Mua Ō!
An Introduction to Gagana Sāmoa
Teachers’ Guide and Support Materials
Learning Languages Series
Gagana Sāmoa
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Acknowledgements

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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 mata'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 mata'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 mata'upu. There is also an introductory mata'upu or folasaga. Each mata’upu comprises three half-hour lessons. It is acknowledged that some mata’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 mata'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 mata'upu as a means of introducing the language and culture for that mata’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 mata’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 mata’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).

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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**

<table>
<thead>
<tr>
<th>Levels One and Two</th>
<th>Learning Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency Descriptor</strong></td>
<td>Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations. (Adapted from <em>Common European Framework for Languages: Global Scale Level A1: Basic User</em>; Council of Europe, 2001.)</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>In selected linguistic and sociocultural contexts, students will:</td>
</tr>
<tr>
<td>Selecting and using language, symbols, and texts to communicate</td>
<td>Managing self and relating to others</td>
</tr>
<tr>
<td>• Receive and produce information</td>
<td>• Produce and respond to questions and requests.</td>
</tr>
<tr>
<td>Participating and contributing in communities</td>
<td></td>
</tr>
<tr>
<td>• Show social awareness when interacting with others.</td>
<td></td>
</tr>
<tr>
<td><strong>Language Knowledge</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td></td>
</tr>
<tr>
<td>• Make connections with their own language(s).</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Knowledge</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td>• Recognise that the target culture(s) is (are) organised in particular ways</td>
<td></td>
</tr>
<tr>
<td>• Make connections with known culture(s).</td>
<td></td>
</tr>
</tbody>
</table>

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 à 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.

- **fa'alogo mai** listen
- **fa'afetai** thank you
- **fa'amolemole** please
- **tilotilo mai** look this way
- **tū i luga** stand up
- **si'i lou lima** raise your hand

- **toe fai mai** say it again/repeat that
- **tulou** excuse me
- **lelei** good
- **lelei tele** very good
- **mālō** well done
- **mālō lava** 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/](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 mata’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, ʻōlelo Hawaiʻi, and te reo Kuki Airani (Cook Islands Māori).
**An Introduction to 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**

<table>
<thead>
<tr>
<th>There are <strong>fifteen</strong> 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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa nga la mo nu pi sa ti vi he ka ro.</td>
</tr>
</tbody>
</table>

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:

- *E tīgā lou ulu?*  Higher intonation at the end of sentence.  Is your head sore?
- *E tīgā lou ulu.*  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:

- igoa pronounced eengoa name
- moega pronounced moenga bed
- gata pronounced ngata snake
- gogo pronounced ngongo seagull
- galu pronounced ngalu wave
The vowels have the same sounds as in te reo Māori.

- **A** fale (house) as in whare (house)
- **E** lele (fly) as in rere (fly)
- **I** ‘ili (saw) as in iwi (tribe)
- **O** logo (bell) as in rongo (bell)
- **U** tū (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:

\[
\begin{align*}
gagana Sāmoa & \quad fa'amolemole & \text{(please)} \\
\text{lea faka-Tonga} & \quad fakamolemole & \text{(please)} \\
\text{vagahau Niue} & \quad fakamolimoli & \text{(please)} \\
gagana Sāmoa & \quad fa'afetai & \text{(thank you)} \\
\text{lea faka-Tonga} & \quad fakafetai & \text{(thank you)} \\
\text{vagahau Niue} & \quad fakaue & \text{(thank you)}
\end{align*}
\]

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:

- **a’o** learn
- **’au** handle / team
- **’ava** beard
- **’ele’ele** 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:

\[
\begin{align*}
toto & \quad \text{blood} & \quad 'ava & \quad \text{beard} \\
totō & \quad \text{to plant} & \quad āvā & \quad \text{wife} \\
pa’u & \quad \text{tyre or rubber} & \quad āva & \quad \text{respect} \\
pa’ū & \quad \text{fall or drop}
\end{align*}
\]
The following table from *Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines* provides a useful summary of the sounds of *gagana Sāmoa*.

<table>
<thead>
<tr>
<th>'O leo (fa’aleoga) o le gagana Sāmoa</th>
<th>Sounds of gagana Sāmoa (phonology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As with all languages, accurate pronunciation of <em>gagana Sāmoa</em> is important to enable effective communication.</td>
<td></td>
</tr>
</tbody>
</table>

**Vaueli – 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.

<table>
<thead>
<tr>
<th>Short Vowel Sounds:</th>
<th>Long Vowel Sounds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a – ah</td>
<td>a – ah</td>
</tr>
<tr>
<td>e – eh</td>
<td>e – eh</td>
</tr>
<tr>
<td>i – ee</td>
<td>i – ee</td>
</tr>
<tr>
<td>o – o</td>
<td>o – o</td>
</tr>
<tr>
<td>u – oo</td>
<td>u – oo</td>
</tr>
<tr>
<td>as in up</td>
<td>as in father</td>
</tr>
<tr>
<td>‘apa</td>
<td>tamā</td>
</tr>
<tr>
<td>as in bet</td>
<td>as in bed</td>
</tr>
<tr>
<td>fe’e</td>
<td>pe</td>
</tr>
<tr>
<td>as in be</td>
<td>as in meet</td>
</tr>
<tr>
<td>ili</td>
<td>ipu ti</td>
</tr>
<tr>
<td>as in awful</td>
<td>as in thought</td>
</tr>
<tr>
<td>ofo</td>
<td>fōliga</td>
</tr>
<tr>
<td>as in two</td>
<td>as in shoe</td>
</tr>
<tr>
<td>ulu</td>
<td>mu</td>
</tr>
</tbody>
</table>

**Konesane – Consonants**

The pronunciation of the consonants indicated in the table below.

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

**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

Samoan 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:

sesē    wrong
totō    to plant
kitara  guitar
tofā    goodbye
tū      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).
Bibliography


Glossary

'a tā le… When it is (time)
'a'ao limb (formal)
'a'au swim
'ae ā 'oe? but what about you?
afā cyclone
'a fa half
afafine daughter
afalita half a litre
afe thousand or turn
āfea? when (future)
afi evening
afio mai welcome (formal)
agi blow (wind)
'ai eat
'aiavā gift presentation to visitors
'aiga meal
'āiga family
'aiuli support dancer
'alāfau cheek
'alaisa rice
alu go
anafea? when (past)
analeilā earlier (today)
ananafi yesterday
ananei now
anapō last night
aniani onion
ao collect/gather or cloud
aoauli afternoon
ā'oga school
a'ogāpese choir practice
'apa tin
'apalāpisi rubbish bin
'Aperila April

'api exercise book
Apolima an island in Sāmoa
āsiosio tornado
aso day
Aso Faraile Friday
Aso Gafu Monday
Aso Lua Tuesday
Aso Lulu Wednesday
aso maliu Easter Friday (funeral day)
aso ao today
Aso Sā Sunday
Aso Tofi Thursday
Aso To'onai Saturday
Aso Tūtō'atasi Independence Day
asofā'auau birthday
'ata smile
atali'i son
atigilima fingernail
atigivae toenail
'ato bag or basket
'atopa'u suitcase
'atotui type of traditional basket
au your (plural)
'a'u me or my
'aua don't
'aualu road
'auaoa cloudy
'Aukuso August
'aumai bring
'auro gold
āvā wife
'ave ... take
E fa'ape'i…? What is it like?
E fia? How many? How much?
<table>
<thead>
<tr>
<th>English</th>
<th>Gagana Sāmoa</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>E iai ni tou</em>?</td>
<td>Do you have any?</td>
</tr>
<tr>
<td><em>E iai se</em>?</td>
<td>Is there any?</td>
</tr>
<tr>
<td><em>E sa'o 'oe</em></td>
<td>You are right.</td>
</tr>
<tr>
<td><em>E to'afia</em>?</td>
<td>How many (people)</td>
</tr>
<tr>
<td><em>'elefane</em></td>
<td>elephant</td>
</tr>
<tr>
<td><em>'elei</em></td>
<td>Samoan patterns on cloth</td>
</tr>
<tr>
<td><em>'ena'ena</em></td>
<td>brown</td>
</tr>
<tr>
<td><em>'Eseta</em></td>
<td>Easter</td>
</tr>
<tr>
<td><em>fā</em></td>
<td>four or abbreviation of <em>tōfā</em></td>
</tr>
<tr>
<td><em>fa'aalia</em></td>
<td>as shown</td>
</tr>
<tr>
<td><em>fa'aaloalo</em></td>
<td>respect</td>
</tr>
<tr>
<td><em>fa'alamala</em></td>
<td>clown</td>
</tr>
<tr>
<td><em>fa'aaogā</em></td>
<td>use</td>
</tr>
<tr>
<td><em>fa'afetai</em></td>
<td>thank you</td>
</tr>
<tr>
<td><em>fa'alava</em></td>
<td>crossover/across</td>
</tr>
<tr>
<td><em>fa'alogo</em></td>
<td>listen</td>
</tr>
<tr>
<td><em>fa'amalama</em></td>
<td>window</td>
</tr>
<tr>
<td><em>fa'amolemale</em></td>
<td>please</td>
</tr>
<tr>
<td><em>fa'apuna</em></td>
<td>boil (water)</td>
</tr>
<tr>
<td><em>fa'asaga</em></td>
<td>face</td>
</tr>
<tr>
<td><em>fa'ase'e</em></td>
<td>ski or slide</td>
</tr>
<tr>
<td><em>fā'ata</em></td>
<td>mirror</td>
</tr>
<tr>
<td><em>fa'ata'atia</em></td>
<td>lay down or reveal</td>
</tr>
<tr>
<td><em>fa'atāfāfā</em></td>
<td>square/four-sided</td>
</tr>
<tr>
<td><em>fa'ata'ita'i</em></td>
<td>practise</td>
</tr>
<tr>
<td><em>fa'atau</em></td>
<td>buy or sell</td>
</tr>
<tr>
<td><em>fa'ataupati</em></td>
<td>slap dance</td>
</tr>
<tr>
<td><em>fa'atīmutīmu</em></td>
<td>shory (weather)</td>
</tr>
<tr>
<td><em>fafo</em></td>
<td>outside</td>
</tr>
<tr>
<td><em>fagu</em></td>
<td>bottle</td>
</tr>
<tr>
<td><em>fai</em></td>
<td>do/doing</td>
</tr>
<tr>
<td><em>fa'i</em></td>
<td>banana</td>
</tr>
<tr>
<td><em>fa'i mata</em></td>
<td>green banana</td>
</tr>
<tr>
<td><em>fa'i pula</em></td>
<td>ripe banana</td>
</tr>
<tr>
<td><em>faïa'oga</em></td>
<td>teacher</td>
</tr>
<tr>
<td><em>faimai</em></td>
<td>say</td>
</tr>
<tr>
<td><em>faipese</em></td>
<td>choir leader</td>
</tr>
<tr>
<td><em>faitau</em></td>
<td>read</td>
</tr>
<tr>
<td><em>faitautusi</em></td>
<td>reading</td>
</tr>
<tr>
<td><em>faitoto'a</em></td>
<td>door</td>
</tr>
<tr>
<td><em>fala</em></td>
<td>mat</td>
</tr>
<tr>
<td><em>falaoa</em></td>
<td>bread</td>
</tr>
<tr>
<td><em>falaoamata</em></td>
<td>flour</td>
</tr>
<tr>
<td><em>fale</em></td>
<td>house</td>
</tr>
<tr>
<td><em>fale'oloa</em></td>
<td>shop</td>
</tr>
<tr>
<td><em>falelalaga</em></td>
<td>group of weavers</td>
</tr>
<tr>
<td><em>falesā</em></td>
<td>church</td>
</tr>
<tr>
<td><em>faleta'avale</em></td>
<td>garage</td>
</tr>
<tr>
<td><em>fafeulua</em></td>
<td>toilet</td>
</tr>
<tr>
<td><em>fasipepa</em></td>
<td>piece of paper</td>
</tr>
<tr>
<td><em>fatafata</em></td>
<td>chest</td>
</tr>
<tr>
<td><em>fatupese</em></td>
<td>composer of song or music</td>
</tr>
<tr>
<td><em>fe'au</em></td>
<td>message or chores</td>
</tr>
<tr>
<td><em>feololo</em></td>
<td>reasonable, Ok</td>
</tr>
<tr>
<td><em>Fepuari</em></td>
<td>February</td>
</tr>
<tr>
<td><em>fetaui</em></td>
<td>meet</td>
</tr>
<tr>
<td><em>fiafia</em></td>
<td>enjoy, like</td>
</tr>
<tr>
<td><em>filēmū</em></td>
<td>be quiet</td>
</tr>
<tr>
<td><em>filis</em></td>
<td>plait</td>
</tr>
<tr>
<td><em>fiti</em></td>
<td>flicking of fingers against mat or floor</td>
</tr>
<tr>
<td><em>fitu</em></td>
<td>seven</td>
</tr>
<tr>
<td><em>fofoga</em></td>
<td>face, eyes, ears or nose (formal)</td>
</tr>
<tr>
<td><em>fola</em></td>
<td>floor or to spread or show</td>
</tr>
<tr>
<td><em>folasa</em></td>
<td>presentation, exhibition or introduction</td>
</tr>
<tr>
<td><em>fou</em></td>
<td>new</td>
</tr>
<tr>
<td><em>fuāmoa</em></td>
<td>egg</td>
</tr>
<tr>
<td><em>fuataimi</em></td>
<td>conductor of orchestra or choir</td>
</tr>
</tbody>
</table>
Mua Ō! | An Introduction to Gagana Sāmoa | 17
<table>
<thead>
<tr>
<th>laupapa pa'epa'e</th>
<th>malu</th>
<th>woman's traditional tattoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>laupapa uliuli</td>
<td>mālālālā</td>
<td>cold</td>
</tr>
<tr>
<td>lautipolo</td>
<td>mama</td>
<td>ring (finger)</td>
</tr>
<tr>
<td>lauulu</td>
<td>māmā</td>
<td>lightweight</td>
</tr>
<tr>
<td>le</td>
<td>mamao</td>
<td>distant</td>
</tr>
<tr>
<td>le asō</td>
<td>mānaia</td>
<td>beautiful, nice or male</td>
</tr>
<tr>
<td>lea</td>
<td>manava</td>
<td>stomach</td>
</tr>
<tr>
<td>leai</td>
<td>mānifini</td>
<td>thin</td>
</tr>
<tr>
<td>leitiō</td>
<td>Manono</td>
<td>an island of Sāmoa</td>
</tr>
<tr>
<td>lelei</td>
<td>Manu'a</td>
<td>an island in American Sāmoa</td>
</tr>
<tr>
<td>lenā</td>
<td>manuia</td>
<td>well or fine</td>
</tr>
<tr>
<td>lenei</td>
<td>mâ'ona</td>
<td>sated (full in terms of food)</td>
</tr>
<tr>
<td>lesona</td>
<td>mâsima</td>
<td>salt</td>
</tr>
<tr>
<td>lima</td>
<td>masini tāmea</td>
<td>washing machine</td>
</tr>
<tr>
<td>li'o</td>
<td>mata</td>
<td>eyes or green (fresh)</td>
</tr>
<tr>
<td>lita</td>
<td>matagi</td>
<td>wind or breeze</td>
</tr>
<tr>
<td>lona matua</td>
<td>matai</td>
<td>chief</td>
</tr>
<tr>
<td>lou</td>
<td>matamata</td>
<td>watch</td>
</tr>
<tr>
<td>lo'u</td>
<td>mātā'upu</td>
<td>subject/unit</td>
</tr>
<tr>
<td>lotu</td>
<td>Mati</td>
<td>March</td>
</tr>
<tr>
<td>luma</td>
<td>mātou</td>
<td>us three or more (excluding person spoken to)</td>
</tr>
<tr>
<td>lumāfale</td>
<td>mātua</td>
<td>age</td>
</tr>
<tr>
<td>māfanafana</td>
<td>mātua</td>
<td>parents</td>
</tr>
<tr>
<td>māfaufau</td>
<td>mātüüü</td>
<td>dry</td>
</tr>
<tr>
<td>māfiafia</td>
<td>mā'ua</td>
<td>us two (excluding person spoken to)</td>
</tr>
<tr>
<td>māketi</td>
<td>mā'ulu'ulu</td>
<td>a type of group dance or drizzle (rain)</td>
</tr>
<tr>
<td>mālamalama</td>
<td>Mē</td>
<td>May</td>
</tr>
<tr>
<td>maliu mai</td>
<td>meaâlofa</td>
<td>gift</td>
</tr>
<tr>
<td>mālō</td>
<td>mili</td>
<td>rubbing (hands)</td>
</tr>
<tr>
<td>mālō lava</td>
<td>minoi</td>
<td>move</td>
</tr>
<tr>
<td>mālō le soifua</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mālōlō</td>
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</tr>
</tbody>
</table>
minute  minute
mitiafu  singlet or T-shirt
moe   sleep
moega  bed
moli  orange
motu  island
mu’a  bottom (body)
muamua  first
muli  bottom (body)
mulimuli  last
mūmū  red
musa  hop
naifi  knife
nānei  afternoon or tonight
nei  now
netipolo  netball
nifo  tooth/teeth
nofo  sit or live (dwell)
nofoa  chair
nofoaga  where you live, also formal
nonoa  tie
nonōfo  sit (plural)
Nōvema  November
nuanua  rainbow
numera  number
nu’u  village
ō  go (plural)
‘ō  over there
‘O ā…?  What (plural)
‘O ā fea…?  When?
‘O ā mai oe?  How are you?
‘O ai…?  Who?
‘O a’u…  I am…
‘O fea…?  Where…?
‘O lau  It’s your…

‘O la’u  It’s my…
‘O le ā…?  What is…?
‘O le aso fia…?  What date is…?
‘O lea ou te…  I am…
‘O lona…  It’s his/her…
‘O lo’u…  It’s my…
‘oe  you (singular)
ofu  clothes
ofumoe  pyjamas or nightie
ofutino  shirt
ofuvae  trousers or pants
ofuvae pu’upu’u  shorts
ofuvae toleni  track pants
ofuvae ‘umi  long pants or trousers
gāumu  oven
‘Oketopa  October
olioli mai  get ready
‘oloa  goods for trade
ono  six
ou  your…(plural)
o’u  my…(plural)
‘Ou te  I am/will…
‘Ou te lē  I am not/will not…
‘oulua  you (two)
‘outou  you (three or more)
pa’epa’e  white
paka  park
pala  rotten
pasene  back (body)
pasene  per cent
pasi  bus (also pass)
pata  butter
pâte  wooden drum
pateta  potato
pati  clap (with open hands)
patipati  continuous clapping (with open hands)
pa‘ū  fall
pauna  pound
pē  out (game)
pe'a  traditional Samoan tattoo
pe'epe'e  coconut cream
pelaue  jacket
pelē  card game
peni  pen
penitala  pencil
pepa  paper
pese  sing
pesepese mai  sing along
pēsini  basin
pine  safety pin or hair clip
pīniki  pink
pisa  be noisy
pō  night or clap (with cupped hands)
polo  ball
pōpō  continuous clapping (with cupped hands)
potu  room
potuā'oga  classroom
potumoe  bedroom
potutā'ele  bathroom
potutāmea  laundry
potutele  living room
puaoa  cloudy or foggy
pula  ripe
puleā'oga  principal
pulepule  multi-coloured
puletasi  Samoan traditional costume
pūlou  hat
pupuni  cover or curtains
pusa  box
pusa'aisa  fridge
pusameli  mailbox
pusatusi  book shelf
rosa  rose
salu  broom
samasama  yellow
sami  sea
ceremony of bestowing chiefly titles
sa'o  correct or right
sapo  catch
sāsā  clapping dance to a drum beat
sau  come
sauni  get ready
Savai'i  largest island in Sāmoa
savalī  walk
se'e  slide
se'evaе  shoes
se'evaе tosotoso  jandals
sefulu  ten
sefulu fā  fourteen
sefulu fitu  seventeen
sefulu iva  nineteen
sefulu lima  fifteen
sefulu lua  twelve
sefulu ono  sixteen
sefulu tasi  eleven
sefulu tolu  thirteen
sefulu valu  eighteen
selau  hundred
selu  comb
sene  cent
Sētema  September
siapo  tapa cloth
si'i  
raise or lift

siliva  
silver

sinā  
grey (hair)

sipuni  
spoon

sipunitī  
teaspoon

siva  
dance

soifua  
farewell (or alive)

soka  
soccer

sole  
boy

soso'o  
join together

suafa  
name (formal)

su'esu'e  
search or find

su'esu'ega  
research

suga  
girl

suipi  
a type of card game

suka  
sugar

sukalati  
chocolate

susu  
breast or milk

susū  
wet

Susū mai  
Welcome (formal)

susuga  
sir/madam, Mr/Mrs

tā  
hit or strike

ta'alo  
play (singular)

tā'a'alo  
play (plural)

tā'alogā  
game

taeao  
tomorrow or morning

tāfafā  
square

tāfala  
drummer

tafatafa  
beside

tāfatolu  
triangle

tāga  
gesture or movement

tagata  
person or people

taimi  
time

ta'itasi  
one by one

tala  
story or tale

tālā  
dollar

talatalanoa  
discuss or chat

taliga  
ear

tālofa  
hello

tālofa e  
poor thing

tālofa lava  
hello (formal)
tama  
boy

tamā  
father

tamā matua  
grandfather

tamaiti  
children

tamaitiiti  
child

tamatama'ilima  
finger

tamatama'ivae  
toe

tamato  
tomato

tamo'e  
run (singular)
tāmomo'e  
run (plural)
tāne  
husband

tāpolo  
golf

taputā'ele  
bathtub
tāseni  
dozen
tasi  
one
tatau  
traditional Samoan tattoo
tātou  
us/we (three or more
tau  
cost or weather
tau  
shoulder

tau'au  
left side
tauagavale  
last dance or roof
taualuga  
expensive
taugatā  
cheap or inexpensive
taugāfie  
bracelet or bangle
taulima  
meal, eat (formal)
taumafa  
right side
taumatau  
arrive
tauunu'u  
chief's daughter
tausaga  
year
tausi  
care
tausitama  
babysitting
<table>
<thead>
<tr>
<th>Sāmoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tausoga</td>
<td>cousin</td>
</tr>
<tr>
<td>tautalama mai</td>
<td>speak/talk to me</td>
</tr>
<tr>
<td>tautaliga</td>
<td>earrings</td>
</tr>
<tr>
<td>te’a</td>
<td>past (time) or dismissed.</td>
</tr>
<tr>
<td>tei</td>
<td>sibling</td>
</tr>
<tr>
<td>teine</td>
<td>girl</td>
</tr>
<tr>
<td>tele</td>
<td>very</td>
</tr>
<tr>
<td>telē</td>
<td>big or large</td>
</tr>
<tr>
<td>televise</td>
<td>television</td>
</tr>
<tr>
<td>tēnisi</td>
<td>tennis</td>
</tr>
<tr>
<td>Tēsēma</td>
<td>December</td>
</tr>
<tr>
<td>teu</td>
<td>organise/tidy or store</td>
</tr>
<tr>
<td>ti’eti’e</td>
<td>ride</td>
</tr>
<tr>
<td>tikeri</td>
<td>degree</td>
</tr>
<tr>
<td>tilotilo</td>
<td>look</td>
</tr>
<tr>
<td>timu</td>
<td>rain</td>
</tr>
<tr>
<td>timu ‘aisa</td>
<td>hail (rain)</td>
</tr>
<tr>
<td>timu tamo’e</td>
<td>passing rain</td>
</tr>
<tr>
<td>timuga</td>
<td>raining</td>
</tr>
<tr>
<td>tinā</td>
<td>mother</td>
</tr>
<tr>
<td>tinā matua</td>
<td>grandmother</td>
</tr>
<tr>
<td>tipi</td>
<td>cut</td>
</tr>
<tr>
<td>tipitipi</td>
<td>slice</td>
</tr>
<tr>
<td>tipoti</td>
<td>teapot</td>
</tr>
<tr>
<td>titina</td>
<td>eraser</td>
</tr>
<tr>
<td>to’afia</td>
<td>how many? (people)</td>
</tr>
<tr>
<td>to’alua</td>
<td>twosome / spouse</td>
</tr>
<tr>
<td>toē</td>
<td>again</td>
</tr>
<tr>
<td>toe</td>
<td>nearly</td>
</tr>
<tr>
<td>toeitiiti</td>
<td>nearly</td>
</tr>
<tr>
<td>tōfā soifua</td>
<td>goodbye (formal)</td>
</tr>
<tr>
<td>tōfā</td>
<td>goodbye</td>
</tr>
<tr>
<td>togālā’au</td>
<td>garden</td>
</tr>
<tr>
<td>togi</td>
<td>throw</td>
</tr>
<tr>
<td>tōgiga</td>
<td>uniform</td>
</tr>
<tr>
<td>toleni</td>
<td>training</td>
</tr>
<tr>
<td>tolu</td>
<td>three</td>
</tr>
<tr>
<td>toulsefulu</td>
<td>thirty</td>
</tr>
<tr>
<td>tolutolufā</td>
<td>3-3-4 (type of dance beat)</td>
</tr>
<tr>
<td>to’oto’o</td>
<td>walking stick</td>
</tr>
<tr>
<td>tōtīni</td>
<td>socks</td>
</tr>
<tr>
<td>toto’go</td>
<td>spring up again (plants)</td>
</tr>
<tr>
<td>totonu</td>
<td>inside</td>
</tr>
<tr>
<td>to’ulu</td>
<td>falling, drop (leaves, fruit)</td>
</tr>
<tr>
<td>tū</td>
<td>stand</td>
</tr>
<tr>
<td>tua</td>
<td>back or behind</td>
</tr>
<tr>
<td>tuafafine</td>
<td>sister</td>
</tr>
<tr>
<td>tuafale</td>
<td>back of the house</td>
</tr>
<tr>
<td>tuagane</td>
<td>brother</td>
</tr>
<tr>
<td>tuai</td>
<td>late or old (not fresh)</td>
</tr>
<tr>
<td>tui</td>
<td>fork</td>
</tr>
<tr>
<td>tuiga</td>
<td>Samoan ceremonial headgear</td>
</tr>
<tr>
<td>tulilima</td>
<td>elbow</td>
</tr>
<tr>
<td>tulivae</td>
<td>knee</td>
</tr>
<tr>
<td>tulolo</td>
<td>bend</td>
</tr>
<tr>
<td>tulou</td>
<td>excuse me</td>
</tr>
<tr>
<td>tuputupu</td>
<td>growing (singular)</td>
</tr>
<tr>
<td>tusi</td>
<td>book or write or point (direction)</td>
</tr>
<tr>
<td>tusi vala’aulia</td>
<td>written invitation</td>
</tr>
<tr>
<td>tusitusi</td>
<td>writing</td>
</tr>
<tr>
<td>tūto’atasi</td>
<td>independence</td>
</tr>
<tr>
<td>tutū</td>
<td>stand (plural)</td>
</tr>
<tr>
<td>Tutuila</td>
<td>island in American Sāmoa</td>
</tr>
<tr>
<td>tutupu</td>
<td>growing (plural)</td>
</tr>
<tr>
<td>tu’u</td>
<td>put, place, leave or give</td>
</tr>
<tr>
<td>ua</td>
<td>neck</td>
</tr>
<tr>
<td>‘Ua</td>
<td>It is…</td>
</tr>
<tr>
<td>‘Ua ‘ou fia</td>
<td>I am wanting…</td>
</tr>
<tr>
<td>‘Ua lava</td>
<td>It’s enough</td>
</tr>
<tr>
<td>‘Ua pa’ā</td>
<td>It’s fallen</td>
</tr>
<tr>
<td>English</td>
<td>Gagana Sāmoa</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>'Ua sau</td>
<td>It's here (arrived)</td>
</tr>
<tr>
<td>'Ua tā le</td>
<td>It is (time)</td>
</tr>
<tr>
<td>'Ua te'a</td>
<td>It is past (time)</td>
</tr>
<tr>
<td>'Ua toe</td>
<td>It's nearly (time)</td>
</tr>
<tr>
<td>uati</td>
<td>clock or watch</td>
</tr>
<tr>
<td>ui'i</td>
<td>youngest</td>
</tr>
<tr>
<td>ui'la</td>
<td>bike</td>
</tr>
<tr>
<td>'ula</td>
<td>necklace</td>
</tr>
<tr>
<td>'ūlāfala</td>
<td>necklace made of dried pandanus fruit</td>
</tr>
<tr>
<td>uliuli</td>
<td>black</td>
</tr>
<tr>
<td>'ulo</td>
<td>pot</td>
</tr>
<tr>
<td>ulu</td>
<td>head</td>
</tr>
<tr>
<td>'ulu</td>
<td>breadfruit</td>
</tr>
<tr>
<td>ulumatua</td>
<td>eldest</td>
</tr>
<tr>
<td>umukuka</td>
<td>kitchen</td>
</tr>
<tr>
<td>uō</td>
<td>friend</td>
</tr>
<tr>
<td>'Upolu</td>
<td>island in Sāmoa</td>
</tr>
<tr>
<td>'upu</td>
<td>word</td>
</tr>
<tr>
<td>uso</td>
<td>sister or brother</td>
</tr>
<tr>
<td>va'ai i...</td>
<td>look at...</td>
</tr>
<tr>
<td>va'ai mai</td>
<td>look this way...</td>
</tr>
<tr>
<td>vae</td>
<td>foot</td>
</tr>
<tr>
<td>vāega</td>
<td>part or section</td>
</tr>
<tr>
<td>vai</td>
<td>water</td>
</tr>
<tr>
<td>vaiaso</td>
<td>week</td>
</tr>
<tr>
<td>vala'au</td>
<td>call or invite</td>
</tr>
<tr>
<td>vala'aulia</td>
<td>invitation</td>
</tr>
<tr>
<td>valu</td>
<td>eight</td>
</tr>
<tr>
<td>valuāpō</td>
<td>late at night</td>
</tr>
<tr>
<td>vase</td>
<td>ruler</td>
</tr>
<tr>
<td>vasega</td>
<td>class (school)</td>
</tr>
<tr>
<td>vave</td>
<td>quick or fast</td>
</tr>
<tr>
<td>vaveao</td>
<td>early morning</td>
</tr>
<tr>
<td>veloveta</td>
<td>velvet</td>
</tr>
<tr>
<td>vevela</td>
<td>hot</td>
</tr>
<tr>
<td>vina</td>
<td>grape</td>
</tr>
<tr>
<td>violē</td>
<td>violet or purple</td>
</tr>
<tr>
<td>volipolo</td>
<td>volleyball</td>
</tr>
</tbody>
</table>
### OVERVIEW OF THE MATĀ‘UPU

#### MATĀ‘UPU | LEARNING INTENTIONS:
---|---
**Folasaga:** (Introduction) | By the end of this matā‘upu, students will be able to:
| • locate the group of islands that make up Sāmoa on the map of the Pacific Ocean  
| • identify other places where gagana Sāmoa is spoken  
| • receipt the Samoan alphabet  
| • list similarities between Aotearoa New Zealand and Sāmoa  
| • respond to basic greetings and classroom instructions.

**Matā‘upu 1: Tālofa!** (Hello) | • greet and farewell teacher and friends using everyday gagana Sāmoa  
| • understand when, and with whom, to use the appropriate greeting and farewell.

**Matā‘upu 2: Tālofa lava!** (Formal greetings) | • use formal greetings appropriately  
| • introduce their parents using gagana Sāmoa  
| • use formal gagana Sāmoa to greet people.

**Matā‘upu 3: E fia? E to‘afia?** (How many?) | • 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.

**Matā‘upu 4: Aso ma Masina**  
(Days and Months) | • state the days of the week  
| • state the date and the months in gagana Sāmoa  
| • identify significant dates.

(Who? What? Where?) | • use appropriate gagana Sāmoa to make friends  
| • use appropriate gagana Sāmoa to greet and seek information  
| • contribute to group discussion  
| • observe the way members of a family interact or relate to one another.

**Matā‘upu 6: ‘O ō a au mea nā e fai?**  
(What are you doing?) | • use everyday gagana Sāmoa to seek more information  
| • have a simple conversation  
| • respond to simple questions.

**Matā‘upu 7: Lo’u ‘aiga** (My Family) | • describe their family using gagana Sāmoa  
| • describe relationships between family members.

**Matā‘upu 8: ‘Ua tā le fia?** (What’s the time?) | • indicate time and place  
| • ask for the time  
| • tell the time.

**Matā‘upu 9: ‘O lō mātou fale** (Our House) | • identify, name and locate rooms and objects in the house  
| • request personal information from others using appropriate and polite language.
<table>
<thead>
<tr>
<th>MATĀ’UPU</th>
<th>LEARNING INTENTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of this matā’upu, students will be able to:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Matā’upu 10: Toe Iloilo (Revision). | • reflect on their past experiences and demonstrate new learning in completing set tasks  
• make comments on their learning experiences. |
| Matā’upu 11: Le tau ma ona vāega (The weather and seasons). | • ask and describe what the weather is like  
• identify the main seasons in Sāmoa and Aotearoa New Zealand. |
| Matā’upu 12: Lo’u tino (My body). | • label the parts of the body in gagana Sāmoa  
• describe actions the body can do. |
| Matā’upu 13: Lā’ei ma lanu (Clothes and colours). | • 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. |
| Matā’upu 14: Siva ma fa’aiafiaiaga (Performing Arts) | • experience a sāsā (drum dance), a fa’ataupati (slap dance), and a mā’ulu’ulu (action song). |
| Matā’upu 15: Tā’ałoga (Sports and Games). | • recognise and use gagana Sāmoa to play and talk about sports and games. |
| Matā’upu 16: Galuega taulima (Handicrafts). | • make a Samoan handicraft  
• discuss the protocol of giving and receiving gifts in fa’asāmoa. |
| Matā’upu 17: Mea’ai ma ona tāpenaga (Food and meal preparation). | • say a simple lotu  
• discuss Samoan meal protocol  
• learn about a few Samoan dishes. |
| Matā’upu 18: Fa’atauga i māketi (Shopping at the markets). | • ask and respond to questions about buying and selling goods. |
| Matā’upu 19: Vala’aulia (Invitations). | • greet, address and invite people in formal and everyday gagana Sāmoa  
• introduce themselves, and give personal information, in a culturally appropriate way. |
| Matā’upu 20: Mua Ō!…Muā! | • combine the gagana 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
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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)

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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
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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
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 10: LE TAU MA ONA VÆEGA (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 11: 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 12: LĂ’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’AFIAFIAGA (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

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**MATĀ’UPU 15: TĀ’ALOGA (SPORTS AND GAMES)**

Track 43: Language Targets: Describing favourite sports

Track 44: Language Targets: I like to play ……

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**MATĀ’UPU 16: GALUEGA Taulima (HANDICRAFTS)**

Track 45: Language Targets: Different crafts and items

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**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

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**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

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**MATĀ’UPU 19: VALA’AULIA (INVITATIONS)**

Track 53: Language Targets: Invitations

Track 54: Dialogue: Telephone conversation

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**MATĀ’UPU 20: MUA Ō!… MUĀ!**

Track 55: Sāmoa National Anthem: Vi’i o Sāmoa
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.

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 TĀ’PENAGA (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.
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.
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.

<table>
<thead>
<tr>
<th>Samoan Term</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tālofa</td>
<td>hello</td>
</tr>
<tr>
<td>tōfā</td>
<td>goodbye</td>
</tr>
<tr>
<td>fa’amolemole</td>
<td>please</td>
</tr>
<tr>
<td>fa’afetai</td>
<td>thank you</td>
</tr>
<tr>
<td>fa’alogo mai</td>
<td>listen</td>
</tr>
<tr>
<td>tilotilo mai</td>
<td>look this way</td>
</tr>
<tr>
<td>nofo i lalo fa’amolemole</td>
<td>sit down, please</td>
</tr>
</tbody>
</table>
sau fa’amolemole  come (here) please
*tūlou*  excuse me, (when passing in front of someone)
lelei  good
*malā lava!*  well done!

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

First lesson is *Lesona A*
Second lesson is *Lesona E*
Third lesson is *Lesona I*
Unit 1 Lesson B is *Matā‘upu 1 Lesona E.*
**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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to <em>Ta’iala mo le Gagana Sāmoa</em>: The <em>Gagana Sāmoa</em> Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
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</tr>
<tr>
<td>• Receive and produce information.</td>
<td>• Give and respond to greetings.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>• Recognise and use classroom expressions and instructions.</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways and differently from English.</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Make connections with students’ own language (letters and sounds of the alphabet).</td>
<td>• Recognise, respond to, and use relevant vocabulary.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>• Recognise that the target culture is organized in particular ways.</td>
<td>• Make connections with their own language(s).</td>
</tr>
<tr>
<td>• Students make connections with their own cultures and languages.</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture(s).</td>
</tr>
</tbody>
</table>

Cross-curricular links: this lesson contains information which could be incorporated into a social studies unit.
**Language Targets**

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Savai’i</td>
<td>largest island in Sāmoa group</td>
</tr>
<tr>
<td>‘Upolu</td>
<td>main island in Sāmoa</td>
</tr>
<tr>
<td>Manu’a</td>
<td>an island in American Sāmoa</td>
</tr>
<tr>
<td>Tutuila</td>
<td>main island in American Sāmoa</td>
</tr>
<tr>
<td>Apolima</td>
<td>an island in Sāmoa</td>
</tr>
<tr>
<td>Manono</td>
<td>an island in Sāmoa</td>
</tr>
<tr>
<td>‘o le atunu’u</td>
<td>the country</td>
</tr>
<tr>
<td>‘o le motu</td>
<td>the island</td>
</tr>
<tr>
<td>tautala mai</td>
<td>talk or speak to me</td>
</tr>
<tr>
<td>tālofa</td>
<td>hello</td>
</tr>
<tr>
<td>tōfā</td>
<td>good bye</td>
</tr>
<tr>
<td>fa’alogo mai</td>
<td>listen to me</td>
</tr>
<tr>
<td>tilotilo mai</td>
<td>look at me or watch me</td>
</tr>
<tr>
<td>fa’amolemole</td>
<td>please</td>
</tr>
<tr>
<td>fa’ata’ita’i</td>
<td>try or copy</td>
</tr>
<tr>
<td>fa’afetai</td>
<td>thank you</td>
</tr>
<tr>
<td>tulou</td>
<td>excuse me</td>
</tr>
<tr>
<td>gagana</td>
<td>language</td>
</tr>
</tbody>
</table>

**Mata’itusi o le gagana Sāmoa**

<table>
<thead>
<tr>
<th>Letters of the Samoan alphabet</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>‘ato</td>
</tr>
<tr>
<td>B</td>
<td>bag</td>
</tr>
<tr>
<td>C</td>
<td>bag</td>
</tr>
<tr>
<td>D</td>
<td>bag</td>
</tr>
<tr>
<td>E</td>
<td>‘elefane</td>
</tr>
<tr>
<td>F</td>
<td>‘elefane</td>
</tr>
<tr>
<td>G</td>
<td>‘elefane</td>
</tr>
<tr>
<td>H</td>
<td>‘elefane</td>
</tr>
<tr>
<td>I</td>
<td>‘elefane</td>
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<tr>
<td>J</td>
<td>‘elefane</td>
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<tr>
<td>K</td>
<td>‘elefane</td>
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<tr>
<td>L</td>
<td>‘elefane</td>
</tr>
<tr>
<td>M</td>
<td>‘elefane</td>
</tr>
<tr>
<td>N</td>
<td>‘elefane</td>
</tr>
<tr>
<td>O</td>
<td>‘elefane</td>
</tr>
<tr>
<td>P</td>
<td>‘elefane</td>
</tr>
<tr>
<td>Q</td>
<td>‘elefane</td>
</tr>
<tr>
<td>R</td>
<td>‘elefane</td>
</tr>
<tr>
<td>S</td>
<td>‘elefane</td>
</tr>
<tr>
<td>T</td>
<td>‘elefane</td>
</tr>
<tr>
<td>U</td>
<td>‘elefane</td>
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<tr>
<td>V</td>
<td>‘elefane</td>
</tr>
<tr>
<td>W</td>
<td>‘elefane</td>
</tr>
<tr>
<td>X</td>
<td>‘elefane</td>
</tr>
<tr>
<td>Y</td>
<td>‘elefane</td>
</tr>
<tr>
<td>Z</td>
<td>‘elefane</td>
</tr>
</tbody>
</table>

**Letters of the Samoan alphabet**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Samoan</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>‘oto</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
<td>‘oto</td>
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<td>D</td>
<td>‘oto</td>
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<td>F</td>
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<td>H</td>
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<tr>
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<td>Q</td>
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<td>X</td>
<td>‘oto</td>
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<tr>
<td>Y</td>
<td>‘oto</td>
</tr>
<tr>
<td>Z</td>
<td>‘oto</td>
</tr>
</tbody>
</table>
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’ā 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 Sāmoa & American Sāmoa

Sāmoa (Formerly known as Western Sāmoa)

American Sāmoa

Savai'i

'Upolu

Tutuila

Manu’a Islands
Mata’itusi o le Gagana Sāmoa

Letters of the Samoan alphabet

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

A e fa’ai’u i le

T  (ti) tīpoti  (teapot)
V  (vi) vine  (grape)
H  (he) helikopa  (helicopter)
K  (ka) kāpisi  (cabbage)
R  (ro) rosa  (rose)
Folasaga | Worksheet 1

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

Tutuila

Manu'a Islands

Pago Pago International Airport

Pago Pago
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

- Apia
- Faleolo
- Falealupo Rainforest Reserve
- Tāfaa Peninsula Rainforest Reserve
- Sala'īlua
- Fagamalo
- Tāga
- Saleloga
- Apolima
- Manono
- O le Pupu-pu'e National Park
- Q. Je Pupu-pu'e National Park
- Tāvea
- Nu'utele
**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  tipoti
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, tipoti, V, vine
H, helikopa, K, kāpisi, R, rosa
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 'ato bag
Ee 'elefane elephant
Ii 'ili saw
Oo 'ofu clothing
Uu 'ulu breadfruit

Cut back to presenters.

Cut back to students.

Ff fale house
Gg gata snake
Ll lá'au tree
Mm moli orange
Nn nuanua rainbow
Pp pine hairclip or safety pin
Ss salu Samoan broom
Tt típoti teapot
Vv vine grapes
Hh helikopa helicopter
Kk kāpisi cabbage
Rr rosa rose
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 – lakapi, league - liki, 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.
**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: Tālofa John.

Mary: 'O ā mai 'oe John?
John: Manuia fa'afetai.

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

**Singular and Plural:**

Note the following variations.

'oe - you (one only)    'O ā mai 'oe?    How are you?
'ooula - 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: Tōfā Sina.
Sina: Fā 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.

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<td>Communication</td>
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</tr>
<tr>
<td>• Receive and produce information; respond to</td>
<td>• Recognise and use classroom expressions and instructions.</td>
</tr>
<tr>
<td>questions and requests; show social awareness</td>
<td>• Give and respond to greetings, farewells, thanks, and</td>
</tr>
<tr>
<td>when interacting with others.</td>
<td>introductions.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is organised</td>
<td>• Recognise, respond to and use relevant vocabulary, simple</td>
</tr>
<tr>
<td>in particular ways.</td>
<td>structures.</td>
</tr>
<tr>
<td>• Make connections with students’ own language.</td>
<td>Cultural Knowledge</td>
</tr>
<tr>
<td>• Understand and use familiar expressions and</td>
<td>• Position themselves appropriately when relating to others.</td>
</tr>
<tr>
<td>everyday vocabulary (recognise and respond to</td>
<td></td>
</tr>
<tr>
<td>greetings, and farewells).</td>
<td></td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td></td>
</tr>
<tr>
<td>• Recognise that the target culture is organized</td>
<td></td>
</tr>
<tr>
<td>in particular ways.</td>
<td></td>
</tr>
<tr>
<td>• Students make connections with their own cultures</td>
<td></td>
</tr>
<tr>
<td>and languages (how and to whom respect is shown)</td>
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</tbody>
</table>
### Language Targets

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

1. Greet students with *Tālofa*
   
   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 faia’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 faia‘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.
Standard Conversation

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.

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

Tōfā Goodbye.

Common greetings between friends

Sole, mālō! Boy, Hi!

Feololo ă. OK or Not bad
‘ia fā Well, bye.

Suga, mālō! Girl, Hi!

'O ā mai oe? How are you?

Fā Bye.
Matā’ulu 1 | OHT 2

Tālofa tamaiti  Hello children.

Tālofa fai‘oga  Hello teacher.

Tālofa Sole, ‘o ā mai oe?
Hi (boy) how are you?

Manuia lava fa‘afetai
Very well thanks.

Suga, Mālo, ‘O ā mai oe?
(Girl) Hi, how are you?

Feoloolo ā
OK

Tama, ‘o ai lou igoa fa‘amolemole?
Boy, what’s your name please?

‘O lo‘u igoa ‘o
My name is

Teine, ‘o ai lou igoa fa‘amolemole?
Girl, what’s your name please?

‘O lo‘u igoa ‘o
My name is

Fā
Bye.

Tofā sole
Goodbye (boy).

Fā
Bye.

Tofā suga
Goodbye (girl).
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?
- Feoloolo ā
- Tālofa tamaiti.
- Fā
- Suga, Mālo, ‘o ā mai oe?
- Fā
- Tama, ‘o ai lou igoa fa’amolemole?
- ‘O lo’u igoa ‘o ...........................
- Fā
- Tojā sole.
- Manuia lava fa’afetai.
- Teine, ‘o ai lou igoa fa’amolemole?
- ‘O lo’u igoa ‘o ...........................
- Tālofa faia‘oga.
- Tojā suga.
Matā’upu 1 | Worksheet 2

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

Tālofa tamaiti.
Tālofa faia’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
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
Mālo
Tālofa lava.
Tālofa lava faia’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 faia’oga
Lo’u faia’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 igoa?
B: 'O lo'u igoa 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 igoa fa'amolemole?
Boy: 'O lo'u igoa o ........
Teacher: Teine, 'o ai lou igoa fa'amolemole?
Girl: 'O lo'u igoa o ........
Boy: Tōfā sole.
Boy: Fā.
Girl: Tōfā suga.
Girl: Fā.
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 igoa 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 faia’oga.
E lelei lava a’u faia’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! Mālo.
(John! Hello.)

John
Mālo 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 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**

_Manua fa'afetai._
_ʻAe 'o ā mai 'oe?_
(Very well thank you. But how are you?)

**Sina**

_Manua foʻi, faʻafetai._
(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 à 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, Ionatana 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, Ionatana and Gafa. I really enjoy school. We usually sing songs and play games.)
TEACHER’S NOTES

In fa’aasāmoa 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 Mālo 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’aaloalo. 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:

<table>
<thead>
<tr>
<th>English</th>
<th>Everyday Gagana Sāmoa</th>
<th>Formal Gagana Fa’aaloalo</th>
</tr>
</thead>
<tbody>
<tr>
<td>hello</td>
<td>tālofa</td>
<td>tālofa lava</td>
</tr>
<tr>
<td>hello</td>
<td>mālo</td>
<td>mālo lava</td>
</tr>
<tr>
<td>goodbye</td>
<td>tōfā</td>
<td>tōfā soifūa</td>
</tr>
</tbody>
</table>

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 tālofa Tinā meaning hello mother and tālofa Tāmā 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.

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

Matū'upu 2 | TĀLOFA LAVA  FORMAL GREETINGS
**MATÄ’UPU 2: TÄLOFA LAVA FORMAL GREETINGS**

**Learning intentions:**

By the end of this matä’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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• Receive and produce information; respond to</td>
<td>• Recognise and use classroom expressions and Instructions.</td>
</tr>
<tr>
<td>questions and requests; show social awareness</td>
<td>• Give and respond to greetings,</td>
</tr>
<tr>
<td>when interacting with others.</td>
<td>farewells, thanks and Introductions.</td>
</tr>
<tr>
<td><strong>Language knowledge</strong></td>
<td>• Use language, positioning, and</td>
</tr>
<tr>
<td>• Recognise that the target language is organised</td>
<td>movement to show respect.</td>
</tr>
<tr>
<td>in particular ways.</td>
<td><strong>Language Knowledge</strong></td>
</tr>
<tr>
<td>• Make connections with students’ own language.</td>
<td>• Make connections with their own</td>
</tr>
<tr>
<td>• Understand and use familiar expressions and</td>
<td>language(s).</td>
</tr>
<tr>
<td>everyday vocabulary (recognise and respond to</td>
<td><strong>Cultural Knowledge</strong></td>
</tr>
<tr>
<td>greetings and farewells in formal gagana Sāmoa).</td>
<td>• Position themselves appropriately</td>
</tr>
<tr>
<td></td>
<td>when relating to others.</td>
</tr>
<tr>
<td><strong>Cultural knowledge</strong></td>
<td>• Use appropriate forms of language</td>
</tr>
<tr>
<td>• Recognise that the target culture is organized</td>
<td>for themselves and others in specified</td>
</tr>
<tr>
<td>in particular ways.</td>
<td>situations and contexts.</td>
</tr>
<tr>
<td>• Students make connections with their own cultures</td>
<td>• Make connections with known</td>
</tr>
<tr>
<td>and languages (how, and to whom, respect is</td>
<td>culture(s).</td>
</tr>
<tr>
<td>shown).</td>
<td></td>
</tr>
<tr>
<td>Language Targets</td>
<td>Translation</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>tamā</td>
<td>father</td>
</tr>
<tr>
<td>lo’u tamā</td>
<td>my father</td>
</tr>
<tr>
<td>‘o lo’u tamā lea</td>
<td>this is my father</td>
</tr>
<tr>
<td>tinā</td>
<td>mother</td>
</tr>
<tr>
<td>lo’u tinā</td>
<td>my mother</td>
</tr>
<tr>
<td>‘o lo’u tinā lea</td>
<td>this is my mother</td>
</tr>
<tr>
<td>lou tamā</td>
<td>your father</td>
</tr>
<tr>
<td>lou tinā</td>
<td>your mother</td>
</tr>
<tr>
<td>o’u mātua</td>
<td>my parents</td>
</tr>
<tr>
<td>ou mātua</td>
<td>your parents</td>
</tr>
<tr>
<td>tālofa lava Tamā</td>
<td>hello dad or father</td>
</tr>
<tr>
<td>tālofa lava Tinā</td>
<td>hello mum or mother</td>
</tr>
<tr>
<td>tālofa lava lau susuga</td>
<td>hello sir or (name)</td>
</tr>
<tr>
<td>tālofa lava Faiā’oga</td>
<td>hello Teacher or (name)</td>
</tr>
<tr>
<td>mālō lava</td>
<td>hello</td>
</tr>
<tr>
<td>‘o ai lou suafa</td>
<td>what is your name?</td>
</tr>
<tr>
<td>‘o a’u ‘o …….</td>
<td>I am ……. (name)</td>
</tr>
<tr>
<td>‘o lo’u igoa o………</td>
<td>my name is …….</td>
</tr>
<tr>
<td>lau susuga</td>
<td>sir, madam, Mr, Mrs (respectful term for any older person)</td>
</tr>
<tr>
<td>‘o le faiā’oga</td>
<td>the teacher</td>
</tr>
<tr>
<td>tōfā soifu Tamā</td>
<td>good bye dad (respectful)</td>
</tr>
<tr>
<td>tōfā soifu Faiā’oga</td>
<td>good bye teacher (respectful)</td>
</tr>
<tr>
<td>fa’aaloalo</td>
<td>respect</td>
</tr>
<tr>
<td>lelei</td>
<td>good</td>
</tr>
<tr>
<td>mālō le soifu</td>
<td>good health to you (another form of greeting)</td>
</tr>
<tr>
<td>mālō lava le soifu</td>
<td>very good health to you</td>
</tr>
</tbody>
</table>
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 Faia'oga or use the teacher’s name depending on how the teacher would like to be addressed).
   Farewell the students.
   Tofa tamaiti they should respond Tofa soifua lau susuga
   (They can also respond as Tofa soifua Faia'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*.

   - 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.

   - 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…*


   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.
Tālofa tamaiti.

Tālofa lava faia'oga.

Tālofa lava Tamā.
Tālofa lava Tinā.

Malo lava le soifua.
Tofā soifua.

Tālofa lava lau susuga.

Manuia lava fa'afetai.

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

Tālofa lava faia’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.
**Matá’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. | Mālo lava le soifua.  
|-----------------|-----------------------
| Tālofa lava lau susuga.  
| 'O lo’u igoa o.........................|
| Tālofa lava Tamā.  
| Tālofa lava Tinā.  
| Tofā soifua Tamā.  
| Tofā soifua Tinā.  
| ‘O a mai ‘oulua?  
| ‘O ai lou suafa fa’amolemole?  
| Tālofa tamaiti, ‘o a mai ‘outou?  
| Tālofa lava fai‘oga.  
| Manuia lava fa‘afetai.  
| Manuia lava fa‘afetai lava.  
| Manuia fa‘afetai lava.  
| Manuia.  

**Match the picture and phrase in the left column with the appropriate picture and phrase in the right column.**
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 lava.
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 fai’oga.
An Introduction to Gagana Sāmoa

Matā’upu 2 Resource 1

Matā’upu 2 TĀLOFA LAVA FORMAL GREETINGS

GAGANA SĀMOA

Mua Ō! An Introduction to Gagana Sāmoa 80
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 Fa‘a‘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 Fa‘a‘oga, ’o lo‘u tinā lea.
Tālofa lau susuga, ’o o‘u mātua ia.
Mālō sole, o la‘u uō lea.
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
Tålofa lava Sina ma Anita.
(Hello Sina and Anita.)

Both girls look at Mr Tomasi as they respond formally.

Anita
Tålofa 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 sā 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’aafetai.* 
(Well thank you.)

Ioane  
*Ia ‘o lea ua i ‘i Sina. ‘O le ‘ā mātou ē. Fa’aafetai 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’aafetai lava.*  
(Thank you.)

Sina’s Mum  
*Tofa soifu.*  
(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.

- E fia fale? (How many houses?)  Response: E tolu fale (There are three houses)
- E fia nofoa? (How many chairs or seats?)  Response: E lua nofoa (There are two chairs)
- E fia tusi? (How many books?)  Response: E lima tusi (There are five books)

- E to’afia tamaiti? (How many children?)  Response: E to’asefulu tamaiti (There are ten children)
- E to’afia faia’oga? (How many teachers?)  Response: E to’afa faia’oga (There are four teachers)
- E to’afia ‘outou? (How many of you?)  Response: E to’afā mātou (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 faia’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 faia’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 faia’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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
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</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>Communication</td>
</tr>
<tr>
<td>• Receive and produce information; respond to questions and requests; show social awareness when interacting with others.</td>
<td>• Recognise and use classroom expressions and instruction.</td>
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<tr>
<td>• Communicate using numbers.</td>
<td>• Communicate using numbers.</td>
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<tr>
<td><strong>Language knowledge</strong></td>
<td><strong>Language knowledge</strong></td>
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<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Recognise, respond to and use relevant vocabulary, simple structures, and formulaic expressions in a range of sentence types.</td>
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<tr>
<td>• Make connections with students’ own language</td>
<td>• Make connections with their own language(s).</td>
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<tr>
<td>• Understand and use familiar expressions and everyday vocabulary (count in gagana Sāmoa (1 – 10; 1 – 100); respond to classroom instructions).</td>
<td>• Make connections with known culture(s).</td>
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<tr>
<td><strong>Cultural knowledge</strong></td>
<td><strong>Cultural knowledge</strong></td>
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<tr>
<td>• Students make connections with their own cultures and languages (how numbers are formed in gagana Sāmoa).</td>
<td>• Make connections with known culture(s).</td>
</tr>
<tr>
<td>• Students make connections with known languages (introduced to how people and things are counted).</td>
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### Language Targets

Some prepositions used in the classroom instructions

<table>
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<th>Translation</th>
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<td>pē</td>
<td>out</td>
</tr>
<tr>
<td>luma</td>
<td>front</td>
</tr>
<tr>
<td>tua</td>
<td>back</td>
</tr>
<tr>
<td>luga</td>
<td>up</td>
</tr>
<tr>
<td>lalo</td>
<td>down, under</td>
</tr>
</tbody>
</table>

**E fia?** How many?

**E fia potu?** How many rooms?

**E fia tusi?** How many books?

**E fia nofoa?** How many chairs?

**E fia au peni?** How many pens do you have?

**E to'afia tagata?** How many people?

### Language Targets – Mată'upu 3, Part B

Items in the classroom:

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<th>Item</th>
<th>Translation</th>
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<td>pen</td>
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<tr>
<td>tusi</td>
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<td>curtains</td>
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<td>blackboard</td>
</tr>
<tr>
<td>laupapa pa'epa'e</td>
<td>whiteboard</td>
</tr>
<tr>
<td>uati</td>
<td>clock</td>
</tr>
<tr>
<td>faiā'oga</td>
<td>teacher</td>
</tr>
<tr>
<td>pupuni</td>
<td>curtains or cover</td>
</tr>
<tr>
<td>fola</td>
<td>floor covering</td>
</tr>
<tr>
<td>kapeta</td>
<td>carpet</td>
</tr>
<tr>
<td>'apa lāpisi</td>
<td>rubbish bin</td>
</tr>
<tr>
<td>kī o le mōlī</td>
<td>light switch</td>
</tr>
<tr>
<td>kesi</td>
<td>desk</td>
</tr>
<tr>
<td>fa'amalama</td>
<td>window</td>
</tr>
<tr>
<td>le potu</td>
<td>the room</td>
</tr>
<tr>
<td>le laupapa</td>
<td>the board</td>
</tr>
<tr>
<td>lou potuā'oga</td>
<td>your classroom</td>
</tr>
<tr>
<td>lo'u potuā'oga</td>
<td>my classroom</td>
</tr>
</tbody>
</table>
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.
   - *Nonofo i lalo.* Sit down (to many students).
   - *Tutū i luga.* Stand up (plural).
   - *Si’i o tou lima.* Put up your hands (to whole class).
   - *Fa’alogo mai.* Listen / Listen here.
   - *Va’ai i le laupapa.* Look at the board.
   - *Fa’ata’ita’i.* Say/repeat
   - *Tusi.* Write.
   - *Faitau.* 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 1

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 / 3x3 / 6x3 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:                                 Student should respond:
   A. *E to‘afia tamaiti?*                                   *E to‘alua tamaiti.*  
       How many children?          There are two children.
   B. *E fia peni?*                                         *E lima peni.*       
       How many pens?              There are five pens.
   C. *E fia tusi?*                                        *E valu tusi.*        
       How many books?             There are eight books.
   D. *E to‘afia tagata?*                                    *E to‘aono tagata.*  
       How many people?            There are six people.
   E. *E fia titina?*                                       *E fitu titina.*      
       How many erasers?           There are seven erasers.
   F. *E to‘afia tamaiti?*                                   *E to‘atolu tamaiti.*  
       How many children?          There are three children.
   G. *E fia vase?*                                         *E fā vase.*          
       How many rulers?            There are four rulers.
   H. *E fia penitala?*                                     *E tolu penitala.*    
       How many pencils            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

How many?

**A**

**B**

**C**

**D**

**E**

**F**

**G**

**H**
Matā’upu 3 | Resource 1

Classroom Instruction Cards

<table>
<thead>
<tr>
<th>Tutū i luga</th>
<th>Pesepese mai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa’asaga i tua</td>
<td>Fa’asaga i luma</td>
</tr>
<tr>
<td>Si’i ou lima</td>
<td>Va’ai i le laupapa</td>
</tr>
<tr>
<td>Va’ai i le tusi</td>
<td>Fīlēmū</td>
</tr>
<tr>
<td>Nonofo i lalo</td>
<td>'Aua le pisa</td>
</tr>
</tbody>
</table>
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 'īnei
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 mālamalama?
'ī, 'ou te mālamalama.
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 papatua
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’a’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
fola
kāpeta
‘apa lāpisi
ki o le mōlī
desi
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'aloga,
‘Fai mai le faia'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 faia'oga ...

tutū i luga.

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

The entire class stands up.

**Mr Tomasi**

Fai mai le faia'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’aifu tamaiti.*

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

---

**Mr Tomasi**

*Lelei tele fa’afetai Anita.*  
*Fai mai le fai’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, fa, lima. E lima komepiuta Mrs Robinson.
(One, two, three, four, five. There are five computers Mrs Robinson.)

Mrs Robinson
Lelei. Mālo.
(Good. Well done.)
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.

<table>
<thead>
<tr>
<th>Taimi o le Aso</th>
<th>Times of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>vaveao</td>
<td>dawn</td>
</tr>
<tr>
<td>taeao</td>
<td>morning</td>
</tr>
<tr>
<td>aoauli</td>
<td>afternoon</td>
</tr>
<tr>
<td>afiafi</td>
<td>evening</td>
</tr>
<tr>
<td>pō</td>
<td>night</td>
</tr>
<tr>
<td>valuāpō</td>
<td>middle of the night or late in the night</td>
</tr>
<tr>
<td>nei</td>
<td>now</td>
</tr>
<tr>
<td>nānei</td>
<td>later in the day or night</td>
</tr>
<tr>
<td>ana-</td>
<td>prefix indicating time past</td>
</tr>
<tr>
<td>ananei</td>
<td>just now (past)</td>
</tr>
<tr>
<td>analeilā</td>
<td>earlier today</td>
</tr>
<tr>
<td>anataeao</td>
<td>earlier this morning</td>
</tr>
<tr>
<td>anapō</td>
<td>last night</td>
</tr>
<tr>
<td>ananafi</td>
<td>yesterday</td>
</tr>
</tbody>
</table>
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 a le aso o le Kirisimasi?  
What day is Christmas?

'O a 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 a le aso o lou asofānau?  
What is the date of your birthday?

OR

'O a 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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Receive and produce information; respond to questions and requests; show social awareness when interacting with others.</td>
<td>• Communicate about people, places and things.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Use relevant vocabulary, simple structures, and formulaic expressions in a range of sentence types.</td>
</tr>
<tr>
<td>• Make connections with students’ own language.</td>
<td>• Recognise and use linguistic conventions to make and interpret meaning.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>• Interact in short conversations.</td>
</tr>
<tr>
<td>• Students make connections with their own cultures and languages (how, and to whom, respect is shown, the language of respect - formal and everyday language).</td>
<td>• Experience and respond to gagana Sāmoa texts.</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture(s).</td>
</tr>
</tbody>
</table>
## Language Targets

<table>
<thead>
<tr>
<th>Samoan Phrase</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aso Gafua</td>
<td>Monday</td>
</tr>
<tr>
<td>Aso Lua</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Aso Lulu</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Aso Tofi</td>
<td>Thursday</td>
</tr>
<tr>
<td>Aso Faraile</td>
<td>Friday</td>
</tr>
<tr>
<td>Aso To’ona’i</td>
<td>Saturday</td>
</tr>
<tr>
<td>Aso Sā</td>
<td>Sunday</td>
</tr>
<tr>
<td>aso</td>
<td>day</td>
</tr>
<tr>
<td>vaiaso</td>
<td>week</td>
</tr>
<tr>
<td>le asō</td>
<td>today</td>
</tr>
<tr>
<td>le aso lenei</td>
<td>this day</td>
</tr>
<tr>
<td>taeao</td>
<td>tomorrow</td>
</tr>
<tr>
<td>ananafi</td>
<td>yesterday</td>
</tr>
<tr>
<td>nei</td>
<td>now</td>
</tr>
<tr>
<td>nānei</td>
<td>this evening or tonight</td>
</tr>
<tr>
<td>pasene</td>
<td>per cent</td>
</tr>
<tr>
<td>kālena</td>
<td>calendar</td>
</tr>
<tr>
<td>initaneti</td>
<td>internet</td>
</tr>
<tr>
<td>Ianuari</td>
<td>January</td>
</tr>
<tr>
<td>Fepuari</td>
<td>February</td>
</tr>
<tr>
<td>Mati</td>
<td>March</td>
</tr>
<tr>
<td>'Aperila</td>
<td>April</td>
</tr>
<tr>
<td>Mē</td>
<td>May</td>
</tr>
<tr>
<td>lunai</td>
<td>June</td>
</tr>
<tr>
<td>'Aukuso</td>
<td>August</td>
</tr>
<tr>
<td>Sētema</td>
<td>September</td>
</tr>
<tr>
<td>'Oketopa</td>
<td>October</td>
</tr>
<tr>
<td>Nōvema</td>
<td>November</td>
</tr>
<tr>
<td>Tēsema</td>
<td>December</td>
</tr>
<tr>
<td>tausaga</td>
<td>year</td>
</tr>
<tr>
<td>fou</td>
<td>new</td>
</tr>
<tr>
<td>tuai</td>
<td>old</td>
</tr>
<tr>
<td>muamua</td>
<td>first</td>
</tr>
<tr>
<td>mulimuli</td>
<td>last</td>
</tr>
<tr>
<td>Kirisimasi</td>
<td>Christmas</td>
</tr>
<tr>
<td>aso maliu</td>
<td>funeral day or Easter</td>
</tr>
<tr>
<td>'Eseta</td>
<td>Easter</td>
</tr>
<tr>
<td>Aso Tūto'atasi</td>
<td>Independence Day</td>
</tr>
<tr>
<td>'O le ā le aso o le ....?</td>
<td>What day is .......?</td>
</tr>
<tr>
<td>'O le aso fia le aso….?</td>
<td>What date is........?</td>
</tr>
<tr>
<td>asofānau</td>
<td>birthday</td>
</tr>
</tbody>
</table>
**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 ananafi, 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 à 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 à le aso ananafi?’ or ‘O le à 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 à le aso lenei? What day is this?
   - ‘O le aso Faraile (or appropriate day). It’s Friday.
   - ‘O le à 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 à le aso o le Kirisimasi? What day is Christmas?
   - ‘O fea le Kirisimasi? When is Christmas?
   - ‘O le à le aso o le Tausaga Fou? What date is New Year’s Day?
   - ‘O le à le māsina muamua o le tausaga? What is the first month of the year?
   - ‘O le à le aso o le Tūto’atasi o Sāmoa? What day is Sāmoa Independence Day?
   - ‘O le à le aso o le Waitangi? What day is Waitangi Day?
   - ‘O fea le Waitangi Day? When is Waitangi Day?
   - ‘O le à lou asofānau? What is your birthday?
   - ‘O fea lou asofānau? When is your birthday?
   - ‘O le à le māsina mulimuli? What is the last month?
   - ‘O le à 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 a 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 LESSON A).
**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.

*Mālalalama?* Understand?
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

<table>
<thead>
<tr>
<th>Clue 1:</th>
<th>Clue 1:</th>
<th>Clue 1:</th>
<th>Clue 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O le Aso Sā ananafi.</td>
<td>'O le Aso Tofi ananafi.</td>
<td>'O le Aso Lua ananafi.</td>
<td>'O le Aso Lulu ananafi.</td>
</tr>
<tr>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
</tr>
<tr>
<td>'O le Aso Lua taeao.</td>
<td>'O le Aso To’ona’i taeao.</td>
<td>'O le Aso Tofi taeao.</td>
<td>'O le Aso Tofaile taeao.</td>
</tr>
<tr>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>'O le Aso Gafua lenei</td>
<td>'O le Aso Faraile lenei.</td>
<td>'O le Aso Lulu lenei.</td>
<td>'O le Aso Tofaile lenei.</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>'O le Aso Lulu ananafi.</td>
<td>'O le Aso Lulu ananafi.</td>
<td>'O le Aso Lulu ananafi.</td>
<td>'O le Aso Lulu ananafi.</td>
</tr>
<tr>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
</tr>
<tr>
<td>'O le Aso Tofaile taeao.</td>
<td>'O le Aso Tofaile taeao.</td>
<td>'O le Aso Tofaile taeao.</td>
<td>'O le Aso Tofaile taeao.</td>
</tr>
<tr>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>'O le Aso Lulu lenei.</td>
<td>'O le Aso Lulu lenei.</td>
<td>'O le Aso Lulu lenei.</td>
<td>'O le Aso Lulu lenei.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Clue 1:</th>
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<th>Clue 1:</th>
<th>Clue 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
</tr>
<tr>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
</tr>
<tr>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
</tr>
<tr>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>‘O le Aso Gafua lenei</td>
<td>‘O le Aso Faraile lenei</td>
<td>‘O le Aso Lulu lenei</td>
<td>‘O le Aso To’ona’i lenei</td>
</tr>
</tbody>
</table>

<table>
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<th>Clue 1:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>‘O le _______ ananafi.</td>
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</tr>
<tr>
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<td>Clue 2:</td>
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<td>Clue 2:</td>
</tr>
<tr>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
</tr>
<tr>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>‘O le Aso Lulu lenei</td>
<td>‘O le Aso To’ona’i lenei</td>
<td>‘O le Aso Sā lenei</td>
<td>‘O le Aso Lua lenei</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clue 1:</th>
<th>Clue 1:</th>
<th>Clue 1:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
<td>‘O le _______ ananafi.</td>
</tr>
<tr>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
<td>Clue 2:</td>
</tr>
<tr>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
<td>‘O _______ taeao.</td>
</tr>
<tr>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
<td>Answer:</td>
</tr>
<tr>
<td>‘O le Aso Lulu lenei</td>
<td>‘O le Aso To’ona’i lenei</td>
<td>‘O le Aso Sā lenei</td>
<td>‘O le Aso Lua lenei</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>O le Aso</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>___________</td>
<td>___________</td>
<td>___________</td>
</tr>
<tr>
<td>lenei</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 Tofī
Aso Farai‘le
Aso To‘ona‘i
Aso Sā

Track 17: Language Targets: General terms
aso
vaiaso
le asō
le aso lenei
tacao
ananafi
nei
nānei
pasene
kālena
initaneti

Track 18: Language Targets: Months of the year
Ianuari
Fepuari
Mati
‘Aperila
Mē
luni
Julai
‘Aukuso
Sētema
‘Oketopa
Nōvema
Tēsema
Track 19: Language Targets: Significant dates

tausaga year
tou new
tuai old
muamua first
mulimuli last
Kirisimasi Christmas
aso maliu funeral day or Easter
'Eseta Easter
Aso Tūto'atasi Independence Day
'O le à le aso o le .......? What day is .......?
'O le aso fia le .......? What date is .......?
asofānau 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**

*Mālo… 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 To'fi, 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 à 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.)
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, *taea-o* 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.
**TEACHER’S NOTES**


<table>
<thead>
<tr>
<th>'O ai?</th>
<th>Who is?</th>
<th>‘O ai lou tamā?</th>
<th>Who is your father?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘O le ā?</td>
<td>What is?</td>
<td>‘O le ā le aso lenei?</td>
<td>What day is today?</td>
</tr>
<tr>
<td>‘O fea?</td>
<td>Where is?</td>
<td>‘O fea lau ‘ato?</td>
<td>Where is your bag?</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>lou igoa</th>
<th>your name</th>
<th>lo’u igoa</th>
<th>my name</th>
</tr>
</thead>
<tbody>
<tr>
<td>lou faia’oga</td>
<td>your teacher</td>
<td>lo’u faia’oga</td>
<td>my teacher</td>
</tr>
<tr>
<td>lou tamā</td>
<td>your father</td>
<td>lo’u tamā</td>
<td>my father</td>
</tr>
<tr>
<td>lau ‘ato</td>
<td>your bag</td>
<td>la’u ‘ato</td>
<td>my bag</td>
</tr>
<tr>
<td>lau tusi</td>
<td>your book</td>
<td>la’u tusi</td>
<td>my book</td>
</tr>
<tr>
<td>lau uō</td>
<td>your friend</td>
<td>la’u uō</td>
<td>my friend</td>
</tr>
</tbody>
</table>

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 *mālo 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?
    A.  'O lo‘u igoa o ……..

Q.  'O fea e te sau ai?
    A.  'Ou te sau mai Niu Sila.  
        'Ou te sau mai Initia.  

Q.  'O fea e te nofo ai?
    A.  'Ou te nofo i Tokoroa.  
        'Ou te sau mai Sāmoa  
        'ae ou te nofo i Aukilani.  

Q.  'O le ā le aso lenei?  
    'O le ā lou asofānau?  
    'O ā fea lou asofānau?  
    A.  'O le aso Gafua lenei.  
        'O le aso valu o Oketopa  
        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 Aunty 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 I*, 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.
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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Receive and produce information; respond to questions and requests; show social awareness when interacting with others.</td>
<td>• Respond to and express agreement and disagreement and requests for repetition, clarification, and help.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Recognise and use classroom expressions and instructions.</td>
</tr>
<tr>
<td>• Make connections with students’ own language.</td>
<td>• Interpret short texts, identifying key details.</td>
</tr>
<tr>
<td>• Understand and use familiar expressions and everyday vocabulary (recognise and respond to greetings, and farewells).</td>
<td>• Make connections with their own language.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>• 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).</td>
<td>• Differentiate and express social roles and relationships.</td>
</tr>
<tr>
<td></td>
<td>• Recognise and express fa’aaloalo in a variety of contexts.</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture(s).</td>
</tr>
<tr>
<td>Language Targets</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>'O ai?</td>
<td>Who?</td>
</tr>
<tr>
<td>'O ai lea?</td>
<td>Who is this?</td>
</tr>
<tr>
<td>'O la'u uō.</td>
<td>It’s my friend</td>
</tr>
<tr>
<td>Toe fetaui!</td>
<td>See you later! (colloquial)</td>
</tr>
<tr>
<td>'O ai lou faia'oga?</td>
<td>Who is your teacher?</td>
</tr>
<tr>
<td>'O ai lou pulea'oga?</td>
<td>Who is your principal?</td>
</tr>
<tr>
<td>'O ai le igoa o lau uō?</td>
<td>What is the name of your friend?</td>
</tr>
<tr>
<td>'O ai le igoa o lou faia'oga?</td>
<td>What is the name of your teacher?</td>
</tr>
<tr>
<td>'O le a le igoa o lau a'oga?</td>
<td>What is the name of your school?</td>
</tr>
<tr>
<td>'O ai le igoa o lou pulea'oga?</td>
<td>What is the name of your principal?</td>
</tr>
<tr>
<td>'O ai lou suafa?</td>
<td>What is your name? (formal)</td>
</tr>
<tr>
<td>'O ai lou igoa?</td>
<td>What is your name? (everyday)</td>
</tr>
<tr>
<td>'O fea e te sau ai?</td>
<td>Where do you come from?</td>
</tr>
<tr>
<td>'Ou te sau mai i…</td>
<td>I come from…</td>
</tr>
<tr>
<td>'O fea lou nu'u?</td>
<td>Where is your village/suburb?</td>
</tr>
<tr>
<td>'O fea e te nofo ai?</td>
<td>Where do you live?</td>
</tr>
<tr>
<td>'Ou te nofo i……</td>
<td>I live in…</td>
</tr>
<tr>
<td>'O a fea?</td>
<td>When?</td>
</tr>
</tbody>
</table>
**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.

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

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.

<table>
<thead>
<tr>
<th>Name of culture</th>
<th>Formal greetings</th>
<th>Seating arrangements</th>
<th>Serving food</th>
<th>Who speaks?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Mua Ō! | An Introduction to Gagana Sāmoa | 133
**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 ioga 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 ioga 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.
### 'Find your Partner’ cards

<table>
<thead>
<tr>
<th>Matā'upu 5</th>
<th>Resource 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ma’asina</strong></td>
<td><strong>Na’atu</strong></td>
</tr>
<tr>
<td>'O le igoa o la’u uō o Timi.</td>
<td>O le igoa o la’u uō o Timi.</td>
</tr>
<tr>
<td>'O lo’u asofānau o le aso luasefulu o Me.</td>
<td>'O lo’u asofānau o le aso luasefulu o Me.</td>
</tr>
<tr>
<td>'Ou te nofo i Wellington.</td>
<td>'Ou te nofo i Wellington.</td>
</tr>
<tr>
<td>'O lo’u iigoa o Mere.</td>
<td>'O lo’u iigoa o Mere.</td>
</tr>
<tr>
<td>'O le igoa o la’u uō o John.</td>
<td>'O le igoa o la’u uō o John.</td>
</tr>
<tr>
<td>'O lo’u asofānau o le aso sefulu fā o Iulai.</td>
<td>'O lo’u asofānau o le aso sefulu fā o Iulai.</td>
</tr>
<tr>
<td>'Ou te nofo i Aukilani.</td>
<td>'Ou te nofo i Aukilani.</td>
</tr>
<tr>
<td>'O lo’u iigoa o Pita.</td>
<td>'O lo’u iigoa o Pita.</td>
</tr>
<tr>
<td>'O lo’u iigoa o la’u uō o Malia.</td>
<td>'O lo’u iigoa o la’u uō o Malia.</td>
</tr>
<tr>
<td>'O lo’u asofānau o le aso sefulu fā o Iulai.</td>
<td>'O lo’u asofānau o le aso sefulu fā o Iulai.</td>
</tr>
<tr>
<td>'Ou te nofo i Apia.</td>
<td>'Ou te nofo i Apia.</td>
</tr>
<tr>
<td>'O lo’u iigoa o Pita.</td>
<td>'O lo’u iigoa o Pita.</td>
</tr>
<tr>
<td>'O lo’u iigoa o la’u uō o Sione.</td>
<td>'O lo’u iigoa o la’u uō o Sione.</td>
</tr>
<tr>
<td>'O lo’u asofānau o le aso lima o Oketopa.</td>
<td>'O lo’u asofānau o le aso lima o Oketopa.</td>
</tr>
<tr>
<td>'Ou te nofo i Aukilani.</td>
<td>'Ou te nofo i Aukilani.</td>
</tr>
<tr>
<td>'O lo’u iigoa o Pita.</td>
<td>'O lo’u iigoa o Pita.</td>
</tr>
<tr>
<td>'O le ā lou asofānau?</td>
<td>'O ai le igoa o lau uō?</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso luasefulu o Mē.</td>
<td>'O le igoa o la'u uō o Timi.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso luasefulu o Mē.</td>
<td>'O le igoa o la'u uō o Timi.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso lima o Oketopa.</td>
<td>'O le igoa o la'u uō o Sione.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso luasefulu lima o Mē.</td>
<td>'O le igoa o la'u uō o Malia.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso luasefulu lima o Tesema.</td>
<td>'O le igoa o la'u uō o Sione.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso lima o ‘Oketopa.</td>
<td>'O le igoa o la'u uō o Malia.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso sefulu fā o lulai.</td>
<td>'O le igoa o la'u uō o John.</td>
</tr>
<tr>
<td>'O lo'u asofānau o le aso fā o lulai.</td>
<td>'O le igoa o la'u uō o John.</td>
</tr>
<tr>
<td>'O lo'u igoa o Sina.</td>
<td>'O lo'u igoa o Gafa.</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>'O lo'u igoa o Mr Nicholson.</td>
<td>'O lo'u igoa o Mele, le faia'o.</td>
</tr>
<tr>
<td>'O lo'u igoa o Mrs Lapa</td>
<td>'O lo'u igoa o Mr Snell</td>
</tr>
<tr>
<td>'O lo'u igoa o Mrs Smith.</td>
<td>'O lo'u igoa o Mr Tomasi.</td>
</tr>
</tbody>
</table>
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 faia’oga?
'O ai lou pulea’oga?
'O ai le igoa o lau uō?
'O ai le igoa o lou faia’oga?
'O le a le igoa o lau a’oga?
'O ai le igoa o lou pulea’oga?
'O ai lou suafa?
'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 a fea?
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 ñoga ai?
(Where do you go to school?)

Malia
'O Leifiifi college.

Sina
'O le ñale vasesa e te ia'i?
(What class are you in?)

Malia
'O le vasesa valu. 'Ae 'oe?
'O le ñale vasesa e te ia'i?
(I am in class eight. How about you? What class are you in?)

Sina
'O le tauasaga valu fo'i.
'O ai lou faia'oga?
(Year eight too. Who is your teacher?)
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 ʻĀmata,
'o le puleʻoga 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 ʻāiga, '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 ʻāiga.
(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**

*Salo, se sau.*

'O le pule’ōga 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 iate 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!)
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 mea‘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.
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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
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</tr>
<tr>
<td>• Receive and produce information; respond</td>
<td>• Communicate about people, places and things.</td>
</tr>
<tr>
<td>to questions and requests; show social</td>
<td>• Communicate using numbers, time and place.</td>
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<tr>
<td>awareness when interacting with others.</td>
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<td>• Students can interact in a simple way</td>
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<tr>
<td>(respond to questions saying what they are</td>
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<td>doing/going to do).</td>
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<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
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<tr>
<td>• Recognise that the target language is</td>
<td>• Interpret and create simple texts, using oral, written and</td>
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<td>organised in particular ways.</td>
<td>visual conventions.</td>
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<td></td>
<td>• Recognise, respond to, and use relevant vocabulary, simple</td>
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<td>structures, and formulaic expressions.</td>
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<tr>
<td>Language Targets</td>
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<tr>
<td>'O a au mea nā e fai?</td>
<td>What are you doing?</td>
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<tr>
<td>'O lea ou te moe.</td>
<td>I am sleeping.</td>
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</tr>
<tr>
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<td>I am babysitting.</td>
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<td>I am going to Sina’s place.</td>
</tr>
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<td>I am watching T.V.</td>
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<tr>
<td>'O lea e fai a'u meaā'ōga</td>
<td>I am doing my homework</td>
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</tr>
</tbody>
</table>

| Language Targets                                                                 |   |   |
| 'O a au mea nā e fai?                                                           | What are you doing? | le fale'oloa  |
| 'O lea ou te moe.                                                               | I am sleeping.      | le falesā     |
| 'O lea 'ou te ta'alō.                                                           | I am playing.       | le paka       |
| 'O lea 'ou te 'ai.                                                              | I am eating.        | le tusi       |
| 'O lea 'ou te mālōlō.                                                           | I am resting.       | lau tusi      |
| 'O lea 'ou te alu i le ā'ōga.                                                   | I am going to school.| au tusi       |
| 'O lea 'ou te tausitama.                                                        | I am babysitting.   | a'u tusi      |
| Alu i le fale.                                                                  | Go home/go to the house. | faiatau     |
| 'Ou te alu i le fale o Sina.                                                    | I am going to Sina’s place. | faiautusi |
| 'O lea 'ou te matamata i le T.V.                                                | I am watching T.V.  | tusitusi      |
| 'O lea e fai a'u meaā'ōga                                                        | I am doing my homework | faiatau le tusi |
| Language Targets                                                                 |   |   |
| 'O a au mea nā e fai?                                                           | What are you doing? | le fale'oloa  |
| 'O lea ou te moe.                                                               | I am sleeping.      | le falesā     |
| 'O lea 'ou te ta'alō.                                                           | I am playing.       | le paka       |
| 'O lea 'ou te 'ai.                                                              | I am eating.        | le tusi       |
| 'O lea 'ou te mālōlō.                                                           | I am resting.       | lau tusi      |
| 'O lea 'ou te alu i le ā'ōga.                                                   | I am going to school.| au tusi       |
| 'O lea 'ou te tausitama.                                                        | I am babysitting.   | a'u tusi      |
| Alu i le fale.                                                                  | Go home/go to the house. | faiatau     |
| 'Ou te alu i le fale o Sina.                                                    | I am going to Sina’s place. | faiautusi |
| 'O lea 'ou te matamata i le T.V.                                                | I am watching T.V.  | tusitusi      |
| 'O lea e fai a'u meaā'ōga                                                        | I am doing my homework | faiatau le tusi |

| Language Targets                                                                 |   |   |
| 'O a au mea nā e fai?                                                           | What are you doing? | le fale'oloa  |
| 'O lea ou te moe.                                                               | I am sleeping.      | le falesā     |
| 'O lea 'ou te ta'alō.                                                           | I am playing.       | le paka       |
| 'O lea 'ou te 'ai.                                                              | I am eating.        | le tusi       |
| 'O lea 'ou te mālōlō.                                                           | I am resting.       | lau tusi      |
| 'O lea 'ou te alu i le ā'ōga.                                                   | I am going to school.| au tusi       |
| 'O lea 'ou te tausitama.                                                        | I am babysitting.   | a'u tusi      |
| Alu i le fale.                                                                  | Go home/go to the house. | faiatau     |
| 'Ou te alu i le fale o Sina.                                                    | I am going to Sina’s place. | faiautusi |
| 'O lea 'ou te matamata i le T.V.                                                | I am watching T.V.  | tusitusi      |
| 'O lea e fai a'u meaā'ōga                                                        | I am doing my homework | faiatau le tusi |

| Language Targets                                                                 |   |   |
| 'O a au mea nā e fai?                                                           | What are you doing? | le fale'oloa  |
| 'O lea ou te moe.                                                               | I am sleeping.      | le falesā     |
| 'O lea 'ou te ta'alō.                                                           | I am playing.       | le paka       |
| 'O lea 'ou te 'ai.                                                              | I am eating.        | le tusi       |
| 'O lea 'ou te mālōlō.                                                           | I am resting.       | lau tusi      |
| 'O lea 'ou te alu i le ā'ōga.                                                   | I am going to school.| au tusi       |
| 'O lea 'ou te tausitama.                                                        | I am babysitting.   | a'u tusi      |
| Alu i le fale.                                                                  | Go home/go to the house. | faiatau     |
| 'Ou te alu i le fale o Sina.                                                    | I am going to Sina’s place. | faiautusi |
| 'O lea 'ou te matamata i le T.V.                                                | I am watching T.V.  | tusitusi      |
| 'O lea e fai a'u meaā'ōga                                                        | I am doing my homework | faiatau le tusi |

| Language Targets                                                                 |   |   |
| 'O a au mea nā e fai?                                                           | What are you doing? | le fale'oloa  |
| 'O lea ou te moe.                                                               | I am sleeping.      | le falesā     |
| 'O lea 'ou te ta'alō.                                                           | I am playing.       | le paka       |
| 'O lea 'ou te 'ai.                                                              | I am eating.        | le tusi       |
| 'O lea 'ou te mālōlō.                                                           | I am resting.       | lau tusi      |
| 'O lea 'ou te alu i le ā'ōga.                                                   | I am going to school.| au tusi       |
| 'O lea 'ou te tausitama.                                                        | I am babysitting.   | a'u tusi      |
| Alu i le fale.                                                                  | Go home/go to the house. | faiatau     |
| 'Ou te alu i le fale o Sina.                                                    | I am going to Sina’s place. | faiautusi |
| 'O lea 'ou te matamata i le T.V.                                                | I am watching T.V.  | tusitusi      |
| 'O lea e fai a'u meaā'ōga                                                        | I am doing my homework | faiatau le tusi |
**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.

'O ā au mea nā ē fai? 'O lea 'ou te matamata i le TV.
'O ā au mea nā ē fai? 'O lea 'ou te faitautusi.
'O ā au mea nā ē fai? 'O lea 'ou te mālōlō.
'O ā au mea nā ē fai? 'O lea 'ou te 'ai.
'O ā au mea nā ē fai? 'O lea 'ou te tausitama.
'O ā au mea nā ē fai? 'O lea 'ou te ta'alō.
'O ā au mea nā ē fai? 'O lea fa'i a'u meaā'oga.
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.

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

   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:

a) go around the circle twice
b) ask students to time how long it takes to go around the circle in their groups
c) 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.
’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 mea'oga
Matā’upu 6 | ‘O Ā AU MEA NĀ E FAI? WHAT ARE YOU DOING?

Matā’upu 6 | Worksheet 1
Matā’upu 6 | ‘O Ā AU MEA NĀ E FAI? WHAT ARE YOU DOING?
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'alɔ.
'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'oloa
le falesā
le paka
le tusi
la'u 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 fai tautu.
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 tautuama.
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'oga.
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
Feololo lava. ‘Ae ā ā mai ‘oe?
(A Alright. But how about you?)

Gafa
Feololo fo’i. ‘O ā au mea na e fai?
(A Alright too. What are you doing?)

Sina
‘O lea e fai a’u mea ā‘oga.
‘Ae ā ‘oe? ‘O ā 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 fetaui i le vasesga.
(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 mea'a'oga.
'Āe 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'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 a'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.)
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 faiā i totonu o le ‘āiga Sāmoa.

<table>
<thead>
<tr>
<th>English</th>
<th>Tamā</th>
<th>Tinā</th>
<th>Teine</th>
<th>Tama</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>tinā</td>
<td>tinā</td>
<td>tinā</td>
<td>tinā</td>
</tr>
<tr>
<td>father</td>
<td>tamā</td>
<td>tamā</td>
<td>tamā</td>
<td>tamā</td>
</tr>
<tr>
<td>grandmother</td>
<td>tinā matua</td>
<td>tinā matua</td>
<td>tinā matua</td>
<td>tinā matua</td>
</tr>
<tr>
<td>grandfather</td>
<td>tamā matua</td>
<td>tamā matua</td>
<td>tamā matua</td>
<td>tamā matua</td>
</tr>
<tr>
<td>son</td>
<td>atali’i</td>
<td>tama tama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daughter</td>
<td>afafine</td>
<td>tama teine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td>uso</td>
<td>tuagane</td>
<td>tuagane</td>
<td>uso</td>
</tr>
<tr>
<td>sister</td>
<td>tuafafine</td>
<td>uso</td>
<td>uso</td>
<td>tuafafine</td>
</tr>
<tr>
<td>aunty</td>
<td>tuafafine</td>
<td>uso</td>
<td>uso o lo’u tinā/ tuafafine o lo’u tamā</td>
<td>uso o lo’u tinā/ tuafafine o lo’u tamā</td>
</tr>
<tr>
<td>uncle</td>
<td>uso</td>
<td>tuagane</td>
<td>tuagane o lo’u tinā/ uso o lo’u tamā</td>
<td>tuagane o lo’u tinā/ uso o lo’u tamā</td>
</tr>
<tr>
<td>cousin</td>
<td>tausoga</td>
<td>tausoga</td>
<td>tausoga</td>
<td>tausoga</td>
</tr>
<tr>
<td>chief (traditional head of family)</td>
<td>matai</td>
<td>matai</td>
<td>matai</td>
<td>matai</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta'iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• Receive and produce information; respond to questions and requests; show social awareness when interacting with others.</td>
<td>• Communicate about people, places and things.</td>
</tr>
<tr>
<td><strong>Language knowledge</strong></td>
<td><strong>Language knowledge</strong></td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Recognise and express ownership and relationships.</td>
</tr>
<tr>
<td>• Understand and use familiar expressions and everyday vocabulary (talk about family).</td>
<td><strong>Cultural knowledge</strong></td>
</tr>
<tr>
<td><strong>Cultural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>• Students make connections with their own cultures and languages (how and to whom respect is shown).</td>
<td>• Differentiate and express social roles and relationships.</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture(s).</td>
</tr>
</tbody>
</table>

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

_Mua Ō! | An Introduction to Gagana Sāmoa | 166_
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.

<table>
<thead>
<tr>
<th>In English</th>
<th>Tamā</th>
<th>Tinā</th>
<th>Teine</th>
<th>Tama</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grandmother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grandfather</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>son</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>daughter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sister</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aunty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uncle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cousin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chief</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(traditional head of family)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)?


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

**Vā fāiā i totonu o le ‘āiga Sāmoa**

<table>
<thead>
<tr>
<th>English</th>
<th>Tamā</th>
<th>Tinā</th>
<th>Teine</th>
<th>Tama</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>tinā</td>
<td>tinā</td>
<td>tinā</td>
<td>tinā</td>
</tr>
<tr>
<td>father</td>
<td>tamā</td>
<td>tamā</td>
<td>tamā</td>
<td>tamā</td>
</tr>
<tr>
<td>grandmother</td>
<td>tinā matua</td>
<td>tinā matua</td>
<td>tinā matua</td>
<td>tinā matua</td>
</tr>
<tr>
<td>grandfather</td>
<td>tamā matua</td>
<td>tamā matua</td>
<td>tamā matua</td>
<td>tamā matua</td>
</tr>
<tr>
<td>son</td>
<td>atali'i</td>
<td>tama-tama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daughter</td>
<td>afafine</td>
<td>tama-teine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td>uso</td>
<td>tuagane</td>
<td>tuagane</td>
<td>uso</td>
</tr>
<tr>
<td>sister</td>
<td>tuafafine</td>
<td>uso</td>
<td>uso</td>
<td>tuafafine</td>
</tr>
<tr>
<td>aunty</td>
<td>tuafafine</td>
<td>uso</td>
<td>uso o lo'u tinā/ tuafafine o lo'u tamā</td>
<td>uso o lo'u tinā/ tuafafine o lo'u tamā</td>
</tr>
<tr>
<td>uncle</td>
<td>uso</td>
<td>tuagane</td>
<td>tuagane o lo'u tinā OR uso o lo'u tamā</td>
<td>tuagane o lo'u tinā OR uso o lo'u tamā</td>
</tr>
<tr>
<td>cousin</td>
<td>tausoga</td>
<td>tausoga</td>
<td>tausoga</td>
<td>tausoga</td>
</tr>
<tr>
<td>chief (traditional head of family)</td>
<td>matai</td>
<td>matai</td>
<td>matai</td>
<td>matai</td>
</tr>
</tbody>
</table>
Malia’s Family
Write in the names of Malia’s family

Tamā ____________________________________________________

Tinā ___________________________________________________ 

Uso ____________________________________________________ 

Tuagane ______________________________________________ 

Tinā matua ____________________________________________ 

Tamā matua ____________________________________________

Matai __________________________________________________ 

Tausoga _______________________________________________ 

_________________________________________________
Track 24: Language Targets: Family members
Fa’alogo ma fa’ata’ita’i.
‘āiga
tamā
tinā
mātua
atali’i
afafine
uso
tuagane
tuaafafine
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 à lona matua?
E sefulu lua tausaga o lona matua.
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'ū meaā'oga.
E mafai ona 'e tali mai a'ū fesili mo a'ū 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, Aunty 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 flips 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 a’oga ai?
(Where do you go to school?)

Malia
‘Ou te a’oga i Leifiifi College… e… ‘ua ‘uma ona ‘e iloaga le mea ‘ou te a’oga ai.
(I attend Leifiifi College……hey…you already know where I go to school.)

Sina
E sa’o ‘oe.
(Yeah, you’re right.)
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.
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.

<table>
<thead>
<tr>
<th>Taimi o le Aso</th>
<th>Times of the day</th>
</tr>
</thead>
<tbody>
<tr>
<td>vaveao</td>
<td>dawn</td>
</tr>
<tr>
<td>taeao</td>
<td>morning</td>
</tr>
<tr>
<td>aoauli</td>
<td>afternoon</td>
</tr>
<tr>
<td>afiafi</td>
<td>evening</td>
</tr>
<tr>
<td>pō</td>
<td>night</td>
</tr>
<tr>
<td>valuāpō</td>
<td>middle of the night or late in the night</td>
</tr>
<tr>
<td>nei</td>
<td>now</td>
</tr>
<tr>
<td>nānei</td>
<td>later in the day or night</td>
</tr>
<tr>
<td>ana-</td>
<td>prefix indicating time past</td>
</tr>
<tr>
<td>ananei</td>
<td>just now (past)</td>
</tr>
<tr>
<td>analeilā</td>
<td>earlier today</td>
</tr>
<tr>
<td>anataeao</td>
<td>this morning</td>
</tr>
<tr>
<td>anapō</td>
<td>last night</td>
</tr>
<tr>
<td>ananafi</td>
<td>yesterday</td>
</tr>
</tbody>
</table>
Learning Intentions:
By the end of this mata’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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Produce and respond to questions and requests.</td>
<td>• Communicate using numbers, time and place.</td>
</tr>
<tr>
<td>• Show social awareness when interacting with others.</td>
<td>• Understand and use expressions of time and condition.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• View and respond to verbal and non-verbal symbols and movements in specific contexts.</td>
</tr>
<tr>
<td>• Students can use familiar expressions and everyday vocabulary (indicate the time and place of an activity).</td>
<td>• Understand and express meaning in a range of oral, written, and visual conventions.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>• Make connections with known cultures (compare and contrast daily routines).</td>
<td>• Experience and respond to gagana Sāmoa texts.</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture(s).</td>
</tr>
</tbody>
</table>

Cross-curricular links: mathematics.
**Language Targets**

<table>
<thead>
<tr>
<th>REVISE NUMBERS FROM MATÀ’UPU 3 (1 - 30)</th>
<th>'A tā le sefulu lua e fai la'u 'aiga o le aoauli.</th>
</tr>
</thead>
<tbody>
<tr>
<td>itulā</td>
<td>hour</td>
</tr>
<tr>
<td>mūnīte</td>
<td>minute</td>
</tr>
<tr>
<td>toeitiiti</td>
<td>nearly</td>
</tr>
<tr>
<td>kuata</td>
<td>quarter</td>
</tr>
<tr>
<td>'afa</td>
<td>half</td>
</tr>
<tr>
<td>te'a</td>
<td>past</td>
</tr>
<tr>
<td>'i le</td>
<td>to</td>
</tr>
<tr>
<td>la'itiiti</td>
<td>little</td>
</tr>
<tr>
<td>i le afiafi</td>
<td>in the evening.</td>
</tr>
<tr>
<td>i le taeao</td>
<td>in the morning.</td>
</tr>
<tr>
<td>i le vaveao</td>
<td>in the early morning or at dawn</td>
</tr>
<tr>
<td>i le aoauli</td>
<td>in the afternoon.</td>
</tr>
<tr>
<td>aso ao</td>
<td>daytime</td>
</tr>
<tr>
<td>valuāpō</td>
<td>late at night</td>
</tr>
<tr>
<td>ananei</td>
<td>now</td>
</tr>
<tr>
<td>nānei</td>
<td>afternoon or tonight</td>
</tr>
<tr>
<td>ananafi</td>
<td>yesterday</td>
</tr>
<tr>
<td>analeilā</td>
<td>earlier in the day</td>
</tr>
<tr>
<td>anapō</td>
<td>last night</td>
</tr>
<tr>
<td>'o anafea?</td>
<td>when did?</td>
</tr>
<tr>
<td>'o ā fea?</td>
<td>when will</td>
</tr>
<tr>
<td>tauunu'u</td>
<td>arrive</td>
</tr>
<tr>
<td>talatalanoa</td>
<td>chatting</td>
</tr>
<tr>
<td>e fai a'u fe'au</td>
<td>I do my chores</td>
</tr>
<tr>
<td>e teu le fale</td>
<td>I tidy the house</td>
</tr>
<tr>
<td>'A tā le valu i le taeao 'ou te alu i le a'oga.</td>
<td>At eight o'clock in the morning I go to school</td>
</tr>
<tr>
<td>'A tā le fitu i le afiafi e fai a'u meaā'oga.</td>
<td>At seven in the evening I do my homework.</td>
</tr>
</tbody>
</table>
## Language Targets

<table>
<thead>
<tr>
<th>Standard Phrases for the Time.</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O a fea?</td>
<td>When will....?</td>
</tr>
<tr>
<td>'Ua tā le fia?</td>
<td>What time is struck/it now?</td>
</tr>
<tr>
<td>'O le ā le taimi?</td>
<td>What's the time?</td>
</tr>
<tr>
<td>'Ua tā le lima.</td>
<td>It is five o'clock or (the time is five o'clock).</td>
</tr>
<tr>
<td>'Ua kuata i le lima.</td>
<td>It is quarter to five.</td>
</tr>
<tr>
<td>'Ua toe kuata i le lima.</td>
<td>There is just a quarter (of an hour) remaining until five.</td>
</tr>
<tr>
<td>'Ua tā le 'afa o le lima.</td>
<td>Half past five is struck/it is now half past five.</td>
</tr>
<tr>
<td>'Ua 'afa le lima.</td>
<td>It is half past five.</td>
</tr>
<tr>
<td>'Ua te'a le valu.</td>
<td>It is past eight.</td>
</tr>
<tr>
<td>'Ua te'a la'itiiti le valu.</td>
<td>It is a little past eight.</td>
</tr>
<tr>
<td>'Ua toeitiiti tā le valu.</td>
<td>It is nearly eight.</td>
</tr>
<tr>
<td>'Ua toe kuata i le valu.</td>
<td>There is just a quarter (of an hour) remaining until eight.</td>
</tr>
<tr>
<td>'Ua lima mīnute i le sefulu lua.</td>
<td>It is five minutes to twelve.</td>
</tr>
<tr>
<td>'Ua lima mīnute e te'a ai le sefulu lua.</td>
<td>It is five minutes after (or past) twelve.</td>
</tr>
</tbody>
</table>
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  taeao
   - day  ao
   - afternoon  aoauli
   - evening  afiafi
   - night  pō

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 past eight/It is seven minutes past eight.

   ‘Ua te’a le valu/’Ua fitu minute e te’a ai le valu. It is nearly eight/It is three minutes to eight.

   ‘Ua te’a la’itiiti le valu/’Ua lua minute e te’a ai le valu. It is a little past eight/It is two minutes past eight.

   ‘Ua toeitiiti tā le valu/’Ua tolu minute 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 minute 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 toeitiiti 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 à 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 à 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.
"Ua tā le fia? What is the time?

1. 5:00
2. 4:45
3. 5:30
4. 8:07
5. 8:02
6. 7:57
7. 7:45
8. 11:55
9. 12:05
Matā'upu 8 | Worksheet 2

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

eg. 'Ua tā le lima i le vaveao.
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
minute
toeitiiti
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'a'u
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 minute i le sefulu lua.
'Ua lima minute e te'a ai le sefulu lua.
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 ā'oga.
(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.)
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 à’oga, ma talatalanoa

ma a’u uō… ma lo’u faia’oga.

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

**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 mea’ā’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.)
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.

<table>
<thead>
<tr>
<th>English</th>
<th>Gagana Sāmoa</th>
<th>meaning</th>
<th>Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
<td>potu</td>
<td>room</td>
<td></td>
</tr>
<tr>
<td>bathroom</td>
<td>faletā′ele</td>
<td>bath house</td>
<td>potutā′ele</td>
</tr>
<tr>
<td>toilet</td>
<td>falela′itiiti</td>
<td>small house</td>
<td>faleuila</td>
</tr>
<tr>
<td>laundry</td>
<td>faletāmea</td>
<td>washing house</td>
<td>potutāmea/</td>
</tr>
<tr>
<td>kitchen</td>
<td>umukuka</td>
<td>where food is cooked</td>
<td>potutālavalava</td>
</tr>
<tr>
<td>bedroom</td>
<td>potumoe</td>
<td>sleeping room</td>
<td>tōfāga</td>
</tr>
<tr>
<td>house</td>
<td>fale (everyday gagana)</td>
<td>includes all types of dwellings</td>
<td>maota (formal)</td>
</tr>
<tr>
<td>house/home or guest house</td>
<td>maota (formal gagana)</td>
<td>main house for living and sleeping.</td>
<td>faletalimālō</td>
</tr>
</tbody>
</table>
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 *faletalimālo* 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?**
A. 'O le televise e i luga o le laulau.

**Q. 'O fea le kompiuta?**
A. E i totonu o le potumalōlo.

**Q. 'O fea le faleta'avale?**
A. 'O le faleta'avale e i tafatafa o le fale.

**Q. 'O fea lou potumoe?**
A. 'O lo'u potumoe e latalata i le umukuka.

**Q. 'O fea le leitiō?**
A. 'O le leitio e i lalo o le televise.

**Q. 'O fea lou fale?**
A. 'O lo'u fale e mamao tele.

Remember when to use everyday gagana and formal gagana?

**Q. 'O fea lou maota? (respectful)**
A. 'O lo'u fale la e i Remuera.

**Q. E iai se tou ta'avale?**
A. 'Io e iai lá mātou ta'avale.

**Q. E iai se tou masini tālavalava?**
A. Leai, 'e leai se matou masini tālavalava.

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:

<table>
<thead>
<tr>
<th>Learning Languages</th>
<th>The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• Produce and respond to questions and requests. Describe their home.</td>
<td>• Make requests, give instructions, and respond to requests and instructions.</td>
</tr>
<tr>
<td>• Show social awareness when interacting with others.</td>
<td>• Communicate interest, need, enjoyment and opinion.</td>
</tr>
<tr>
<td><strong>Language knowledge</strong></td>
<td><strong>Language Knowledge</strong></td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Recognise and express ownership and relationships.</td>
</tr>
<tr>
<td><strong>Cultural knowledge</strong></td>
<td><strong>Cultural knowledge</strong></td>
</tr>
<tr>
<td>• Students make connections with their own cultures and languages (what various types of fale are used for).</td>
<td>• Understand and express meaning in a range of oral, written, and visual texts.</td>
</tr>
</tbody>
</table>

Cross-curricular links: visual arts, technology.
<table>
<thead>
<tr>
<th>Language Targets</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>potu</td>
<td>room</td>
<td>pusameli</td>
<td>mailbox</td>
</tr>
<tr>
<td>masini tāmea</td>
<td>washing machine</td>
<td>faleta’avale</td>
<td>garage</td>
</tr>
<tr>
<td>leitiō</td>
<td>radio</td>
<td>fā’ata</td>
<td>mirror</td>
</tr>
<tr>
<td>nofoa</td>
<td>chair</td>
<td>lumāfale</td>
<td>area in front of the house</td>
</tr>
<tr>
<td>moega</td>
<td>bed</td>
<td>tuāfale</td>
<td>area behind the house</td>
</tr>
<tr>
<td>potumoe</td>
<td>bedroom</td>
<td>taualuga</td>
<td>roof</td>
</tr>
<tr>
<td>potutele</td>
<td>living room</td>
<td>e iai se ….?</td>
<td>is there a….?</td>
</tr>
<tr>
<td>umukuka</td>
<td>kitchen</td>
<td>totonu</td>
<td>inside</td>
</tr>
<tr>
<td>pus’a’isa</td>
<td>refrigerator</td>
<td>fafo</td>
<td>outside</td>
</tr>
<tr>
<td>kāpoti</td>
<td>cupboard</td>
<td>luga</td>
<td>on</td>
</tr>
<tr>
<td>naifi</td>
<td>knife</td>
<td>lalo</td>
<td>under</td>
</tr>
<tr>
<td>sipuni</td>
<td>spoon</td>
<td>latalata</td>
<td>near</td>
</tr>
<tr>
<td>tafatafa</td>
<td>next to or beside</td>
<td>mamao</td>
<td>far</td>
</tr>
<tr>
<td>potutā’ele</td>
<td>bathroom</td>
<td>tauagavale</td>
<td>left</td>
</tr>
<tr>
<td>potutāmea</td>
<td>laundry (room)</td>
<td>taumatau</td>
<td>right</td>
</tr>
<tr>
<td>togāla’au</td>
<td>garden</td>
<td>‘O le potu lea o mā’ua ma lo’u uso.</td>
<td>The room here is for me and my sister/brother of same gender.</td>
</tr>
<tr>
<td>ogāumu</td>
<td>oven</td>
<td>‘O le fale lea o la’u uō.</td>
<td>The house here is my friend’s.</td>
</tr>
<tr>
<td>tui</td>
<td>fork</td>
<td>‘O le faleta’avale e i tafatafa o le fale.</td>
<td>The garage is beside the house.</td>
</tr>
<tr>
<td>ipu</td>
<td>cup / plate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pēsini</td>
<td>basin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>taputā’ele</td>
<td>bath</td>
<td></td>
<td></td>
</tr>
<tr>
<td>faleuila</td>
<td>toilet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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?  
   A. 'O le televise e i luga o le laulau.  
      The television is on the table.
   
   Q. 'O fea le komepiuta?  
   A. E i totonu o le potu mālōlō.  
      It’s inside the sitting room.
   
   Q. 'O fea le faleta’avale?  
   A. 'O le faleta’avale e i tafatafa o le fale.  
      The garage is beside the house.
   
   Q. 'O fea lou potumoe?  
   A. 'O lo'u potumoe e latalata i le umukuka.  
      My bedroom is near the kitchen.
   
   Q. 'O fea le leitiō?  
   A. 'O le leitiō e i lalo o le televise.  
      The radio is under the television.
   
   Q. 'O fea lou fale?  
   A. 'O lo'u fale e mamo 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?  
   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 leitiē?
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 mamo tele. My house is very far away.
<table>
<thead>
<tr>
<th>Picture</th>
<th>Samoan Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>masini tālavalava</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>leitiō</td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>moega</td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td>potumoe</td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td>potutele/ potumālōlō</td>
</tr>
<tr>
<td>Image</td>
<td>Word</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>umukuka</td>
<td></td>
</tr>
<tr>
<td>pus'a'isa</td>
<td></td>
</tr>
<tr>
<td>kāpoti</td>
<td></td>
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<tr>
<td>naifi</td>
<td></td>
</tr>
<tr>
<td>sipuni</td>
<td></td>
</tr>
</tbody>
</table>

*Matā'upu 9*  |  *'O LÔ MĀTOU FALE OUR HOUSE*  |  

*Mua Ō!*  |  *An Introduction to Gagana Sāmoa*  |  206
<table>
<thead>
<tr>
<th>Photograph</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Bathroom" /></td>
<td>potutā’ele</td>
</tr>
<tr>
<td><img src="image2" alt="Laundry Room" /></td>
<td>potutālavalava</td>
</tr>
<tr>
<td><img src="image3" alt="Flowers" /></td>
<td>togāla’au</td>
</tr>
<tr>
<td><img src="image4" alt="Chair" /></td>
<td>nofoa</td>
</tr>
<tr>
<td><img src="image5" alt="Oven" /></td>
<td>ogāumu</td>
</tr>
<tr>
<td>Image</td>
<td>Word</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>🍴</td>
<td>tui</td>
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<tr>
<td>🥄</td>
<td>ipu</td>
</tr>
<tr>
<td>🚫</td>
<td>pēsini</td>
</tr>
<tr>
<td>🛁</td>
<td>taputā’ele</td>
</tr>
<tr>
<td>Image</td>
<td>Gagana Sāmoa Word</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------</td>
</tr>
<tr>
<td>![Image of a light]</td>
<td>faleuila</td>
</tr>
<tr>
<td>![Image of a mailbox]</td>
<td>pusameli</td>
</tr>
<tr>
<td>![Image of a garage]</td>
<td>faleta'avale</td>
</tr>
<tr>
<td>![Image of a trolley]</td>
<td>fā'ata</td>
</tr>
<tr>
<td>lumāfale</td>
<td>tuāfale</td>
</tr>
<tr>
<td>----------</td>
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</tr>
</tbody>
</table>

**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’aisa
kāpoti
naifi
sipuni
tafatafa
potutā’ele
potutāmea
togālā’au
ogāumu
tui
ipu
pēsini
taputā’ele
faleuila
pusameli
faleta’avale
fā’ata
lumāfale
tuāfale
tualuga
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 fēa le televise?
ANS: ‘O le televise e i luga o le laulau.

QN: ‘O fēa le komepiuta?
ANS: E i totonu o le potu mālōlō.

QN: ‘O fēa le faleta'avale?
ANS: ‘O le faleta'avale e i tafatafa o le fale.

QN: ‘O fēa lou potumoe?
ANS: ‘O lo'u potumoe e latalata i le umukuka.

QN: ‘O fēa le leitiō?
ANS: ‘O le leitiō e i lalo o le televise.

QN: ‘O fēa lou fale?
ANS: ‘O lo'u fale e mamao tele.
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'aaali atu le ata sā 'ou pu'eina mo oe.
(I want to show you a video that I recorded for you.)

Malia
'Oi 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'aisa lea.
(This is the fridge.)

Sina
'O le laulau 'ai lea.
(This is the dining table.)
Sina
'O le potu mālolō 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?)
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.
TEACHER’S NOTES

'Iloilo means reflect, reconsider or revise.

Toe means again.

The teacher or faa‘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.

<table>
<thead>
<tr>
<th>MATĀ’UPU</th>
<th>LEARNING INTENTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Folasaga:</strong></td>
<td>By the end of this matā’upu, students will be able to:</td>
</tr>
<tr>
<td>(Introduction)</td>
<td>• locate the group of islands that make up Sāmoa on the map of the Pacific Ocean</td>
</tr>
<tr>
<td></td>
<td>• identify other places where gagana Sāmoa is spoken</td>
</tr>
<tr>
<td></td>
<td>• receipt the Samoan alphabet</td>
</tr>
<tr>
<td></td>
<td>• list similarities between Aotearoa New Zealand and Sāmoa</td>
</tr>
<tr>
<td></td>
<td>• respond to basic greetings and classroom instructions.</td>
</tr>
<tr>
<td><strong>Matā’upu 1:</strong></td>
<td></td>
</tr>
<tr>
<td>Tālofa! (Hello)</td>
<td>• greet and farewell teacher and friends using everyday gagana Sāmoa</td>
</tr>
<tr>
<td></td>
<td>• understand when, and with whom, to use the appropriate greeting and farewell.</td>
</tr>
<tr>
<td><strong>Matā’upu 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Tālofa lava! (Formal greetings)</td>
<td>• use formal greetings appropriately</td>
</tr>
<tr>
<td></td>
<td>• introduce their parents using gagana Sāmoa</td>
</tr>
<tr>
<td></td>
<td>• use formal gagana Sāmoa to greet people.</td>
</tr>
<tr>
<td><strong>Matā’upu 3:</strong></td>
<td></td>
</tr>
<tr>
<td>E fia? E to’afia? (How many?)</td>
<td>• carry out simple conversations (using questions and answers about classroom objects)</td>
</tr>
<tr>
<td></td>
<td>• follow and respond to instructions</td>
</tr>
<tr>
<td></td>
<td>• recognise and begin to use numbers up to 20.</td>
</tr>
<tr>
<td><strong>Matā’upu 4:</strong></td>
<td></td>
</tr>
<tr>
<td>Aso ma Masina</td>
<td>• state the days of the week</td>
</tr>
<tr>
<td>(Days and Months)</td>
<td>• state the date and the months in gagana Sāmoa</td>
</tr>
<tr>
<td></td>
<td>• identify significant dates.</td>
</tr>
</tbody>
</table>
**MATĀ’UPU**  

**LEARNING INTENTIONS:**  
By the end of this *matā’upu*, students will be able to:

<table>
<thead>
<tr>
<th><strong>Matā’upu 5:</strong></th>
<th><strong>LEARNING INTENTIONS:</strong></th>
</tr>
</thead>
</table>
| 'O ai? 'O le a? 'O fea? (Who? What? Where?) | - use appropriate *gagana Sāmoa* to make friends  
- use appropriate *gagana Sāmoa* to greet and seek information  
- contribute to group discussion  
- observe the way members of a family interact or relate to one another. |

<table>
<thead>
<tr>
<th><strong>Matā’upu 6:</strong></th>
<th><strong>LEARNING INTENTIONS:</strong></th>
</tr>
</thead>
</table>
| 'O ā au mea nā e fai? (What are you doing?) | - use everyday *gagana Sāmoa* to seek more information  
- have a simple conversation  
- respond to simple questions. |

<table>
<thead>
<tr>
<th><strong>Matā’upu 7:</strong></th>
<th><strong>LEARNING INTENTIONS:</strong></th>
</tr>
</thead>
</table>
| Lo’u ‘āiga (My Family) | - describe their family using *gagana Sāmoa*  
- describe relationships between family members. |

<table>
<thead>
<tr>
<th><strong>Matā’upu 8:</strong></th>
<th><strong>LEARNING INTENTIONS:</strong></th>
</tr>
</thead>
</table>
| ‘Ua tā le fia? (What’s the time?) | - indicate time and place  
- ask for the time  
- tell the time. |

<table>
<thead>
<tr>
<th><strong>Matā’upu 9:</strong></th>
<th><strong>LEARNING INTENTIONS:</strong></th>
</tr>
</thead>
</table>
| ‘O lō mātou fale (Our House) | - 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 ____________________________
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 mātātū (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.

<table>
<thead>
<tr>
<th>Tau Seasons/Weather</th>
<th>English literal translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>tau totogo</td>
<td>when plants begin to germinate (spring)</td>
</tr>
<tr>
<td>tau tutupu</td>
<td>when things begin to grow (spring)</td>
</tr>
<tr>
<td>tau vevela</td>
<td>hot season (summer)</td>
</tr>
<tr>
<td>tau māfanaafana</td>
<td>warm season</td>
</tr>
<tr>
<td>tau mālūlū</td>
<td>cold season (winter)</td>
</tr>
<tr>
<td>tau to’ulu</td>
<td>when trees lose their leaves (autumn)</td>
</tr>
<tr>
<td>tau mātūtū</td>
<td>dry season</td>
</tr>
<tr>
<td>tau o tīmuga</td>
<td>season of rain or wet season</td>
</tr>
<tr>
<td>E mālūlū le nei aso</td>
<td>Today is cold (generally).</td>
</tr>
<tr>
<td>'Ua mālūlū le aso.</td>
<td>It is cold today (specifically now).</td>
</tr>
<tr>
<td>E mamafa tīmuga.</td>
<td>The rain is heavy.</td>
</tr>
<tr>
<td>'Ua mamafa tīmuga.</td>
<td>The rain is heavy (now).</td>
</tr>
<tr>
<td>E mālosi le matāgi.</td>
<td>The wind is strong.</td>
</tr>
<tr>
<td>E susū tele le ‘ea.</td>
<td>The air is very damp (high humidity).</td>
</tr>
<tr>
<td>E mālū le fisaga.</td>
<td>There is a gentle breeze.</td>
</tr>
<tr>
<td>E agi fa'ata'uta'u le matagi.</td>
<td>The wind is gusty.</td>
</tr>
<tr>
<td>E to’ulu solo tīmuga.</td>
<td>There are scattered showers.</td>
</tr>
<tr>
<td>E agi le fisaga.</td>
<td>There is a gentle breeze blowing.</td>
</tr>
<tr>
<td>'Ua agi le fisaga.</td>
<td>The gentle breeze is (now) blowing.</td>
</tr>
</tbody>
</table>
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.
**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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to <em>Ta’iala mo le Gagana Sāmoa</em>: The <em>Gagana Sāmoa</em> Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Produce and respond to questions and requests.</td>
<td>• Communicate using numbers, time and place.</td>
</tr>
<tr>
<td>• Can use familiar expressions (describe the</td>
<td>• Respond to and express agreement and disagreement.</td>
</tr>
<tr>
<td>weather).</td>
<td></td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language Knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is</td>
<td>• Interact in short conversations.</td>
</tr>
<tr>
<td>organised in particular ways.</td>
<td>• Understand and express meaning in a range of oral, written, and visual</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>texts.</td>
</tr>
<tr>
<td>• Make connections with known cultures (identify</td>
<td>Cultural Knowledge</td>
</tr>
<tr>
<td>different seasons).</td>
<td>• Respond to and use <em>gagana Sāmoa</em> texts.</td>
</tr>
</tbody>
</table>
### Language Targets

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>vevela</td>
<td>hot</td>
</tr>
<tr>
<td>mālālū</td>
<td>cold</td>
</tr>
<tr>
<td>māfanafana</td>
<td>warm</td>
</tr>
<tr>
<td>matagī</td>
<td>wind</td>
</tr>
<tr>
<td>afā</td>
<td>hurricane/cyclone</td>
</tr>
<tr>
<td>āsiosio</td>
<td>tornado</td>
</tr>
<tr>
<td>galu afi</td>
<td>tidal wave</td>
</tr>
<tr>
<td>'aauaoa</td>
<td>cloudy</td>
</tr>
<tr>
<td>puaoa</td>
<td>misty/foggy</td>
</tr>
<tr>
<td>timu</td>
<td>rain</td>
</tr>
<tr>
<td>susū</td>
<td>wet/damp</td>
</tr>
<tr>
<td>lä</td>
<td>sun/sunny</td>
</tr>
<tr>
<td>laofie</td>
<td>fine</td>
</tr>
<tr>
<td>fa'atimutimu</td>
<td>showers</td>
</tr>
<tr>
<td>timu tamo'e</td>
<td>passing showers</td>
</tr>
<tr>
<td>timu 'aisa</td>
<td>hail</td>
</tr>
<tr>
<td>tikerī</td>
<td>degree/s</td>
</tr>
<tr>
<td>E mānaia le aso.</td>
<td>It is a nice day.</td>
</tr>
<tr>
<td>E laofie le aso.</td>
<td>It is a fine day/The day is fine.</td>
</tr>
<tr>
<td>E timu le aso.</td>
<td>It is a rainy day/The day is rainy.</td>
</tr>
<tr>
<td>E vevela le aso.</td>
<td>It is a hot day/The day is hot.</td>
</tr>
<tr>
<td>E vevela tele Sāmoa.</td>
<td>Sāmoa is very hot.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tālofa e</td>
<td>(you) poor thing/what a pity</td>
</tr>
<tr>
<td>'Ua agi le matagi.</td>
<td>The wind is blowing.</td>
</tr>
<tr>
<td>'Ua paʻū le kiona.</td>
<td>It is snowing (snow is falling).</td>
</tr>
<tr>
<td>E luasefulu tikerī.</td>
<td>It is 20 degrees.</td>
</tr>
<tr>
<td>'o le tau vevela/</td>
<td>summer</td>
</tr>
<tr>
<td>māfanafana</td>
<td></td>
</tr>
<tr>
<td>'o le tau mālālū</td>
<td>winter</td>
</tr>
<tr>
<td>'o le tau totogo/tutupu</td>
<td>spring</td>
</tr>
<tr>
<td>'o le tau to'ulu</td>
<td>autumn</td>
</tr>
<tr>
<td>'o le tau mātūtū</td>
<td>dry season</td>
</tr>
<tr>
<td>'o le tau o tīmuga</td>
<td>wet season</td>
</tr>
<tr>
<td>'o ā mai le tau i Sāmoa?</td>
<td>How is the weather in Sāmoa?</td>
</tr>
<tr>
<td>E vevela tele le tau i Sāmoa.</td>
<td>It is very hot in Sāmoa.</td>
</tr>
<tr>
<td>E vevela tele ma tīmuga Sāmoa.</td>
<td>It is very hot and rainy in Sāmoa.</td>
</tr>
<tr>
<td>E fa'atimutimu le aso.</td>
<td>The day is showery.</td>
</tr>
<tr>
<td>'Ua sau le timu tamo'e.</td>
<td>Here comes a passing shower.</td>
</tr>
<tr>
<td>'Ua timu 'aisa le aso.</td>
<td>It is hailing today.</td>
</tr>
<tr>
<td>E fa'apē'I le vevela o Sāmoa?</td>
<td>How hot is Sāmoa?</td>
</tr>
<tr>
<td>E tusa e tolusefulu lua tikerī le vevela o Sāmoa.</td>
<td>The temperature is 32 degrees in Sāmoa.</td>
</tr>
</tbody>
</table>
**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.

   *Tolu manuiti*  Three little birds
   *Sa pepesē*  Were singing
   *Tatou sosola ma fa’atōfā*  Let’s say goodbye and fly away
   *‘Ua lata mai le tau mālūlū*  It is nearly winter
   *Fēelelei i luga ‘o le sami.*  Fly over the sea.

   *Fēelelei, Fēelelei*  Fly, Fly
   *Lē mālōlō*  Without a rest
   *Fēelelei, Fēelelei*  Fly, Fly
   *Tasi, Lua, Tolu.*  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.
   'Ioe 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.
E lāofie le aso. 28º

E timu le aso. 19º

E vevela le aso. 36º

'Ua agi le matagi. 12º

'Ua pa'ū le kiona. 4º
Migration Song

Tolu manuiti          Three little birds
Sa pepese             Were singing
Tatou sosola ma fa’atofa  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.
Match the correct phrase with the appropriate picture.

1. 4°
   - E timu le aso.

2. 12°
   - E vevela le aso.

3. 28°
   - 'Ua agi le matagi.

4. 19°
   - E lāofie le aso.

5. 36°
   - 'Ua paʻū le kiona.
Weather forecasts in the Pacific
Resource 1

Memory Game Cards

'Ua tolosefu ono tikerī.

'Ua sefulu lua tikerī.

'Ua fa'amāpeta tikerī.

'Ua sefulu iva tikerī.

'Ua luasefulu valu tikerī.
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
laojie
fa’atimutimu
timu tamo’e
timu ’aisa	
tikeri
E mānaia le aso.
E laojie 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 tikeri.
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 tūmuga
'O ā mai le tau i Sāmoa?
E vevela tele le tau i Sāmoa?
E vevela tele ma tūmuga Sāmoa.
E fa'atimutimu le aso.
'Ua sau le timutamo'e.
'Ua timu'aiasa 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'atófā
'Ua lata mai le tau mālūlū
Felelei i luga o le sami.
Felelei, Felelei
Le mālūlū
Felelei, Felelei
Tasi, Lua, Tolu.
 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.)
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 mātūtū 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.
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 lavo 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.

<table>
<thead>
<tr>
<th>English</th>
<th>Everyday gagana</th>
<th>Formal Respectful gagana</th>
<th>With Possessive Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>ulu</td>
<td>ao</td>
<td>lo’u ulu (my head)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lou ao (your head)</td>
</tr>
<tr>
<td>eyes</td>
<td>mata</td>
<td>fofoga</td>
<td>o’u mata (my eyes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ou fofoga (your eyes)</td>
</tr>
<tr>
<td>mouth</td>
<td>gutu</td>
<td>fofoga</td>
<td>lo’u gutu (my mouth)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lou fofoga (your mouth)</td>
</tr>
<tr>
<td>tooth / teeth</td>
<td>nifo</td>
<td>‘oloa</td>
<td>lo’u nifo (my tooth)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o’u nifo (my teeth)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ou ‘oloa (your teeth)</td>
</tr>
<tr>
<td>nose</td>
<td>isu</td>
<td>fofoga</td>
<td>lo’u isu (my nose)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lou isu (your nose)</td>
</tr>
<tr>
<td>hands / arms</td>
<td>lima</td>
<td>‘a’ao</td>
<td>lo’u lima (my hand)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o’u lima (my hands)</td>
</tr>
<tr>
<td>feet / legs</td>
<td>vae</td>
<td>‘a’ao</td>
<td>lo’u vae (my foot)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o’u vae (my feet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ou ‘a’ao (your feet)</td>
</tr>
<tr>
<td>stomach</td>
<td>manava</td>
<td>laualo</td>
<td><em>E tīgā lo’u manava</em> (my stomach is sore)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>E tīgā lou laualo?</em> (is your stomach sore)*</td>
</tr>
</tbody>
</table>
Note in the following sentences how verbs are changed slightly when an action involves an object.

'O lea 'ou te ta'al.  I am playing.
'O lea e tā le polo. I am hitting the ball.
'O lea e sapo le polo. I am catching the ball.
'O lea e togi le polo. 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:

'Ua tīgā lo’u vae or E tīgā lo’u vae. My foot is sore.

'Ua tīgā o’u vae or E tīgā o’u vae. My feet are sore.

Si'î i luga lou lima. Raise your hand.

Si'î i luga ou lima. Raise your hands.

Here’s a simple conversation for example:

Grandmother to a child:  'Ua tīgā lo’u ulu. I have a head ache.

Child responds:  'Ua tīgā lou ao? 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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’i’ala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Produce and respond to questions and requests.</td>
<td>• Make requests, give instructions and respond to instructions.</td>
</tr>
<tr>
<td>• Show social awareness when interacting with others.</td>
<td>• Use language to show respect.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>• Communicate about colour and shape.</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways (know when to use formal and everyday gagana Sāmoa).</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>• Interpret and create simple texts, using oral, written and visual conventions.</td>
</tr>
<tr>
<td>• Recognise that the target culture is organised in particular ways.</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>• Show cultural awareness when discussing body parts.</td>
<td>• Recognise and express fa’aaloalo in a variety of contexts.</td>
</tr>
<tr>
<td></td>
<td>• Respond to and use texts in gagana Sāmoa.</td>
</tr>
</tbody>
</table>
## Language Targets

<table>
<thead>
<tr>
<th>Everyday</th>
<th>Formal</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ulu</em></td>
<td><em>ao</em></td>
<td>head</td>
</tr>
<tr>
<td><em>lauulu</em></td>
<td><em>lauao</em></td>
<td>hair</td>
</tr>
<tr>
<td><em>ua</em></td>
<td></td>
<td>neck</td>
</tr>
<tr>
<td><em>mata</em></td>
<td><em>fofoga</em></td>
<td>eye(s)</td>
</tr>
<tr>
<td><em>lo'u mata</em></td>
<td></td>
<td>my eye</td>
</tr>
<tr>
<td><em>o'u mata</em></td>
<td></td>
<td>my eyes</td>
</tr>
<tr>
<td><em>taliga</em></td>
<td><em>fofoga</em></td>
<td>ear(s)</td>
</tr>
<tr>
<td><em>isu</em></td>
<td><em>fofoga</em></td>
<td>nose</td>
</tr>
<tr>
<td><em>gutu</em></td>
<td><em>fofoga</em></td>
<td>mouth</td>
</tr>
<tr>
<td><em>nifo</em></td>
<td><em>'oloa</em></td>
<td>tooth/teeth</td>
</tr>
<tr>
<td><em>laulaufaiva</em></td>
<td></td>
<td>tongue</td>
</tr>
<tr>
<td><em>'ālāfau</em></td>
<td></td>
<td>cheek(s)</td>
</tr>
<tr>
<td><em>tau'au</em></td>
<td></td>
<td>shoulder(s)</td>
</tr>
<tr>
<td><em>tulilima</em></td>
<td></td>
<td>elbow(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Everyday</th>
<th>Formal</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>lima</em></td>
<td><em>'a'ao</em></td>
<td>hand(s)</td>
</tr>
<tr>
<td><em>vae</em></td>
<td><em>'a'ao</em></td>
<td>leg(s)/foot/feet</td>
</tr>
<tr>
<td><em>tamatama'iva</em></td>
<td></td>
<td>toe(s)</td>
</tr>
<tr>
<td><em>tamatama'ilima</em></td>
<td></td>
<td>fingers</td>
</tr>
<tr>
<td><em>atigilima</em></td>
<td></td>
<td>fingernail</td>
</tr>
<tr>
<td><em>atigivae</em></td>
<td></td>
<td>toenail</td>
</tr>
<tr>
<td><em>mu'a/muli</em></td>
<td><em>nofoaga</em></td>
<td>bottom</td>
</tr>
<tr>
<td><em>fatafata</em></td>
<td></td>
<td>chest</td>
</tr>
<tr>
<td><em>manava</em></td>
<td><em>laualo</em></td>
<td>stomach</td>
</tr>
<tr>
<td><em>susu</em></td>
<td></td>
<td>breast(s)</td>
</tr>
<tr>
<td><em>tulivae</em></td>
<td></td>
<td>knee/s</td>
</tr>
<tr>
<td><em>papātua</em></td>
<td></td>
<td>back</td>
</tr>
</tbody>
</table>
**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 *Vēga o le Tino* (Parts of the Body). Students then sing along to the song touching the different parts of the body.

<table>
<thead>
<tr>
<th><em>Ulu, Tau'au, Tulivae, Tama'ivae</em></th>
<th>Heads, Shoulders, Knees and Toes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tulivae Tama'ivae</em></td>
<td>Knees and Toes</td>
</tr>
<tr>
<td><em>Tulivae Tama'ivae</em></td>
<td>Knees and Toes</td>
</tr>
<tr>
<td><em>Ulu, Tau'au, Tulivae, Tama'ivae</em></td>
<td>Heads, Shoulders, Knees and Toes</td>
</tr>
<tr>
<td><em>Mata, Taliga, Gutu ma le Isu.</em></td>
<td>Eyes, Ears, Mouth and a Nose</td>
</tr>
</tbody>
</table>

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**

   | *E lua o'u mata 'ou te tilotilo ai* | I have two eyes to see with |
   | *E lua o'u taliga 'ou te fa'alogo ai* | I have two ears to listen with |
   | *E tasi lo'u isu 'ou te sogisogi ai* | I have one nose to smell with |
   | *E tasi lo'u gutu 'ou te tautala ai,* | I have one mouth to speak with, |
   | *E lua o'u vae 'ou te savalivali ai* | I have two feet / legs to walk with |
   | *E lua o'u lima 'ou te sivasiva ai* | I have two hands / arms to dance with |
   | *E tasi lo'u ulu 'ou te māfafulau ai* | I have one head to think with |
   | *'I galuega 'o le 'ū 'ou fai.** | 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'ivaes.*
   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 faia’oga* Teacher Says (the game based on Simon Says).
   
   Students should follow instructions only when the caller/teacher says: *Fai mai le faia’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:
   
   *Fai mai le faia’oga, tago i lou ulu.* Teacher says touch your head.
   
   *Fai mai le faia’oga, tago i ou tau’a’u* Teacher says touch your shoulders.
   
   *Fai mai le faia’oga………* 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 *Gaiouiga o Váega 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.*
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
Outline of a body with named body parts in gagana Sāmoa.

- lauulu
- ulu
- mata
- lo’u mata
- o’u mata
- isu
- gutu
- nifo
- laulaufaiva
- tau’au
- tulilima
- lima
- tamata’ilima
- atigilima
- taliga
- alāfau
- ua
- fatafata
- susu
- papatua
- manava
- mu’a / muli
- vae
- tamatama’iva
- atigivae
- tulivae
### Gaioiga o Vāega o lo’u Tino

<table>
<thead>
<tr>
<th>Sāmoan Expression</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E lua o’u mata ‘ou te tilotilo ai</td>
<td>I have two eyes to see with</td>
</tr>
<tr>
<td>E lua o’u taliga ‘ou te fa’alogo ai</td>
<td>I have two ears to listen with</td>
</tr>
<tr>
<td>E tasi lo’u isu ‘ou te sogisogi ai</td>
<td>I have one nose to smell with</td>
</tr>
<tr>
<td>E tasi lo’u gutu ‘ou te tautala ai,</td>
<td>I have one mouth to speak with,</td>
</tr>
<tr>
<td>E lua o’u vae ‘ou te savalivali ai</td>
<td>I have two feet / legs to walk with</td>
</tr>
<tr>
<td>E lua o’u lima ‘ou te sivasiva ai</td>
<td>I have two hands / arms to dance with</td>
</tr>
<tr>
<td>E tasi lo’u ulu ‘ou te mafaufau ai</td>
<td>I have one head to think with</td>
</tr>
<tr>
<td>‘I galuega ‘o le ‘ā ou fai.</td>
<td>About everything I will do.</td>
</tr>
</tbody>
</table>
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
lauulaufaiva
alafau
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 - Gaioga o Vāega o lo'u Tino
E lua o'u mata ou te tilotilo ai
E lua o'u taliga ou te fa'aalogo 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'a 'ou fai.
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.)
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 fofoa 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.
O mai! O mai! Sole… John… ē 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’ei 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 merrymaking, 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 puletasi.*  My *puletasi*.
- *’O lau puletasi.*  Your *puletasi*.
- *’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.
**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**

- **Communication**
  - Produce and respond to questions and requests (describe clothing and physical appearance).
  - Show social awareness when interacting with others.

- **Language knowledge**
  - Recognise that *gagana Sāmoa* is organised in particular ways.

- **Cultural knowledge**
  - Students make connections with their own cultures and languages (colours).

**Links to Ta’iala mo le Gagana Sāmoa:**

**The Gagana Sāmoa Guidelines**

- **Communication**
  - Communicate about colour, shape, size and weight.
  - Communicate about people, places and things.

- **Language knowledge**
  - Interpret and create simple texts using oral, written and visual conventions.

- **Cultural knowledge**
  - Respond to and use texts in *gagana Sāmoa*.
  - Make connections with known culture.

Cross-curricular links: technology, arts, science.
<table>
<thead>
<tr>
<th>Language Targets</th>
<th>Items of clothing/dress/blouse</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ofu</td>
<td>singlet/t-shirt</td>
</tr>
<tr>
<td>mitiafu</td>
<td>shirt</td>
</tr>
<tr>
<td>'ofutino</td>
<td>pants/trousers/slacks</td>
</tr>
<tr>
<td>'ofuvae</td>
<td>hat</td>
</tr>
<tr>
<td>pūlou</td>
<td>jacket/coat</td>
</tr>
<tr>
<td>pelaue</td>
<td>pyjamas/nightie</td>
</tr>
<tr>
<td>'ofumoe</td>
<td>traditional Samoan sarong</td>
</tr>
<tr>
<td>'ielāvalava</td>
<td>lāvalava with pockets</td>
</tr>
<tr>
<td>'iefaitaga</td>
<td>two piece traditional Samoan garment worn by females made up of a lāvalava and a dress over the top.</td>
</tr>
<tr>
<td>puletasi</td>
<td>skirt</td>
</tr>
<tr>
<td>laulāvalava</td>
<td>necklace made of dried pandanus fruit</td>
</tr>
<tr>
<td>'ūlafala</td>
<td>tapa design</td>
</tr>
<tr>
<td>'ēlei</td>
<td>special head gear worn at ceremonial occasions</td>
</tr>
<tr>
<td>tuiga</td>
<td>comb</td>
</tr>
<tr>
<td>selu</td>
<td>female traditional tattoo</td>
</tr>
<tr>
<td>malu</td>
<td>male traditional tattoo</td>
</tr>
<tr>
<td>pe'a</td>
<td>tattoo</td>
</tr>
<tr>
<td>tatau</td>
<td>uniform</td>
</tr>
<tr>
<td>tōgiga</td>
<td>my watch</td>
</tr>
<tr>
<td>la'u uati</td>
<td>shoes</td>
</tr>
<tr>
<td>se'evae</td>
<td>jandals</td>
</tr>
<tr>
<td>se'evae tosotoso</td>
<td>socks</td>
</tr>
<tr>
<td>tötini</td>
<td>shorts</td>
</tr>
<tr>
<td>'ofuvae pu'upu'u</td>
<td>trousers or slacks</td>
</tr>
<tr>
<td>'ofuvae 'u'umi</td>
<td>tracksuit pants</td>
</tr>
<tr>
<td>'ofuva toleni</td>
<td>ring</td>
</tr>
<tr>
<td>mama</td>
<td>walking stick</td>
</tr>
<tr>
<td>to'oto'o</td>
<td></td>
</tr>
</tbody>
</table>
### Language Targets

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'i'ila</td>
<td>shiny</td>
</tr>
<tr>
<td>mūmū</td>
<td>red</td>
</tr>
<tr>
<td>pa'epa'e</td>
<td>white</td>
</tr>
<tr>
<td>lanumoa</td>
<td>blue (<em>moana</em> - sea)</td>
</tr>
<tr>
<td>uliuli</td>
<td>black</td>
</tr>
<tr>
<td>lanumeamata</td>
<td>green (<em>meamata</em> - unripe)</td>
</tr>
<tr>
<td>samasama</td>
<td>yellow</td>
</tr>
<tr>
<td>'ena'ena</td>
<td>brown</td>
</tr>
<tr>
<td>violē</td>
<td>purple</td>
</tr>
<tr>
<td>pīniki</td>
<td>pink</td>
</tr>
<tr>
<td>siliva</td>
<td>silver</td>
</tr>
<tr>
<td>'auro</td>
<td>gold</td>
</tr>
<tr>
<td>lanumoli</td>
<td>orange colour</td>
</tr>
<tr>
<td>lanu'efu'efu</td>
<td>grey</td>
</tr>
<tr>
<td>pulepule</td>
<td>multi-coloured</td>
</tr>
<tr>
<td>lanutasi</td>
<td>all one colour</td>
</tr>
<tr>
<td>veloveta</td>
<td>velvet</td>
</tr>
<tr>
<td>'O le â le lanu?</td>
<td>What colour?</td>
</tr>
<tr>
<td>'O le â le lanu o lou 'ofu?</td>
<td>What colour is your dress/shirt?</td>
</tr>
<tr>
<td>'O le 'ā teu la'u 'atopa'u.</td>
<td>I'll pack my bag/suitcase.</td>
</tr>
<tr>
<td>E 'ave la'u puletasi.</td>
<td>I'll take my puletasi.</td>
</tr>
<tr>
<td>E teu o'u lōvaluva.</td>
<td>I'll pack my clothes.</td>
</tr>
<tr>
<td>'O le â le lanu o lona lauulu?</td>
<td>What colour is his/her hair?</td>
</tr>
<tr>
<td>'O le â le lanu o ona mata?</td>
<td>What colour are his/her eyes?</td>
</tr>
<tr>
<td>E uliuli lona lauulu.</td>
<td>His/her hair is black.</td>
</tr>
<tr>
<td>E sinā lona ao.</td>
<td>His/her hair (respectful) is grey</td>
</tr>
</tbody>
</table>
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’epae'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 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:

<table>
<thead>
<tr>
<th>Gagana Sāmoa</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O Jemma lea.</td>
<td>Here is Jemma.</td>
</tr>
<tr>
<td>E ono ona tausaga.</td>
<td>She is 6 years old.</td>
</tr>
<tr>
<td>E sau mai i Whakatane.</td>
<td>She is from Whakatane.</td>
</tr>
<tr>
<td>E fai lona pālou pīniki ma lona 'ofumoe lanumeamata ma se'evae tosotoso 'auro.</td>
<td>She is wearing a pink hat and her green pyjamas and gold jandals.</td>
</tr>
<tr>
<td>E fiafia e ta'alolakapī.</td>
<td>She likes playing rugby.</td>
</tr>
</tbody>
</table>

The model must show the clothes as they are mentioned and mime playing rugby.
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image" /></td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td><img src="image3" alt="Image" /></td>
<td><img src="image4" alt="Image" /></td>
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<tr>
<td><img src="image5" alt="Image" /></td>
<td><img src="image6" alt="Image" /></td>
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<tr>
<td><img src="image7" alt="Image" /></td>
<td><img src="image8" alt="Image" /></td>
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<tr>
<td><img src="image9" alt="Image" /></td>
<td><img src="image10" alt="Image" /></td>
</tr>
<tr>
<td><img src="image11" alt="Image" /></td>
<td><img src="image12" alt="Image" /></td>
</tr>
<tr>
<td><img src="image13" alt="Image" /></td>
<td><img src="image14" alt="Image" /></td>
</tr>
</tbody>
</table>
Matā’upu 13 | Audio CD Transcript

Track 36: Language Targets: Items of clothing
Fa’alog ma fa’ata’ita’i.

‘ofu
mitiafu
‘ofutino
‘ofuvae
pūlou
pelaue
‘ofumoe
‘ielāvalava
‘iefaitaga
puletasi
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
lanumoaana
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 puletasi.
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)
Piniki      pink

A   E   I   O   U
**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 mānifinifì 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 'ofuva e 'u'umi.
E mālālū 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 mālālū
Niu Sila.
(You’re right, it is cold in
New Zealand.)
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 puletasi 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.
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.

'O le taupou  the matai's daughter/principal female dancer
'O le mānaia  the matai's son/principal male dancer
'O 'aiuli  support dancers in a siva
'O le fa'aaluma  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.
fa'amâne'ene'e  move gracefully
mo'emo'e  the slow running movement of the taupou or mānaia going into a performance of a siva or taualuga.
**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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• Produce and respond to questions and requests.</td>
<td>• Communicate using numbers.</td>
</tr>
<tr>
<td>• Show social awareness when interacting with others.</td>
<td>• Respond to and express agreement and disagreement and requests for repetition, clarification and help.</td>
</tr>
<tr>
<td><strong>Language knowledge</strong></td>
<td><strong>Language knowledge</strong></td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• View and respond to verbal and non-verbal signs, symbols and movements in specified contexts.</td>
</tr>
<tr>
<td><strong>Cultural knowledge</strong></td>
<td><strong>Cultural knowledge</strong></td>
</tr>
<tr>
<td>• Students make connections with their own cultures (dance and rhythms of cultural performances).</td>
<td>• Participate in a simple cultural performance.</td>
</tr>
<tr>
<td></td>
<td>• Experience and respond to gagana Sāmoa texts.</td>
</tr>
</tbody>
</table>

Cross-curricular links: the performing arts – music and dance.
## Language Targets

<table>
<thead>
<tr>
<th>LANGUAGE OF INSTRUCTION</th>
<th>WORDS FOR DANCE ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>pati</td>
<td>taupou</td>
</tr>
<tr>
<td>patipati</td>
<td>main dancer female</td>
</tr>
<tr>
<td>pō</td>
<td>mānaia</td>
</tr>
<tr>
<td>mili</td>
<td>fa’aaluma</td>
</tr>
<tr>
<td>pōpō</td>
<td>faipese</td>
</tr>
<tr>
<td>tulolo</td>
<td>fatupese</td>
</tr>
<tr>
<td>nofo</td>
<td>fuataimi</td>
</tr>
<tr>
<td>vave</td>
<td>tāfala</td>
</tr>
<tr>
<td>‘ata mai</td>
<td>‘aiuli</td>
</tr>
<tr>
<td>pese</td>
<td>person who beats the mat drum</td>
</tr>
<tr>
<td>mini</td>
<td>support dancer</td>
</tr>
<tr>
<td>va’ai mai</td>
<td>word for clapping</td>
</tr>
<tr>
<td>tilotilo i ou lima</td>
<td>word for dancing</td>
</tr>
<tr>
<td>siva</td>
<td>word for drum</td>
</tr>
<tr>
<td>se’e</td>
<td>word for instrument</td>
</tr>
<tr>
<td>olioli mai</td>
<td>word for action/s</td>
</tr>
<tr>
<td>tolutolufa</td>
<td>word for 3/3/4</td>
</tr>
<tr>
<td>fiti</td>
<td>word for flicking</td>
</tr>
<tr>
<td>tāga</td>
<td>word for ending</td>
</tr>
</tbody>
</table>

**Language Targets**

- pati: open hand clap
- patipati: continuous clapping with open palms
- pō: cupped clap
- mili: rubbing of hands
- pōpō: continuous clapping with cupped hands
- tulolo: heads bowed
- nofo: sit up straight
- vave: quickly
- ‘ata mai: smile
- pese: sing
- mini: move
- va’ai mai: look this way
- tilotilo i ou lima: look at your hands
- siva: dance
- se’e: sideways sliding of the feet in dance
- olioli mai: get ready
- tolutolufa: 3/3/4
- fiti: flicking of the fingers against the floor
- tāga: action/s

**Language Targets by Role**

- taupou: main dancer female
- mānaia: main dancer male
- fa’aaluma: clowning conductor
- faipese: composer / choir leader
- fatupese: composer
- fuataimi: conductor
- tāfala: person who beats the mat drum
- ‘aiuli: support dancer

**Words for Dances and Instruments**

- pātē: wooden drum
- lā’au: refers to guitar or musical instruments
- fa’ataupati: slap dance
- mā’ulu’ulu: action song
- taulaluga: finale
- sāsā: 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
   - *mili*  rub hands together
   - *pati*  open palm clap
   - *pō*  cupped palm clap
   - *lua pati*  two open palm claps
   - *lua pati ma le pō*  two open palm claps followed by a cupped palm clap
   - *tolu tolu fā*  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 sasā.

Decide a focus (theme) for the sasā. 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 sasā 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 sasā dancers say Tofa 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
juataimi
tāsfala
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
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.
**MATA’UPU 15: TĀ’ALOGA SPORTS AND GAMES**

**TEACHER’S NOTES**

*Ta’alo* means play.

*Tā’aloga* 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 *lakāpī* rugby, *netipolo* netball, *kirikiti* cricket, and *fusu’oga* 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.

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Alu i fafo</em></td>
<td><em>Or</em></td>
<td><em>Mele, alu i fafo.</em></td>
<td></td>
</tr>
<tr>
<td>(go outside)</td>
<td>(go outside Mele)</td>
<td>(Mele, go outside)</td>
<td></td>
</tr>
<tr>
<td><em>Ō i fafo</em></td>
<td><em>Or</em></td>
<td><em>Tamaiti, ō i fafo.</em></td>
<td></td>
</tr>
<tr>
<td>(plural - go outside)</td>
<td>(go outside children)</td>
<td>(children, go outside)</td>
<td></td>
</tr>
<tr>
<td><em>Tū i luga</em></td>
<td><em>Or</em></td>
<td><em>John, tū i luga.</em></td>
<td></td>
</tr>
<tr>
<td>(stand up)</td>
<td>(stand up John)</td>
<td>(John, stand up.)</td>
<td></td>
</tr>
<tr>
<td><em>Tamo’e i fafo</em></td>
<td><em>Or</em></td>
<td><em>Tamotu fafo Sina.</em></td>
<td></td>
</tr>
<tr>
<td>(run outside)</td>
<td>(run outside Sina)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

'Ou te fia ta'alo........... I want to play...........
'Ou te fia 'a'au i le sami. I want to swim in the sea.

'Ou te fiafia e ta'alo........... I like to play...........or I enjoy playing........
'Ou te fiafia e ta'alo *lakāpī* i le paka. I like playing rugby in the park.
'Ou te fiafia e 'a'au i le vaitafe. I like swimming in the river.
You can say ‘no’ ‘leai’ and emphasise it by adding lē (not) to indicate the negative.

*Leai, 'ou te lē fia ta’alo.........*  No, I do not want to play……
*Leai, 'ou te lē fia ta’alo lakapī.* No I do not want to play rugby.
*Leai, 'ou te lē fia ta’alo i le paka.* No I do not want to play in the park.

*Leai 'ou te lē fiafia e ta’alo soka.* No, I don’t like playing soccer.
*Leai, 'ou te lē fiafia i le kirikiti.* No, I don’t like cricket.

*Leai 'ou te lē fia faase’e i le aisa.* No, I don’t 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.

*Sina, tū i luga.*  Sina stand up.
*Sina ma Mālia, tutū i luga.* Sina and Mālia, stand up.
*Tutū i luga tamaiti.* Stand up children.

*Tamo’e i fafo Sina.* Run outside Sina
*Sina tamo’e i fafo.* Sina run outside

* Tamaiti, tāmomo’e i fafo.* Children, run outside.
*Tāmomo’e i fafo tamaiti.* Run outside children.

*John, alu e ta’alo.* John, go and play.
*Tamaiti, ō e tā’a’alo.* 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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Produce and respond to questions and requests (relating to sports and games).</td>
<td>• Communicate interest, need, enjoyment and opinion.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>• Communicate about people, places and things.</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways.</td>
<td>• Express and respond to desires, needs and preferences.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>• Give and respond to greetings, farewells, thanks and introductions.</td>
</tr>
<tr>
<td>• Students make connections with their own cultures (types of recreational and traditional sports and games).</td>
<td>Language knowledge</td>
</tr>
<tr>
<td></td>
<td>• Interact in short conversations.</td>
</tr>
</tbody>
</table>

Cross-curricular links: mathematics.
### Language Targets

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Ou te fiafia i le lakapī.</td>
<td>I like rugby.</td>
</tr>
<tr>
<td>'Ou te lē fiafia i le lakapī.</td>
<td>I do not like rugby.</td>
</tr>
<tr>
<td>'Ae a 'oe?</td>
<td>How about you?</td>
</tr>
<tr>
<td>'Ou te lē fia ta'alo.</td>
<td>I do not want to play.</td>
</tr>
<tr>
<td>'Ou te fia ta'alo.</td>
<td>I want to play….</td>
</tr>
<tr>
<td>tāpolo</td>
<td>tennis</td>
</tr>
<tr>
<td>tēnihis</td>
<td>golf</td>
</tr>
<tr>
<td>lakapī</td>
<td>soccer</td>
</tr>
<tr>
<td>soka</td>
<td>cricket</td>
</tr>
<tr>
<td>kiliikitī</td>
<td>volleyball</td>
</tr>
<tr>
<td>volipolo</td>
<td>hide and seek</td>
</tr>
<tr>
<td>'ive'a</td>
<td>hop scotch</td>
</tr>
<tr>
<td>musa</td>
<td>play card</td>
</tr>
<tr>
<td>pelē</td>
<td>a popular card game</td>
</tr>
<tr>
<td>suipi</td>
<td>ride or riding (sitting on/in)</td>
</tr>
<tr>
<td>ti'eti'e</td>
<td>ride the bike</td>
</tr>
<tr>
<td>ti'eti'e i le uila</td>
<td>skating/skiing/sliding</td>
</tr>
<tr>
<td>fa'a'se'e</td>
<td>investigate / question</td>
</tr>
<tr>
<td>su'esu'e</td>
<td>result</td>
</tr>
<tr>
<td>su'esu'ega</td>
<td>research</td>
</tr>
<tr>
<td>i'uga</td>
<td>game</td>
</tr>
</tbody>
</table>
**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 lakipī I play rugby, ‘Ou te lē ta’alo lakipī 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 lakapi.* 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 lakapi.
‘Ou te le fiafia i le lakapi.
‘Ae a ‘oe?
‘Ou te le fia ta‘alo.
‘Ou te fia ta‘alo.
‘a‘au
lakapi
te‘nisi
tāpolo
soka
kiliki
volipolo
‘ivēa
musa
pelē
suipi
ti‘eti‘e
ti‘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'a'alo lakāpī 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 ‘aula.

E sefulu pasene o le vasega e lē tā’a’alo i ni tā’aloga.
E luasefulu pasene e tā’a’alo lakāpī.
E luasefulu pasene e fiafia i le pelē.
E luasefulu pasene e fiafia e tā’a’alo i ta’aloga fa’akomepiuta.
Scenario 24: A discussion on sports and games.
Sina, Gafa, John and Anita are seated in a group in their classroom.

Gafa
Sina, 'o á au mea e fai nānei?
(Sina, what are you doing tonight?)

Sina
'Ou te ta'al o 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 à 'oe John?
'E te fia ta'al o?
(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 ʻoe 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 pele?
(Who wants to play cards?)

John starts to deal the deck of cards as the group joins him for a game.
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 _ʻava_ 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, _ʻato_ 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. _Meaʻalofo_ 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 _meaʻalofo_ 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 _faʻasāmoa_. 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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>• Receive and produce information; show social awareness when interacting with others.</td>
<td>• Communicate about colour, shape, size, weight and direction.</td>
</tr>
<tr>
<td>Language knowledge</td>
<td>Language knowledge</td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways (using imperatives).</td>
<td>• Experience and respond to gagana Sāmoa texts.</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>Cultural knowledge</td>
</tr>
<tr>
<td>• Students make connections with their own cultures (protocol of giving and receiving gifts).</td>
<td>• Make connections with their known culture.</td>
</tr>
<tr>
<td></td>
<td>• Recognise and express fa’aaloalo in a variety of contexts.</td>
</tr>
</tbody>
</table>

Cross-curricular links: visual arts.
<table>
<thead>
<tr>
<th>Language Targets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lalaga</td>
<td>weaving</td>
</tr>
<tr>
<td>‘ēlei</td>
<td>a tapa print design</td>
</tr>
<tr>
<td>fili</td>
<td>plait</td>
</tr>
<tr>
<td>meaālofa</td>
<td>gift</td>
</tr>
<tr>
<td>‘aiavā</td>
<td>a ceremonial exchange of gifts</td>
</tr>
<tr>
<td>ili</td>
<td>fan</td>
</tr>
<tr>
<td>fala</td>
<td>mat</td>
</tr>
<tr>
<td>siapo</td>
<td>tapa cloth</td>
</tr>
<tr>
<td>‘ietoga</td>
<td>very finely woven mat</td>
</tr>
<tr>
<td>taulima</td>
<td>bracelet/bangle</td>
</tr>
<tr>
<td>mama</td>
<td>ring</td>
</tr>
<tr>
<td>tautaliga</td>
<td>ear rings</td>
</tr>
<tr>
<td>‘ula</td>
<td>necklace</td>
</tr>
<tr>
<td>fale lalaga</td>
<td>weaving workshop or place where women gather to weave.</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
LESONA A

Suggested Resources:

- list of language targets
- *Mua Ō!* DVD
- OHT 1 and 2

Suggested Learning Tasks:

Watch the *Mua Ō!* 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 *’ulālole* 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.
'Ulālole

Materials needed:
- Lole
- Lipine
- Seleulu

Step 1:
Filifili ni lole se lua

Step 2:
Fa’aogā se fasi lipine e nonoa fa’atasi ai lole

Step 3:
Faifaipea le soso’oga o lole se’i ōtoa le ‘ula
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'aaoā 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:**
- *Lole*  Lollies with wrappers
- *Lipine*  Curling Ribbon cut into 25 strips of 5cm long
- *Seleulu*  Scissors

**Step 1:**
Fififili 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.
Lalaga
Weaving

Step 1:
Tipitipi pepa A & B i luga o laina.
For each Sheet A & B: Cut along the lines.

Step 2:
Gagau i tua fasipepa B1 - B10.
Fold back each strip back from B1 - B10.

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.
Step 4:

Fa’aaoa fasipepa ta’itasi o le Pepa B e fa’aalava 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.
<table>
<thead>
<tr>
<th>SHEET A</th>
<th>Cut the dotted line only</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
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’atāfāfā
tāfatolu
lāpotopoto
lā’umi’umi
māfiafia
mānifinifi
fa’ata’atia
fa’aālia
gaugau
fasispepa
fa’aaogā
fa’alava
ta’itasi
nonoa
soso’o
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 handcrafts 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.
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.
**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.

<table>
<thead>
<tr>
<th>Links to New Zealand Curriculum: Learning Languages</th>
<th>Links to Ta’iala mo le Gagana Sāmoa: The Gagana Sāmoa Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Communication</strong></td>
</tr>
<tr>
<td>• 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).</td>
<td>• Give and respond to greetings, farewells, thanks and introductions.</td>
</tr>
<tr>
<td><strong>Language knowledge</strong></td>
<td><strong>Language knowledge</strong></td>
</tr>
<tr>
<td>• Recognise that the target language is organised in particular ways (using imperatives).</td>
<td>• Use language, positioning and movement to show respect.</td>
</tr>
<tr>
<td><strong>Cultural knowledge</strong></td>
<td><strong>Cultural knowledge</strong></td>
</tr>
<tr>
<td>• Students make connections with their own cultures (culture of meal times for special guests).</td>
<td>• Express and respond to desires, needs and preferences.</td>
</tr>
<tr>
<td></td>
<td>• Communicate offers, acceptance, refusal and denial.</td>
</tr>
<tr>
<td></td>
<td>• Position themselves appropriately when relating to others.</td>
</tr>
<tr>
<td></td>
<td>• Recognise and express fa’aaloalo.</td>
</tr>
<tr>
<td></td>
<td>• Differentiate and express social roles and relations.</td>
</tr>
<tr>
<td></td>
<td>• Make connections with known culture.</td>
</tr>
</tbody>
</table>

Cross-curricular links: food technology.
<table>
<thead>
<tr>
<th>Language Targets</th>
<th>TABLE TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INGREDIENTS</strong></td>
<td>'O lau mea'ai lea.</td>
</tr>
<tr>
<td>māsima</td>
<td>'O lau mea' taumafa lea.</td>
</tr>
<tr>
<td>suka</td>
<td>'O lau vai inu lea.</td>
</tr>
<tr>
<td>falaoamata</td>
<td>'O lau vai taumafa lea.</td>
</tr>
<tr>
<td>falaoa</td>
<td>'aumai</td>
</tr>
<tr>
<td>aniani</td>
<td>'aumai le falaoa</td>
</tr>
<tr>
<td>fa'i</td>
<td>'aumai le naifi</td>
</tr>
<tr>
<td>fa'ipula</td>
<td>'aumai le naifi</td>
</tr>
<tr>
<td>lautīpolo</td>
<td>fa'amo lemole</td>
</tr>
<tr>
<td>pe'epe'e</td>
<td>'aumai sa'u mea'ai</td>
</tr>
<tr>
<td></td>
<td>fa'amo lemole</td>
</tr>
<tr>
<td></td>
<td>'Ua lava.</td>
</tr>
<tr>
<td></td>
<td>'Ua lava lea fa'afetai.</td>
</tr>
<tr>
<td></td>
<td>'Ua 'ou mā'ona.</td>
</tr>
<tr>
<td></td>
<td>lotu</td>
</tr>
<tr>
<td></td>
<td>fai le lotu</td>
</tr>
<tr>
<td></td>
<td>'O le 'ā fai le lotu.</td>
</tr>
<tr>
<td></td>
<td>'O le 'ā tatou 'a'ai.</td>
</tr>
<tr>
<td></td>
<td>'Ua 'e fia 'ai?</td>
</tr>
<tr>
<td></td>
<td>'Ua 'ou fia 'ai.</td>
</tr>
<tr>
<td></td>
<td>Here's your food/meal.</td>
</tr>
<tr>
<td></td>
<td>Here's your food/meal.</td>
</tr>
<tr>
<td></td>
<td>Here's your food/meal.</td>
</tr>
<tr>
<td></td>
<td>Here's your drinking water.</td>
</tr>
<tr>
<td></td>
<td>Here's your drinking water.</td>
</tr>
<tr>
<td></td>
<td>give me/bring/pass me</td>
</tr>
<tr>
<td></td>
<td>Give (pass) me the bread.</td>
</tr>
<tr>
<td></td>
<td>Give (pass) me the knife.</td>
</tr>
<tr>
<td></td>
<td>Give me the knife please.</td>
</tr>
<tr>
<td></td>
<td>Give me some food please.</td>
</tr>
<tr>
<td></td>
<td>It's/that's enough.</td>
</tr>
<tr>
<td></td>
<td>This is enough thankyou.</td>
</tr>
<tr>
<td></td>
<td>I have had enough to eat.</td>
</tr>
<tr>
<td></td>
<td>grace</td>
</tr>
<tr>
<td></td>
<td>say grace</td>
</tr>
<tr>
<td></td>
<td>Let's say grace.</td>
</tr>
<tr>
<td></td>
<td>Let's eat.</td>
</tr>
<tr>
<td></td>
<td>Are you hungry?</td>
</tr>
<tr>
<td></td>
<td>I am hungry.</td>
</tr>
</tbody>
</table>

**UTENSILS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>sipunitī</td>
<td>teaspoon</td>
</tr>
<tr>
<td>'iputī</td>
<td>teacup</td>
</tr>
<tr>
<td>'ulo</td>
<td>pot</td>
</tr>
<tr>
<td>sipuni</td>
<td>spoon</td>
</tr>
<tr>
<td>tui</td>
<td>fork</td>
</tr>
<tr>
<td>naifi</td>
<td>knife</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

<table>
<thead>
<tr>
<th>fa'apuna le vai</th>
<th>boil the water</th>
</tr>
</thead>
<tbody>
<tr>
<td>tipi</td>
<td>cut</td>
</tr>
<tr>
<td>tipitipi le talo</td>
<td>cut up the taro</td>
</tr>
</tbody>
</table>

*Mua Ō! | An Introduction to Gagana Sāmoa | 316*
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 faʻafetai?
   - 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***

Fa’afetai lesu
mo mea’ai
na foa’i mai
e tausi ai mātou le fānau
‘Āmene

Thank you Jesus
for the food
given to us
to sustain us children
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:

Ioe, ua ‘ou fia ‘ai fa’amolemole.
Yes, I’m hungry (please).

‘Aumai sa’u alaisa (or other food item)
fa’amolemole.
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.
<table>
<thead>
<tr>
<th>English</th>
<th>Everyday Gagana Sāmoa</th>
<th>Formal Gagana</th>
</tr>
</thead>
<tbody>
<tr>
<td>come here</td>
<td>sau</td>
<td>maliu mai / afio mai /susū mai</td>
</tr>
<tr>
<td>eat</td>
<td>'ai</td>
<td>taumafā / tausami</td>
</tr>
<tr>
<td>food</td>
<td>mea'ai</td>
<td>mea taumafā / mea tausami</td>
</tr>
<tr>
<td>give or pass me</td>
<td>'aumai</td>
<td>fa'agasegase mai / tau’a’ao mai</td>
</tr>
<tr>
<td>finger bowl, hand wash bowl</td>
<td>Vai fafano</td>
<td>Vai tatafi</td>
</tr>
<tr>
<td>Here’s your chair / seat.</td>
<td>'O lou nofoa lea</td>
<td>'O lou ava lea</td>
</tr>
<tr>
<td>Here’s your food / meal.</td>
<td>'O lau mea'ai lea</td>
<td>'O lau mea taumafā lea</td>
</tr>
<tr>
<td>Have you had enough food?</td>
<td>'Ua e mā'ona?</td>
<td>'Ua 'e laulelei?</td>
</tr>
<tr>
<td>thank you</td>
<td>fa'afetai</td>
<td>fa'afetai lava</td>
</tr>
<tr>
<td>Are you hungry?</td>
<td>'Ua 'e fia 'ai?</td>
<td>'Ua 'e fia taumafā?</td>
</tr>
<tr>
<td>I am thirsty.</td>
<td>'Ua 'ou fia inu.</td>
<td>'Ua 'ou fia inu.</td>
</tr>
<tr>
<td>Are you thirsty? / do you want some water to drink?</td>
<td>'Ua 'e fia inu?</td>
<td>'Ua 'e fia taumafā i se vai?</td>
</tr>
<tr>
<td>Thank you for making the food.</td>
<td>Fa'afetai lava fai mea'ai</td>
<td>Malō lava gāsese.</td>
</tr>
<tr>
<td>May you be blessed.</td>
<td></td>
<td>'Ia 'outou manuia</td>
</tr>
</tbody>
</table>
A) Spoken *Lotu*

Fa'afetai iesu,  
mo mea'ai  
na foa'i mai  
e tausi ai mātou le fanau.  
'Āmene

Thank you Jesus  
for the food  
given to us  
to sustain us children.  
Amen

B) Hymn  *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

Thank you for the world  
Thank you for the food  
Thank you for the birds that sing  
God, thank you.
FA’ALIFU TALO
Taro in Coconut Cream

Ingredients:

<table>
<thead>
<tr>
<th>Talo</th>
<th>Taro</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pe'epe'e</td>
<td>Coconut cream</td>
</tr>
<tr>
<td>Māsima</td>
<td>Salt</td>
</tr>
<tr>
<td>Aniani</td>
<td>Onions</td>
</tr>
</tbody>
</table>

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'pe'e
Add coconut cream.
Tapuni le 'ulo
Put the lid on.

Sauni loa e 'ai.
Ready to eat.
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.
SAPASUI (for 30 people)

Ingredients

Fasi Povi  
Meat / Gravy beef

Lialia (afa pauna)  
500gms vermicelli

Tasi aniani  
One onion

Aniani saina  
Garlic

Sosi soi  
Soya sauce

Suau'u pīnati  
Peanut oil.

Method

Tipitipi fasi povi  
Cut (dice) the meat

Tipitipi aniani  
Chop the onion

Tipitipi aniani saina  
Chop the garlic

Fa‘avevela le suau'u i le 'ulo  
Heat the oil in a pot.

Fa’a’opoopo le aniani ma le aniani saina  
Add the onion and the garlic

Fa’a’opoopo le fasi povi ma falai  
Add the meat and fry

Fa’avai le lialia i vai vevela  
Soak the vermicelli in hot water

Fa’a’opoopo le lialia i le 'ulo  
Add the vermicelli to the pot

Fa’a’opoopo le sosi soi i le 'ulo  
Add the soya sauce.

Sa‘eu  
Mix well.
POI (for 30 people)

Ingredients

Sefululima fa'i pula 15 Ripe Bananas
'Apa pe'pe'e 1 can coconut cream
Lau tipolo Lemon leaves.

Method

Fofoe fa'i.

Fa'aaogā le tui e palu ai fa'i.

Fa'aopoopo le pe'epe'e.
<table>
<thead>
<tr>
<th>Fa’aopopo lau tipolo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa’eu fa’atasi.</td>
</tr>
<tr>
<td>Fa’aopopo i ai le 'aisa.</td>
</tr>
<tr>
<td>Sasa’a i ipu.</td>
</tr>
</tbody>
</table>
SAPASUI (for 30 people)

Ingredients

Fasi Povi
Lialia (Afa pauna)
Tasi aniani
Aniani saina
Sosi soi
Suā'u pīnati

Method

Tipitipi le fasi povi

Tipitipi aniani

Tipitipi aniani saina
Fa'avevela le suā'u i le 'ulo

Fa'apoopo le aniani ma le aniani saina

Fa'apoopo le fasi povi ma falai

Fa'avai le lialia i vai vevela
Fa’aopoopo le liialia 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**

<table>
<thead>
<tr>
<th>Fuāmoa</th>
<th>Vine</th>
<th>Moli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fa'i</td>
<td>Kapisi</td>
<td>Falaoa</td>
</tr>
<tr>
<td>'Ulu</td>
<td>Pateta</td>
<td>Alaisa</td>
</tr>
</tbody>
</table>
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
sipunitī
'iputī
'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 fa'amolemole
'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.
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 puletasi 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'a fetai.
Susū maia i totonu.
(Very well thank you.
Welcome, come right in.)

Faife'au
Fa'a fetai.
(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
'Oi, Tālofa lava i lau susuga le fa'afeagaiga.
(Oh, hello sir the Minister.)

Faife'au
Tālofa i lau afioga.
(Hello sir.)
Ioane (motioning to a chair)
'O lou ava lenā.
(Come in, there is your seat.)

Once Ioane and the church minister are seated, Ioane continues with the greetings of formal welcome.

Ioane
Susū maia,
tala mai a’aō.
(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.)

Ioane 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.)

Ioane
’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 lesu, mō me'a'ia '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**

'la '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.  
Mālo lava le gāse.  
(Very nice cooking, thank you.  
Very well done.)

**Mele**

Fa'afetai.  
(Thank you.)
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.

līta (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.
# Learning Intentions:

By the end of this mata’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

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognise that the target language is organised in particular ways (question formats).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students make connections with their own cultures (buying and selling at the markets).</td>
</tr>
</tbody>
</table>

## Links to Ta’iala mo le Gagana Sāmoa:

### The Gagana Sāmoa Guidelines

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate about colour, size, shape and direction.</td>
</tr>
<tr>
<td>• Express and respond to desires, needs and preferences.</td>
</tr>
<tr>
<td>• Communicate offers, acceptance, refusal and denial.</td>
</tr>
<tr>
<td>• Make requests, give instructions and respond to requests and instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interact in short conversations.</td>
</tr>
<tr>
<td>• Interpret and create simple texts, using oral, written and visual conventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiate and express social roles and relationships.</td>
</tr>
<tr>
<td>• Recognise and express fa’aaloalo in a variety of contexts.</td>
</tr>
</tbody>
</table>

Cross-curricular links: mathematics.
### Language Targets

<table>
<thead>
<tr>
<th>English</th>
<th>Gagana Sāmoa</th>
<th>English</th>
<th>Gagana Sāmoa</th>
<th>English</th>
<th>Gagana Sāmoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>māketi</td>
<td>market</td>
<td>‘Aumai sa’u pauna pata fa’amolemole</td>
<td>Bring me a pound of butter please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fale’ooloa</td>
<td>shop</td>
<td>‘Aumai se tāseni fuāmoa fa’amolemole.</td>
<td>Bring me a dozen eggs please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa’atau</td>
<td>shopping/buy/sell</td>
<td>‘Ou te mana’o i se…….</td>
<td>I would like a…….</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tālā</td>
<td>dollar</td>
<td>E fia le tau o tamato?</td>
<td>How much are the tomatoes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sene</td>
<td>cent</td>
<td>E fia le tau o le fagu susu?</td>
<td>How much is a bottle of milk?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tāseni</td>
<td>dozen</td>
<td>E fia le tau o le pepa sukalati?</td>
<td>How much is the packet of chocolates?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'apa</td>
<td>tin</td>
<td>E iai ni tou…….?</td>
<td>Do you have any…….?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pepa</td>
<td>packet or paper</td>
<td>kilo</td>
<td>kilo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fagu</td>
<td>bottle</td>
<td>kalama</td>
<td>gram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pusa</td>
<td>box</td>
<td>līta</td>
<td>litre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa’i mata</td>
<td>green banana</td>
<td>‘afalita</td>
<td>half a litre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fou</td>
<td>fresh</td>
<td>lāpotopoto</td>
<td>round or circular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pula</td>
<td>ripe</td>
<td>fa’atāfāfā</td>
<td>four sided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fa’i pula</td>
<td>ripe banana</td>
<td>l’o</td>
<td>circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pala</td>
<td>rotten</td>
<td>tuai</td>
<td>old/over ripe not fresh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tauagatā</td>
<td>expensive</td>
<td>mānaia</td>
<td>good/nice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>taugōfie</td>
<td>cheap/inexpensive</td>
<td>fa’atāfāfā</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lāpo’a</td>
<td>large/big</td>
<td>l’o</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tele/telē</td>
<td>many/lots/big</td>
<td>tuai</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>la’itiiti</td>
<td>small</td>
<td>mānaia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>falaoamata</td>
<td>flour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fuāmoa</td>
<td>egg(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suka</td>
<td>sugar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pateta</td>
<td>potato</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alaisa</td>
<td>rice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>falaoa</td>
<td>bread</td>
<td></td>
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</tr>
</tbody>
</table>

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*Note:* The above table provides a list of language targets for shopping at the markets in Gagana Sāmoa, including words for various items such as market, shop, dollar, cent, dozen, packet, bottle, green banana, fresh, ripe, rotten, market shop, shopping/buy/sell, shopping at the markets, language targets, and phrases for specific items and actions in purchasing them.
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’oloa
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
ja'atāfāfā
li'o
tuai
mānaia
**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 Aunty 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 Iafeta, 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?)

**Iafeta**

*E fia ni talo e te mana'o ai?*

(How many taro would you like?)

**Lupe**

*Sefulu talo fa'amolemole.*

(Ten taro please.)

**Iafeta**

*E sefulu lima tālā... 'ēā?*

(It's fifteen dollars…alright?)

Lupe reaches for her purse as Iafeta loads the taro into a woven basket.

**Iafeta**

*Fa'afetai tele le fa'atau, manuiia le aso.*

(Thank you for buying, have a nice day.)
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.)
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 - ʻula and rings - mama. You can also buy clothes - ʻofu, 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.
**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)
S usuf mai. A fio mai M aliu mai.
I le faatauaina o le Gagana Sāmoa i la matou vasega
E fai i le Aso F araile _______________ (aso)
A mata i le 1.00 i le aoauli
F a amolemale fahesotai mai le Faiaoga
i le telefoni numera __________________________
S oifua ________________________________ (Igoa)

With respect we invite you ____________ (name)
Welcome Welcome Welcome
To the celebration of Sāmoan language by our class
To be held on Friday ________________ (date)
S tarting at 1.00 in the afternoon
P lease respond by contacting the teacher
on telephone number ________________
F rom ____________________________ (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**

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognise that target language is organised in particular ways (use of respectful language).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students make connections with their own cultures (appropriate protocols for formal and everyday invitation).</td>
</tr>
</tbody>
</table>

**Links to *Ta’iala mo le Gagana Sāmoa*: The Gagana Sāmoa Guidelines**

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communicate about people, places and things.</td>
</tr>
<tr>
<td>• Give and respond to greetings, farewells, thanks and introductions.</td>
</tr>
<tr>
<td>• Communicate using numbers, time and place.</td>
</tr>
<tr>
<td>• Use language to show respect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interpret and create simple texts.</td>
</tr>
<tr>
<td>• Recognise and use linguistic conventions to make and interpret meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognise and express <em>fa’aaloalo</em> in a variety of contexts.</td>
</tr>
</tbody>
</table>
### Language Targets

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sāuni</td>
<td>prepare</td>
</tr>
<tr>
<td>tusi</td>
<td>write</td>
</tr>
<tr>
<td>vala’au</td>
<td>invite</td>
</tr>
<tr>
<td>tusi vala’aulia</td>
<td>written invitation</td>
</tr>
<tr>
<td>afio mai</td>
<td>welcome (formal)</td>
</tr>
<tr>
<td>maliu mai</td>
<td>welcome (formal)</td>
</tr>
<tr>
<td>susū mai</td>
<td>welcome (formal)</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Formal invitation</th>
<th>Telephone conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of people in the conversation</td>
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</tr>
<tr>
<td>‘I fea Where</td>
<td>‘I fea Where</td>
</tr>
<tr>
<td>Āfea When</td>
<td>Āfea When</td>
</tr>
<tr>
<td>Taimi Time</td>
<td>Taimi Time</td>
</tr>
<tr>
<td>‘O le ā? What</td>
<td>‘O le ā? What</td>
</tr>
<tr>
<td>‘O ai Who</td>
<td>‘O ai Who</td>
</tr>
<tr>
<td>Lāvalava What to wear</td>
<td>Lāvalava What to wear</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Names of students in the conversation</th>
<th>'O fea</th>
<th>Āfe'a?</th>
<th>Taimi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or Pair #1</td>
<td>'O le ā?</td>
<td>'O ai</td>
<td>Lāvalava</td>
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<th>Taimi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or Pair #2</td>
<td>'O le ā?</td>
<td>'O ai</td>
<td>Lāvalava</td>
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<tbody>
<tr>
<td>Or Pair #3</td>
<td>'O le ā?</td>
<td>'O ai</td>
<td>Lāvalava</td>
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<th>Taimi</th>
</tr>
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<tbody>
<tr>
<td>Or Pair #4</td>
<td>'O le ā?</td>
<td>'O ai</td>
<td>Lāvalava</td>
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<tbody>
<tr>
<td>Or Pair #5 etc....</td>
<td>'O le ā?</td>
<td>'O ai</td>
<td>Lavalava</td>
</tr>
</tbody>
</table>
**LESONA I**

**Suggested Resources:**
- *Mua Ō! DVD*

**Suggested Learning Tasks:**

1. Invitations to the *Fa’atūaina ‘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’atūaina ‘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.
**Dialogue: Telephone Conversation**

Susana: *Tālofa lava.*
Lupe: *Suga, Tālofa.*

Susana: 'O ai lea fa'amolemole?
Lupe: 'O Lupe.

Susana: 'Oi, mālō suga.
Lupe: Mālō, 'e te avanoa nānei?

Susana: 'Ioe, 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.
Lupe: 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 ofuvaefou 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 tūfā.

Susana: Fā Lupe. Fetaui nānei.
Matā’upu 19 | Worksheet 1

Listening Grid

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<td>'O ai</td>
<td>Lava lava</td>
</tr>
</tbody>
</table>
**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: 'Oi, mālō suga.
Lupe: Mālō, 'e te avanoa nānei?

Susana: 'Io,e a 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 'enana'ena ma lo'u ofutino uliuli ma lo'u ofu māfana'ana pa'epa'e. 'Ae ā oe?

Susana: 'O lea e 'ofu lo'u ofuvae fou ma lo'u ofu māfana'ana e fai le pūlou lanu pīniki. 'O le ā le taimi ta te fetaui ai?

Lupe: Tā fetaui i luma o le 'ofisa 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 ‘ātā tou sauni nei e vala’au ou mātua po’o sau uā mo le tatou fiafia i le māsina fou. Tāpenua 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…'Oi Herbert, o 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.)
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 faī i le Aso Faraile,_
_i le iva i le taeao, i le ā'oga,_
_fāsefulu tolu Brown Street,_
_i le potu sefulu lua._
_Fa'amole mole fa'afo'otai_
_mai le faia'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
*Ioe.*
(Yes.)

Gafa
*'E te fia alu lā
i le tifaga?*
(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 tifaga 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**

'Oa 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 āi?

(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 faletifaga i le ono. 'Ia tōfā.

(Let’s meet in front of the cinema at six. OK, bye.)

**Sina**

Tōfā suga.

(Bye girl.)
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 Ĭ! 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 Ĭ! 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.

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
'Oi 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
Le fa’aialoga lea o Sāmoa ua mafai ona tautai
‘O lō tā sa’olotoga
Sāmoa tula‘i, ua aigaia lau fu’a lou pale lea.
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 *puletasi* 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

*Mālo 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.)
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 ʻātoa e faʻatālofa atu ai. Afio mai, maliu mai ma susū mai.

(On behalf of our teacher and whole class, I greet you. Welcome, welcome, welcome)

**Gafa**

Faʻafetai tele lava mo le taliaina o lā mātou valaʻau.

(Thank you very much for accepting our invitation.)

**Anita**

Tālofa lava ʻo loʻu igoa o Anita.

(Hello, my name is Anita.)

**John**

Mālō le soifua ʻo aʻu o John.

(Good health! I am John.)
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.

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.)