, Three.

Matā'upu 11 | Worksheet 1

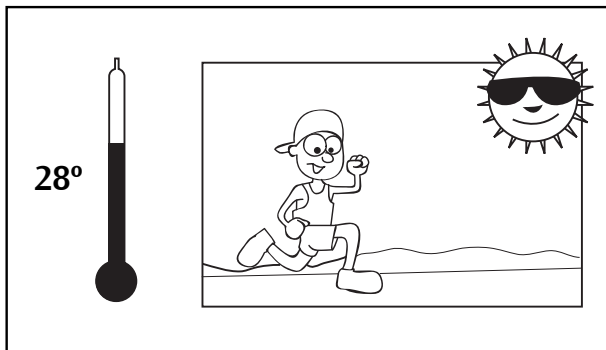
Match the correct phrase with the appropriate picture.



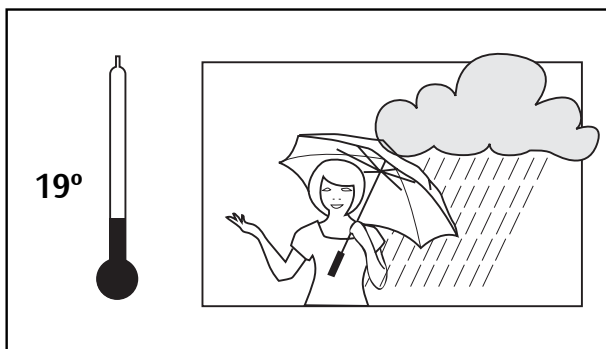
E timu le aso.



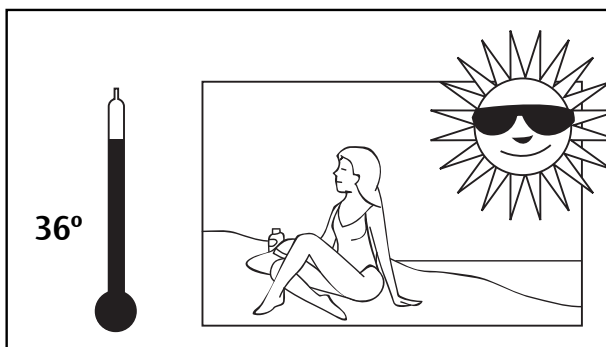
E vevela le aso.



'Ua agi le matagi.



E lāofie le aso.



'Ua pa'ū le kiona.

Matā'upu 11 | Worksheet 2

Weather forecasts in the Pacific



Matā'upu 11 | Resource 1

Memory Game Cards

'Ua tolusefulu ono tikerī.

28°



'Ua sefulu lua tikerī.

36°



'Ua fā tikerī.

4°



'Ua sefulu iva tikerī.

12°

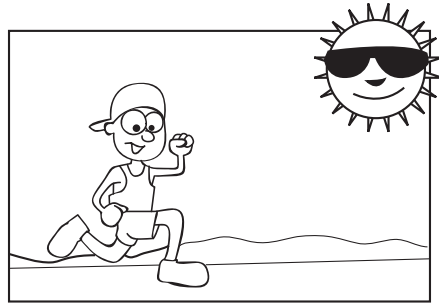


'Ua luasefulu valu tikerī.

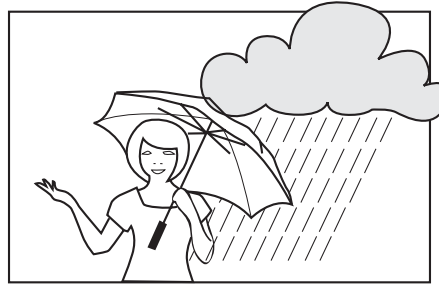
19°



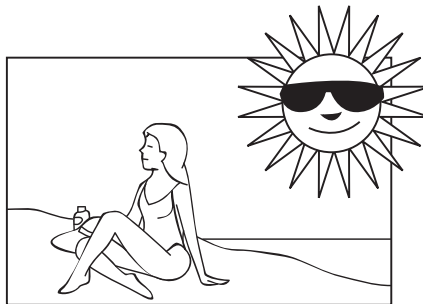
E lāofie le aso.



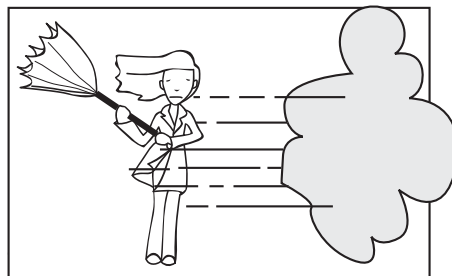
E timu le aso.



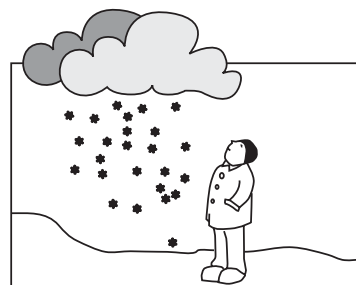
E vevela le aso.



'Ua agi le matagi.



'Ua pa'ū le kiona.



Matā'upu 11 | Audio CD Transcript**Track 30: Language Targets – Weather and descriptions*****Fa'alogo ma fa'ata'ita'i.****vevela**mālūlū**māfanafana**matagi**afā**āsiosio**galuafi**āuaoa**puaoa**timu**susū**lā**laofie**fa'atimutimu**timu tamo'e**timu 'aia**tikerī**E mānaia le aso.**E laofie le aso.**E timu le aso.**E vevela le aso.**E vevela tele Sāmoa.**Tālofa e**Ua agi le matagi.**Ua pa'ū le kiona.**E luasefulu tikerī.*

Track 31: Language Targets - Seasons and descriptions

'o le tau vevela /māfanafana

'o le tau mālūlū

'o le tau totogo / tutupu

'o le tau to'ulu

'o le tau mātūtū

'o le tau o tīmuga

'O ā mai le tau i Sāmoa?

E vevela tele le tau i Sāmoa?

E vevela tele ma tīmuga Sāmoa.

E fa'atimutimu le aso.

'Ua sau le timutamo'e.

'Ua timu'aisa le aso.

E faapē'i le vevela o Sāmoa?

E tusa e tolusefulu lua tikeri le vevela o Sāmoa.

Track 32: Song - Tolu manuiti

Tolu manuiti

Sa pepese

Tatou sosola ma fa'atōfā

'Ua lata mai le tau mālūlū

Felelei i luga o le sami.

Felelei, Felelei

Le mālūlū

Felelei, Felelei

Tasi, Lua, Tolu.

Matā'upu 11 | DVD Transcript**Scenario 19: Describing the weather.**

Sina and Malia continue their communication via the Internet. Sina is at home and is wearing a warm top as it is raining and windy outside.

Sina

Mālō, suga.

(Hello girl.)

Malia

Mālō. 'O ā mai?

(Hello. How are you?)

Sina

Feoloolo. E mālūlū le tau. 'O lea e timu ma 'ua mālosi le matagi.

(OK. The weather is cold. It is raining and the wind is strong.)

Malia

Tālofa e!

(Poor dear!)

Sina

'O ā mai le tau i 'inā?

(How is the weather there?)

Malia

'O lea e laofie le aso.

(The day here is fine.)

Sina

E vevela pe mālūlū?

(Is it hot or cold?)

Malia

*E māfanafana le aso, a 'o isi aso,
e vevela tele.*

(It is a warm day, but other days
it is very hot.)

Matā'upu 11 | DVD Transcript - Cultural & Background Information***Le tau ma ona vāega***

The weather and seasons play an important part in defining Sāmoa. The climate is very warm with an average temperature of 26 degrees celsius, which supports an agricultural sector that exports copra, coconut cream and coconut oil. In more recent times, the warm climate has made Sāmoa a popular tourist destination, and tourism continues to grow as a vital part of Sāmoa's economy.

There are two distinct seasons in Sāmoa: tau o timuga - the wet season and *tau mātūtū* - the dry season. *Tau o timuga* begins in November, and lasts until April. It's during this time that Sāmoa's rainforests are at their lushest, rivers and waterfalls are full, and its hills and mountains are at their greenest. It is a very hot and humid time of the year, with a normal temperature of 31 degrees celsius during the day, dropping to around mid twenties during the night. This is also the time when the threat of cyclones are at their greatest. Sāmoa has endured major hurricanes and cyclones which have devastated the islands at times. *Tau mālūlū* sets in by May and continues until October with full trade winds from the southeast. The temperature is slightly cooler at around 28 degrees celsius.

MATĀ'UPU 12: LO'U TINO MY BODY

TEACHER'S NOTES

It is important to remember with this *matā'upu* that whenever you refer to someone else's body, unless it is someone very close to you, you use formal *gagana Sāmoa*. Use everyday *gagana* for your own body. However it is acceptable practice for the teacher to use everyday *gagana Sāmoa* with the students, and for the students to use everyday *gagana Sāmoa* with each other.

For example your child might say to you, *E tīgā lava lo'u ulu* (I have a very sore head) and you might reply *Tālōfa e, e tīgā lou ulu?* (poor thing, is your head sore?) but if it's an adult your response would be *Tālōfa e, e tīgā lou ao?*

The following table may also help.

| English | Everyday <i>gagana</i> | Formal Respectful <i>gagana</i> | With Possessive Pronouns |
|---------------|---------------------------|------------------------------------|--|
| head | <i>ulu</i> | <i>ao</i> | <i>lo'u ulu</i> (my head) <i>lou ao</i> (your head) |
| eyes | <i>mata</i> | <i>fofoga</i> | <i>o'u mata</i> (my eyes) <i>ou fofoga</i> (your eyes) |
| mouth | <i>gutū</i> | <i>fofoga</i> | <i>lo'u gutū</i> (my mouth) <i>lou fofoga</i> (your mouth) |
| tooth / teeth | <i>nifo</i> | <i>'oloo</i> | <i>lo'u nifo</i> (my tooth) <i>o'u nifo</i> (my teeth) <i>ou 'oloo</i> (your teeth) |
| nose | <i>isu</i> | <i>fofoga</i> | <i>lo'u isu</i> (my nose) <i>lou isu</i> (your nose) |
| hands / arms | <i>lima</i> | <i>'a'ao</i> | <i>lo'u lima</i> (my hand) <i>o'u lima</i> (my hands) |
| feet / legs | <i>vae</i> | <i>'a'ao</i> | <i>lo'u vae</i> (my foot) <i>o'u vae</i> (my feet) <i>ou 'a'ao</i> (your feet) |
| stomach | <i>manava</i> | <i>laualo</i> | <i>E tīgā lo'u manava</i> (my stomach is sore) <i>E tīgā lou laualo?</i> (is your stomach sore) |

| English | Everyday <i>gagana</i> | Formal Respectful <i>gagana</i> | With Possessive Pronouns |
|--------------------|----------------------------|---------------------------------|--------------------------|
| give me your hand | <i>tu'u mai lou lima</i> | <i>tu'u mai lou 'a'ao</i> | |
| give me your hands | <i>tu'u mai ou lima</i> | <i>tu'u mai ou 'a'ao</i> | |
| listen | <i>fa'alogo mai</i> | <i>fa'afofoga mai</i> | |
| watch or look | <i>tilotilo mai</i> | <i>taga'i mai</i> | |
| knee | <i>tulivae</i> | <i>'a'ao</i> | |
| my knee is sore | <i>e tīgā lo'u tulivae</i> | <i>e tīgā lou 'a'ao?</i> | |

Note in the following sentences how verbs are changed slightly when an action involves an object.

| | |
|-------------------------------|-------------------------|
| <i>'O lea 'ou te ta'alo.</i> | I am playing. |
| <i>'O lea e tā le polo.</i> | I am hitting the ball. |
| <i>'O lea e sapo le polo.</i> | I am catching the ball. |
| <i>'O lea e togi le polo.</i> | I am throwing the ball. |

In the table above note that the formal word *fofoga* for eyes is also the same for ears, mouth and nose. The word *'a'ao* is also formal *gagana* and is used when referring respectfully to any part of another person's limbs. Notice also how a statement *E tīgā lo'u manava* (my stomach is sore) can also be used as a question. Here the formal word *laualo* replaces *manava* because the question is addressing someone other than the speaker and the statement would be understood as a question in the way the voice or intonation is used.

When to use respectful *gagana*

The last column on the right is a reminder to use everyday *gagana* for your own body and the more formal *gagana* when referring to someone else's body. For example in the table above, note how *lo'u tuli* (my knee) changes to *lou 'a'ao* (your limb).

Note also the variation in pronouns between singular and plural.

For example:

| | |
|---|-------------------|
| <i>'Ua tīgā lo'u vae</i> or <i>E tīgā lo'u vae.</i> | My foot is sore. |
| <i>'Ua tīgā o'u vae</i> or <i>E tīgā o'u vae.</i> | My feet are sore. |
| <i>Si'i i luga lou lima.</i> | Raise your hand. |
| <i>Si'i i luga ou lima.</i> | Raise your hands. |

Here's a simple conversation for example:

| | | |
|-------------------------|---------------------------|---------------------|
| Grandmother to a child: | <i>'Ua tīgā lo'u ulu.</i> | I have a head ache. |
| Child responds: | <i>'Ua tīgā lou ao?</i> | Is your head sore? |

Notice the structure of the two comments. Apart from the respectful word *ao* in place of *ulu*, see how the same phrasing is used differently here, one as a statement of fact and the other in question form as a response to the initial comment. This is common practice in *gagana Sāmoa*.

Body language

In *fa'asāmoa*, when someone receives a gift the recipient often lifts the gift above his/her head in acknowledgement. This is a sign of respectful gratitude, rather like saying, you have elevated or honoured me with your gift. You may see Samoan students doing this at school prizegiving after they receive an award or prize.

MATĀ'UPU 12: LO'U TINO MY BODY

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- label the parts of their bodies in *gagana Sāmoa*
- describe actions the body can do.

Success Criteria:

- Students can use *gagana Sāmoa* to label and describe parts of the body and actions the body can do.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests. • Show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways (know when to use formal and everyday <i>gagana Sāmoa</i>). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise that the target culture is organised in particular ways. • Show cultural awareness when discussing body parts. | <p>Communication</p> <ul style="list-style-type: none"> • Make requests, give instructions and respond to instructions. • Use language to show respect. • Communicate about colour and shape. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interpret and create simple texts, using oral, written and visual conventions. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise and express <i>fa'aaloalo</i> in a variety of contexts. • Respond to and use texts in <i>gagana Sāmoa</i>. |

| Language Targets | | | | | |
|--------------------|---------------|-------------|-----------------------|----------------|------------------|
| Everyday | Formal | English | Everyday | Formal | English |
| <i>ulu</i> | <i>ao</i> | head | <i>lima</i> | <i>'a'ao</i> | hand(s) |
| <i>lauulu</i> | <i>lauao</i> | hair | <i>vae</i> | <i>'a'ao</i> | leg(s)/foot/feet |
| <i>ua</i> | | neck | <i>tamatama'ivae</i> | | toe(s) |
| <i>mata</i> | <i>fofoga</i> | eye(s) | <i>tamatama'ilima</i> | | fingers |
| <i>lo'u mata</i> | | my eye | <i>atigilima</i> | | finger nail |
| <i>o'u mata</i> | | my eyes | <i>atigivae</i> | | toenail |
| <i>taliga</i> | <i>fofoga</i> | ear(s) | <i>mu'a/muli</i> | <i>nofoaga</i> | bottom |
| <i>isu</i> | <i>fofoga</i> | nose | <i>fatafata</i> | | chest |
| <i>gutu</i> | <i>fofoga</i> | mouth | <i>manava</i> | <i>laualo</i> | stomach |
| <i>nifo</i> | <i>'oloa</i> | tooth/teeth | <i>susu</i> | | breast(s) |
| <i>laulaufaiva</i> | | tongue | <i>tulivae</i> | | knee/s |
| <i>'ālāfau</i> | | cheek(s) | <i>papātua</i> | | back |
| <i>tau'au</i> | | shoulder(s) | | | |
| <i>tulilima</i> | | elbow(s) | | | |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1 and OHT 2

Suggested Learning Tasks:

1. Watch the DVD segment.
2. Using the Audio CD (track 34) and OHT 1. Listen to the song *Vāega o le Tino* (Parts of the Body). Students then sing along to the song touching the different parts of the body.

| | |
|--|----------------------------------|
| <i>Ulu, Tau'au, Tulivae, Tama'ivae</i> | Heads, Shoulders, Knees and Toes |
| <i>Tulivae Tama'ivae</i> | Knees and Toes |
| <i>Tulivae Tama'ivae</i> | Knees and Toes |
| <i>Ulu, Tau'au, Tulivae, Tama'ivae</i> | Heads, Shoulders, Knees and Toes |
| <i>Mata, Taliga, Gutu ma le Isu.</i> | Eyes, Ears, Mouth and a Nose |

3. Put up OHT 2 showing an outline of the body with body parts labelled in *gagana Sāmoa*. Listen to the pronunciation of the parts of the body on the Audio CD (track 33). Students repeat the word and the teacher points to the part of the body. Teacher takes away OHT and calls on students to name all the parts they remember. Check answers.

LESONA E

Suggested Resources:

- *Mua Ō!* Audio CD
- OHT 1 and OHT 3

Suggested Learning Tasks:

1. Using the Audio CD (track 35) and OHT 3. Listen to the song *Gaioiga o vāega o lo'u tino* (Movements of the parts of my body).

Students then sing along to the song adding appropriate actions.

Gaioiga o vāega o lo'u tino

| | |
|--|---------------------------------------|
| <i>E lua o'u mata 'ou te tilotilo ai</i> | I have two eyes to see with |
| <i>E lua o'u taliga 'ou te fa'alogo ai</i> | I have two ears to listen with |
| <i>E tasi lo'u isu 'ou te sogisogi ai</i> | I have one nose to smell with |
| <i>E tasi lo'u gutu 'ou te tautala ai,</i> | I have one mouth to speak with, |
| <i>E lua o'u vae 'ou te savalivali ai</i> | I have two feet / legs to walk with |
| <i>E lua o'u lima 'ou te sivasiva ai</i> | I have two hands / arms to dance with |
| <i>E tasi lo'u ulu 'ou te māfaufau ai</i> | I have one head to think with |
| <i>'I galuega 'o le 'ā 'ou fai.</i> | About everything I will do. |

2. *Vāega o le tino* (OHT 1).

Students can sing this song repeatedly and once they are familiar with it, can start to miss out singing words one at a time, while performing all the actions.

i.e. Students can sing (pause) *tau'au, tulivae tama'ivae.*

and point to head, shoulders, knees and toes.

And so on.

And then once all words are eliminated can start adding them back in one at a time.

LESONA I

Suggested Resources:

- *Mua O!* Audio CD

Suggested Learning Tasks:

1. Continue learning the action songs.
2. *Fai mai le faiā'oga* Teacher Says (the game based on Simon Says).

Students should follow instructions only when the caller/teacher says: *Fai mai le faiā'oga*
Any little movement made will be counted as out (*Pē*) and then students sit on the side.
Speed is important to keep the students' interest.

Caller:

| | |
|--|------------------------------------|
| <i>Fai mai le faiā'oga, tago i lou ulu.</i> | Teacher says touch your head. |
| <i>Fai mai le faiā'oga, tago i ou tau'au</i> | Teacher says touch your shoulders. |
| <i>Fai mai le faiā'oga.....</i> | Teacher says |

3. Make up and perform an advertisement in *gagana Sāmoa* for an action doll, which can perform all sorts of actions.

Use the words from the action song *Gaioiga o Vāega o lo'u Tino* and change to suit the presentation or performance.

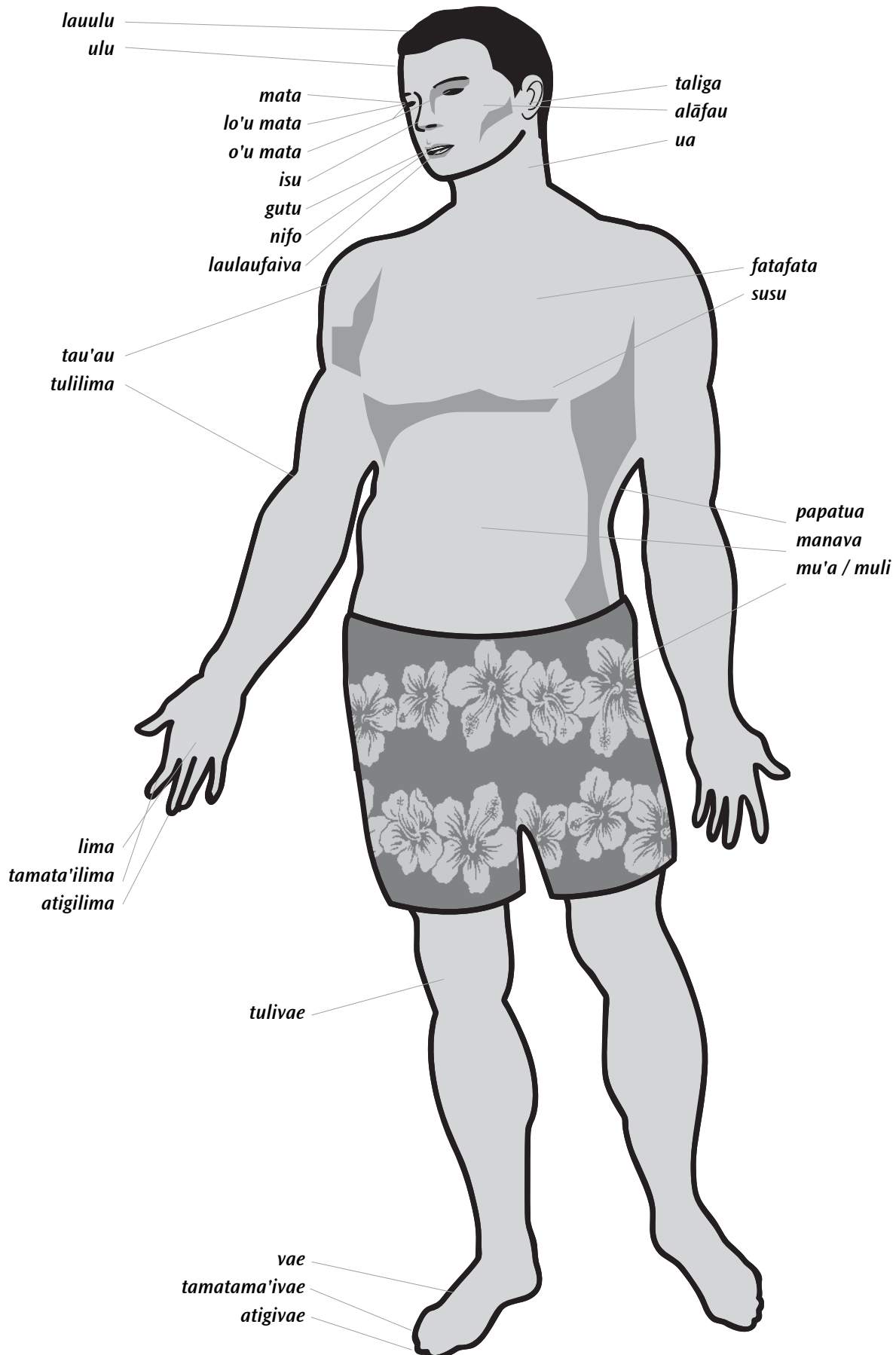
From *E lua o'u mata ou te tilotilo ai* to *e lua ona mata e tilotilo ai*.

Matā'upu 12 | OHT 1

Vāega o le Tino (Parts of the Body)***Ulu, Tau'au, Tulivae, Tama'ivae******Tulivae Tama'ivae******Tulivae Tama'ivae******Ulu, Tau'au, Tulivae, Tama'ivae******Mata, Taliga, Gutu ma le Isu.*****Heads, Shoulders, Knees and Toes****Knees and Toes****Knees and Toes****Heads, Shoulders, Knees and Toes****Eyes, Ears, Mouth and a Nose**

Matā'upu 12 | OHT 2

Outline of a body with named body parts in *gagana Sāmoa*.



Matā'upu 12 | OHT 3

Gaioiga o Vāega o lo'u Tino

| | |
|--|---------------------------------------|
| <i>E lua o'u mata 'ou te tilotilo ai</i> | I have two eyes to see with |
| <i>E lua o'u taliga 'ou te fa'alogo ai</i> | I have two ears to listen with |
| <i>E tasi lo'u isu 'ou te sogisogi ai</i> | I have one nose to smell with |
| <i>E tasi lo'u gutu 'ou te tautala ai,</i> | I have one mouth to speak with, |
| | |
| <i>E lua o'u vae 'ou te savalivali ai</i> | I have two feet / legs to walk with |
| <i>E lua o'u lima 'ou te sivasiva ai</i> | I have two hands / arms to dance with |
| <i>E tasi lo'u ulu 'ou te mafaufau ai</i> | I have one head to think with |
| <i>'I galuega 'o le 'ā ou fai.</i> | About everything I will do. |

Matā'upu 12 | Audio CD Transcript**Track 33: Language Targets – Parts of the body*****Fa'alogo ma fa'ata'ita'i.****ao**ulu**lauao**lauulu**ua**fofoga**mata**lo'u mata**o'u mata**taliga**isu**gutu**'oloa**nifo**laulaufaiva**alāfau**tau'au**tulilima**'a'ao**lima**vae**tamatama'ivae**tamatama'ilima**atigilima**atigivae**nofoaga**mu'a**muli**fatafata**laualo**manava**susu**tulivae**papātua*

Track 34: Song - Vāega o le Tino*Ulu, Tau'au, Tulivae, Tama'ivae**Tulivae Tama'ivae**Tulivae Tama'ivae**Ulu, Tau'au, Tulivae, Tama'ivae**Mata, Taliga, Gutu ma le Isu***Track 35: Song - Gaioiga o Vāega o lo'u Tino***E lua o'u mata ou te tilotilo ai**E lua o'u taliga ou te fa'alogo ai**E tasi lo'u isu ou te sogisogi ai**E tasi lo'u gutu ou te tautala ai**E lua o'u vae 'ou te savalivali ai**E lua o'u lima 'ou te sivasiva ai**E tasi lo'u ulu 'ou te māfaufau ai**'I galuega o le'ā 'ou fai.*

Matā'upu 12 | DVD Transcript**Scenario 20: Parts of the body – everyday gagana**

Sina's class have been learning how to say the parts of the body in *gagana Sāmoa*. Mrs Robinson is now testing how much they can remember. When asked, the students stand and point to the part of their body in question.

Mrs Robinson

Latika, o fea lou ulu?

(Latika, where is your head?)

Latika

Lo'u ulu.

(My head.)

Mrs Robinson

Lelei Latika, fa'afetai.

Brenda, o fea lou manava?

(Good Latika, thank you.
Brenda, where is your stomach.)

Brenda

Lo'u manava.

(My stomach.)

Mrs Robinson

*Lelei... Herbert, si'i i luga lou
lima taumatau.*

(Good. Herbert, raise your
right arm.)

Mrs Robinson

Tu'u i lalo.

(Put it down.)

Mrs Robinson

Si'i lou lima agavale.

(Raise your left arm.)

Mrs Robinson

Tu'u i lalo.

(Put it down.)

Mrs Robinson

Lelei.

(Good.)

SCENARIO 21: Parts of the body – formal *gagana*.

The lesson on parts of the body continues with students pointing to themselves and then to others to show the difference in language use. Everyday *gagana* is used when referring to yourself and respectful or formal *gagana* is used when referring to others.

Sina points to her head then points to Mrs Robinson's head.

Sina

'O lo'u ulu lea, 'ae 'o lou ao lenā.

(This is my head, but that is your head.)

Brenda, touches her eyes and points to Mrs Robinson's eyes.

Brenda

'O o'u mata ia. 'O ou fofoga nā.

(These are my eyes. Those are your eyes.)

Mayling points to her own arms, then to the teacher's arms.

Mayling

'O o'u lima ia.

'O ou a'ao nā.

(These are my arms.
Those are your arms.)

Scenario 22: Actions in the playground.

The children are playing games. Mr Tomasi is walking around supervising. Anita and Ionatana are throwing a ball to each other. Mr Tomasi approaches Anita.

Mr Tomasi

Anita, Ionatana...

'o ā lua mea nā e fai?

(Anita, Ionatana,
what are you doing?)

Anita

'O lea e togi le polo.

(I am throwing the ball.)

Anita throws the ball to Ionatana.

Ionatana

'O lea e sapo le polo.

(I am catching the ball.)

Mr Tomasi

'Ia lelei. Fa'alogo mai fa'amolemole.

Ō mai!. Ō mai! Sole... John... ō mai.

'Ia fai laina e lua...fai laina e lua.

Sōsō atu, sōsō atu.

Fa'alogo mai.

(Well, good...listen up please,
come...come, boy... John...come here,
OK form two lines...form two lines.....
move over, move over.
Listen here.)

The children come together when the teacher calls and follow the actions as instructed in *gagana Sāmoa*.

Mr Tomasi

Lue lou ulu. Lelei.

Lūlū ou lima. Mmmm...Lelei.

(Nod your head. Good.
Shake your arms. Mmmm...Good.)

Mr Tomasi

*Savali i luma, solomuli i tua,
solomuli. Lelei.*

*Tamo'e i luma! tamo'e i tua!
tamo'e i 'autafa!*

(Walk to the front, walk backwards back,
walk backwards. Good.
Run forward! Run to the back!
Run to the side!)

Mr Tomasi

*Toe fo'i. fa'atū i lalo fa'atū,
tolotolo i luma.*

'Ia, tutū loa i luga.

Ah....Lē lavā a?

(Return. Crouch down, crouch,
crawl to the front.
OK. Now stand up.
Ah....are you tired?)

MATĀ'UPU 13: LĀ'EI MA LANU CLOTHES AND COLOURS

TEACHER'S NOTES

Lā'eī is formal *gagana* meaning clothes. In everyday *gagana* clothes are generally referred to as *'ofu* or *lāvalava*.

Lanu means colour.

Cultural Aspects

The warm climate and Christianity have influenced the way people dress in Sāmoa. In ancient times, clothing was minimal and made largely from leaves and the bark of special trees including the coconut palm and the paper mulberry (*Broussonetia papyrifera*). The ceremonial costumes and accessories that are still worn today are remnants of customs in those early days. Body tattooing is also part of traditional Samoan culture and is still popular today. The body tattoo of the male is called *tatau* or *pe'a* and that of the female is called *malu*. Following the arrival of Christianity in the 1830s and traders bringing linen, cotton and silk cloths, there was a general covering-up of the women in long dresses and of the men in loin cloths. A distinctive Samoan style of clothing was developed, the *puletasi* for women made up of a *lāvalava* (a long wrap around cloth) with a dress or long blouse on top and an *'iefaitaga* or *lāvalava* with pockets for the men.

It is easy to identify a church minister's wife or *faletua* from the long and generally loose-fitting dresses they wear, not only in Sāmoa but also in other parts of the world. When attending a Samoan family or community cultural event it is considered polite for women to wear a *puletasi* or a *lāvalava* and blouse, and for men to wear an *'iefaitaga* or a *lāvalava* and a shirt. It is not acceptable or respectful to wear shorts or short skirts. Visitors to Sāmoa would be wise to check first with their local contacts about what to wear around the villages as all villages have their own codes of behaviour and expectations regarding clothing.

Within the Samoan family, young women grow up learning how to dress appropriately, making sure their bodies are well covered particularly when there are males around. The impact of this is observable in schools when young women or students, especially recent arrivals from Sāmoa, encounter physical education lessons where they may be required to wear shorts or even swimming togs. Teachers need to show understanding and find ways to gradually change attitudes and find solutions to this challenge. Detentions for not having the correct gear for swimming may not be an effective or wise remedy. Lifelong cultural practices and attitudes often require a long time to change even in small ways. These young women do not feel comfortable in swimming togs, and prefer wearing a t-shirt and a *lāvalava*.

Ceremonial wear

'O le tuiga A special head gear worn only at ceremonial occasions.

'O tautaliga Ear rings usually made from shells or a combination with beads.

'O le 'ietoga A finely woven mat made from specially treated pandanus leaves often worn as a wrap around garment by an important dancer or speaker on ceremonial occasions.

'O le titi A decorative skirt made of colourful leaves, beads or feathers and worn around the waist.

'O tauvae Ankle bands made with dried seeds or bottle tops that rattle as the performer is moving.

'O le siapo Tapa cloth made from mulberry bark and printed in Samoan design.

'O le pale A simpler colourful headband often made of satin material and glitter.

As in many cultures, it is customary in Sāmoa to celebrate the end of a venture or undertaking. For example, a visit from a family or group is always regarded as special and their departure is therefore marked with a *fiafia* or party. The word *fiafia* literally means happy so a *fiafia* is an opportunity for merry-making, dancing and singing as well as feasting. Everyone joins in and has a turn to perform a *siva*. The last dance or performance is called the *taualuga* and is usually performed by the special guest(s) assisted by the hosts. In a village setting the person who performs the *taualuga* is always carefully selected by the leaders from the village hierarchy. The performer may dance in his/her normal party wear, or depending on the type of ceremony, may be dressed in ceremonial wear as described above.

As has been discussed earlier, the word for 'my' in *gagana Sāmoa* changes according to the item described. For this reason a list of words with the appropriate pronoun (*lo'u* or *la'u*) has been given below. Also note that the adjective, in this case colour, comes after the noun.

Here are some everyday phrases:

| | |
|------------------------------|---------------------------|
| 'O lo'u mitiafu lanumeamata. | My green singlet/T-shirt. |
| 'O lo'u 'ofu pa'epa'e. | My white dress. |
| 'O lou 'ofutino piniki. | Your pink shirt. |
| 'O la'u uati. | My watch. |
| 'O lau uati. | Your watch. |
| 'O la'u tioata. | My glasses. |
| 'O lau tioata. | Your glasses. |
| 'O o'u tautaliga auro. | My gold ear rings. |
| 'O ou tautaliga auro. | Your gold ear rings. |
| 'O la'u puleitasi. | My <i>puleitasi</i> . |
| 'O lau puleitasi. | Your <i>puleitasi</i> . |
| 'O la'u 'ula. | My necklace. |
| 'O lau 'ula. | Your necklace. |
| 'O lo'u taulima siliva. | My silver bracelet. |
| 'O lou taulima siliva. | Your silver bracelet. |
| 'O lo'u pūlou samasama. | My yellow hat. |
| 'O lou pūlou samasama. | Your yellow hat. |
| 'O la'u mama. | My ring. |
| E uliuli lo'u lauulu. | My hair is black. |
| E 'ena'ena lona lauulu. | He/She has brown hair. |
| E lanumoana o'u mata. | I have blue eyes. |
| E lanumeamata ou mata. | You have green eyes. |
| E 'ena'ena ona mata. | He/She has brown eyes. |

For this unit, students need to revise body parts, weather, seasons and temperatures and other expressions they already know which help to describe a person.

MATĀ'UPU 13: LĀ'EI MA LANU CLOTHES AND COLOURS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- describe Samoan traditional attire
- describe clothes for special and formal occasions
- know how to say different colours in *gagana Sāmoa*
- describe someone's physical appearance.

Success Criteria:

- Students can use *gagana Sāmoa* to describe clothing and colours.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests (describe clothing and physical appearance). • Show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that <i>gagana Sāmoa</i> is organised in particular ways. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures and languages (colours). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about colour, shape, size and weight. • Communicate about people, places and things. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interpret and create simple texts using oral, written and visual conventions. • Make connections with known languages. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Respond to and use texts in <i>gagana Sāmoa</i>. • Make connections with known culture. |
| Cross-curricular links: technology, arts, science. | |

| Language Targets | |
|------------------|---|
| 'ofu | Items of clothing/dress/blouse |
| mitiafu | singlet/t-shirt |
| 'ofutino | shirt |
| 'ofuvae | pants/trousers/slacks |
| pūlou | hat |
| pelaue | jacket/coat |
| 'ofumoe | pyjamas/nightie |
| 'ielāvalava | traditional Samoan sarong |
| 'iefaitaga | <i>lāvalava</i> with pockets |
| puleitasi | two piece traditional Samoan garment worn by females made up of a <i>lāvalava</i> and a dress over the top. |
| laulāvalava | skirt |
| 'ūlāfala | necklace made of dried pandanus fruit |
| 'ēlei | tapa design |
| tuiga | special head gear worn at ceremonial occasions |
| selu | comb |
| malu | female traditional tattoo |
| pe'a | male traditional tattoo |
| tatau | tattoo |
| tōgiga | uniform |
| la'u uati | my watch |
| se'evae | shoes |
| se'evae tosotoso | jandals |
| tōtini | socks |
| 'ofuvae pu'upu'u | shorts |
| 'ofuvae 'u'umi | trousers or slacks |
| 'ofuvae toleni | tracksuit pants |
| mama | ring |
| to'oto'o | walking stick |

Language Targets

ADJECTIVES

| | |
|---------------------------------------|-----------------------------------|
| <i>'i'ila</i> | shiny |
| <i>mūmū</i> | red |
| <i>pa'epa'e</i> | white |
| <i>lanumoana</i> | blue (<i>moana</i> - sea) |
| <i>uliuli</i> | black |
| <i>lanumeamata</i> | green (<i>meamata</i> - unripe) |
| <i>samasama</i> | yellow |
| <i>'ena'ena</i> | brown |
| <i>violē</i> | purple |
| <i>pīniki</i> | pink |
| <i>siliva</i> | silver |
| <i>'auro</i> | gold |
| <i>lanumoli</i> | orange colour |
| <i>lanu'efu'efu</i> | grey |
| <i>pulepule</i> | multi-coloured |
| <i>lanutasi</i> | all one colour |
| <i>veloveta</i> | velvet |
| <i>'O le ā le lanu?</i> | What colour? |
| <i>'O le ā le lanu o lou 'ofu?</i> | What colour is your dress/shirt? |
| <i>'O le 'ā teu la'u 'atopa'u.</i> | I'll pack my bag/suitcase. |
| <i>E 'ave la'u puletasi.</i> | I'll take my <i>puletasi</i> . |
| <i>E teu o'u lāvalava.</i> | I'll pack my clothes. |
| <i>'O le ā le lanu o lona lauulu?</i> | What colour is his/her hair? |
| <i>'O le ā le lanu o ona mata?</i> | What colour are his/her eyes? |
| <i>E uliuli lona lauulu.</i> | His/her hair is black. |
| <i>E sinā lona ao.</i> | His/her hair (respectful) is grey |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1
- Worksheet 1

Suggested Learning Tasks:

1. Watch the segment for *Matā'upu 13* on the *Mua Ō!* DVD.
2. Put up OHT 1 – song lyrics. Listen to the song on the Audio CD (track 38). Use the Audio CD to learn the song.

Colours song

pa'epa'e white

mūmū red

lanumeamata green

uliuli black

lanumoana blue

A E I O U

samasama yellow

'ena'ena brown

lanumoli orange

violē purple

pīniki pink

A E I O U

3. Discuss ways to remember the colours. For example associate them with words from known languages.

4. Students are in pairs. Give each student Worksheet 1. On this worksheet are a variety of pairs of pictures: 'ato, 'elefani, 'ili, 'ofu & vine. Each student colours in one of the pictures, and leaves the other blank. Student 1 colours the left picture and student 2 colours the right picture. Each student then asks the other 'O le ā le lanu o le and colours in the blank pattern according to the answer given. After both have coloured their pictures they compare the worksheets.

LESONA E

Suggested Resources:

- *Matā'upu 11*: OHT 1 weather expressions
- *Matā'upu 11*: Resource 1 memory cards.

Revision:

Revise the weather and seasons vocabulary.

Suggested Learning Tasks:

Students work in groups of four and use the picture cards of the weather and temperature from *Matā'upu 11*.

Place cards face down on the table. One set of cards for each group with three to four of the same picture so that students get plenty of practice.

In turn, each student picks up a card but does not show it to the other students.

Student 1 describes the clothes a person might wear in the weather depicted on the card.

E fai lona mitiafu ma lona 'ofuvae pu'upu'u. He/she is wearing a singlet and shorts.

The first student to say *E vevela le aso* (the day is hot/warm) gets to keep the card.

Students take turns to pick up the weather card and describe the clothing.

The student with the most cards at the end is the winner.

Ensure that students have access to the weather expressions and the clothing words.

Additional rules to extend the students' *gagana Sāmoa*.

Although there will be several cards depicting the same weather and temperatures, tell students they cannot keep the card if they say the exact same items of clothing that have already been used for that card, they will have to alter or extend the description of clothing in some way, such as adding colour words or other adjectives from the Language targets list or adding accessories.

LESONA I

Suggested Resources:

- A set of coloured pictures of different people from magazines.

Students could bring a picture each for this class. Try to ensure a range of ages, gender, ethnicities and clothing as well as accessories. Also try to ensure that several aspects are similar, so that students have to hear several descriptive sentences.

Revision:

- Review colours, clothing, numbers, *E sau mai*..... He / she comes from ,
'O lona igoa 'o....., His / her name is.....
- Review the question: 'O le ā le lanu o le(+ clothing item).

Suggested Learning Tasks:

1. Students work in groups of four with six to eight coloured pictures of people.

The pictures are placed face-up in the centre and the group sits around them. Each student must be able to touch the pictures.

In turns, each student begins to describe a person. e.g. *E uliuli ma 'u'umi lona lauulu*. He has long black hair. *E fai lana tioata* He is wearing glasses. *E fai lona 'ofutino pa'epa'e ma lona 'ofuvae lanumoana* He is wearing a white shirt and blue jeans. *E luasefulu fā ona tausaga* He is 24 years old. *E sau mai i Saina* He comes from China.

The first student to snap or grab the correct card gets to keep it.

Encourage students in the group to support each other by asking questions such as: 'O le ā le lanu o lona 'ofuvae pu'upu'u? (What colour are his/her shorts?) if their friend cannot remember a clothing word.

2. Students work in pairs or groups of three to write, listen, read and speak.

Distribute the pictures from Learning Task 1 so that each student has one picture, or one picture per pair. Each pair needs to write a description of the person in the picture on a separate piece of paper.

At this stage, the teacher checks the writing and suggests where corrections need to be made.

The teacher re-distributes the pictures and the descriptions so that each pair has a picture of one person and a description of another person.

Each pair or group reads out the description they have been given.

The rest of the class listen, and if they think that the description matches their picture, they hold up the picture.

The original writers say whether the picture is the correct one.

Continue until all of the pictures and descriptions have been matched.

3. As an extension: all the pictures are on the wall, the teacher redistributes the descriptions. Students walk around and attach their description to the corresponding picture on the wall.

Extension: Curriculum link to a relevant context from another learning area: technology, the arts, science.

An example: Fashion parade

Students work in groups of three to dress a model. They then write a fashion commentary for their model's clothes.

One student models the clothes and the other two read out the description.

Encourage the students to add as much detail as possible about their model.

The model needs to mime / draw attention to the description of him/herself.

The commentator could say:

| | |
|---|---|
| <i>'O Jemma lea.</i> | Here is Jemma. |
| <i>E ono ona tausaga.</i> | She is 6 years old. |
| <i>E sau mai i Whakatane.</i> | She is from Whakatane. |
| <i>E fai lona pūlou pīniki ma lona 'ofumoe lanumeamata ma se'evae tosotoso 'auro.</i> | She is wearing a pink hat and her green pyjamas and gold jandals. |
| <i>E fiafia e ta'alo lakapī.</i> | She likes playing rugby. |

The model must show the clothes as they are mentioned and mime playing rugby.

Matā'upu 13 | OHT 1

Colours song

pa'epa'e white

mūmū red

lanumeamata green

uliuli black

lanumoana blue

A E I O U

samasama yellow

'ena'ena brown

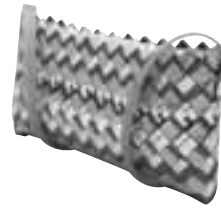
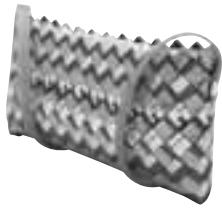
lanumoli orange

violē purple

pīniki pink

A E I O U

Matā'upu 13 | Worksheet 1



Matā'upu 13 | Audio CD Transcript**Track 36: Language Targets: Items of clothing*****Fa'alogo ma fa'ata'ita'i.****'ofu**mitiafu**'ofutino**'ofuvae**pūlou**pelaue**'ofumoe**'ielāvalava**'iefaitaga**puletafi**laulāvalava**ulāfala**'ēlei**tuiga**selu**'i'ila**malu**pe'a**tatau**tōgiga**la'u uati**se'evae**se'evae tosotoso**tōtini**ofuvae pupu'u**ofuvae 'u'umi**ofuvae toleni**mama**to'oto'o**'i'ila*

Track 37: Language Targets - Colours and questions*mūmū**pa'epa'e**lanumoana**uliuli**lanumeamata**samasama**'ena'ena**violē**pīniki**siliva**'auro**lanumoli**lanu'efu'efu**pulepule**lanutasi**veloveta**'O le ā le lanu?**'O le ā le lanu o lou 'ofu?**'O le 'ā teu la'u 'atopa'u.**E 'ave la'u puleitasi.**E teu o'u lavalava.**'O le ā le lanu o lona lauulu?**ao**'O le ā le lanu o ona mata ?**E lanu uliuli lona lauulu.**E sinā lona ao.*

Track 38: Song - Colours song*Pa'epa'e* white*Mūmū* red*Lanumeamata* green*Uliuli* black*Lanumoana* blue*A E I O U**Samasama* yellow*'Ena'ena* brown*Lanumoli* orange*Violē* purple (or violet)*Pīniki* pink*A E I O U*

Matā'upu 13 | DVD Transcript**Scenario 23: Clothing.**

Sina and Malia continue their Internet discussions. At this time they are describing the weather and the types of clothing worn.

Sina

'O ā māsina e vevela ai Sāmoa?

(In which months is it hot in Sāmoa?)

Malia

E vevela i aso uma.

(Every day is hot.)

Sina

'O ā lā 'ofu o tagata e fai?

(Then what do people wear?)

Malia points to her own clothing to demonstrate the light materials used for clothing in a hot climate.

Malia

*E tele i 'ofu mānifinifi pei o mitiafu,
'ofu tino lima pupu'u, 'ie lavalava
po'o 'ofuvae pupu'u fo'i ā.*

(mostly thin clothing like singlets,
short-sleeved shirts, lavalava or
shorts too.)

Sina

Mānaia lā Sāmoa.

(Sāmoa is nice.)

Malia*Leai. E vevela tele Sāmoa.**'Ae ā 'oe?**'O ā ou 'ofu nā e fai?*

(No. Sāmoa is too hot.

But what about you?

What clothes are you wearing?)

Sina uses the clothes she is wearing to describe clothing worn in a colder climate.

Sina*'O 'ofu māfanafana, ma 'ofu**lima 'u'umi, ma 'ofuvae 'u'umi.**E mālūlū tele Niu Sila.*(Warm clothing and clothes with long
sleeves and long pants/slacks.

New Zealand is very cold.)

Malia*E sa'o ā 'oe, e mālūlū**Niu Sila.*

(You're right, it is cold in

New Zealand.)

Matā'upu 13 | DVD Transcript - Cultural & Background Information**Lā'ei ma lanu**

With an average temperature of 26 degrees celsius and temperatures often rising to 30 degrees celsius during the day, Sāmoa is a very hot country with a tropical climate. This is due to its position close to the equator.

The clothing worn reflects the need to keep comfortable in the heat and humidity. All schools have *tōgiga*, school uniforms, which tend to be modest and light which is practical in the heat. Outside of schools, locals will often wear light t-shirts, or short sleeved shirts with an *'ielāvalava* or shorts. Many of the boys and men just wear an *'ielāvalava*.

Sāmoa is well known for the *'elei* designs or tapa patterns which appear on clothing as well as other material. For footwear, the jandal, or sandal, reigns supreme. In more formal and work settings men will often wear a shirt with an *'iefaitaga* which is an *'ielāvalava* with pockets. In formal and work settings women often wear the *puleasi* which is a traditional Samoan garment made up of a *lāvalava* with a matching top.

When the missionaries arrived in Sāmoa in the 1830s, they enforced more covering up of the body, particularly by women. On Sundays, church is very formal, people dress in their best and usually wear white. Traditional Samoan attire includes the *siapo* and *'ietoga* or fine mats that are worn at ceremonial occasions and cultural performances. The head gear or *tuiga* traditionally worn by a *taupou* or *mānaia*, and the *fue* and *to'oto'o* of the orator are all parts of traditional Samoan dress.

MATĀ'UPU 14: SIVA MA FA'AFIAFIAGA PERFORMING ARTS

TEACHER'S NOTES

Samoan people are renowned for their hospitality and entertaining. Whenever and wherever Samoans gather there is often some form of entertainment developed with much singing and dancing. In many New Zealand schools where there are Pacific students, Samoan arts and craft, games, cultural performances and festivals have become a popular part of school activities.

Earlier *matā'upu* provided insight into the Samoan *'āiga* or family and various family relationships including the *matai*. In the last *matā'upu* you were informed about Samoan traditional clothing and ceremonial wear and the *fiafia* or party. In this *matā'upu*, students will be introduced to some simple *siva* Samoan dances and rhythms all of which can be part of a *fiafia* or a more elaborate ceremonial celebration. The traditional *siva Sāmoa* is both graceful and rhythmical. It can be performed by an individual or in a group using simple hand movements although sometimes special aids such as fans, sticks and ceremonial clubs or knives may be used for added effect. The *siva* is always accompanied by singing and clapping. Sometimes the singing and clapping is led by a *fa'aaluma* conductor who clowns around in an effort to both entertain and control the whole performance.

The *sāsā* is a group dance performed by both males and females to a distinctive beat of a *pāte* wooden drum, *tini 'apa* tin drum or *fala* rolled mat. Students will enjoy learning the beat of the *sāsā* so listen closely and watch how it is performed on the DVD. The actions depict daily routines in the lives of Samoans and may incorporate actions such as peeling bananas, grating coconut, mixing kava, rowing a canoe or fishing, or even combing hair and looking in a mirror.

Note the terms used for the clapping of hands. *Pati* is clapping with both hands open, while *pō* is clapping with both hands cupped slightly. Try these actions yourself and see how they make quite distinctly different sounds, and in the DVD, listen and watch how this clapping action is used during a performance. *Fuataimi* conductors develop their own signals for the different combinations of the *pati* and *pō* actions. For example *lua pati ma le pō* means two open handed claps followed by one with cupped hands. In the DVD you will hear *tolu, tolu, fā* This means three open handed claps followed by three with cupped hands and finishing with one big clap. The students can start to develop and learn a *sāsā* to perform at a celebration on the final day of this course.

In recent years, the keyboard has become increasingly popular among Samoans to accompany their singing, although guitars and ukulele are still the favourite for smaller and more intimate family *fiafia*.

Encourage the students to increase their practice of speaking *gagana Sāmoa* as they learn more new words through this *matā'upu*. Here are some additional terms of interest.

| | |
|------------------------|---|
| <i>'O le taupou</i> | the <i>matai</i> 's daughter/principal female dancer |
| <i>'O le mānaia</i> | the <i>matai</i> 's son/principal male dancer |
| <i>'O 'aiuli</i> | support dancers in a <i>siva</i> |
| <i>'O le fa'aaluma</i> | the conductor whose role is to control the singing as well as make the audience laugh as much as possible through facial and body antics. |
| <i>fa'amāne'ene'e</i> | move gracefully |
| <i>mo'emo'e</i> | the slow running movement of the <i>taupou</i> or <i>mānaia</i> going into a performance of a <i>siva</i> or <i>taualuga</i> . |

MATĀ'UPU 14: SIVA MA FA'AFIAFIAGA PERFORMING ARTS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- experience a *sāsā* (drum dance), a *fa'ataupati* (slap dance), and a *mā'ulu'ulu* (action song).

Success Criteria:

- Students participate in a simple Samoan cultural performance.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests. • Show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures (dance and rhythms of cultural performances). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate using numbers. • Respond to and express agreement and disagreement and requests for repetition, clarification and help. <p>Language knowledge</p> <ul style="list-style-type: none"> • View and respond to verbal and non-verbal signs, symbols and movements in specified contexts. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Participate in a simple cultural performance. • Experience and respond to <i>gagana Sāmoa</i> texts. |
| Cross-curricular links: the performing arts – music and dance. | |

| Language Targets | |
|---------------------------|--|
| LANGUAGE OF INSTRUCTION | WORDS FOR DANCE ROLES |
| <i>pati</i> | open hand clap |
| <i>patipati</i> | continuous clapping with open palms |
| <i>pō</i> | cupped clap |
| <i>mili</i> | rubbing of hands |
| <i>pōpō</i> | continuous clapping with cupped hands |
| <i>tulolo</i> | heads bowed |
| <i>nofo</i> | sit up straight |
| <i>vave</i> | quickly |
| <i>'ata mai</i> | smile |
| <i>pese</i> | sing |
| <i>minoi</i> | move |
| <i>va'ai mai</i> | look this way |
| <i>tilotilo i ou lima</i> | look at your hands |
| <i>siva</i> | dance |
| <i>se'e</i> | sideways sliding of the feet in dance |
| <i>olioli mai</i> | get ready |
| <i>tolutolufā</i> | 3/3/4 |
| <i>fiti</i> | flicking of the fingers against the floor |
| <i>tāga</i> | action/s |
| | WORDS FOR DANCES AND INSTRUMENTS |
| | <i>pātē</i> wooden drum |
| | <i>lā'au</i> refers to guitar or musical instruments |
| | <i>fa'ataupati</i> slap dance |
| | <i>mā'ulu'ulu</i> action song |
| | <i>taualuga</i> finale |
| | <i>sāsā</i> clap dance to a drum beat |

LESONA A, E & I

Suggested Resources:

- *Mua Ō!* DVD
- Audio CD

Revision Focus:

- Time (*Matā'upu 8*) and daily routines (*Matā'upu 6*).

DVD: Without sound

Select a certain part of the DVD clip which targets the language you want students to revise.

View the short clip where students are speaking the language in context. However mute the sound

OR pause the DVD before/after the expressions are used.

Ask students to predict the language being used in this context.

Replay the clip to confirm/clarify their predictions.

Suggested Learning Tasks:

1. Watch the *Mua Ō!* DVD segment for *Matā'upu 14*.

Discuss the performances, musical instruments, singing and dancing and make connections to known cultures.

2. Watch the DVD to learn the clapping routines.

Students practise the different clapping techniques

| | |
|--------------------------|--|
| <i>mili</i> | rub hands together |
| <i>pati</i> | open palm clap |
| <i>pō</i> | cupped palm clap |
| <i>lua pati</i> | two open palm claps |
| <i>lua pati ma le pō</i> | two open palm claps followed by a cupped palm clap |
| <i>tolu tolu fā</i> | three open palm claps, three cupped palm claps, one open palm clap |

3. Using the Audio CD (track 42).

Listen to the *sāsā* drum beat on the audio CD and note the *talua* or change up beat. This signals a change of action.

Students learn the drum beat.

4. Composing an original *sāsā*.

Decide a focus (theme) for the *sāsā*. For example, daily routines, preparing food, or games.

For example list all your daily routines.

In the morning before you come to school.

At 10am What do you do at school?

At 3pm What do you do after school?

For example, wash face, wash teeth, do the dishes, painting, writing.

Select simple actions to represent different activities, practise and repeat each action keeping in time with the beat of the drum.

Then put them all together.

The *sāsā* starts with everyone seated cross legged on the floor with heads bowed.

Start the drum beat. When the first *talua* is heard dancers *pati* twice and then pat their legs in time to the drum beat.

When the next *talua* is heard dancers *pati* twice and say *tālofa* while motioning a hand shake.

When the next *talua* is heard dancers *pati* twice and start using the actions they have selected.

Repeat the action until the next *talua* when dancers clap twice and change the action.

Continue this pattern until all actions have been performed.

To finish the *sāsā* dancers say *Tōfā soifua Sāmoa*.

Matā'upu 14 | Audio CD Transcript**Track 39: Language Targets – Language of instruction*****Fa'alogo ma fa'ata'ita'i.****pati**patipati**pō**mili**pōpō**tulolo**nofo**vave**'ata mai**pese**minoi**va'ai mai**tilotilo i ou lima.**siva**se'e**olioli mai**tolutolufā**fiti**tāga***Track 40: Language Targets - Words for dance roles***taupou**mānaia**fa'aaluma**faipese**fatupese**fuataimi**tāfala**aiuli*

Track 41: Language Targets - Words for dances and instruments

pātē

lā'au

fa'ataupati

mā'ulu'ulu

taualuga

sāsā

Track 42: Drum beat for *sāsā*

Matā'upu 14 | DVD Transcript - Cultural & Background Information

Siva ma fa'afiafiaga

Cultural performance is a critical element of Samoan society, and *fa'asāmoa*. Tourists often have great fun at *fiafia* nights where cultural performances are the highlight of the entertainment. But behind every movement, song and dance are stories and legends of Sāmoa's history that continue to embody *fa'asāmoa*.

One traditional dance is *fa'ataupati* or slap dance, the percussion is intensified by slapping of chests, sides, thighs and stamping of the feet. Some say the *fa'ataupati* traditionally began as a way to ward off mosquitoes. Contemporary versions of the *fa'ataupati* even incorporate other dance genres like hip hop, without losing the basic rhythm and style of the original dance.

Samoan music and dance are traditionally accompanied by drumming using the *fala*, a rolled mat beaten with two light sticks or a *pātē* (a slit drum) or even an empty tin or '*apa*. Members in a supporting choir will also use the body in the percussion form of hand clapping. The *siva*, or dance is performed at both formal and informal events. The *mā'ulu'ulu* is a group dance and it usually involves a mixture of sitting, kneeling and standing and sometimes a division of dancers into separate sets of action sequences. The *mā'ulu'ulu* is a great dance used to tell a story or legend.

The *sāsā* involves a sequence of choreographed movements performed by a group moving to the steady beat of a tin drum or *pātē*. It is led and controlled by the *fa'aaluma* who regularly calls out commands and words of encouragement to the group as well as entertaining the audience.

One of the most significant performances is the *taualuga* which commonly ends a formal occasion and features the *taupou* - traditionally a chief's daughter, or a *mānaia* - a chief's son, performing a *siva* accompanied by rousing singing and clapping of the '*aufaipese*, choir and the athletic antics of the '*aiuli* the support dancers on the side.

Songs are often composed for special occasions or to commemorate an important event. The lyrics to songs are critical to performance and both the music and dance performed by village groups are strong statements of identity.

Arguably, the most dynamic Samoan dance is the famous '*ailao afi* or fire dance. These dancers have endured years of training to be able to perform these very dangerous but spectacular moves.

MATĀ'UPU 15: TĀ'ALOGA SPORTS AND GAMES

TEACHER'S NOTES

Ta'alo means play.

Tā'alogā means game(s) or sport.

Sports, games and other recreational activities feature prominently in the daily lives of Samoan people particularly in Sāmoa where the climate is conducive to a relaxed lifestyle. Children learn and join in play and group games from an early age and often combine simple games with their daily chores. It is not surprising therefore that many Samoan sports people in New Zealand become high performers and over the years have represented New Zealand in *lakapī* rugby, *netipolo* netball, *kirikiti* cricket, and *fusu'aga* boxing.

Continue to encourage the students to integrate *gagana Sāmoa* into their other curricular activities. Here are some commonly used commands and phrases you can use with the students in the classroom. A name can be added either to the front or at the end to make the sentence longer.

| | | | | |
|--|----|---|----|---|
| <i>Alu i fafo</i> (go outside) | OR | <i>Alu i fafo Mele</i> (go outside Mele) | OR | <i>Mele, alu i fafo.</i> (Mele, go outside) |
| <i>Ō i fafo</i> (plural - go outside) | OR | <i>Ō i fafo tamaiti.</i> (go outside children) | OR | <i>Tamaiti, ō i fafo.</i> (children, go outside) |
| <i>Tū i luga</i> (stand up) | OR | <i>Tū i luga John</i> (stand up John) | OR | <i>John, tū i luga</i> (John, stand up.) |
| <i>Tamo'e i fafo</i> (run outside) | OR | <i>Tamo'e i fafo Sina</i> (run outside Sina) | | |

In the following phrases students can add the name of the game and a location to lengthen the sentence.

Note also the word *fia* to want to, and *fiafia* like/enjoy.

| | |
|---|--|
| <i>'Ou te fia ta'alo.....</i> | I want to play..... |
| <i>'Ou te fia 'a'au i le sami.</i> | I want to swim in the sea. |
| <i>'Ou te fiafia e ta'alo.....</i> | I like to play.....or I enjoy playing..... |
| <i>'Ou te fiafia e ta'alo lakapī i le paka.</i> | I like playing rugby in the park. |
| <i>'Ou te fiafia e 'a'au i le vaitafe.</i> | I like swimming in the river. |

You can say 'no' '*leai*' and emphasise it by adding *lē* (not) to indicate the negative.

| | |
|--|--|
| <i>Leai, 'ou te lē fia ta'alo.....</i> | No, I do <u>not</u> want to play..... |
| <i>Leai, 'ou te lē fia ta'alo lakapī.</i> | No I do <u>not</u> want to play rugby. |
| <i>Leai, 'ou te lē fia ta'alo i le paka.</i> | No I do <u>not</u> want to play in the park. |
| <i>Leai 'ou te lē fiafia e ta'alo soka.</i> | No, I <u>don't</u> like playing soccer. |
| <i>Leai, 'ou te lē fiafia i le kirikiti.</i> | No, I <u>don't</u> like cricket. |
| <i>Leai 'ou te lē fia faase'e i le aisa.</i> | No, I <u>don't</u> like ice skating or skating on ice. |

In the next few examples, note how the verb changes slightly when there is more than one person involved in the action.

| | |
|------------------------------------|---------------------------|
| <i>Sina, tū i luga.</i> | Sina stand up. |
| <i>Sina ma Mālia, tutū i luga.</i> | Sina and Mālia, stand up. |
| <i>Tutū i luga tamaiti.</i> | Stand up children. |
| <i>Tamo'e i fafo Sina.</i> | Run outside Sina |
| <i>Sina tamo'e i fafo.</i> | Sina run outside |
| <i>Tamaiti, tāmomo'e i fafo.</i> | Children, run outside. |
| <i>Tāmomo'e i fafo tamaiti.</i> | Run outside children. |
| <i>John, alu e ta'alo.</i> | John, go and play. |
| <i>Tamaiti, ō e tā'a'alo.</i> | Children go and play. |

The choice of verb used is one way of telling whether there is one or more people involved in the action.

For *LESONA A*, learning task 2 the teacher is required to create sets of sports cards with pictures of different sports. One set of cards per pair of students.

For *LESONA E*, learning task 1 the teacher will need to prepare sets of cards with words in *gagana Sāmoa* that match the pictures of the sports cards.

MATĀ'UPU 15: TĀ'ALOGA SPORTS AND GAMES

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- recognise and use *gagana Sāmoa* to play and talk about sports and games.

Success Criteria:

- Students can use *gagana Sāmoa* to describe sports and games.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Produce and respond to questions and requests (relating to sports and games). <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures (types of recreational and traditional sports and games). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate interest, need, enjoyment and opinion. • Communicate about people, places and things. • Express and respond to desires, needs and preferences. • Give and respond to greetings, farewells, thanks and introductions. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interact in short conversations. |
| Cross-curricular links: mathematics. | |

| Language Targets | | | |
|-------------------------------|--------------------------------|--|--|
| 'Ou te fiafia i le lakapī. | I like rugby. | kiki le polo | kick the ball |
| 'Ou te lē fiafia i le lakapī. | I do not like rugby. | tā le polo | hit the ball |
| 'Ae ā 'oe? | How about you? | sapo le polo | catch the ball |
| 'Ou te lē fia ta'alo. | I do not want to play. | togi le polo | pass / throw the ball |
| 'Ou te fia ta'alo. | I want to play.... | 'Ou te fiafia e ta'alo lakapī i le paka. | I like playing rugby in the park. |
| 'a'au | swim | 'Ou te fiafia e tamoe i le paka. | I like running at the park. |
| lakapī | rugby | 'Ou te fiafia e 'a'au i le sami. | I like swimming in the sea. |
| tēnisi | tennis | 'Ou te fiafia e savali i le 'auala. | I like walking on the road. |
| tāpolo | golf | E sefulu pasene o le vasega 'e lē tā'a'alo i ni ta'aloga. | Ten percent of the class do not play sports. |
| soka | soccer | E luasefulu pasene e tā'a'alo lakapī. | Twenty percent play rugby. |
| kilikiti | cricket | E luasefulu pasene e fiafia i le pelē. | Twenty percent like to play cards. |
| volipolo | volleyball | E luasefulu pasene e fiafia e tā'a'alo i tā'aloga fa'akomepiuta. | Twenty percent like playing computer games. |
| 'īve'a | hide and seek | | |
| musa | hop scotch | | |
| pelē | play card | | |
| suipi | a popular card game | | |
| ti'eti'e | ride or riding (sitting on/in) | | |
| ti'eti'e i le uila | ride the bike | | |
| fa'ase'e | skating/skiing/sliding | | |
| su'esu'e | investigate / question | | |
| su'esu'ega | research | | |
| i'uga | result | | |

LESONA A

Suggested Resources:

- List of language targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- **Sports cards** (Teacher to make these for Learning Task 2).

Suggested Learning Tasks:

1. Watch the DVD segment on Sports and Games.

Discuss the sports played in Sāmoa and the sports played by students in the class.

Pick out words for sports and perhaps expressions for playing sport.

Ask students to pay particular attention to the names of sports and how to say if one plays that sport or not.

'Ou te ta'alo lakapī I play rugby, *'Ou te lē ta'alo lakapī* I don't play rugby.

Ask students to jot down any sports or games that they can identify in *gagana Sāmoa*, as they hear them as most are direct transliterations of English.

Students compare their list to their partner's list.

2. Make up a set of cards with pictures of different sports, put a cross or tick on the back of the cards.

Ensure that students have access to the expressions:

E te fiafia i le (Do you like.....?) and to the *gagana Sāmoa* words for different sports and games.

In pairs, Student A selects a card, and holds it with the picture facing Student B.

Student B asks: *E te fiafia i le*? As per picture.

Student A responds yes or no according to a tick or cross on the card.

'Ioe, 'ou te fiafia i le (Yes I like.....)

OR

Leai, 'ou te lē fiafia i le (No I don't like.....)

It is now Student B's turn to select a card and ask the question.

Continue to take turns until all the cards are finished.

Students can then shuffle the cards and start again.

LESONA E & I

Suggested Resources:

- Sports cards used for Lesona A, and matching cards with the gagana Sāmoa words for the sports. (Teacher to prepare)

Suggested Learning Tasks:

1. Revise words and expressions for *tā'aloga* by playing 'Memory' or 'Fish' with the sports cards.

2. Conduct a class survey

In groups, discuss some questions to ask people in the class about leisure activities or favourite sports. Four questions will be needed.

Students conduct a survey asking all class members their four questions.

Students graph the results and report them orally in *gagana Sāmoa* to their groups.

E to'alimasefulu pasene e fiafia i le lakapī. Fifty percent like rugby.

In oral reports students use greetings, introduce themselves and present their graph starting with the formulaic phrases:

Mālō lava. 'O le i'uga lenei o le su'esu'ega.

Greetings. Here are the results of our research / survey.

Graphs and their descriptions can be displayed in the library or another common area.

Matā'upu 15 | Audio CD Transcript**Track 43: Language Targets – Describing favourite sports*****Fa'alogo ma fa'ata'ita'i.****'Ou te fiafia i le lakapī.**'Ou te lē fiafia i le lakapī.**'Ae ā 'oe?**'Ou te lē fia ta'alo.**'Ou te fia ta'alo.**'a'au**lakapī**tēnisi**tāpolo**soka**kilikiti**volipolo**'īve'a**musa**pelē**suipi**tī'eti'e**tī'eti'e i le uila**fa'ase'e**su'esu'e**su'esu'ega**i'uga**kiki le polo**tā le polo**sapo le polo**togi le polo*

Track 44: Language Targets - I like to play

'Ou te fiafia e ta'alo lakapī i le paka.

'Ou te fiafia e tamo'e i le paka.

'Ou te fiafia e 'a'au i le sami.

'Ou te fiafia e savali i le 'auala.

E sefulu pasene o le vasega e lē tā'a'alo i ni tā'aloga.

E luasefulu pasene e tā'a'alo lakapī.

E luasefulu pasene e fiafia i le pelē.

E luasefulu pasene e fiafia e tā'a'alo i ta'aloga fa'akomepiuta.

Matā'upu 15 | DVD Transcript**Scenario 24: A discussion on sports and games.**

Sina, Gafa, John and Anita are seated in a group in their classroom.

Gafa

*Sina, 'o ā au mea e
fai nānei?*

(Sina, what are you
doing tonight?)

Sina

'Ou te ta'alo soka.

(I am playing soccer.)

Gafa

'I fea?

(Where?)

Sina

'I le malae. 'E te fia ta'alo?

(At the village green. Do you want to play?)

Gafa

Leai, ou te lē fiafia i le soka.

(No, I don't like soccer.)

Sina

'Ae ā 'oe John?

'E te fia ta'alo?

(But what about you John?
Do you want to play?)

Gafa*Leai. Ou te lē fia ta'alo.*

(No. I don't like playing.)

Sina*Aiseā?*

(Why?)

John*'Ou te fiafia e pelē suipi.*

(I like playing cards.)

Sina*'Ae ā 'oe Anita.**'E te fia ta'alo?*

(But what about you Anita.

Do you want to play?)

Anita*Leai.*

(No.)

Sina*Aiseā, 'e te lē fiafia i le soka?*

(Why, do you not like soccer?)

Anita*Leai. Ou te lē fiafia i le soka.*

(No. I do not like soccer.)

John

O ai e fia pelē?

(Who wants to play cards?)

John starts to deal the deck of cards as the group joins him for a game.

Matā'upu 15 | DVD Transcript - Cultural & Background Information**Tā'aloga**

Sports plays an important part in Samoan society. In nearly all villages, you will find a volleyball net, basketball court, or an open field with either a cricket pitch, or rugby posts. In the late afternoon, you will find locals of all ages playing a variety of games, in a variety of venues. Popular sports in Sāmoa include *lakapī* - rugby, *tāpolo* - golf, *netipolo* - netball and *kilikiti* an adapted version of cricket first introduced by missionaries in the late 19th Century.

In 2007, Sāmoa hosted the South Pacific Games. Hosting the games led to the construction of the first class sports facilities at Faleata featuring an aquatic centre, a number of gymnasiums and outdoor venues for archery, lawn bowls, hockey, softball and cricket. For a small country, Sāmoa performs admirably in most sports. However rugby is still Sāmoa's most popular game.

One of the most popular sports, is *tū'uga fautasi*. *Fautasi* are longboat canoes that used to be the main mode of transportation between islands. They hold up to fifty people and can be over 90 feet long. The *fautasi* race begins out in the ocean and the rowers race the five miles toward shore. There are two main *fautasi* races held each year during special events, Sāmoa's Independence Day Celebrations in June, and during the Teuila Festival in September. *Fautasi* teams are village based, and a source of pride as it symbolizes not only physical prowess, but also Sāmoa's history.

MATĀ'UPU 16: GALUEGA TAULIMA HANDICRAFTS

TEACHER'S NOTES

Galuega means work, job or task(s).

Taulima means by hand or pertaining to hands; it also means bracelet or bangle.

Galuega taulima therefore literally means work done by hand or handicrafts.

In preparation for this *matā'upu*, the teacher could invite the students to bring samples of handicrafts or photographs of their own culture including ceremonies where some of the more common samples are used. Ask the students if they know of anyone, their parent or other relation, in the school community who specializes in making Samoan handicrafts, who may be willing to help with this *matā'upu*.

Traditionally both men and women are involved in the production of handicrafts some of which are reserved for special cultural ceremonies such as 'ava ceremony, while others are for daily use. Men carve *paopao* canoes, build *fale* houses, and shape a variety of furniture, tools and ceremonial equipment. Women gather in special groups to weave *fala ma 'ietoga*, mats, 'ato baskets, *pola* blinds, *ili* fans, and to shape intricate accessories or other *measina* cultural artifacts. These groups comprise the *fale lalaga*.

Materials that can be used to practise weaving include cut-up cartridge paper, newspaper, and plastic ties.

It is customary to give away the first object one makes. *Meaālofa* literally means thing of love and is *gagana Sāmoa* for gift or present. When community helpers are used by the school as resource people, a *meaālofa* acknowledging their services goes a long way towards building long term collaboration and ensuring continuing community participation and support for the school.

Reciprocity and Gifting

Reciprocity is an integral and very important part of *fa'asāmoa*. It is one of the reasons for the strong group support among Samoan family members and community particularly when fundraising either for a school, a sports club, a church or village organisation. You give today and tomorrow others will give to you. This is also why Samoan people take food, money and a whole variety of presents when they return to the islands and why Samoans who come to New Zealand bring food and other gifts. Furthermore, in Samoan tradition it is expected that when you are invited somewhere you take along something to give the host knowing full well that you will be hosted generously. The size, value or type of gift varies depending on relationships, the type of occasion and the number of people represented by the giver and receiver. The teacher could also provide opportunities during this *matā'upu* for students to connect with their known cultures and share their knowledge about handicrafts, gifting and reciprocity.

MATĀ'UPU 16: GALUEGA TAULIMA HANDICRAFTS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- make a Samoan handicraft
- discuss the protocol of giving and receiving gifts in *fa'asāmoa*.

Success Criteria:

- Students complete the construction of a Samoan handicraft.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|---|--|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information; show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways (using imperatives). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures (protocol of giving and receiving gifts). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about colour, shape, size, weight and direction. <p>Language knowledge</p> <ul style="list-style-type: none"> • Experience and respond to <i>gagana Sāmoa</i> texts. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Make connections with their known culture. • Recognise and express <i>fa'aaloalo</i> in a variety of contexts. |
| Cross-curricular links: visual arts. | |

| Language Targets | | | |
|--------------------|--|--------------------|------------------------|
| <i>lalaga</i> | weaving | <i>fa'atāfafā</i> | square-like |
| <i>'ēlei</i> | a tapa print design | <i>tāfatolu</i> | three-sided (triangle) |
| <i>fili</i> | plait | <i>li'o</i> | circle |
| <i>meaālofa</i> | gift | <i>lāpotopoto</i> | rounded |
| <i>'aiavā</i> | a ceremonial exchange of gifts | <i>lā'umi'umi</i> | long |
| <i>ili</i> | fan | <i>māfiafia</i> | thick |
| <i>fala</i> | mat | <i>mānifinifi</i> | thin |
| <i>siapo</i> | tapa cloth | <i>fa'ata'atia</i> | lay on top |
| <i>'ietoga</i> | very finely woven mat | <i>fa'aālia</i> | as shown |
| <i>taulima</i> | bracelet/bangle | <i>gaugau</i> | fold |
| <i>mama</i> | ring | <i>fasipepa</i> | piece/strip of paper |
| <i>tautaliga</i> | ear rings | <i>fa'aaogā</i> | use |
| <i>'ula</i> | necklace | <i>fa'alava</i> | across |
| <i>fale lalaga</i> | weaving workshop or place where women gather to weave. | <i>ta'itasi</i> | each one/one at a time |
| | | <i>nonoa</i> | tie |
| | | <i>soso'o</i> | join |

LESONA A

Suggested Resources:

- list of language targets
- *Mua Ō!* DVD
- OHT 1 and 2

Suggested Learning Tasks:

Watch the *Mua O!* DVD.

1. Talk about the protocols of giving and receiving as highlighted in the DVD.
2. Discuss how this compares with each student's known culture. In groups, students make a Venn diagram to show the differences and explain their diagrams to the class.
3. Put up OHT 1 and OHT 2 on *lalaga* and *'ulālōle* that have no English translations.
Students try to work out the instructions in pairs.
Students discuss their answers with the rest of the class.
Answers can be found on Worksheet 1 and Worksheet 2.
4. Students decide which one they will make.

LESONA E & I

Suggested Resources:

- Worksheets 1 and 2
- **Art materials (Teacher to provide)**
- **Lollies to make lolly necklace (Teacher and students to provide).**

Suggested Learning Tasks:

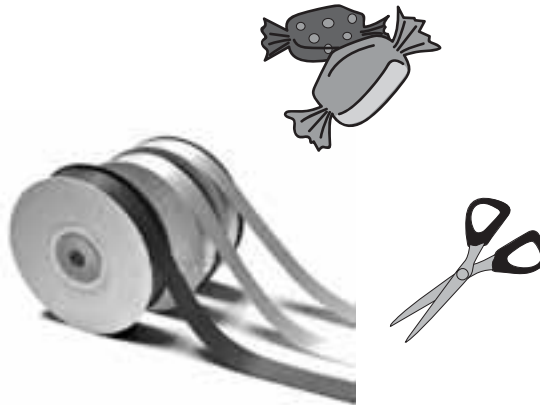
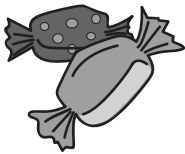
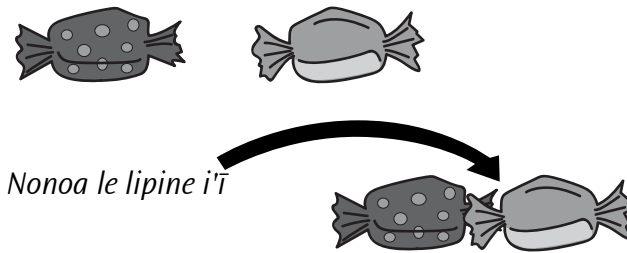
Students make a Samoan handicraft.

1. See attached craft worksheets, written in *gagana Sāmoa* using the imperative *gagau* (fold), *luga* (top), *lalo* (bottom), *lalaga* (weave), *fa'aaogā* (use)..... on how to *lalaga* weave or make a '*ulālole* lolly necklace.
2. Students can also create artwork using Samoan designs and patterns.
 - Screen printed T-shirt or fabrics.
 - Tapa design poster.
 - Lino print.
 - Potato print.

Matā'upu 16 | OHT 1

'Ulālole

Materials needed:

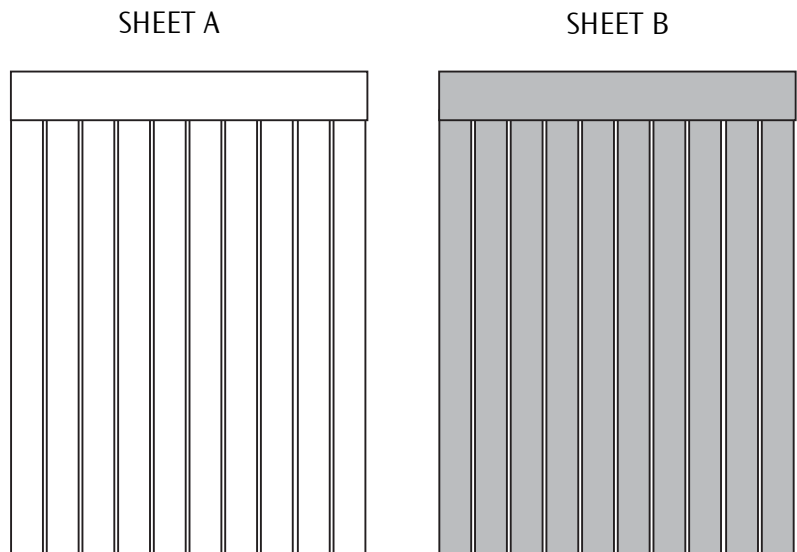
*Lole**Lipine**Seleulu***Step 1:***Filifili ni lole se lua***Step 2:***Fa'aaogā se fasi lipine e nonoa fa'atasi ai lole***Step 3:***Faifaipea le soso'oga o lole se'i 'ātoa le 'ula*

Matā'upu 16 | OHT 2

Lalaga

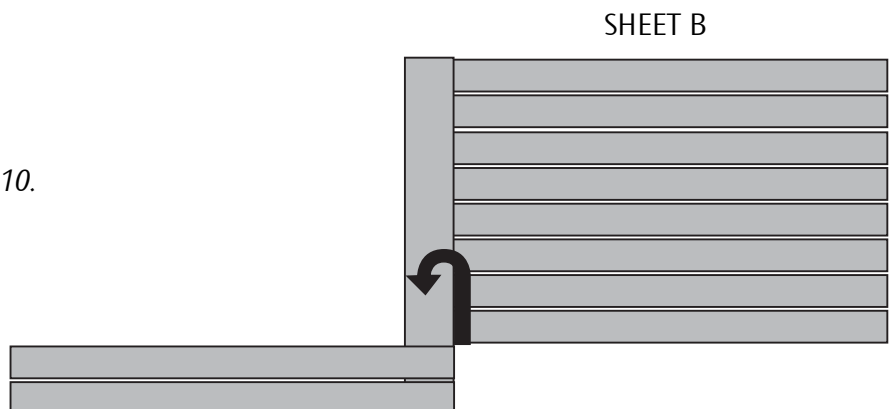
Step 1:

Tipitipi pepa A & B i luga o laina.



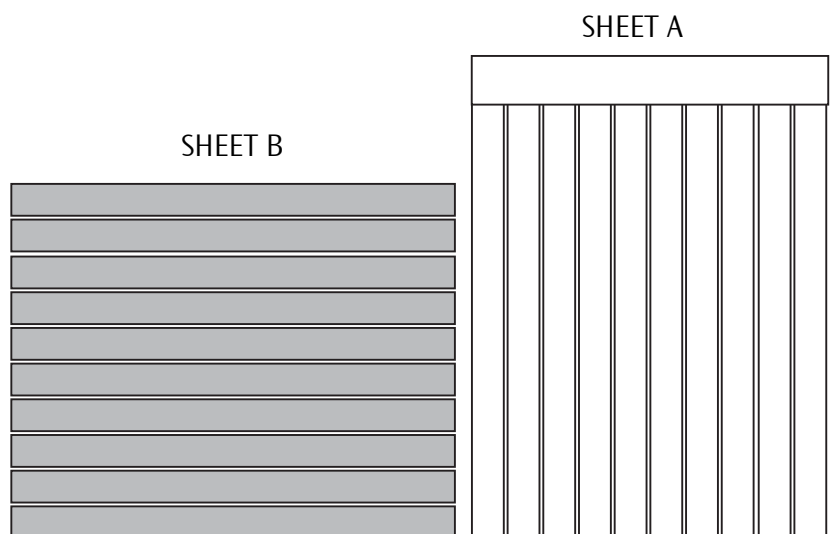
Step 2:

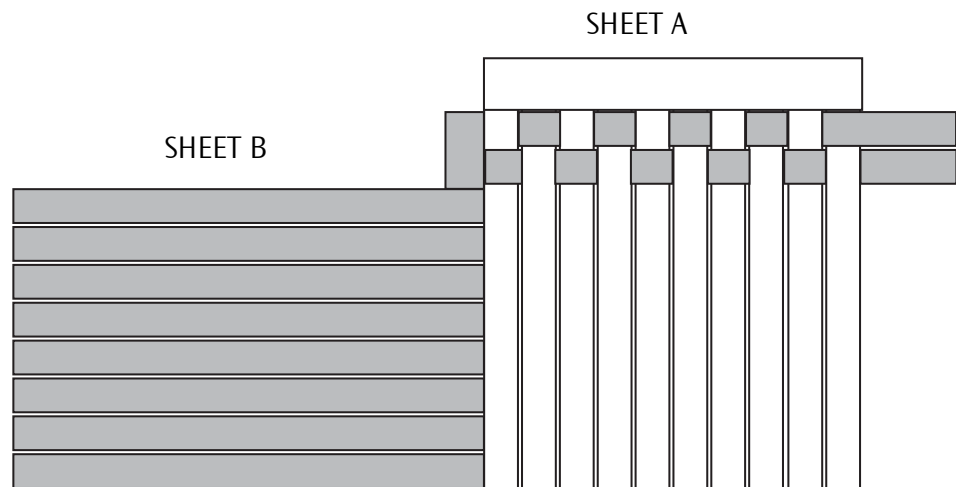
a) Gagau i tua fasipepa B1 - B10.



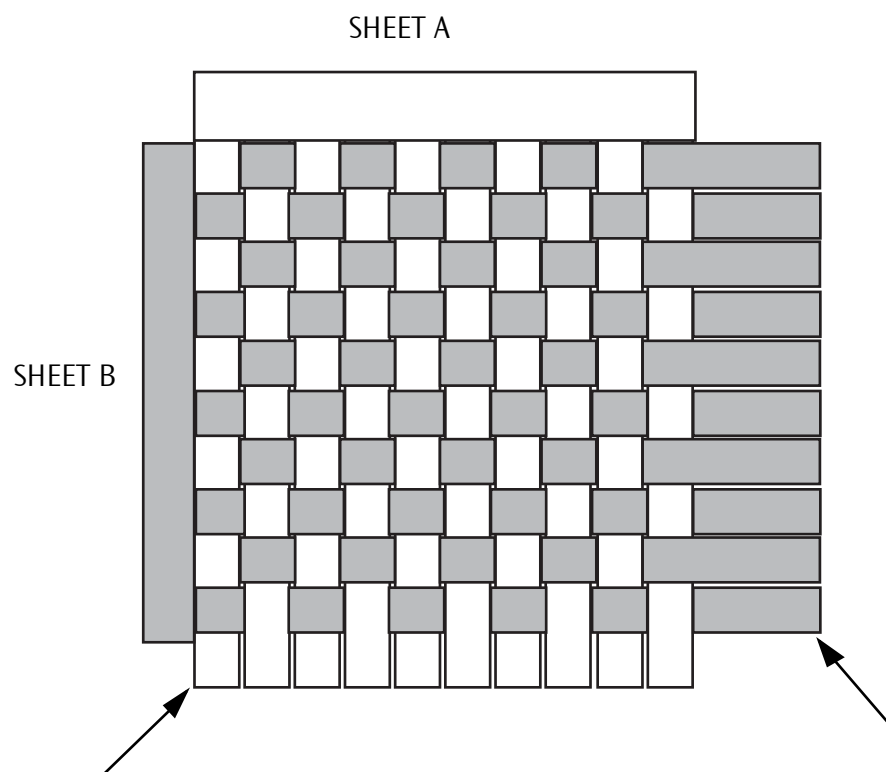
Step 3:

Fa'ata'atia le pepa B i tafatafa o le pepa A e pei ona fa'aalia.



**Step 4:**

Fa'aaogā fasipepa ta'itasi o le Pepa B e fa'alava i lalo ma luga o fasipepa o le Pepa A pei o se fala lalaga.



Matā'upu 16 | Worksheet 1

'Ulā lole Lolly Necklace

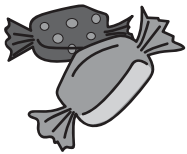
Materials needed:

| | |
|----------------|---|
| <i>Lole</i> | Lollies with wrappers |
| <i>Lipine</i> | Curling Ribbon cut into 25 strips of 5cm long |
| <i>Seleulu</i> | Scissors |

**Step 1:**

Filifili ni lole se lua.

Choose two lollies.

**Step 2:**

Fa'aaogā se fasi lipine e nonoa fa'atasi ai lole.

Use one strip of curling ribbon to join the lollies.
(tying them together)



Nonoa le lipine i'i.

Join the lollies here with the ribbon.

**Step 3:**

Faifaipea le soso 'oga o lole se 'i 'ātoa le 'ula.

Continue to join other lollies till you make a complete necklace.

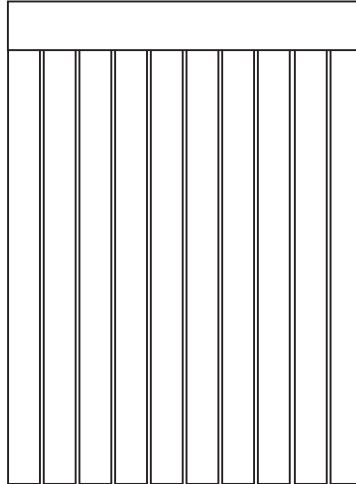


Matā'upu 16 | Worksheet 2**Lalaga Weaving****Step 1:**

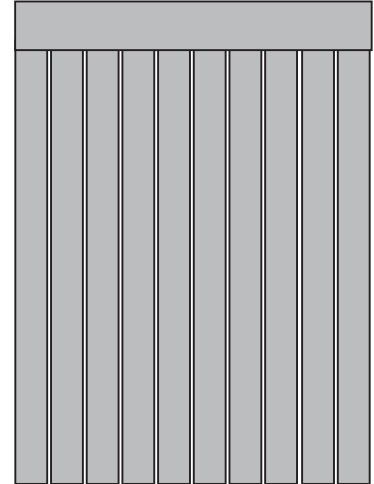
Tipitipi pepa A & B i luga o laina.

For each Sheet A & B: Cut along the lines.

SHEET A



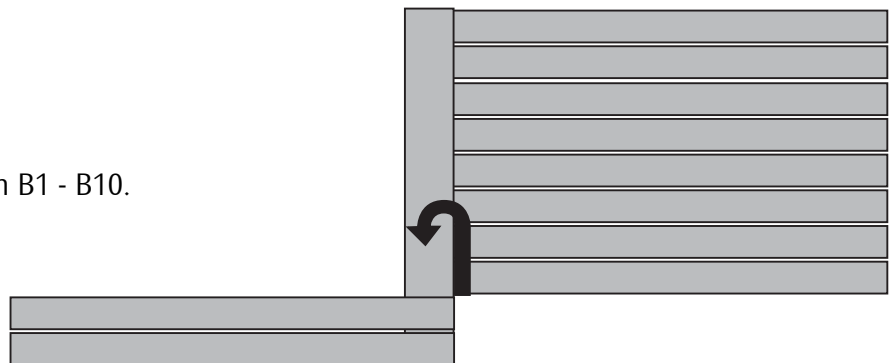
SHEET B

**Step 2:**

Gagau i tua fasipepa B1 - B10.

Fold back each strip back from B1 - B10.

SHEET B

**Step 3:**

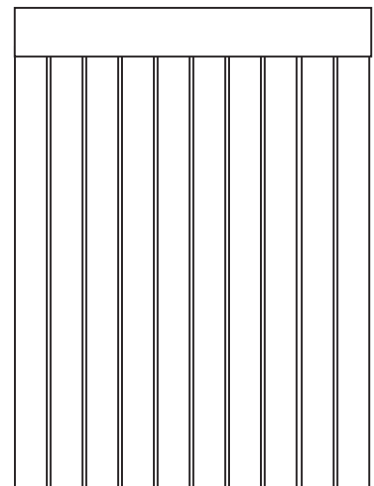
Fa'ata'atia le pepa B i tafatafa o le pepa A e pei ona fa'aalia.

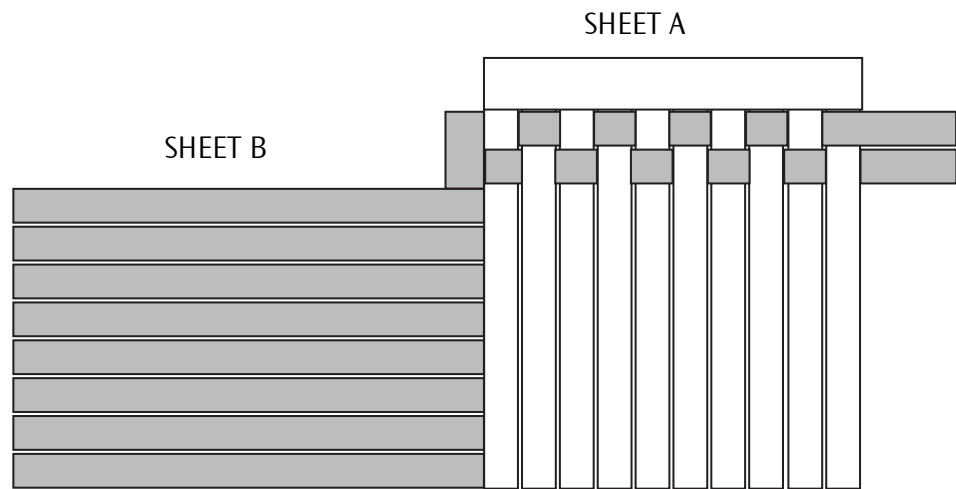
Place folded sheet B at right angles to sheet A as solution.

SHEET B



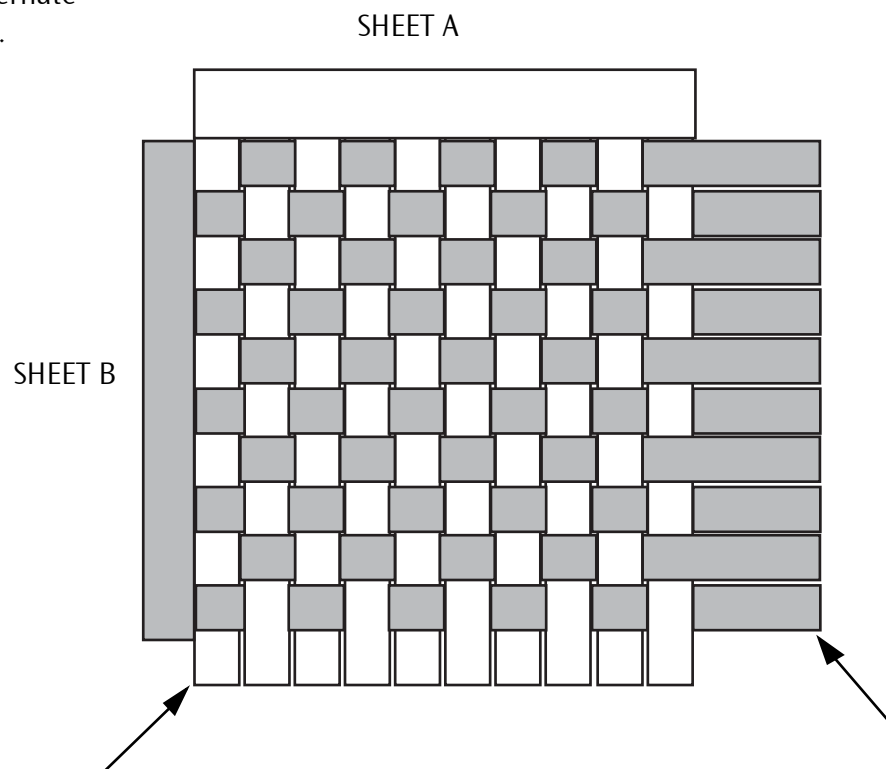
SHEET A



**Step 4:**

Fa'aaoga fasipepa ta'itasi o le Pepa B e fa'alava i lalo ma luga o fasipepa o le Pepa A pei o se fala lalaga.

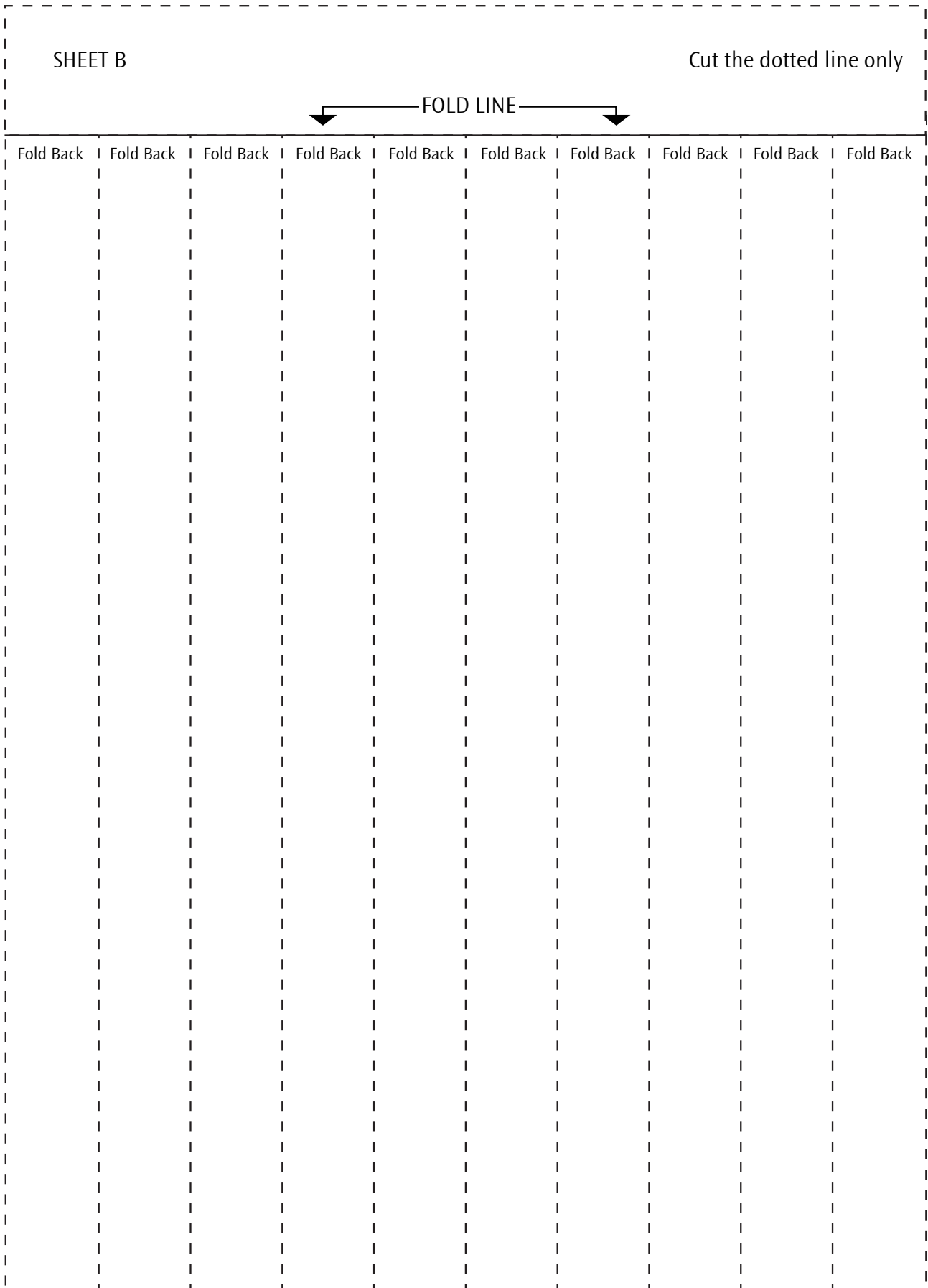
Use each strip from sheet B to weave under and over alternate strips of Sheet A as shown.



SHEET A

Cut the dotted line only

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|



Matā'upu 16 | Audio CD Transcript**Track 45: Language Targets – Different crafts and items*****Fa'alogo ma fa'ata'ita'i.****lalaga**'ēlei**fili**meaālofa**'aiavā**ili**fala**siapo**'ietoga**taulima**mama**tautaliga**'ula**falelalaga**fa'atāfafā**tāfatolu**lāpotopoto**lā'umi'umi**māfiafia**mānifinifi**fa'ata'atia**fa'aālia**gaugau**fasipepa**fa'aaogā**fa'alava**ta'itasi**nonoa**soso'o*

Matā'upu 16 | DVD Transcript - Cultural & Background Information**Galuega taulima**

As well as large constructions like *fale* or canoes, Samoans also pride themselves on the designs of other handicrafts. Made traditionally by both men and women, smaller intricate handicrafts are symbols of the dedication Samoans have to maintaining their culture, as each article is painstakingly made by hand.

Crafts and handicrafts are made from natural resources such as shells - *pule*, flowers - *fugālā'au*, leaves - *laulā'au*, fruit – *fua*, and seeds - *fatu* of the local trees and plants. These are carefully crafted into a variety of mats - *fala*, baskets - *'ato*, fan - *ili*, and accessories such as necklaces - *'ula*, earrings - *tautaliga* and head gear or *paleulu*.

Treasured crafts *measina* includes the *'ietoga*, a fine mat which can take months or even years to weave. Traditionally the finer the weave the greater the value of the mat. Women gather together as a group to *lalaga* or weave and craft their particular designs and the house would then be referred to as a *fale lalaga*. Gathering together in a group like this enables the skills to be passed on to younger generations.

Reciprocal gifting is a significant feature of *fa'asāmoa*. The giving and receiving of *'ietoga* are used to mark important occasions like a wedding - *fa'aipoipoga*, or funeral - *maliu* or when someone is being bestowed a *matai* title - *saofa'i*. *'ietoga* is also worn at some ceremonial occasions. The *siapo* or tapa cloth is similar to that found in other Pacific countries.

MATĀ'UPU 17: MEA'AI MA ONA TĀPENAGA FOOD AND MEAL PREPARATION

TEACHER'S NOTES

'Ai means to eat.

Mea'ai is food.

Tāpena means to prepare.

Tāpenaga means preparation.

Cultural Aspects knowledge

Food is an important aspect of *fa'asāmoa*. When entertaining or welcoming guests, it is important to make sure that there is enough food for everyone to eat and some left over for guests to take home. Traditionally it was the men who prepared food for the family in an *umu* (earth oven). Nowadays there is a trend towards food preparation being a shared responsibility between *tamā* and *tinā*, or by the younger members of the family. The use of an *umu* to prepare food has decreased over time with changes in lifestyle and increased use of modern technology. However it is still the preferred method for preparing large quantities of food for feasts and special occasions.

In accordance with *fa'asāmoa*, it is common practice within a Samoan village and within individual families for elders and *matai*, and their spouses to be served first. They are served on *laulau* (individual trays). After they have eaten, young children and the rest of the family eat their meals. This order remains common among Samoan families even now.

In many Samoan families, there are two main meals a day with the main one in the evening when all members of the family are at home. The evening meal is preceded by a family *lotu* or prayer. Traditionally this occasion is also an opportunity for the *matai* or elders to hear about the day's activities from other family members and to plan ahead. Another *lotu* is said just before each meal, and the children are often assigned specific parts to play during these times of family worship or prayer. There are opportunities throughout this *matā'upu* for students to make inter-cultural comparisons with their own culture(s).

The teacher should continue encouraging students to rehearse and engage in simple *gagana Sāmoa* conversations. Listen for correct pronunciation and use of new vocabulary. Teachers who are learning *gagana Sāmoa* with their students could also encourage the students to monitor their own and their teacher's use of *gagana Sāmoa*.

MATĀ'UPU 17: MEA'AI MA ONA TĀPENAGA

FOOD AND MEAL PREPARATION

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- say a simple *lotu*
- discuss Samoan meal protocol
- learn about a few Samoan dishes.

Success Criteria:

Students say a simple *lotu* correctly.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information (understand recipes); respond to questions and requests (about types of food); show social awareness when interacting with others (Samoan meal protocol). <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that the target language is organised in particular ways (using imperatives). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures (culture of meal times for special guests). | <p>Communication</p> <ul style="list-style-type: none"> • Give and respond to greetings, farewells, thanks and introductions. • Use language, positioning and movement to show respect. • Express and respond to desires, needs and preferences. • Communicate offers, acceptance, refusal and denial. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interact in short conversations. • Understand and express meaning in a range of oral, written and visual texts. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Position themselves appropriately when relating to others. • Recognise and express <i>fa'aaloalo</i>. • Differentiate and express social roles and relations. • Make connections with known culture. |
| Cross-curricular links: food technology. | |

| Language Targets | | | |
|-------------------------|-----------------|--------------------------------|---|
| INGREDIENTS | | TABLE TALK | |
| <i>māsima</i> | salt | <i>'O lau mea'ai lea.</i> | Here's your food/meal. |
| <i>suka</i> | sugar | <i>'O lau mea taumafa lea.</i> | Here's your food/meal. (respectful) |
| <i>falaoamata</i> | flour | <i>'O lau vai inu lea.</i> | Here's your drinking water. |
| <i>falaoa</i> | bread | <i>'O lau vai taumafa lea.</i> | Here's your drinking water. (respectful) |
| <i>aniani</i> | onion | <i>'aumai</i> | give me/bring/pass me |
| <i>fa'i</i> | banana | <i>'aumai le falaoa</i> | Give (pass) me the bread. |
| <i>fa'ipula</i> | ripe banana | <i>'aumai le naifi</i> | Give (pass) me the knife. |
| <i>lautipolo</i> | lemon leaf | <i>'aumai le naifi</i> | Give me the knife please. |
| <i>pe'epe'e</i> | coconut cream | <i>fa'amolemole</i> | |
| UTENSILS | | <i>'aumai sa'u mea'ai</i> | Give me some food please. |
| <i>sipuniti</i> | teaspoon | <i>fa'amolemole</i> | |
| <i>'iputi</i> | teacup | <i>'Ua lava.</i> | It's/that's enough. |
| <i>'ulo</i> | pot | <i>'Ua lava lea fa'afetai.</i> | This is enough thank you. |
| <i>sipuni</i> | spoon | <i>'Ua 'ou mā'ona.</i> | I have had enough to eat. |
| <i>tui</i> | fork | <i>lotu</i> | grace |
| <i>naifi</i> | knife | <i>fai le lotu</i> | say grace |
| INSTRUCTIONS | | <i>'O le ā fai le lotu.</i> | Let's say grace. |
| <i>fa'apuna le vai</i> | boil the water | <i>'O le ā tatou 'a'ai.</i> | Let's eat. |
| <i>tipi</i> | cut | <i>'Ua 'e fia 'ai?</i> | Are you hungry? |
| <i>tipitipi le talo</i> | cut up the taro | <i>'Ua 'ou fia 'ai.</i> | I am hungry. |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1

Suggested Learning Tasks:

1. Watch the DVD of a formal meal.
 - What food items can you pick up that are similar to students' known language(s)?
 - How might you pay a compliment for the nice food?
 - Can you pick up what the weather is like?
 - Can you pick up any of the respectful language phrases used by Sina or her father when talking to the minister?
 - How many times do you hear *fa'afetai*?
 - Explore why manners are so important.
2. Using OHT 1, discuss the words heard on the list.
3. Watch DVD segment again and discuss the ways that respect is shown.
 - How does this compare to students' own culture/s?
 - Note the meal protocol (including *lotu*).
 - Note the arrangement of the table and who eats when.
 - Where does each person sit at the table?
 - What roles does Sina play?
4. Allocate close viewing of each of the above aspects to a specific pair or group.

Students discuss within their group and then report back to the rest of the class.

LESONA E

Suggested Resources:

- OHT 2
- *Mua Ō!* Audio CD
- **Resource 1 - Picture Cards Activity (Teacher to prepare)**

Suggested Learning Tasks:

1. Using the Audio CD, and OHT 2. Learn a *lotu* (track 48) and hymn (track 49).

A) Spoken *lotu*

| | |
|-----------------------------------|------------------------|
| <i>Fa'afetai lesu</i> | Thank you Jesus |
| <i>mo mea'ai</i> | for the food |
| <i>na foa'i mai</i> | given to us |
| <i>e tausai ai mātou le fānau</i> | to sustain us children |
| <i>'Āmene</i> | Amen |

B) Hymn

Fa'afetai mo le lalolagi
Fa'afetai mo mea'ai
Fa'afetai mo manu tausani
Le Atua e, 'ua fa'afetai

Thank you for the world
 Thank you for the food
 Thank you for the birds that sing
 God, thank you.

2. In groups of three, students play 'Fish' a picture card activity using everyday *gagana Sāmoa* to practise asking for and offering food, and the appropriate response of thanks. Using Resource 1, teacher to prepare four cards of each item (36 cards) for each group of three students. The teacher may write phrases for the game on the board to assist students.

The dealer deals out five cards each and puts the rest face down on the table.

Students put any pairs showing the same food they have in their hand together and place face down in front of themselves.

The first student asks another:

'Ua 'e fia 'ai (+ name)?

Are you hungry (+ name)?

The student who has been asked replies:

loe, ua 'ou fia 'ai fa'amolemole.

Yes, I'm hungry (please).

*'Aumai sa'u alaisa (or other food item)
faamolemole.*

Give me some rice (food item) please.

If the first student has the card asked for, he/she must give it up.

If not, he/she says: *Su'e* (fish or find).

The student then picks up a card from the pack. Students put any pairs of the same food together.

The students take turns to ask for food, however, they may ask anyone in the group. If they listen carefully to what is asked for, they will be able to know who has the food item that they require.

When all of the cards are used up, the person with the most pairs wins.

LESONA I

Suggested Resources:

- OHT 3
- Worksheet 1 teacher to cut up into pictures and phrases.
- Worksheet 2 teacher to cut up and place strips into an envelope providing enough sets for students to complete the activity in pairs.

Suggested Learning Tasks:

1. Using OHT 3 showing the written and pictorial recipe for *Fa'alifu talo* taro in coconut cream.
Teacher discusses this with students and goes over the process of the recipe pointing out the language of instruction for recipes. Teacher says each step of the recipe and students repeat.
2. Hand out Worksheet 1. Students are given the cut up recipe - phrases and pictures. Students match the pictures with the written stage of the recipe for *poi*.
Once completed, they read their recipe to another student. Students compare and discuss their answers. Mark with OHT 4.
3. Students to complete this in pairs.
Teacher has previously cut up worksheet 2 and mixed up the stages, and placed in an envelope.
Hand out envelopes. The written and pictorial recipe for *sapasui*.
In pairs students read out the phrases to each other and then arrange the strips so that the recipe is in cooking order. Mark with OHT 5.

Extension Activity

1. Students can make one of the recipes and share it for lunch, using everyday language.
2. Students can prepare and perform a role play using one of the recipes as cooking show hosts.

Matā'upu 17 | OHT 1

| English | Everyday Gagana Sāmoa | Formal Gagana |
|---|----------------------------------|--|
| come here | <i>sau</i> | <i>maliu mai / afio mai / susū mai</i> |
| eat | <i>'ai</i> | <i>taumafa / tausami</i> |
| food | <i>mea'ai</i> | <i>mea taumafa / mea tausami</i> |
| give or pass me | <i>'aumai</i> | <i>fa'agasegase mai / tau'a'ao mai</i> |
| finger bowl, hand wash bowl | <i>Vai fafano</i> | <i>Vai tatafi</i> |
| Here's your chair /seat. | <i>'O lou nofoa lea</i> | <i>'O lou ava lea</i> |
| Here's your food / meal. | <i>'O lau mea'ai lea</i> | <i>'O lau mea taumafa lea 'O lau mea tausami lea</i> |
| Have you had enough food? | <i>'Ua e mā'ona?</i> | <i>'Ua 'e laulelei?</i> |
| thank you | <i>fa'afetai</i> | <i>fa'afetai lava</i> |
| Are you hungry? | <i>'Ua 'e fia 'ai?</i> | <i>'Ua 'e fia taumafa?</i> |
| I am thirsty. | <i>'Ua 'ou fia inu.</i> | <i>'Ua 'ou fia inu.</i> |
| Are you thirsty? / do you want some water to drink? | <i>'Ua 'e fia inu?</i> | <i>'Ua 'e fia taumafa i se vai?</i> |
| Thank you for making the food. May you be blessed. | <i>Fa'afetai lava fai mea'ai</i> | <i>Mālō lava gāsese. 'Ia 'outou manuia</i> |

Matā'upu 17 | OHT 2

A) Spoken Lotu

| | |
|-----------------------------------|-------------------------|
| <i>Fa'afetai Iesu,</i> | Thank you Jesus |
| <i>mo mea'ai</i> | for the food |
| <i>na foa'i mai</i> | given to us |
| <i>e tausī ai mātou le fanau.</i> | to sustain us children. |
| <i>'Āmene</i> | Amen |

B) Hymn *Fa'afetai mo le Lalolagi*

| | |
|---------------------------------|-------------------------|
| <i>Fa'afetai mo le lalolagi</i> | Thank you for the world |
| <i>Fa'afetai mo mea'ai</i> | Thank you for the food |
| <i>Fa'afetai mo manu</i> | Thank you for the birds |
| <i>tausani</i> | that sing |
| <i>Le Atua e, 'ua fa'afetai</i> | God, thank you. |

Matā'upu 17 | OHT 3

FA'ALIFU TALO**Taro in Coconut Cream****Ingredients:**

| | |
|-----------------|---------------|
| <i>Talo</i> | Taro |
| <i>Pe'epe'e</i> | Coconut cream |
| <i>Māsima</i> | Salt |
| <i>Aniani</i> | Onions |

Method:*Fisi talo*

Remove the skin from the taro.

*Tipitipi le talo*

Slice into pieces.

*Fa'apuna le vai i le 'ulo*

Boil some water in a pot.



Tu'u i ai talo

add in the taro pieces.



Toe faapuna.

Simmer till taro is cooked.



Sasa'a 'ese le vai

Tip out all water.



Fa'aopoopo le pe'epe'e

Add coconut cream.



Tapuni le 'ulo
Put the lid on.



Sauni loa e 'ai.
Ready to eat.



Matā'upu 17 | OHT 4***POI*** (for 30 people)**Ingredients***Sefululima fa'i pula*

15 ripe bananas

'Apa pe'epe'e

1 can coconut cream

Lau tipolo

Lemon leaves.

Method*Fofo'e fa'i*

Peel the bananas

Fa'aaogā le tui e palu ai fa'i

Mash the bananas with a fork

Fa'aopoopo le pe'epe'e

Add the coconut cream

Fa'aopoopo lau tipolo

Add lemon leaves

Sa'eu fa'atasi

Stir to mix well

Fa'aopoopo i ai le 'aisa

Add ice to chill

Sasa'a i ipu

Pour in glasses to serve.

Matā'upu 17 | OHT 5

SAPASUI (for 30 people)

Ingredients

| | |
|---------------------------|-------------------|
| <i>Fasi Povi</i> | Meat / Gravy beef |
| <i>Lialia (afa pauna)</i> | 500gms vermicelli |
| <i>Tasi aniani</i> | One onion |
| <i>Aniani saina</i> | Garlic |
| <i>Sosi soi</i> | Soya sauce |
| <i>Suāu'u pīnati</i> | Peanut oil. |

Method

| | |
|---|----------------------------------|
| <i>Tipitipi fasi povi</i> | Cut (dice) the meat |
| <i>Tipitipi aniani</i> | Chop the onion |
| <i>Tipitipi aniani saina</i> | Chop the garlic |
| <i>Fa'avevela le suau'u i le 'ulo</i> | Heat the oil in a pot. |
| <i>Fa'a'opoopo le aniani ma le aniani saina</i> | Add the onion and the garlic |
| <i>Fa'a'opoopo le fasi povi ma falai</i> | Add the meat and fry |
| <i>Fa'avai le lialia i vai vevela</i> | Soak the vermicelli in hot water |
| <i>Fa'a'opoopo le lialia i le 'ulo</i> | Add the vermicelli to the pot |
| <i>Fa'a'opoopo le sosi soi i le 'ulo</i> | Add the soya sauce. |
| <i>Sa'eu</i> | Mix well. |

Matā'upu 17 | Worksheet 1

POI (for 30 people)**Ingredients***Sefululima fa'i pula*

15 Ripe Bananas

'Apa pe'epe'e

1 can coconut cream

Lau tipolo

Lemon leaves.

Method*Fofo'e fa'i.**Fa'aaogā le tui e palu ai fa'i.**Fa'aopoopo le pe'epe'e.*

Fa'aopoopo lau tipolo.



Sa'eu fa'atasi.



Fa'aopoopo i ai le 'aia.



Sasa'a i ipu.



Matā'upu 17 | Worksheet 2**SAPASUI** (for 30 people)**Ingredients***Fasi Povi**Lialia (Afa pauna)**Tasi aniani**Aniani saina**Sosi soi**Suāu'u pīnati***Method***Tipitipi le fasi povi**Tipitipi aniani**Tipitipi aniani saina*

Fa'avevela le suāu'u i le 'ulo



*Fa'aopoopo le aniani ma
le aniani saina*



*Fa'aopoopo le fasi povi
ma falai*



Fa'avai le lialia i vai vevela



Fa'aopoopo le lialia i le 'ulo



Fa'aopoopo le sosi soi i le 'ulo












Sa'eu



Matā'upu 17 | Resource 1

Picture Cards Activity - teacher to prepare 4 cards of each item per group of 3 students

| | | |
|--|--|--|
|  <p><i>Fuāmoa</i></p> |  <p><i>Vine</i></p> |  <p><i>Moli</i></p> |
|  <p><i>Fa'i</i></p> |  <p><i>Kapisi</i></p> |  <p><i>Falaoa</i></p> |
|  <p><i>'Ulu</i></p> |  <p><i>Pateta</i></p> |  <p><i>Alaisa</i></p> |

Matā'upu 17 | Audio CD Transcript**Track 46: Language Targets – Ingredients, utensils and instructions*****Fa'alogo ma fa'ata'ita'i.****māsima**suka**falaoamata**falaoa**aniani**fa'i**fa'ipula**lautipolo**pe'epe'e**sipuniti**'iputi**'ulo**sipuni**tui**naifi**fa'apuna le vai**tipi**tipitipi le talo***Track 47: Language Targets - Table talk***'O lau mea'ai lea.**'O lau mea taumafa lea.**'O lau vai inu lea.**'O lau vai taumafa lea.**'aumai**'aumai le falaoa**'aumai le naifi**'aumai le naifi fa'amolemole**'aumai sa'u mea'ai faamolemole**'Ua lava.**'Ua lava lea fa'afetai.**'Ua 'ou mā'ona.**lotu**fai le lotu**'O le 'ā fai le lotu.**'O le 'ā tatou 'a'ai.**'Ua 'e fia 'ai?**'Ua 'ou fia 'ai.*

Track 48: Spoken Lotu

*Fa'afetai lesū,
mo mea'ai
na foa'i mai
e tausi ai mātou le fānau.
Amene.*

Track 49: Song - Fa'afetai mo le lalolagi

*Fa'afetai mo le lalolagi.
Fa'afetai mo mea'ai.
Fa'afetai mo manu tausani.
Le Atua e, ua fa'afetai.*

Matā'upu 17 | DVD Transcript**Scenario 25: Home with the shopping.**

Sina and her mother return from their grocery shopping and carefully take the items that they bought out of the shopping bags.

Mele

*Mmmm...vevela le aso Sina mo le
tā fa'atau ma fe'au...sapasui, lialia,
talo, fasipovi. Sina, sau e fai le
sapasui fa'amolemole.*

(Mmm...a hot day Sina for our
shopping and our chores....chop suey,
vermicelli, taro, meat. Sina, come and
make the chop suey please.)

Sina

'Ia 'ua lelei.

(OK.)

Mele

Tipitipi le fasipovi....

(Cut the meat.)

Sina and Mele begin to make the chopsuey.

Later that afternoon.

Scenario 26: A special guest for dinner.

Sina has changed into a *puleasi* and is joined by her aunty Viola in the kitchen as they finish preparations for dinner with a special guest.

Sina goes to answer a knock at the door; it is the church minister. Sina greets him with respect and calls out to her father as she accompanies the minister to the lounge. (Note: Sina uses the respectful phrase *lau susuga le fa'afeagaiga* to greet the minister or *faife'au*)

Sina

'Oi, Tālofa lava lau susuga a le fa'afeagaiga.

(Oh, hello sir, the Minister.)

Faife'au

*Tālofa Sina.
'O ā mai 'oe?*

(Hello Sina.
How are you?)

Sina

*Manuia lava fa'afetai.
Susū maia i totonu.*

(Very well thank you.
Welcome, come right in.)

Faife'au

Fa'afetai.

(Thank you.)

Sina

Tamā.

(Father.)

The minister is ushered to the lounge where Ioane is seated. Surprised, Ioane stands up and extends his hand to greet the minister.

Ioane

*'Oī, Tālofa lava i lau susuga
le fa'afeagaiga.*

(Oh, hello sir the Minister.)

Faife'au

Tālofa i lau afioga.

(Hello sir.)

loane (motioning to a chair)*'O lou ava lenā.*

(Come in, there is your seat.)

Once loane and the church minister are seated, loane continues with the greetings of formal welcome.

loane*Susū maia,
tala mai a'ao.*(Welcome. You are
most welcome.)**Faife'au***Mālō fo'i le soifua maua ma
le lagi e māmā i le tou 'āiga ali'i.*(Good day, good health to you and
your chiefly family.)

loane and the minister continue talking in the background while Sina and her aunty Viola finish setting the table. Sina enters the living room and sits cross-legged on the floor next to her father. She addresses the minister, using formal *gagana Sāmoa* to invite him to the meal.

Sina*Susū maia e fai le taumafataga.*

(Come and have a meal.)

loane*'Ua lelei. Susū ane ia lau susuga.*

(Well alright, Sir, go on over.)

Faife'au*Fa'afetai.*

(Thank you.)

Ioane and the minister walk to the dining room, where the table is already set with food including taro, chop suey, cooked green bananas, and chow mein. Ioane shows the minister to the head of the table.

Ioane (motioning to the head of the table)

'O lou ava lea.

(Here is your seat.)

Faife'au

Fa'afetai.

(Thank you.)

Ioane takes a seat at the opposite end of the table. Viola and Mele take their seats.

Mele

*Se, tālofa lau susuga
le fa'afeagaiga.*

(Oh greetings Sir,
the Church Minister.)

Faife'au

Mālō fo'i le soifua iate 'oe le faletua.

(Greetings to you the wife.)

O le 'ā fai le lotu.

(We'll say grace.)

*Fa'afetai Iesu, mō mea'ai 'ua 'e
foa'i mai mo i mātou. 'Āmene.*

(Thank you Jesus, for the food that
has been provided for us. Amen.)

Ioane, Sina, Mele & Viola

'Āmene.

(Amen.)

Viola serves the minister first offering him a dish of taro.

Viola

'O le fa'alifu talo lea.

(Here is the taro in coconut cream.)

Faife'au

Fa'afetai.

(Thank you.)

Sina offers a dish of chop suey to the minister.

Sina

'O le sapasui lea.

(Here is the chop suey.)

Faife'au

Fa'afetai.

(Thank you.)

Sina then offers the chop suey to her father.

Sina

Tamā, e avatu

se sapasui?

(Father, shall I serve you
some chop suey?)

Ioane

'Ia fa'amolemole lava Sina.

(Yes please Sina.)

Sina serves the chop suey to Ioane.

Ioane

'Ia 'ua lava.

Fa'afetai Sina.

(That's enough.
Thank you Sina.)

The family and their guest continue to enjoy the meal. Ioane asks Sina to bring some water.

Ioane

*Sina. 'Aumai ni
vai fa'amolemole.*

(Sina, bring some
water please.)

Sina pours a glass of water for the minister.

Sina

'O lau vai taumafa lea. (formal)

(Here is your drinking water.)

Faife'au

Fa'afetai lava.

(Thank you.)

Faife'au

Mānaia tele le kuka. Fa'afetai.

Mālō lava le gāsese.

(Very nice cooking, thank you.
Very well done.)

Mele

Fa'afetai.

(Thank you.)

MATĀ'UPU 18: FA'ATAUGA I MAKETI SHOPPING AT THE MARKETS

TEACHER'S NOTES

Fa'atau means to buy or sell.

Fa'atauga means shopping.

This *matā'upu* provides more opportunity for the teacher and students to increase their vocabulary in *gagana Sāmoa*, using a fairly common everyday occurrence, going shopping. The inclusion of the market should further enhance the students' use of *gagana* as they incorporate words and phrases learned in earlier *matā'upu* to construct more complex questions and answers.

In Sāmoa the currency or money (*tupe*) used is the *tālā* or dollar. As in New Zealand, Sāmoa has a floating exchange rate. However the Samoan *tālā* is generally lower than the New Zealand dollar so that if you travel to Sāmoa with New Zealand money, the exchange rate will give you more Samoan money. Just remember the reverse will happen when you want to change Samoan money back into New Zealand dollars.

The units of weight and volume in *gagana Sāmoa* are often simple transliterations of the English terms.

lita (litre), *kalama* (gram), *kilo* (kilo).

Students have already come across the word *tau* in the *matā'upu* on the weather, *Matā'upu 11*. *Tau* also means cost or price. As in English one word can take on many meanings depending on the context in which it is used. *Tau* also can mean to do battle or collide.

When shopping, students can use simple phrases to ask for the price or cost of goods.

E fia le tau? **OR** *'O le ā le tau?* (How much or what is the cost?)

If you then decide you do not want to buy, just say *Leai fa'afetai*. (No thank you)

Instructions for Learning Tasks

Lesona E & I

Students create shopping role plays. In preparation the teacher and/or students can put pictures of different goods on cards and put these into envelopes for each shopper and stall holder. Or the teacher and students could bring some of the grocery items from home. Currency or fake money will also be required.

Details about how the game is played have been provided in the lesson outline.

MATĀ'UPU 18: FA'ATAUGA I MAKETI SHOPPING AT THE MARKETS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- ask and respond to questions about buying and selling goods.

Success Criteria:

- Students use *gagana Sāmoa* to describe and request food items for purchase and sale.
- Students use *gagana Sāmoa* to ask for prices of food items and respond to questions asking for prices.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|--|
| <p>Communication</p> <ul style="list-style-type: none"> Receive and produce information (price of food items); respond to questions and requests (buying and selling goods); show social awareness when interacting with others (shopping etiquette). <p>Language knowledge</p> <ul style="list-style-type: none"> Recognise that the target language is organised in particular ways (question formats). <p>Cultural knowledge</p> <ul style="list-style-type: none"> Students make connections with their own cultures (buying and selling at the markets). | <p>Communication</p> <ul style="list-style-type: none"> Communicate about colour, size, shape and direction. Express and respond to desires, needs and preferences. Communicate offers, acceptance, refusal and denial. Make requests, give instructions and respond to requests and instructions. <p>Language knowledge</p> <ul style="list-style-type: none"> Interact in short conversations. Interpret and create simple texts, using oral, written and visual conventions. <p>Cultural knowledge</p> <ul style="list-style-type: none"> Differentiate and express social roles and relationships. Recognise and express <i>fa'aaloalo</i> in a variety of contexts. |
| Cross-curricular links: mathematics. | |

| Language Targets | | | |
|-------------------|-------------------|---|---------------------------------------|
| <i>māketi</i> | market | 'Aumai sa'u pauna pata | Bring me a pound of butter |
| <i>fale'oloo</i> | shop | <i>fa'amolemole</i> | please. |
| <i>fa'atau</i> | shopping/buy/sell | 'Aumai se tāseni fuāmoa | Bring me a dozen eggs |
| <i>tālā</i> | dollar | <i>fa'amolemole.</i> | please. |
| <i>sene</i> | cent | 'Ou te mana'o i se..... | I would like a..... |
| <i>tāseni</i> | dozen | <i>E fia le tau o tamato?</i> | How much are the tomatoes? |
| <i>'apa</i> | tin | <i>E fia le tau o le fagu susu?</i> | How much is a bottle of milk? |
| <i>pepa</i> | packet or paper | <i>E fia le tau o le pepa sukalati?</i> | How much is the packet of chocolates? |
| <i>fagu</i> | bottle | <i>E iai ni tou.....?</i> | Do you have any.....? |
| <i>pusa</i> | box | <i>kilo</i> | kilo |
| <i>fa'i mata</i> | green banana | <i>kalama</i> | gram |
| <i>fou</i> | fresh | <i>lita</i> | litre |
| <i>pula</i> | ripe | <i>'afalita</i> | half a litre |
| <i>fa'i pula</i> | ripe banana | <i>lāpotopoto</i> | round or circular |
| <i>pala</i> | rotten | <i>fa'atāfafā</i> | four sided |
| <i>taugatā</i> | expensive | <i>li'o</i> | circle |
| <i>taugōfie</i> | cheap/inexpensive | <i>tuai</i> | old/over ripe not fresh |
| <i>lāpo'a</i> | large/big | <i>mānaia</i> | good/nice |
| <i>tele/telē</i> | many/lots/big | | |
| <i>la'itiiti</i> | small | | |
| <i>falaoamata</i> | flour | | |
| <i>fuāmoa</i> | egg(s) | | |
| <i>suka</i> | sugar | | |
| <i>pateta</i> | potato | | |
| <i>alaisa</i> | rice | | |
| <i>falaoa</i> | bread | | |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD

Suggested Learning Tasks:

1. Watch the DVD segment for this *matā'upu*.
 Discuss language used for the expressions below.
 Note any cultural or customary behaviours regarding shopping and the markets.
 Students jot down the expressions for the phrases below as they watch the DVD.
 Allocate one of the following to each group of students.
 How much is ? or What is the cost of?
 I would like some please.
 Currencies and measurements, dollars and cents, kilos and grams.
 Words describing the quality of goods.
 Any terms for food items or items purchased in the DVD.
2. Students view the DVD closely, discuss their answers together and then report back to the class.
3. Students discuss how this compares with any cultural or customary behaviour regarding shopping and markets of other known cultures.

LESONA E & I

Suggested Resources:

- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- **Pictures of (or real) grocery items. (Teacher and students to provide)**
- **Fake money (Teacher to provide)**
- Instructions for each role.

Suggested Learning Tasks:

1. Revise the language for: shapes, sizes, amounts, quantities and quality.
2. *LESONA E* In pairs students make up their own shopping role plays in *gagana Sāmoa*
Put the language targets on an OHT to support students prepare their role plays.
Remove the OHT when they carry out their role plays in *LESONA I*.
3. *LESONA I* Students carry out their role plays. (see *LESONA E*).

Guided role plays

Students work in pairs or threes, some students are shoppers, some are stall holders.

The teacher will give each shopper or stall holder their guided role play instructions provided at the end of this lesson plan.

Shopper students have a limited amount of money (a different amount for each pair/group), and buy the ingredients for one of the recipes from *Matā'upu 17*. They need to shop around to select the best quality ingredients for their money.

The stall holder students have pictures/items of their wares. They decide on the prices and sell to the customers.

Each stall does not have the same ingredients and buyers have different amounts of money.

The teacher reminds students of protocol seen on the video. The teacher reminds students to use *gagana Sāmoa*

The winning groups will be the groups who used *gagana Sāmoa* all of the time and who were able to purchase all of their ingredients within budget or sold all of their wares.

At the end of the *māketi* experience, students compare their ingredients and see who has enough to make their recipe.

Guided role play instructions

Shoppers

Your role is to purchase the food items you will need to make a recipe, and to keep within your money allowance.

Choose a recipe from *Matā'upu 17* that you would like to make.

Practise asking for the *gagana Sāmoa* food items that you will need, and asking for the price of the items.

Buy the items. Note, you may have to visit several stall holders to keep within your budget.

Stall holders.

The items you have for sale are the pictures in your envelope.

Put a price on the items.

Practise your responses to questions about your products, and telling the shopper the price of the items.

Shoppers will come and ask for the price and may buy some items from you.

Matā'upu 18 | Audio CD Transcript**Track 50: Language Targets - Money and items*****Fa'alogo ma fa'ata'ita'i.****māketi**fale'olua**fa'atau**tālā**sene**tāseni**'apa**pepa**fagu**pusa**fa'i mata**fou**pula**fa'i pula**pala**taugatā**taugōfie**lāpo'a**tele / telē**la'itiiti**falaoamata**fuāmoa**suka**pateta**alaisa**falaoa*

Track 51: Language Targets - Buying items

'Aumai sa'u pauna pata fa'amolemole.

'Aumai se tāseni fuāmoa fa'amolemole.

'Ou te mana'o i se.....

E fia le tau o tamato?

E fia le tau o le fagu susu?

E fia le tau o le pepa sukalati?

E iai ni tou.....?

Track 52: Language Targets - Describing items and measuring units

kilo

kalama

lita

'afalita

lāpotopoto

fa'atāfafā

li'o

tuai

mānaia

Matā'upu 18 | DVD Transcript**Scenario 27: A trip to the market in Sāmoa.**

The scene opens with a flurry of people trading produce at the *Fugalei Maketi* in Sāmoa. Malia and her Aunt Lupe have come to the market to buy some fresh fruit and vegetables. They are walking through the stalls looking out for bargains and come across lafeta, a stall keeper who is enticing people to his stall.

Malia

*Fa'amolemole lava, 'ou te mana'o
i ni talo. E fia le tau?*

(Please, I would like some taro.
What is the price?)

lafeta

E fia ni talo e te mana'o ai?

(How many taro would you like?)

Lupe

Sefulu talo fa'amolemole.

(Ten taro please.)

lafeta

E sefulu lima tālā... 'ēā?

(It's fifteen dollars...alright?)

Lupe reaches for her purse as lafeta loads the taro into a woven basket.

lafeta

*Fa'afetai tele le fa'atau,
manuia le aso.*

(Thank you for buying,
have a nice day.)

Malia*Fa'afetai.*

(Thank you.)

They proceed to the next stall still looking for bargains. Malia finds some green coconuts (*niu*).

Malia*E fia le tau o niu**fa'amolemole?*

(How much are the coconuts
please?)

Shopkeeper*E tālā lima, ma**le lua tālā.*

(One dollar fifty
and two dollars.)

Lupe*'O! E taugofie lā, 'aumai**se lima fa'amolemole.*

(Oh, they're cheap, give
us five please.)

They select the ones they want and the stall keeper helps to pack them into a basket.

Lupe*Fa'afetai lava.*

(Thank you very much.)

Malia

*'Ou te mana'o fo'i i ni fa'i,
fa'i pula, mago ma
ni esi fa'amolemole.*

(I would also like some bananas,
ripe bananas, mangoes
and some pawpaw please.)

Stall keeper

*Limasefulu sene ma le tālā,
lua tālā i le tau mago.*

(Fifty cents and a dollar...
two dollars for the cluster of mangoes.)

Lupe

Mānaia.

(Nice.)

Malia

'Ae ā ia?

(But what about these?)

Malia holds up two pawpaws to show her aunty

Lupe

Mānaia nā. Mānaia.

(Those are nice. Great.)

Lupe and Malia pack their items into the woven basket

Stall keeper

E sefulu ma le fā tālā.

(It's fourteen dollars.)

Lupe counts out the money and hands to Malia to pay the stall keeper.

Lupe

Fa'afetai lava.

(Thank you very much.)

Matā'upu 18 | DVD Transcript - Cultural & Background Information***Fa'atauga i Maketi***

Shopping in Sāmoa is a highlight for both locals and tourists. In Apia alone there are numerous shops and three main markets.

The first of the three markets is Sāmoa's longest running market, the Apia market. A popular shopping attraction for tourists, this market is open all day and provides a wide variety of products ranging from handicrafts including jewellery - such as earrings - *tautaliga*, necklaces - *'ula* and rings - *mama*. You can also buy clothes - *'ofu*, ornaments for the house - *o mea teufale*. You can also find some small stalls and popular food stalls.

The second market is the fish market which is located behind Apia market and sells the daily catch.

The new market or *māketi fou* is Apia's main produce market and is located in Fugalei just behind Apia town centre. Locals travel from all over 'Upolu to this market, some to sell their crops or produce from their own plantations and others to purchase the weekly food supply.

MATĀ'UPU 19: VALA'AULIA INVITATIONS

TEACHER'S NOTES

vala'au means to call or invite

tusi vala'au means the written invitation and *vala'aulia* means invited guests and invitation.

This *matā'upu* helps the teacher and students to draw together much of the *gagana Sāmoa* they have learned throughout the series by bringing together key people through carefully designed or selected activities and relevant language interactions.

In the next three lessons, students should be constantly rehearsing learned *gagana Sāmoa* in conversations, sharing and cross referencing information and checking accuracy of pronunciation as well as the meaning and application of learned *gagana*. Make full use of resources from earlier lessons and others developed in the course. Expand students' understanding and build their self confidence in the new *gagana*. Remind students to refer to their own glossary of words and phrases.

The choice of activities for the final unit and celebrations, whether you hold a special lunch or simply a demonstration or presentation of what the students have learned should be made after discussing alternatives with the students. The choice will determine what preparations are needed and should be guided by the level of *gagana*, competence, and the quality of commitment demonstrated by the students.

Remember that formal or respectful *gagana* should be used where appropriate in the written invitations even if they are intended for family members or friends. If it's not possible to have a shared lunch with parents, then each student could write a formal invitation to a shared lunch to other members of staff or to a friend in another class.

This unit covers both formal and everyday *gagana* for invitations, using both written and spoken language.

The DVD provides adequate models of *gagana* usage for this purpose.

The following is a sample of a formal invitation:

E vala'au atu ma le faaaloalo ia _____ (suafa)
 Susu mai. Afio mai Maliu mai.
 I le fa'atauaina o le Gagana Samoa i la matou vasega
 E fai i le Aso Faraile _____ (aso)
 Amata i le 1.00 i le aoauli
 Fa'amolemole fa'afeso'ota'i mai le Faia'oga
 i le telefoni numera _____
 Soifua _____ (Igoa)

With respect we invite you _____ (name)
 Welcome Welcome Welcome
 To the celebration of Samoan language by our class
 To be held on Friday _____ (date)
 Starting at 1.00 in the afternoon
 Please respond by contacting the teacher
 on telephone number _____
 From _____ (Signature)

MATĀ'UPU 19: VALA'AULIA INVITATIONS

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- greet, address, and invite people in formal and everyday *gagana Sāmoa*
- introduce themselves, and give personal information, in a culturally appropriate way.

Success Criteria:

- Students use formal *gagana Sāmoa* to invite someone to attend a special occasion.
- Students use everyday *gagana Sāmoa* to invite a friend to a party, giving information about time, location and venue.

| Links to New Zealand Curriculum: Learning Languages | Links to <i>Ta'iala mo le Gagana Sāmoa</i> : The <i>Gagana Sāmoa</i> Guidelines |
|--|---|
| <p>Communication</p> <ul style="list-style-type: none"> • Receive and produce information (offering/writing invitations); respond to questions and requests (inviting a friend to go out); show social awareness when interacting with others. <p>Language knowledge</p> <ul style="list-style-type: none"> • Recognise that target language is organised in particular ways (use of respectful language). <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Students make connections with their own cultures (appropriate protocols for formal and everyday invitation). | <p>Communication</p> <ul style="list-style-type: none"> • Communicate about people, places and things. • Give and respond to greetings, farewells, thanks and introductions. • Communicate using numbers, time and place. • Use language to show respect. <p>Language knowledge</p> <ul style="list-style-type: none"> • Interpret and create simple texts. • Recognise and use linguistic conventions to make and interpret meaning. <p>Cultural knowledge</p> <ul style="list-style-type: none"> • Recognise and express <i>fa'aaloalo</i> in a variety of contexts. |

Language Targets

| | |
|------------------------|--------------------|
| <i>sāuni</i> | prepare |
| <i>tusi</i> | write |
| <i>vala'au</i> | invite |
| <i>tusi vala'aulia</i> | written invitation |
| <i>afio mai</i> | welcome (formal) |
| <i>maliu mai</i> | welcome (formal) |
| <i>susū mai</i> | welcome (formal) |

LESONA A

Suggested Resources:

- List of Language Targets
- *Mua Ō!* DVD
- *Mua Ō!* Audio CD
- OHT 1

Suggested Learning Tasks:

1. Watch the DVD segment for this *matā'upu*.
The students view first, noting important question words, the answers to the questions, and noting some differences between the formal written invitation and the informal spoken invitation. As in other *matā'upu*, the viewing tasks can be divided up between groups, with discussion among the group and a presentation from each group of their findings.
2. Get students to copy this listening grid into their books. Students fill in the listening grid as they discuss the details of the two invitations depicted on the DVD segment. Watch the DVD segment again.

Listening Grid

| | | | |
|---|------------------|--------------|--------------------------|
| Formal invitation Names of people in the conversation | 'I fea Where | Āfea When | Taimi Time |
| | 'O le ā? What | 'O ai Who | Lāvalava What to wear |
| Telephone conversation Names of people in the conversation | 'I fea Where | Āfea When | Taimi Time |
| | 'O le ā? What | 'O ai Who | Lāvalava What to wear |

3. Using the Audio CD

On the Audio CD (track 54) an invitation is given to a friend over the telephone.

Students create another blank listening grid as they did with Learning Task 2 above.

Students fill in the listening grid as they listen to the Audio CD and discuss their answers with a partner.

Then students can read the dialogue on OHT 1 to check answers.

They can ask for the meaning of any words that they do not know, using the formulaic expressions:

i. 'O le ā le fa'asāmoa o _____ [English word or phrase] fa'amolemole?

How do you say _____ in gagana Sāmoa please?

OR

ii. 'O le ā le uiga o le 'upu _____ [English word] fa'amolemole?

What is the meaning of the word _____ please?

LESONA E

Suggested Resources:

- **Recording device or equipment** (Teacher to provide)
- Worksheet 1

Suggested Learning Tasks:

- 1 Students make up a scenario in pairs similar to the one in the last lesson.

Practise first, changing the date, time and place to suit themselves, and then record the conversation.

OR

Perform the scenario to the class.

Hand out Worksheet 1 and use the grid for the rest of the class to fill in as they listen as each pair enact their role play or playback their recording.

Encourage the class to ask questions if the pair presenting have omitted to give some of the information.

Listening Grid

| | | | |
|---|----------|-------|----------|
| Names of students in the conversation Or Pair #1 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #2 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #3 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #4 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #5 etc.... | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lavalava |

LESONA I

Suggested Resources:

- *Mua Ō!* DVD

Suggested Learning Tasks:

1. Invitations to the *Fa'atāuaina 'o le Gagana Sāmoa* - Celebration of Samoan Language

Students can watch the DVD again and see the structure for the formal written invitation. See also the example in the Teacher's Notes

The students write a formal invitation to their guests asking them to attend a shared meal or a gathering to share what they have learned in class or an informal invitation to a friend from another class asking them to attend.

Invitations need to greet and address the friend or parents, and say where and when the function will be.

2. Preparation for the *Fa'atāuaina 'o le Gagana Sāmoa*.

Watch the DVD segment again, to find out:

What does the person inviting the guests need to wear?

What does the person inviting the guests need to do? What should they say? Where to sit?

What does the guest do?

What do the other students do when one student is talking?

They need to find the answers to these questions, because they need to know how to act when the visitors arrive for the celebration. Perhaps a member of the Samoan community could also come in to explain the DVD.

Following the watching and discussing of the DVD segment, the students discuss which role each one will take and practise what they will do when the guests arrive. It is important that this is done properly.

Matā'upu 19 | OHT 1

Dialogue: Telephone Conversation

Susana: *Tālofa lava.*

Lupe: *Suga, Tālofa.*

Susana: *'O ai lea fa'amolemole?*

Lupe: *'O Lupe.*

Susana: *'Oī, mālō suga.*

Lupe: *Mālō, 'e te avanoa nānei?*

Susana: *'loe, e ā?*

Lupe: *'E te fia alu i le ta'aloga?*

Susana: *'I fea?*

Lupe: *'I le malae a le ā'oga.*

Susana: *'O le ā le ta'aloga?*

Lupe: *'O le lakapī.*

Susana: *'O le ā le taimi e 'āmata ai?*

Lupe: *'Afa o le ono.*

Susana: *'Ia fa'atali mai se'i 'ou fesili i lo'u tinā.*

Susana: *Lupe, ua lelei. O le ā lou 'ofu e fai?*

Lupe: *E 'ofu lo'u sakete lanu 'ena'ena ma lo'u ofutino uliuli ma lo'u ofu māfanafana pa'epa'e. 'Ae ā oe?*

Susana: *'O lea e 'ofu lo'u ofuvae fou ma lo'u ofu māfanafana e fai le pūlou lanu pīniki. 'O le ā le taimi ta te fetaui ai?*

Lupe: *Tā fetaui i luma o le 'ōfisa o le ā'oga i le ono. 'Ia tōfā.*

Susana: *Fā Lupe. Fetaui nānei.*

Matā'upu 19 | Worksheet 1

Listening Grid

| | | | |
|---|----------|-------|----------|
| Names of students in the conversation Or Pair #1 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #2 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #3 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #4 | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lāvalava |
| Names of students in the conversation Or Pair #5 etc.... | 'O fea | Āfea? | Taimi |
| | 'O le ā? | 'O ai | Lavalava |

Matā'upu 19 | Audio CD Transcript**Track 53: Language Targets: Invitations *Tusi vala'au*
*Fa'alogo ma fa'ata'ita'i.****sāuni**tusi**vala'au**tusivala'au**afio mai**maliu mai**susū mai***Track 54: Dialogue: Telephone conversation**Susana: *Tālofa lava.*Lupe: *Suga, Tālofa.*Susana: *'O ai lea fa'amolemole?*Lupe: *'O Lupe.*Susana: *'Oī, mālō suga.*Lupe: *Mālō, 'e te avanoa nānei?*Susana: *'loe, e ā?*Lupe: *'E te fia alu i le ta'aloga?*Susana: *'I fea?*Lupe: *'I le malae a le ā'oga.*Susana: *'O le ā le ta'aloga?*Lupe: *'O le lakapī.*Susana: *'O le ā le taimi e 'āmata ai?*Lupe: *'Afa o le ono.*Susana: *'Ia fa'atali mai se'i 'ou fesili i lo'u tinā.*Susana: *Lupe, ua lelei. O le ā lou 'ofu e fai?*Lupe: *E 'ofu lo'u sakete lanu 'ena'ena ma lo'u ofutino uliuli ma lo'u ofu māfanafana pa'epa'e. 'Ae ā oe?*Susana: *'O lea e 'ofu lo'u ofuvae fou ma lo'u ofu māfanafana e fai le pūlou lanu pīniki. 'O le ā le taimi ta te fetaui ai?*Lupe: *Tā fetaui i luma o le 'ōfisa o le ā'oga i le ono. 'Ia tōfā.*Susana: *Fā Lupe. Fetaui nānei.*

Matā'upu 19 | DVD Transcript**Scenario 28: Invitation to a special celebration.**

Sina's class are cutting out pictures of flowers and other images to decorate the invitations that they are preparing for a special celebration. Mrs Robinson brings the class to attention to give further instructions regarding the invitation.

Mrs Robinson

*'Ia, fa'alogo mai tamaiti.
'O le 'ā tātou sauni nei e
vala'au ou mātua po'o sau uō
mo le tatou fiafia i le māsina fou.
Tāpena muamua se tusi
vala'au i ou mātua.*

(OK listen here children.
We are going to prepare an
invitation to your parents
or your friend for our special
celebration next month.
Prepare an invitation to your
parents first.)

Sina, Gafa and Herbert are working on their invitations, carefully selecting the correct *gagana* to use. Sina checks by reading out loudly her choice of words and the details of the invitation.

Sina

*'O le aso o le fiafia le Aso Faraile.
'O le taimi, 'o le iva i le taeao.
'O le tuātusi... 'Oī Herbert, o le ā le
tuātusi o le tatou ā'oga?*

(The day of celebration is Friday.
The time...it's nine o'clock in the morning.
The address. Oh Herbert....what is the
address of our school?

Herbert

*Ah.....fāsefulu tolu, Brown street.
(Ah.....43 Brown Street.)*

Sina

*Sa'o fo'i, fāsefulu tolu, Brown Street,
i le potu sefulu lua.*

(That's right, 43 Brown Street,
in room twelve.)

Scenario 29: Sina delivers her invitation.

Sina returns home from school, greets her mother who is sitting at the dining table and places the invitation on the table.

Sina

Tālofa tinā.

(Hello mother.)

Mele

'Oi Tālofa Sina.

'O le ā lea mea?

(Hello Sina.
What is this?)

Sina

*'O le lua tusivala'au lea
mo le mātou fiafia.*

(It's your invitation for
our celebration.)

Mele

'Oi! Fa'afetai Sina.

(Oh, thank you Sina.)

Mele opens the envelope and reads the invitation out aloud.

*E vala'au atu ma le fa'aaloalo
iā Mr & Mrs Samuelu.
Susū mai. Afio mai.
Maliu mai, i le mātou fiafia
e fai i le Aso Faraile,
i le iva i le taeao, i le ā'oga,
fāsefulu tolu Brown Street,
i le potu sefulu lua.
Fa'amolemole fa'afeso'otai
mai le faiā'oga i le telefoni
lua-fitu- fā-fitu-lima-fā-iva.*

(Mrs and Mrs Samuelu, you are respectfully invited. Welcome to our celebration to be held on Friday at 9am at the school, 43 Brown Street, in room twelve. Please respond to the teacher on telephone 2747549.)

Fa'afetai Sina, ma te ō atu ma lou tamā.
(Thank you Sina. Your father and I will come.)

Sina
'Ua lelei.
(That's good.)

Scenario 30: Informal invitation (telephone).

The telephone rings. Sina answers the phone.

Sina
Tālofa lava
(Hello)

Gafa

*Suga, 'o ā au mea
nā e fai?*

(Girl, what are
you doing?)

Sina

'O ai lea fa'amolemole?

(Who is this please?)

Gafa

*Sē 'o Gafa. 'E te
avanoa nānei?*

(It's Gafa. Are you
available tonight?)

Sina

'loe.

(Yes.)

Gafa

*'E te fia alu lā
i le tīfaga?*

(Then do you want to go
to the movies?)

Sina

'I fea?

(Where?)

Gafa*'I Manukau.*

(At Manukau.)

Sina*'O le ā le ata?*

(What is the movie?)

Gafa*'Ā'oga Faipese.*

(School of Music.)

Sina*'Ia fa'atali se'i 'ou
fesili i lo'u tinā*(Ok wait, I will ask
my mother.)

Sina calls out to her mum.

Sina*Tinā, e mafai ona 'ou alu i le
tīfaga ma Gafa?*(Mother, can I go to the movies
with Gafa?)**Mele***'Ia 'ua lelei.*

(Yes, OK.)

Sina returns to her conversation with Gafa.

Sina

*'Ua lelei Gafa .
'O le ā lou 'ofu e fai?*

(OK Gafa. What will
you wear?)

Gafa

*E 'ofu lo'u sakete lanu 'ena'ena,
ma lo'u ofutino uliuli,
ma lo'u ofu māfanafana pa'epa'e.*

'Ae ā 'oe?

(I will wear my brown skirt and black shirt
and my warm white jacket.
But what about you?)

Sina

*'O le 'ā 'ofu lo'u ofuvae fou
ma lo'u ofu māfanafana
e iai le pūlou lanu pīniki.
'O le ā le taimi tā te fetaui ai?*

(I am going to wear my
new jeans, my warm jacket
that has a pink hoodie.
What time shall we meet?)

Gafa

*Tā fetaui i luma o le
faletīfaga i le ono. 'Ia tōfā.*

(Let's meet in front of the
cinema at six. OK, bye.)

Sina

Tōfā suga.

(Bye girl.)

MATĀ'UPU 20: MUA Ō!... MUĀ!

FA'ATĀUAINA 'O LE GAGANA SĀMOA

TEACHER'S NOTES

Teachers and students who get to this *matā'upu* and have completed the whole series of *Mua Ō!* can be confident and assured that they have acquired a good basic standard of *gagana Sāmoa* upon which to build more learning and understanding of Samoan culture and *gagana*. As explained elsewhere, the title of this series *Mua Ō!* is a traditional call used in Samoan culture to gather people together for a special event or presentation.

This *matā'upu* is recommended for a time when the teacher and students are fully prepared, confident and ready to celebrate as well as demonstrate their acquired learning and use of *gagana Sāmoa*. This may be left until a month later or at the end of the term.

Once you decide the form that your celebration will take, discuss, identify and delegate specific tasks for the students to do before and on the day of celebration. Remember to use the key commands for example, *toe fai mai* (say it again), *fa'alogo mai* (listen).

Welcoming guests

It is always helpful to know in advance who is coming so that you can greet them in the appropriate *gagana*. However a useful rule is, if in doubt just say, *Tālofa lava. Susū maia i totonu*. (Welcome, come inside). When showing guests to their seats just say *'o lou ava lea*.

Speeches and Gifting

You learned earlier (*Matā'upu 16*) about the importance of reciprocity in Samoan culture. On all cultural occasions there is much formal speechmaking during which the importance of the occasion is explained and special guests are publicly acknowledged and often presented with gifts. Traditionally, these occasions provide opportunities for orators and budding orators to demonstrate or develop their oratory skills. Keep in mind that similar to Māori culture, there is always someone who speaks on behalf of the visitors, following a welcome speech by the hosts. Either get a student to volunteer or appoint one to be the class orator, another to say grace, others to greet and show the visitors to their seats. Speeches should be brief and simple using formal *gagana Sāmoa*.

Visitors or guests should go prepared with a gift of some sort, the size or value of the gift depending on the relationship involved and the type of occasion. Nowadays, money in an envelope with a little message or simply saying thanks for the invitation often suffice. The hosts will usually provide a meal for all to share and in some cases present special gifts. In a school situation, the hosts may put on a demonstration of cultural activities and displays as well as a meal. Gifts from the visitors and guests can reflect an appreciation of the preparation and the work undertaken to host the occasion.

The words of the Samoan national anthem are included here.

Vi'i o Sāmoa: Samoan National anthem.

Sāmoa tūla'i ma sisi ia lau fu'a, lou pale lea

Sāmoa tūla'i ma sisi ia lau fu'a, lou pale lea.

Va'ai i nā fetū o lo'o ua agiagia ai,

Le fa'ailoga lea o Sāmoa ua mafai ona tautai

'Oī Sāmoa e u'umau, lau pule ia fa'avavau.

'Aua e te fefe o le Atua lo tā fa'avae,

'O lō tā sa'olotoga

Sāmoa tūla'i, ua agiagia lau fu'a lou pale lea.

Sāmoa, arise and raise your banner, this is your crown

Behold the stars on the waving banner

Signalling Sāmoa's capability

Oh! Sāmoa, hold fast

Your power for ever

Do not be afraid our freedom is founded on God

Sāmoa, arise your banner is flying, this is your crown

MATĀ'UPU 20: MUA Ō!... MUĀ!

FA'ATĀUAINA 'O LE GAGANA SĀMOA

Learning Intentions:

By the end of this *matā'upu*, students will be able to:

- combine the *gagana* and Samoan culture learned and put it into practice with a class celebration.

LESONA A, E & I

Suggested Learning Tasks:

Planning and finalising the preparation for the class celebration. Pulling everything together

Teachers from different schools or classes could invite each other's classes for a celebration, introducing themselves and sharing a meal.

Students would know how to introduce themselves giving information about themselves in a culturally appropriate way and in an everyday context in terms of names, family, where they are from and their ages.

Someone would give the welcoming speech, all students would know how to dress and behave and how to cook and serve meals.

Students' craft work and school work in Samoan would be on display.

Students could perform their *sāsā*, sing Samoan songs and say some rhymes to entertain their guests.

Parents would be invited to attend Samoan day, *Fa'atāuaina 'o le gagana Sāmoa*

This is your moment: ***Mua ia inā Mua Ō!***

Matā'upu 20 | Audio CD Transcript**Track 55: Sāmoa National Anthem: Vi'i o Sāmoa**

Sāmoa tula'i ma sisi ia lau fu'a, lou pale lea

Sāmoa tula'i ma sisi ia lau fu'a, lou pale lea

Va'ai i nā fetū o lo'o ua agiagia ai,

Le fa'ailoga lea o Sāmoa ua mafai ona tautai

'Oī Sāmoa e u'umau, lau pule ia fa'avavau.

'Aua e te fefe o le Atua lo tā faavae,

'O lō tā sa'olotoga

Sāmoa tula'i, ua āgiagia lau fu'a lou pale lea.

Matā'upu 20 | DVD Transcript**Scenario 31: Sina's class celebrate.**

Gafa, Ionatana, Mayling and Brenda are busy helping Sina with final preparations for the *fiafia*. They have decorated the classroom walls with a map of Sāmoa, Samoan handicrafts, including *ili*, *'ula*, and *'ie lāvalava*. At the back of the room, there is a table laden with prepared Samoan food. Sina and her friends are dressed in colourful *puleta* and *'iefaitaga* and shirts. Sina goes through a checklist with her friends, and checks off all the items: food, decorations, and photos.

Mrs Robinson approaches Sina and her friends to congratulate them on their preparations and hard work.

Mrs Robinson

*Mālō Sina, mānaia tele tou sauniga.
Gafa, Anita, John fa'afetai mo
le fesoasoani.*

(Hello Sina, your preparations are
very nice. Gafa, Anita and John
thank you for the help.)

Sina

Fa'afetai lava Mrs Robinson.

(Thank you Mrs Robinson.)

Sina delegates final tasks to Gafa, John and Anita and returns to her checklist. Parents begin to enter the classroom and are greeted by John and Anita.

John

Tālofa lava.

(Hello.)

Parent 1

Tālofa lava.

(Hello.)

Anita

Tālofa lava.

(Hello.)

Parent 2*Tālofa lava.*

(Hello.)

John and Anita continue to greet the guests who make their way to their seats, admiring the decorations and the children who are seated in a semi circle at the front of the class and all wearing special costumes.

When all the guests are seated, Mrs Robinson nods to Ionatana to begin.

Ionatana

*'Avea ia a'u e fai ma
sui o le mātou faiā'oga ma le
vasega 'ātoa e fa'atālofa atu ai. Afio mai, maliu mai ma susū mai.*

(On behalf of our teacher and
whole class, I greet you.
Welcome, welcome, welcome)

Gafa

*Fa'afetai tele lava mo le
taliaina o lā mātou vala'au.*

(Thank you very much for
accepting our invitation.)

Anita*Tālofa lava 'o lo'u igoa o Anita.*

(Hello, my name is Anita.)

John*Mālō le soifua 'o a'u o John.*

(Good health! I am John.)

Sina

*'Ou te vala'au atu ma le
fa'aaloalo, lea 'ua saunia
le tatou taumafataga.*

(With respect, I invite you all.
Our meal is prepared and ready.)

Final scenes show guests and students as they mingle and enjoy the food and entertainment. Guests move around the room looking at all the projects and crafts on display and congratulate the children on their presentation and performances.