

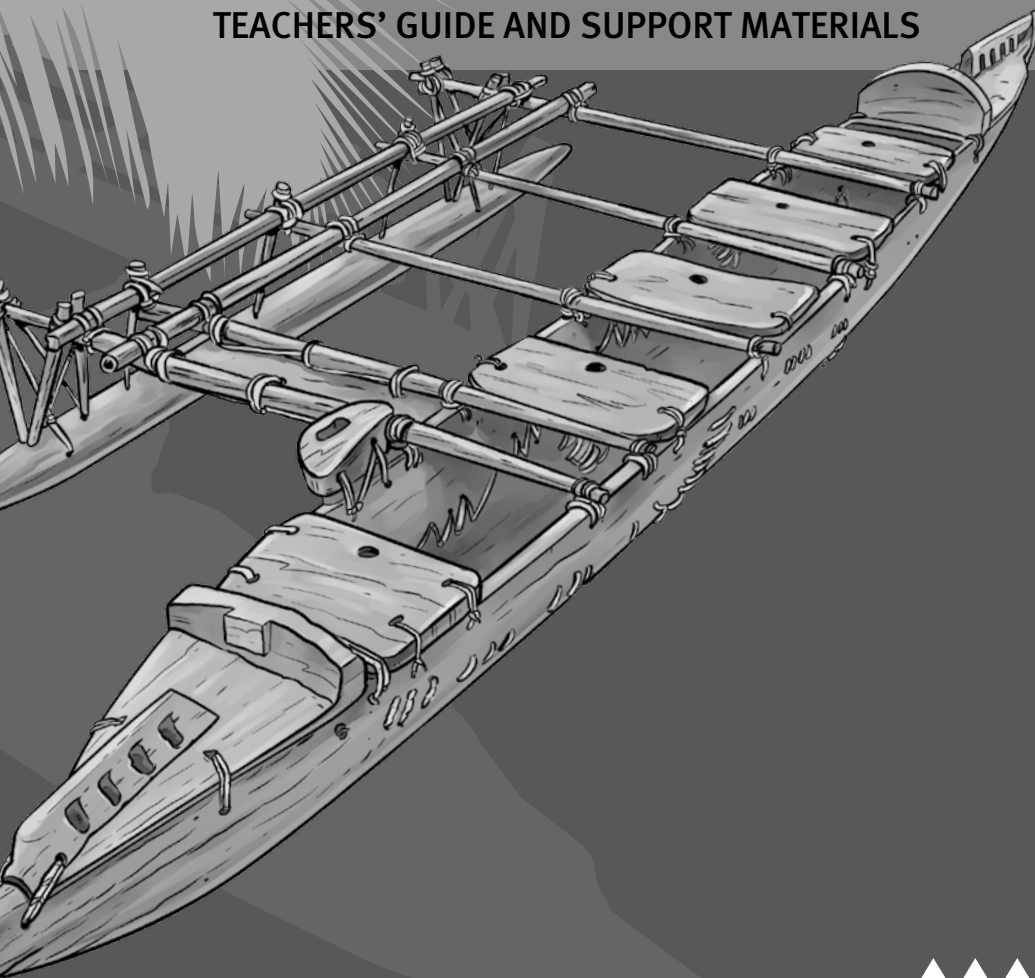


MUAKIGA!

AN INTRODUCTION TO GAGANA TOKELAU

TEACHERS' GUIDE AND SUPPORT MATERIALS

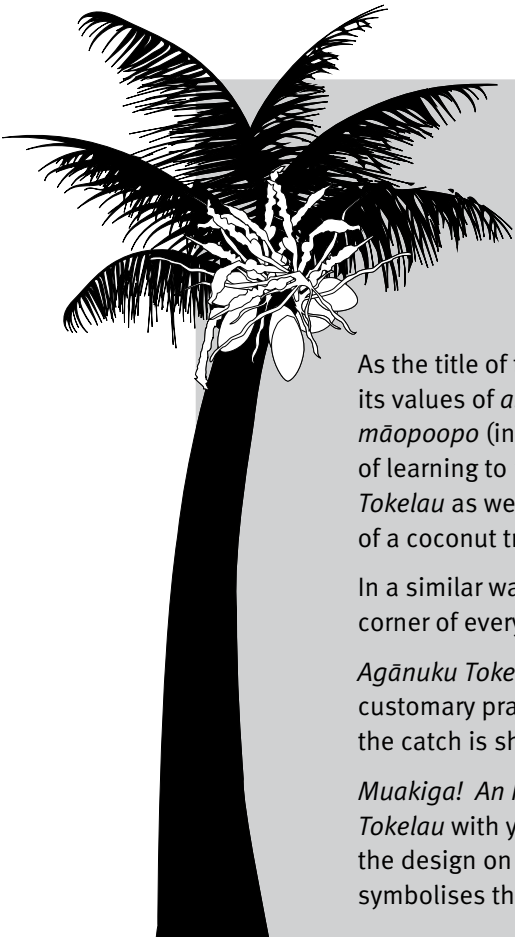
LEARNING LANGUAGES SERIES



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

New Zealand Government



“*Muaki*” means “to yield, to blossom, to flourish, and to reproduce”. *Muakiga* is the special time in the life cycle of the coconut tree when it produces an abundance of flowers and new coconuts (the fruit). *Muakiga* produces the seeds that are the source of new life, ensuring the survival of the species. This tree provides food and shelter for many living creatures, including us. For this reason, it is called the “tree of life”.

As the title of this resource, *Muakiga!* symbolises the Tokelau philosophy of *inati* and its values of *alofo* (compassion), *fakaaloalo* (respect), *vā feāloaki* (relating to others), *māopoopo* (inclusion), and *fakahoa lelei* (equity). *Muakiga!* not only offers an abundance of learning to nourish those who receive a share, it will be a source of new life for *gagana Tokelau* as well, helping to ensure the survival of the language. For this reason, an image of a coconut tree during *muakiga* appears on the progress chart on page 48.

In a similar way, the *tuluma* (fishing tackle box) on the cover and in the top right hand corner of every page symbolises the “catch” that is being distributed.

Agānuku Tokelau (Tokelau culture) places a high value on sharing resources. In the customary practice of *inati*, when a *paopao* (outrigger canoe) returns from a fishing trip, the catch is shared with everyone in the community.

Muakiga! An Introduction to Gagana Tokelau shares *gagana Tokelau* and *agānuku Tokelau* with you and your students. The *paopao* design on the front cover, which echoes the design on the front cover of *Gagana Tokelau: The Tokelau Language Guidelines*, symbolises this *inati*.



This resource has been developed to support the
New Zealand Curriculum.

Published 2011 for the Ministry of Education by
CWA New Media, Box 19090, Wellington 6149, New Zealand.
www.cwa.co.nz

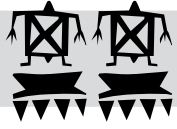
Publishing services by Lift Education, South Pacific Press
Design services by ThinkSpace Design
Illustrated by Scott Pearson

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ISBN 978 0 478 36718 8

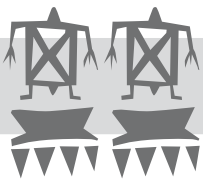
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email orders@thechair.minedu.govt.nz online at www.thechair.govt.nz

Please quote item numbers as follows:
Printed material only item number 710093
Complete resource item number 710075



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FAKATOMUAGA – PREFACE



ACKNOWLEDGMENTS

Muakiga! An Introduction to Gagana Tokelau was developed for the Ministry of Education by CWA New Media, Learning Media, and Lift Education, South Pacific Press.

The developers would like to thank Hale Siaosi and Gail Spence for writing this communicative language resource.

Emeli Sione (Phase 1) and Loimata lupati (Phase 2) contributed to the project.

The Ministry of Education personnel who guided and supported this project were Fatulatetele Tolo, Senior Adviser, Curriculum Teaching and Learning, and Annette Lole Karepa (Phase 1), National Coordinator, Pasifika Languages and Resources.

The developers would also like to thank the following for their contributions and advice:

Tufaina Faraimo	Glenview School
Malia Soane	Pomare School
Aloihio Kave Kelemete	Pomare School
Maselino Patelesio	Porirua College
Kalisi Viliamu-Hope	Brandon Intermediate

The schools that trialled the resource were:

Petone Central School;
Sacred Heart Primary School;
South Wellington Intermediate School;
Wainuiomata Intermediate School.

The producers of the DVDs and CDs would like to thank all those who assisted with the filming and recording. The cast and crew are acknowledged on the DVDs.

INTRODUCTION



Fakatālofa atu! Welcome to the Learning Languages Series resource *Muakiga! An Introduction to Gagana Tokelau*. This communicative language resource provides an integrated package of materials designed to offer flexible, progressive, entry-level lessons for teachers and students who are new learners of *gagana Tokelau* (the Tokelau language).

The design of the resource acknowledges the fact that, as for many teachers, this may be your first association with teaching a Pacific language. It encourages you to adopt the role of the facilitator in the classroom, learning along with your students and, potentially, learning from them.

Please don't worry, and reassure your students so that they don't worry, if you don't understand every aspect of *agānuku Tokelau* (the Tokelau culture) and some of the *gagana Tokelau* words as you encounter them. Learners are not expected to understand everything right away.

The DVDs will help you to focus on the target language in context. The presenter identifies the language focus at each step. You will also hear everything you need to say in *gagana Tokelau* on the CDs, and there will be lots of opportunities for practice.

Students of Tokelau heritage may take advantage of the opportunity to extend their knowledge and use of *gagana Tokelau* and *agānuku Tokelau* in schools where *Muakiga! An Introduction to Gagana Tokelau* is used. For this reason, the resource includes some learning activities that involve Tokelau people.

Many Tokelau people – about four thousand – now live in the Hutt Valley, Porirua, Auckland, Rotorua, and Taupō. Tokelau people can be regarded as New Zealanders who have moved to another part of their own country rather than as immigrants to New Zealand.

The Components of the Resource

The DVDs

The DVDs provide audiovisual material for every unit of the resource except Unit 10 and Unit 20, which are revision units. Play the DVD material at the beginning of the first lesson of each unit (that is, at the start of Lesson A) to introduce the aspects of the culture and the language covered in the unit.

The DVD material for a unit runs for five minutes on average and comprises presenter-linked sequences. These include scenarios that show students communicating in *gagana Tokelau*. The DVDs provide instructional material on aspects of the culture and the language covered in the units. As you and your students view this material, be aware that, as well as the communities in Tokelau and New Zealand, there are also Tokelau communities in Sāmoa, American Sāmoa, and Hawai'i.

The DVDs include examples of both fluent speakers communicating in *gagana Tokelau* and students having a go.

Transcripts of the language scenarios with English translations are at the end of each unit, except in the case of Unit 10 and Unit 20.

We recommend repeated viewings, which will help you to implement the language-learning strategy of “a little, often”. For example, some or all of a unit's DVD material could be shown before the students go to lunch and again at the end of the day – that is, outside language-learning times.



The CDs

Play the audio content on the CDs repeatedly. The replay button is a valuable tool when learning another language. There's no need to review all the audio material for a unit – just replay short sections.

Audio transcripts are provided at the end of this preface and at the end of all the units except Unit 10 and Unit 20.

The Printed Material

The printed material comprises this preface and twenty units. There are three lessons (A, B, and C) in each unit.

Each unit has its own:

- learning outcomes;
- curriculum links;
- language knowledge;
- cultural knowledge;
- teachers' notes.



ABBREVIATION KEY

RS

Resource sheet

Each lesson has its own:

- learning outcomes;
- resource list of the materials that you will need to teach the lesson, listed in the order in which you will need them (some of which are the resource sheets that are provided at the end of each lesson and some of which you and your students will need to either gather up or make);
- lesson outline.

Website Links

Information to support this resource is available at

<http://learning-languages.tki.org.nz>

<http://pasifika.tki.org.nz>

These sites offer additional information, links to other websites, and a range of additional support material.

For material in the *School Journal*, an online catalogue, *Journal Surf*, is at <http://journalsurf.learningmedia.co.nz/>

The Approach to Learning Gagana Tokelau

The New Zealand Curriculum (2007) sets the curriculum direction for New Zealand schools. Guidelines have been published for individual languages. They offer guidance to teachers on matters relating to the specific language they are teaching to support the achievement objectives of the learning languages learning area. The guideline for *gagana Tokelau* is *Gagana Tokelau: The Tokelau Language Guidelines* (2009).

Muakiga! An Introduction to Gagana Tokelau is a communicative language resource. It is based on levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*. This, in turn, is directly linked to *The New Zealand Curriculum*. The statements for the learning languages area and the level 1 and 2 achievement objectives in *The New Zealand Curriculum* set the direction for student learning.



Proficiency Descriptor Levels 1 and 2

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

The New Zealand Curriculum (learning languages foldout page)

Under the heading Communication, the statement for the learning languages area at levels 1 and 2 explains that students will develop key competencies in selected linguistic and sociocultural contexts as they work towards the following achievement objectives:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Under the heading Language Knowledge, the statement says that students will:

- recognise that the target language is organised in particular ways;
- make connections with their own language(s).

Under the heading Cultural Knowledge, the statement says that students will:

- recognise that the target culture(s) is (are) organised in particular ways;
- make connections with known culture(s).

Gagana Tokelau: The Tokelau Language Guidelines, which is the basis for this communicative language resource and sits beneath *The New Zealand Curriculum*, contains more detailed descriptions of the achievement objectives for levels 1 and 2 (see pages 54–65) as well as valuable information about the teaching and learning of *gagana Tokelau* in New Zealand schools (see pages 6–12, 16–21, and 43–53).

The work in this resource is designed to run for twenty weeks, with three half-hour lessons offered each week. However, this may not always be feasible given the busy nature of many school programmes. It may take you longer than twenty weeks to complete all the lessons. Scheduling will vary from school to school, but we suggest that “a little, often” really is the best way to learn another language, so we recommend regular timetabling. You may choose units out of sequence according to the students’ interest.

As a communicative language resource, *Muakiga! An Introduction to Gagana Tokelau* promotes pair and group work, with students speaking to each other in the target language as often as possible. Sessions are likely to be busy, and you will probably be surprised that they are intended to be only thirty-minute lessons. However, the pace at which classes work varies greatly, and there are no time limits on the activities in the lessons. While you are encouraged to think of yourself as being a learner too, remember that students at this level can often successfully learn languages very quickly. Set the pace of the lessons accordingly.

Finally, take a moment now to acquaint yourself with all the elements that make up *Muakiga! An Introduction to Gagana Tokelau*, including previewing the DVD material and listening to some of the CD content. You may even wish to take the print and audiovisual material home and preview the next unit of work. At the same time, use the print and audiovisual material and other resources to support your own learning of the language. Finally, we suggest that you explore opportunities within your local community to further your own study of *gagana Tokelau* and *agānuku Tokelau*.

For further guidance on how to prepare for and run a successful language programme, consult *Learning Languages: A Guide for New Zealand Schools*, *Guidelines for Tokelauan Language Programmes*, and *Developing Programmes for Teaching Pacific Islands Languages*. The links for these are on page 19.



OVERVIEW OF THE RESOURCE



Units	Achievement Objectives (Communication Strand) Students will:
Unit 1 <i>Feiloakiga</i> Greetings	<ul style="list-style-type: none"> • greet each other, you, and other adults; • farewell each other, you, and other adults; • recognise and use the <i>gagana Tokelau</i> alphabet; • show social awareness when interacting with others; • make connections between languages, places, and cultures.
Unit 2 <i>Kāiga</i> Family	<ul style="list-style-type: none"> • introduce themselves to others; • identify and describe some family members; • describe their families; • ask others about their families; • recognise and say the numbers from zero to ten.
Unit 3 <i>Ko Ai Au?</i> Who Am I?	<ul style="list-style-type: none"> • introduce others, including you, their friends, and members of their family; • respond to introductions; • ask about and give ages; • recognise and say the numbers from eleven to twenty; • use body language to show respect.
Unit 4 <i>Ko te Potuākoga</i> The Classroom	<ul style="list-style-type: none"> • identify and locate some common classroom objects; • ask for repetition, clarification, and help; • respond to classroom instructions and requests; • use language, positioning, and movement to show respect.
Unit 5 <i>Tākaloga</i> Sports and Games	<ul style="list-style-type: none"> • identify some sports and games; • communicate about the sports they play; • talk about the sports their family members play; • ask about and discuss sports preferences.
Unit 6 <i>Kua Tā te Fia?</i> What's the Time?	<ul style="list-style-type: none"> • tell the time; • communicate about time; • say and identify the days of the week; • identify and use the numbers up to one hundred.
Unit 7 <i>Ko he Aho Fia Tēnei?</i> What's the Date Today?	<ul style="list-style-type: none"> • identify and name the months of the year; • communicate about birthdays; • communicate about dates and events; • show social awareness when interacting with others.
Unit 8 <i>Meakai ma te Meainu</i> Food and Drink	<ul style="list-style-type: none"> • identify some foods and drinks; • offer, accept, and refuse things; • show social awareness when interacting with others; • communicate interest, enjoyment, and need.



Unit 9 <i>Ko He ā te Kua Tupu?</i> What's the Matter?	<ul style="list-style-type: none"> • express their desires, needs, and preferences; • respond to the desires, needs, and preferences of others; • express agreement and disagreement.
Unit 10 (Revision) <i>Tātou Fai Tāfaoga</i> Let's Have Fun	<ul style="list-style-type: none"> • receive and produce information; • produce and respond to questions and requests; • show social awareness when interacting with others.
Unit 11 <i>Te Tau</i> The Weather	<ul style="list-style-type: none"> • ask about and discuss the weather; • understand and use expressions of time; • understand and use expressions of place.
Unit 12 <i>Fakaputuga o nā Meakai</i> Gathering Food	<ul style="list-style-type: none"> • offer things; • accept and refuse things; • identify food items; • understand and recite an <i>alagā kupu</i> (saying); • show social awareness when relating to others.
Unit 13 <i>Tāpenaga o nā Meakai</i> Preparing Food	<ul style="list-style-type: none"> • communicate interest and enjoyment; • express amounts; • make requests and give instructions; • respond to requests and instructions.
Unit 14 <i>Gāluega</i> Crafts	<ul style="list-style-type: none"> • express size; • make requests and give instructions; • respond to requests and instructions; • communicate about things they have made.
Unit 15 <i>Kofu</i> Clothes	<ul style="list-style-type: none"> • recognise and express colours; • communicate about clothes; • give and respond to personal information.
Unit 16 <i>Fakatau</i> Shopping	<ul style="list-style-type: none"> • communicate about the cost of items; • communicate about their desires, needs, and preferences; • make purchases.
Unit 17 <i>Fuafuaga o nā Mea</i> Measuring Things	<ul style="list-style-type: none"> • describe people and things; • communicate about the size of things; • recognise and express shape.
Unit 18 <i>Hiva ma nā Fakafiafiaga</i> Performing Arts	<ul style="list-style-type: none"> • use language, positioning, and movement when performing; • give and respond to instructions.
Unit 19 <i>Hāuniuniga mō te Faigā</i> <i>Hiva</i> Preparing for a Celebration	<ul style="list-style-type: none"> • prepare and give invitations; • show social awareness when interacting with others.
Unit 20 (Revision) <i>Tōfā nī</i> Goodbye	<ul style="list-style-type: none"> • receive and produce information; • produce and respond to questions and requests; • show social awareness when interacting with others.



TIPS FOR LEARNING LANGUAGES



We suggest that you and your students seek out as many opportunities as possible to use *gagana Tokelau*. If there are people who speak *gagana Tokelau* in your community, invite them to share their language and culture with your students. There may also be community events that you and your students could participate in. Even though you might not understand everything at first, try to become a regular listener to broadcasts in *gagana Tokelau*. This is an excellent way to become familiar with the sounds of the language. Enjoy the challenges of learning a new language and culture.

Homework is a good idea, and it works best when it reinforces school learning or challenges students to investigate a topic or idea that involves them in doing some research (for example, using a Tokelau website). Homework can also be motivating when students can show off their learning to their families and take pride in practising their classroom learning with family members – even teaching them some of what they have learned in class.

You will need to explain to your students that learning a word or expression means:

- knowing how to say it;
- knowing how to spell it;
- distinguishing it from other words that may be similar;
- knowing what it means;
- knowing how and when to use it.

You will notice that in *Muakiga! An Introduction to Gagana Tokelau*, the emphasis is on students using their language and cultural knowledge for the purposes of communication. To communicate in *gagana Tokelau*, they will need to develop:

- oral skills (listening and speaking);
- written skills (reading and writing);
- visual skills (viewing and presenting/performing).

As they develop these skills, they are, of course, supported by English. Keep the focus on *gagana Tokelau* wherever possible, though, and try to avoid overusing English. This will help your students to appreciate the uniqueness of *gagana Tokelau* and *agānuku Tokelau* and the values that are important to Tokelau communities. The more you and your students use *gagana Tokelau*, the faster they will learn and develop their confidence in using it for communicative purposes.

It is also important to recognise and value the language(s) and culture(s) that students bring with them to their classroom learning by making connections with their understandings and experiences. Any prior knowledge of or familiarity with another Polynesian language, such as te reo Māori or gagana Sāmoa, will prove particularly useful. Polynesian languages have many characteristics in common.

Before your students view the DVD, decide on a focus for their viewing and the discussion that follows. This will strengthen their observation skills and help to deepen their learning.



GAGANA TOKELAU IN THE CLASSROOM



Classroom Language

Listen to the following expressions on CD 1 track 1, practise them, and then use them in your classroom as appropriate. Please note that the expressions in this list include the language forms to use when you are addressing three or more people. These are the forms to use when you are addressing the whole class or groups of three or more people.

As your students learn to follow these simple instructions and respond to these and other examples of classroom language, they will be demonstrating their understanding by responding.

<i>Ōmai ki kinei.</i>	Come here (please).
<i>Fakahino mai autou gāluega.</i>	Present your work.
<i>Lima ki luga.</i>	Hands up.
<i>Nonofo ki lalo.</i>	Sit down.
<i>Tutū ki luga.</i>	Stand up.
<i>Pepehe mai.</i>	Sing along.
<i>Fai mālie, fakamolemole.</i>	Quiet, please.
<i>Kikila mai.</i>	Look (this way).
<i>Kikila ki te laupapa.</i>	Look at the board.
<i>Kikila ki te DVD.</i>	Watch the DVD.
<i>Fakalogo mai.</i>	Listen (here).
<i>Fakalogo ki te CD.</i>	Listen to the CD.
<i>Toe leamai, fakamolemole.</i>	Repeat (it), please.
<i>Kāmata (nei).</i>	Start (now).
<i>Fakauma, fakamolemole.</i>	Finish, please.
<i>Faitau.</i>	Read.
<i>Fakamolemole leo lahi.</i>	Please read (it) out loud.
<i>Tuhi.</i>	Write.
<i>Uma?</i>	Finished?
<i>Mālamalama?</i>	Understand?
<i>Hāuni?</i>	Ready?
<i>Lelei.</i>	Good.
<i>Lelei lahi.</i>	Very good.
<i>Lelei lahi te faiga.</i>	Very well done.
<i>Mānaia!</i>	Awesome!
<i>Tulou.</i>	Excuse me.
<i>Fakafetai.</i>	Thank you.
<i>Fakafetai lahi lele, te vahega.</i>	Thank you very much, class.
<i>Gālulue i nā pāga.</i>	Work in pairs.
<i>Gālulue i nā kulupu.</i>	Work in groups.
<i>Galue lava te tino, fakamolemole.</i>	Work by yourself, please.



INFORMATION ABOUT AGĀNUKU TOKELAU



Languages are inseparably linked to the social and cultural contexts in which they are used. Cultural information is therefore an integral part of language learning. Every unit therefore includes information about *agānuku Tokelau*.

For additional information, useful places to start are members of the Tokelau communities in New Zealand, Tokelau websites, and books that are either about *agānuku Tokelau* or that express *agānuku Tokelau*, such as those listed in *Guidelines for Tokelauan Language Programmes* (pages 81–90).

As your students learn more about *agānuku Tokelau* through learning to communicate in *gagana Tokelau*, they will come to realise that people in every culture use a range of expressions and that not every *tagata Tokelau* (person of Tokelau ethnicity) does everything the same way. This understanding of individual differences and preferences within a culture is just as important as gaining a sense of the uniqueness of a particular culture compared with others.

The expression of *agānuku Tokelau* has varied over time (as exemplified by some of the differences between traditional and contemporary cultural practices) and place (for example, between the Tokelau communities in Tokelau and in New Zealand). Even within Tokelau, there are variations.

Some of the key concepts of *agānuku Tokelau* are introduced below.

Inati

Inati is the practice of sharing resources within the Tokelau community. It is a traditional community practice that ensures that resources are distributed evenly among all the members of a community.

An example of *inati* is the sharing of fish. The process involves the men setting out to go fishing, with the elders giving advice and a blessing before the boats leave. The women have food waiting for the fishermen when they return. The catch is then distributed to every household, with the children collecting each family's share.

There is an article about *inati* in the *School Journal* Part 2 Number 4, 2003.

Alofa

Alofa (compassion) ensures that when a catch is distributed, every family receives a share. It ensures support for households that don't include able-bodied fishermen.

Alofa is reflected in the teaching and learning of *agānuku Tokelau* when resources for learning the language are shared.

Fakaaloalo

Fakaaloalo (respect) is given to the *tautai* (expert fishermen) who lead fishing expeditions. In return, the *tautai* respect the fishermen who go to sea with them. They show this by passing on their knowledge of fishing skills and methods.

Fakaaloalo is shown when learners acknowledge the expertise of *gagana Tokelau* experts in the community.



Vā Feāloaki

Vā feāloaki are the relationships that are developed through *inati*. A brother gives some of his catch to his sister to distribute to the rest of their extended family. *Vā feāloaki* expresses the social aspect of relating to others.

Vā feāloaki relationships exist when experts support learners. You will be forming this kind of relationship when you build a relationship with your local Tokelau community and work collaboratively with its members to enhance your *gagana Tokelau* teaching and learning programme.

Māopoopo

From the beginning of a fishing expedition through to the distribution of the catch, everyone is included.

When all of the students in your class are involved and included in ways that allow them to make progress, individually and collectively, then *māopoopo* (inclusion) will be reflected in your programme.

Fakahoa Lelei

Fakahoa lelei (equity) underpins the *inati* process because everyone receives an equitable share.

As you support the diversity of learners in your classroom, collecting and analysing information about their progress and encouraging a variety of learning strategies that support their individual learning needs, you will be incorporating *fakahoa lelei* into your programme.

For more about these concepts and about how to incorporate them into the teaching and learning of *gagana Tokelau*, see pages 8–9 in *Gagana Tokelau: The Tokelau Language Guidelines*.



GLOSSARY



A *gagana Tokelau* dictionary lists words in a different order from that used in English-language dictionaries. The alphabetical order that your students will encounter in the *Tokelau Dictionary* is a, ā, e, ē, i, ī, o, ō, u, ū, f, g, k, l, m, n, p, h, t, and v. To help you find words quickly, the glossary below uses the English dictionary order. Transliterations are included when they are commonly used terms. Otherwise, *gagana Tokelau* terms are preferred to words borrowed from other languages.

<i>aḡā</i>	hurricane, cyclone	<i>faimunikiokiō</i>	hide and seek
<i>āfa</i>	half	<i>faitamana</i>	uncle
<i>aga</i>	hand span	<i>faitau</i>	to read, to count
<i>agaia</i>	graceful	<i>fāitotoka</i>	door
<i>agiagi</i>	onion	<i>fakafetai</i>	thank you
<i>aho</i>	day	<i>fakafiafia</i>	celebrate
<i>Aho Falaile</i>	Friday	<i>fakaheheke</i>	skateboarding
<i>aho fānau</i>	birthday	<i>fakamolemole</i>	please
<i>Aho Gafua</i>	Monday	<i>fakanoanoa</i>	sad
<i>Aho Hā</i>	Sunday	<i>fakaopoopo</i>	to add
<i>Aho Hā Paepae</i>	White Sunday	<i>fakatau</i>	to shop
<i>Aho Hā o Tamaiti</i>	White Sunday	<i>fakatau atu</i>	to sell
<i>Aho Lua</i>	Tuesday	<i>fakatau mai</i>	to buy
<i>Aho Lulu</i>	Wednesday	<i>fakauma</i>	to finish
<i>aho maliu</i>	funeral day	<i>fakavave</i>	faster
<i>Aho o Mātua</i>	Mothers' Day	<i>falaoa</i>	bread
<i>Aho o Tamana</i>	Fathers' Day	<i>fale</i>	house
<i>Aho o te Tōkehega</i>	Olohega Day	<i>fāmalama</i>	window
<i>aho tēnei</i>	today	<i>fano</i>	to go
<i>Aho Tofi</i>	Thursday	<i>fātele</i>	action dance
<i>Aho Tōnai</i>	Saturday	<i>fātoaga</i>	plantation, garden
<i>aihā</i>	snowy	<i>fea</i>	where
<i>alagā kupu</i>	saying	<i>fehoahoani</i>	to help
<i>ananafi</i>	yesterday	<i>fenū</i>	strip
<i>aoaoa</i>	cloudy	<i>fenua</i>	land
<i>aoauli</i>	afternoon, p.m.	<i>feoloolo</i>	fine, okay
<i>apa lolo</i>	(tinned) coconut cream	<i>Fēpuali</i>	February
<i>Āpelila</i>	April	<i>fīafia</i>	to like, to enjoy
<i>apu</i>	apple	<i>fīafiaga</i>	favourite
<i>ātili</i>	too much	<i>fīainu</i>	thirsty
<i>atu</i>	bonito, skipjack tuna	<i>fīakai</i>	hungry
<i>au</i>	I	<i>fīfili</i>	to plait
<i>Aukuho</i>	August	<i>fili</i>	to really dislike
<i>Ēheta</i>	Easter (Protestant)	<i>fitu</i>	seven
<i>fā</i>	four	<i>fitu hefulu</i>	seventy
<i>fā hefulu</i>	forty	<i>fīu</i>	bored
<i>fai</i>	say	<i>fofou</i>	want, desire
<i>faiākoga</i>	teacher	<i>foki</i>	also, too
<i>faifetuliga</i>	running	<i>fonu</i>	turtle
<i>faiga o te meakai</i>	recipe	<i>fōu</i>	new
<i>faimātua</i>	aunt	<i>fua</i>	to measure

<i>fuaefa</i>	big	<i>io</i>	yes
<i>fuāfai</i>	banana	<i>ipu</i>	cup
<i>fuālākau</i>	vegetables, fruit	<i>lūlai</i>	July
<i>fuāmoa</i>	egg	<i>lūni</i>	June
<i>fuāulu</i>	breadfruit	<i>iva</i>	nine
<i>fulū</i>	(a) cold	<i>iva hefulu</i>	ninety
<i>gafa</i>	arm span, fathom	<i>kāiga</i>	family, home, household, whānau
<i>gali</i>	nice, awesome	<i>kakau</i>	swimming
<i>gaohi</i>	to make, to prepare	<i>kau</i>	team
<i>gatu</i>	old	<i>kaumai</i>	pass
<i>hakeu</i>	to stir, to mix	<i>kavatu</i>	pass
<i>hanuihi</i>	sandwich	<i>keke</i>	cake
<i>hāuni</i>	ready	<i>kikila</i>	to watch
<i>hawali</i>	walking	<i>Kilihimahi</i>	Christmas
<i>hēai</i>	no	<i>kilikiti</i>	cricket
<i>hē fiafia</i>	to dislike	<i>kilo</i>	kilogram
<i>hefulu</i>	ten	<i>kilomita</i>	kilometre
<i>hefulu fā</i>	fourteen	<i>kimātou</i>	we (three or more)
<i>hefulu fitu</i>	seventeen	<i>kimāua</i>	we (two)
<i>hefulu iva</i>	nineteen	<i>ko ai</i>	who, what
<i>hefulu lima</i>	fifteen	<i>ko fea</i>	where
<i>hefulu lua</i>	twelve	<i>kofu</i>	clothes, dress, to wear
<i>hefulu ono</i>	sixteen	<i>kofumāfanafana</i>	jersey
<i>hefulu tahi</i>	eleven	<i>kofutino</i>	shirt
<i>hefulu tolu</i>	thirteen	<i>kofuvae</i>	trousers, jeans
<i>hefulu valu</i>	eighteen	<i>kofuvae pupuku</i>	shorts
<i>helau</i>	hundred	<i>komipiuta</i>	computer
<i>helo</i>	zero	<i>kuata</i>	quarter
<i>hene</i>	cent	<i>lā</i>	sun
<i>henitimita</i>	centimetre	<i>lahi</i>	very
<i>Hētema</i>	September	<i>laka</i>	step
<i>hēvae</i>	shoes, sandals	<i>lakapī</i>	rugby
<i>hihi</i>	cheese	<i>lalaga</i>	to weave
<i>hikuea</i>	square	<i>lanu</i>	colour
<i>hiva</i>	dance, dancing	<i>lanu hehega</i>	yellow
<i>hohoko</i>	next	<i>lanu kefukefu</i>	grey
<i>hoka</i>	soccer	<i>lanu kenakena</i>	brown
<i>hoki</i>	hockey	<i>lanu kukula</i>	red
<i>hua</i>	coconut	<i>lanu meamata</i>	green
<i>huhu</i>	milk	<i>lanu moana</i>	blue
<i>huhū</i>	humid	<i>lanu moli</i>	orange
<i>ia</i>	he, she	<i>lanu paepae</i>	white
<i>lānuali</i>	January	<i>lanu pīniki</i>	pink
<i>igoa</i>	name	<i>lanu tahi</i>	all one colour
<i>ika</i>	fish	<i>lanu uliuli</i>	black
<i>ika hā</i>	sacred fish	<i>lanu violē</i>	purple
<i>ili</i>	fan	<i>lāofie</i>	fine
<i>inati</i>	distribution and sharing of resources	<i>lāpotopoto</i>	round
<i>inu</i>	drink	<i>lātihi</i>	lettuce





<i>lātou</i>	their	<i>meakai</i>	food, meal
<i>lau</i>	leaf	<i>meamoa</i>	some chicken
<i>lauefa</i>	wide	<i>meapōvi</i>	some beef
<i>lāuga</i>	speech	<i>mimilo</i>	to turn
<i>lāuga fakamāvae</i>	farewell speech	<i>milimita</i>	millimetre
<i>lāuga feiloaki</i>	welcome speech	<i>mīnute</i>	minute
<i>laulau</i>	table	<i>mita</i>	metre
<i>laulāvalava</i>	skirt	<i>mitiafu</i>	T-shirt
<i>laupapa</i>	board, whiteboard	<i>moa</i>	chicken
<i>lava</i>	enough	<i>moe</i>	sleep
<i>lāvalava</i>	wraparound	<i>moega</i>	mat
<i>lelei</i>	good	<i>motu</i>	island
<i>liligi</i>	to pour	<i>muamua</i>	first
<i>lima</i>	five	<i>mulimuli</i>	last
<i>lima hefulu</i>	fifty	<i>nafatia</i>	to afford
<i>loa</i>	long	<i>netipolo</i>	netball
<i>loloto</i>	deep	<i>Niu Hila</i>	New Zealand
<i>lotu fakafetai</i>	grace	<i>nofo</i>	live
<i>lua</i>	two	<i>nofoa</i>	chair
<i>lua hefulu</i>	twenty	<i>nonoa</i>	to tie
<i>lua hefulu lua</i>	twenty-two	<i>Nōvema</i>	November
<i>lua hefulu tahi</i>	twenty-one	<i>nuku</i>	village
<i>ma</i>	and	<i>ō</i>	your (plural)
<i>māfanafana</i>	warm	<i>Oketopa</i>	October
<i>mahi</i>	biscuit	<i>oku</i>	my (plural)
<i>māhima</i>	salt	<i>ola mālōlō</i>	healthy
<i>māhina</i>	month	<i>ono</i>	six
<i>makalili</i>	cold	<i>ono hefulu</i>	sixty
<i>makoi</i>	favourite	<i>ōnomea</i>	nice, gentle
<i>mākona</i>	enough, full	<i>ota</i>	raw fish
<i>malae</i>	communal land	<i>pā</i>	pendant made of mother-of-pearl shell in the shape of a fishing lure
<i>malae lakapī</i>	rugby field	<i>Pāheka</i>	Easter (Catholic)
<i>mālamalama</i>	understand	<i>Pāhikate</i>	Easter (Catholic)
<i>malie</i>	delicious	<i>pāhiketi polo</i>	basketball
<i>mālie</i>	slow	<i>pale</i>	headband
<i>mālohi</i>	well, fine (informal)	<i>pati</i>	to clap
<i>mālūlū</i>	cold	<i>pehe</i>	to sing
<i>mamago</i>	dry	<i>pēhini</i>	bowl, basin
<i>manuia</i>	well, fine (formal)	<i>pelē huipi</i>	a popular card game
<i>matafiafia</i>	to smile	<i>peleue</i>	jacket, coat
<i>matagi</i>	windy	<i>penitala</i>	pencil
<i>Māti</i>	March	<i>pepa</i>	paper
<i>matua</i>	age	<i>pito</i>	end
<i>mātua</i>	mother, parents	<i>pō</i>	night
<i>mātua tupuna</i>	grandmother	<i>polokalame</i>	programme
<i>maua</i>	to have got	<i>popo</i>	coconut (brown)
<i>māualalo</i>	low	<i>potu</i>	room
<i>māualuga</i>	tall	<i>potukofu</i>	top
<i>Mē</i>	May	<i>puipui</i>	wall
<i>mea</i>	some, materials	<i>pukupuku</i>	short
<i>mea e gaohi ai</i>	ingredients		

<i>puleākoga</i>	principal	<i>tō</i>	your (singular)
<i>pūlou</i>	hat	<i>tofi</i>	to cut into strips
<i>tāeao</i>	morning, a.m., tomorrow	<i>tōgiga</i>	uniform
<i>tāfafā fualoa</i>	rectangle	<i>Tokelau</i>	Tokelau
<i>tāfaoga komipiuta</i>	computer game	<i>tokotoko</i>	walking stick, eldest grandson
<i>tafatolu</i>	triangle	<i>toku</i>	my (singular)
<i>tahi</i>	one	<i>tolu</i>	three
<i>taigole</i>	small	<i>tolu hefulu</i>	thirty
<i>taimi</i>	time	<i>tomi</i>	taste
<i>takalo</i>	to play	<i>tona</i>	his, her
<i>tākaloga</i>	sports, games	<i>tōtini</i>	socks
<i>tālā</i>	dollar	<i>totogi</i>	pay
<i>tama</i>	child	<i>tū</i>	to stand
<i>tamaiti ākoga</i>	students	<i>tuafafine</i>	sister (of a male)
<i>tamana</i>	father	<i>tuagāne</i>	brother (of a female)
<i>tamato</i>	tomato	<i>tuhi</i>	book
<i>tau</i>	season, weather, price, cost	<i>tuku</i>	to put
<i>tauagavale</i>	left	<i>tulou</i>	excuse me
<i>tauale</i>	sick	<i>tuluma</i>	fishing box
<i>taugatā</i>	expensive	<i>tupe</i>	money
<i>taugōfie</i>	cheap	<i>tupuna</i>	grandfather
<i>tauhaga</i>	year	<i>ua</i>	rain
<i>tau kua kāmata mālūlū</i>	autumn	<i>uho</i>	sister (of a female), brother (of a male), cousin of the same gender
<i>tau māfanafana</i>	summer	<i>ulu</i>	head
<i>taumalo</i>	boy, male	<i>vāega</i>	portion, share
<i>tau mālūlū</i>	winter, cold season	<i>vahe</i>	ruler
<i>taumatau</i>	right	<i>vahega</i>	class
<i>tau mātūtū</i>	dry, fine season	<i>vai</i>	water
<i>tau mūgālā</i>	drought season	<i>vāiaho</i>	week
<i>tau o matagi ma afā</i>	hurricane season	<i>vailanu</i>	juice
<i>tau o uāga</i>	rainy season	<i>vāivai</i>	tired
<i>tautai</i>	expert fisherman	<i>valakau</i>	invite
<i>tautiti</i>	girl, female	<i>valakaulia</i>	invitation
<i>tau totogo</i>	spring	<i>valu</i>	eight
<i>tau vevela</i>	hot season	<i>valu hefulu</i>	eighty
<i>tēfea</i>	which	<i>vave</i>	quickly
<i>Tēhema</i>	December	<i>vaveao</i>	early morning, dawn
<i>teka</i>	past	<i>vevela</i>	hot
<i>telefoni</i>	telephone	<i>vave mālie</i>	a bit faster
<i>televihe (TV)</i>	television (TV)		
<i>tēnā</i>	that		
<i>tēnei</i>	this		
<i>tēnihi</i>	tennis		
<i>tikelī</i>	degree		
<i>tipi</i>	to cut		
<i>tīpolo</i>	lemon		
<i>titina</i>	rubber		
<i>tiuga</i>	a Tokelau game that uses seashells		



INDEX TO THE DVDS



This preface is complemented by a short introduction on the first DVD. Units 1–9 and 11–19 each have an accompanying section on one of the DVDs. These sections include scenes from a language scenario, language modelling by a studio team, and a cultural section.

Introduction

Introduces the DVD material and how to use it

Unit 1 *Feiloakiga* Greetings

Greetings and farewells, the *gagana Tokelau* alphabet, the use of formal and informal language, and a description of Tokelau, including its people and where they live

Unit 2 *Kāiga* Family

Introducing yourself and members of your family, family relationships, and the numbers from zero to ten

Unit 3 *Ko Ai Au? Who Am I?*

Introducing others, giving ages, Tokelau names, and the numbers from eleven to twenty

Unit 4 *Ko te Potuākoga* The Classroom

Identifying some common classroom objects, asking for clarification and help, responding to classroom instructions, and using language, positioning, and movement to show respect

Unit 5 *Tākaloga* Sports and Games

Identifying and communicating about different sports and asking questions about and discussing sports preferences

Unit 6 *Kua Tā te Fia? What's the Time?*

Telling the time and communicating about time, saying and identifying the days of the week, and the numbers from twenty-one to one hundred

Unit 7 *Ko he Aho Fia Tēnei? What's the Date Today?*

Identifying and naming the months of the year; communicating about birthdays, dates, and events; and showing social awareness when interacting with others

Unit 8 *Meakai ma te Meainu* Food and Drink

Identifying some foods and drinks; offering, accepting, and refusing things; and communicating interest and enjoyment

Unit 9 *Ko He ā te Kua Tupu? What's the Matter?*

Expressing desires, needs, and preferences,

responding to others, and expressing agreement and disagreement

Unit 10 *Tātou Fai Tāfaoga* Let's Have Fun

Revises Units 1–9, so this unit has no associated DVD material

Unit 11 *Te Tau* The Weather

Asking about and discussing the weather and using expressions of time and place

Unit 12 *Fakaputuga o nā Meakai* Gathering Food

Offering, accepting, and refusing food and showing social awareness

Unit 13 *Tāpenaga o nā Meakai* Preparing Food

Making and responding to requests, giving and responding to instructions, and expressing amounts

Unit 14 *Gāluega* Crafts

Expressing size and communicating about things that you have made

Unit 15 *Kofu* Clothes

Communicating about clothes and colours

Unit 16 *Fakatau* Shopping

Making purchases and discussing the cost of things

Unit 17 *Fuafuaga o nā Mea* Measuring Things

Measuring objects using traditional measurements and discussing size and shape

Unit 18 *Hiva ma nā Fakafiagiaga* Performing Arts

The language, positioning, and movement involved with performance and giving and responding to instructions

Unit 19 *Hāuniuniga mō te Faigā Hiva* Preparing for a Celebration

Phrases for special occasions and giving and accepting invitations

Unit 20 *Tōfā nī* Goodbye

Revises Units 11–19, so this unit has no associated DVD material



REFERENCES



Although some of the references and resources listed below are no longer in print, you may be able to borrow them from a library. For example, you might find the Tupu resources in the library at your school. To order a Ministry of Education resource, go to Down the Back of the Chair (<http://www.thechair.govt.nz>). You might also be able to obtain a resource through Hoatu-Hōmai (<http://hoatuhomai.tki.org.nz>). References are listed here only for your information.

Key References for Teachers

Ministry of Education (2009). *Gagana Tokelau: The Tokelau Language Guidelines*. Wellington: Learning Media. [<http://pasifika.tki.org.nz/Pasifika-languages/Gagana-Tokelau>]

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media. [<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>]

Also for Teachers

Long, Don (1998). “Tokelauan Learning Materials for the New Zealand Curriculum” in *Many Voices*, Number 13: pages 16–24.

Huntsman, Judith and Hooper, Antony (1996). *Tokelau*. Honolulu: University of Hawai‘i Press.

Ministry of Education (2000). *Developing Programmes for Teaching Pacific Islands Languages*. Wellington: Learning Media. [www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/Schools/ProgrammesForTeachingPacificIslandsLanguages.pdf]

Ministry of Education (2000). *Guidelines for Tokelauan Language Programmes – Planning Guidelines to Accompany Developing Programmes for Teaching Pacific Islands Languages*. Wellington: Learning Media. [<http://pasifika.tki.org.nz/Resources/Pasifika-Languages>]

Ministry of Education (2005). *Fātuga Faka-Tokelau: Tokelauan Songs*. Wellington: Learning Media. [These songs are reproduced in Ministry of Education (2010). *Songs to Celebrate Pasifika Languages & Cultures: Songs and Music to Support the Pasifika Learning Languages Series for Years 7–10*. Wellington: Learning Media. The Tokelau songs are on CD 2.]

Ministry of Education (2002). *Learning Languages: A Guide for New Zealand Schools*. Wellington: Learning Media. [<http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-resource-bank/Learning-languages/Supporting-materials/Online-version-of-Learning-Languages-A-guide-for-New-Zealand-schools>]

Ministry of Education (2005). *Pasifika Visual Arts: A Resource for Teachers of Years 7–10*. Wellington: Learning Media.

Office of Tokelau Affairs (1986). *Tokelau Dictionary*. Apia: Office of Tokelau Affairs.

For Students

The following titles have been selected because they have the potential to enrich the learning experiences you offer to your students within particular units. Tupu resources not listed here may be more suitable for students learning at other curriculum levels.

Baker, Vaitoa (2000). *Fano ki te Kāiga*. Wellington: Learning Media. [Item number 23834 with teachers’ notes item number 23844 – a boy walking home from school imagines that he is in Tokelau. An English translation is in the teachers’ notes and is on the accompanying bilingual audio cassette, item number 10039.]

Baker, Vaitoa (2002). *He Meaalofa mō te Faimātua ko Lihe*. Wellington: Learning Media. [Item number 27471 with teachers’ notes item number 27469 – a girl collects shells at Titahi Bay and makes a necklace for her *faimātua* (aunt). An English translation is in the teachers’ notes and is on the accompanying bilingual CD, item number 10625.]

Baker, Vaitoa (2000). *Kakau*. Wellington: Learning Media. [Item number 12817 with teachers’ notes item number 12811 – a class at a pool in Porirua pretend that they are sea creatures swimming in Tokelau. An English translation is in the teachers’ notes and is on the accompanying bilingual audio cassette, item number 10161.]



Baker, Vaitoa (2005). *Valiga Magō*. Wellington: Learning Media. [Item number 30378 with teachers' notes item number 30900 – a boy paints a shark at school and gives his painting to a friend. An English translation is in the teachers' notes and is on the accompanying bilingual CD, item number 30690.]

Bowler, Joanne (2003). *E Mafai Foki e Teine Fakaheheke*. Wellington: Learning Media. [Item number 30069 – with teachers' notes item number 30175 – a teenage girl learns how to skateboard. An English version is in the teachers' notes.]

Lemisio-Poasa, Nila (2009). *Te Faitauga o nā Ika*. Wellington: Learning Media. [Item number 33412 – a boy goes fishing with his uncle and learns the Tokelau way to count fish. The accompanying bilingual CD is item number 33363.]

Ministry of Education (2008). *Kiwi Kidsongs 16*. Wellington: Learning Media. [Item number 32927 – features the traditional Tokelau song “Keinā Fiafia”.]

Nagelkerke, Bill (2006). *Kua Pā ki te Taimi*. Wellington: Learning Media. [Item number 31473 with teachers' notes item number 31472 – Tua and his class are preparing for some special visitors. Tua can't stop asking “Is it time yet?” An English version is in the teachers' notes.]

Pasilio, Teresa Manea (1999). *Ko te Polo Kilikiti Na Galo*. Wellington: Learning Media. [Item number 23024 with teachers' notes item number 23025 – a boy is searching for his missing *kilikiti* (cricket) ball. An English translation is in the teachers' notes and on the accompanying bilingual audio cassette, item number 99110.]

Siaosi, Hale (2010). *Ka te Fakahaoga o nā Fonu i Tokelau*. Wellington: Learning Media. [Item number 33472 with teachers' notes item number 33571 – about sea turtles in Tokelau. An English version is in the teachers' notes.]

Sione, Emeli, and Lemisio-Poasa, Nila (2008). *Ko te Tokotoko o Toku Tupuna*. Wellington: Learning Media. [Item number 33007 with teachers' notes item number 33200 – a boy's relationship with his grandfather changes when his grandfather falls ill. The significance of a *tokotoko* (walking stick) is explored in a story about the place of elders in Tokelau families. An English translation is in the teachers' notes.]

Swan, Epi (1997). *Hikaki*. Wellington: Learning Media. [Item number 20338 with teachers' notes item number 20339 – three teenagers from the Tokelau community in Petone learn how to fish in a traditional way from their uncle on Petone Wharf. An audio cassette of Tokelau fishing songs, *Pehe i nā Faka-Tokelau*, which is item number 97139, accompanies this book. An English translation is in the teachers' notes.]

Swan, Epi (1995). *Ko te Nonu*. Wellington: Learning Media. [Item number 05731 – Wellington's Nukunonu community take young people out onto Wellington Harbour in a traditional fishing canoe, passing on some of the *agānuku Tokelau* involved in sailing an outrigger canoe and fishing from one and encouraging the use of *gagana Tokelau* within the community in the process. The catch is shared by the community at an *inati* on Petone Beach, and the community celebrates with a *kaiga* (feast).]

Swan, Epi (1995). *Nonu*. Wellington: Learning Media. [Item number 05732 – this is an English version of *Ko te Nonu*.]

Swan, Epi (1995). *Nonu: Notes for Teachers*. Wellington: Learning Media. [Teachers' notes item number 05732 to support *Nonu* and *Ko te Nonu*. Using *Ko te Nonu* to support teaching and learning *gagana Tokelau* at curriculum level 2 is covered on pages 45–46.]

Swan, Epi (1996). *Pāheka i Nukunonu*. Wellington: Learning Media. [Item number 02958 – teachers' notes item number 02959 – the community on Nukunonu celebrate *Pāheka* (Easter). An English translation is in the teachers' notes, and songs sung by the community at *Pāheka* are on an accompanying audio cassette, item number 96111.]

Maps

Topographic maps series 272/7 consists of wall maps of *Atafu* (map 1, 1982), *Fakaofu* (map 2, 1983), and *Nukunonu* (map 3, 1984). They were originally published by the New Zealand Department of Land and Survey, now Land Information New Zealand.

AUDIO TRANSCRIPT

Track 1 Classroom Language

Here are some instructions in *gagana Tokelau* to use in the classroom when you are speaking to the whole class or to groups of three or more students. You will find these on page 11 in the preface. Practise saying them in the pauses.

Ōmai ki kinei.

Fakahino mai autou gāluega.

Lima ki luga.

Nonofo ki lalo.

Tutū ki luga.

Pepehe mai.

Fai mālie, fakamolemole.

Kikila mai.

Kikila ki te laupapa.

Kikila ki te DVD.

Fakalogo mai.

Fakalogo ki te CD.

Toe leamai, fakamolemole.

Kāmata (nei).

Fakauma, fakamolemole.

Faitau.

Fakamolemole leo lahi.

Tuhi.

Uma?

Mālamalama?

Hāuni?

Lelei.

Lelei lahi.

Lelei lahi te faiga.

Mānaia!

Tulou.

Fakafetai.

Fakafetai lahi lele, te vahega.

Gālulue i nā pāga.

Gālulue i nā kulupu.

Galue lava te tino, fakamolemole.

You might wish to say the following at the start of a lesson:

Te tamana alofa,

Fakamanuia mai e koe nā fuafuaga o te aho.

Ke vikia tō igoa.

Āmene.

You might wish to say the following at the end of a lesson:

Te tamana alofa,

Fakafetai ki tau fakamanuiaga,

kua iku manuia ai nā gāluega o te aho.

Ke vikia tō igoa.

Āmene.

See page 28 for more information about these ways to start and end a lesson.





UNIT 1 FEILOAKIGA

GREETINGS

OVERVIEW



Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- recognise and use the *gagana Tokelau* alphabet;
- show social awareness when interacting with others;
- make connections between languages, places, and cultures.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 54)
 - 1.1 give and respond to greetings, farewells, and introductions;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>faiākoga</i>	teacher
<i>puleākoga</i>	principal
<i>tamaiti ākoga</i>	students
<i>vahega</i>	class
<i>fakafetai</i>	thank you
<i>fakamolemole</i>	please
<i>feoloolo</i>	fine, OK
<i>foki</i>	also, too
<i>lelei</i>	good
<i>mālamalama</i>	understand
<i>mālohi</i>	well, fine (informal)
<i>manuia</i>	well, fine (formal)
<i>tulou</i>	excuse me

This vocabulary is on CD 1 track 3.



Structures and Expressions

Tālofa nī.

Tālofa nī, te vahega.

Tālofa nī, te faiākoga.

Mālō nī.

E ā mai koe?

E ā mai koulua?

E ā mai koutou?

E feoloolo.

These sentences are on CD 1 track 4.

Ko au e lelei.

Mālohi, fakafetai.

Manuia foki, fakafetai.

Manuia lava, fakafetai.

Kae ā koe?

Tōfā nī.

Toe fetau!

Manuia te aho!

Tōfā.

These sentences are on CD 1 track 5.

E mālamalama koe?

Io, kua mālamalama.

Tulou.

Tulou mua, Pele.

Fakafetai nī, Hiaohi.

Fakamolemole.

These sentences are on CD 1 track 8.

Language Notes

Ko nā Mataituhi i te Gagana Tokelau (The Gagana Tokelau Alphabet)

The *gagana Tokelau* alphabet has fifteen letters. In alphabetical order they are:

a, e, i, o, u, f, g, k, l, m, n, p, h, t, and v.

Five of these letters are vowels:

a, e, i, o, and u.

Hello.

Hello, class.

Hello, teacher.

Hello.

How are you? (to one person)

How are you? (to two people)

How are you? (to three or more people)

OK.

I'm fine, thanks.

Fine, thanks.

I'm fine, too, thank you.

I'm well, thank you. (formal)

How about you?

Goodbye.

See you later! (informal)

Have a good day!

Goodbye.

Do you understand? (to one person)

Yes, I understand.

Excuse me.

Excuse me, Pele.

Thank you, Hiaohi.

Please.



Each vowel has two different pronunciations, distinguishing between short and long. The long vowels are shown by a macron, which is a horizontal line placed over the letter in written texts:

ā, ē, ī, ō, and ū.

The alphabetical order that your students will encounter in the *Tokelau Dictionary* is:

a, ā, e, ē, i, ī, o, ō, u, ū, f, g, k, l, m, n, p, h, t, and v.

Speaking Gagana Tokelau

In the expression *mālō nī*, each of the vowels has a macron and therefore has a long sound when spoken. When you say *mālohi*, however, you lengthen only the first vowel.

The letter *f* sounds like “hw”. You make an “h” sound at the back of your throat and then constrict the sound so that it becomes a “w”. For example, *fakalogo* (listen) sounds like “h-wa-ka-longo”.

The letter *g* is pronounced as “ng”, and so the word *tagi* (to cry) sounds like “tah-ng-i”.

The letter *h* is pronounced “hy” in words in which it is followed by *a, i, o, or u*. For example, *hau* (come) is pronounced “hy-a-u”, and *huka* (sugar) is pronounced “hy-u-ka”.

The letter *s* is sometimes seen in written text. When people write *s*, they pronounce it as *h*. For example, you may see *Niu Hila* (New Zealand) occasionally written as *Niu Sila*. This resource uses *h*.

Ongoing practice of the letter sounds is important. Some sounds are pronounced differently from related sounds in English. Pronunciation activities can help with speaking, spelling, reading, and writing. These can be part of every lesson. Using the audio CD will help. For example, listen carefully to CD 1 track 6 and note the pronunciation of the letters *p, t, and k*.

Gagana Tokelau, like all Polynesian languages, distinguishes between singular, dual, and plural. Consider these examples:

<i>E ā mai koe?</i>	How are you?
<i>E ā mai koulua?</i>	How are you? (to two people)
<i>E ā mai koutou?</i>	How are you? (to three or more people)

People’s names and positions, for example, *puleākoga* (principal) and *faiākoga* (teacher), may be added to greetings to show respect, for example:

<i>Tālofa nī, te faiākoga.</i>	Hello, teacher.
--------------------------------	-----------------

Greetings consist mainly of formulaic expressions. *Tōfā hoifua* is an example. Although the literal translation is about wishing someone vitality and life, the phrase is used ritually in the context of farewells in more formal settings. It’s what you expect people to say. *Toe fetau* literally means “until we meet again”, but it is generally translated into English as “see you later”, which is itself a commonly used (formulaic) expression.

You can use the following formulaic expressions to praise your students when they have done a very good or awesome job, such as completing an excellent piece of classroom work:

<i>Lelei.</i>	Good.
<i>Lelei lahi.</i>	Very good.
<i>Lelei lahi te faiga.</i>	Very well done.
<i>Mānaia!</i>	Awesome!



Both *mānaia* and *manaia* are accepted spellings. Although the meaning stays the same, these two words are pronounced differently.

These four expressions are included in the list of classroom language in the preface (on page 11). They are on CD1 track 1.

You will use the following expressions in Lesson A:

<i>Tālofa nī, te vahega.</i>	Greetings, class.
<i>Ko toku igoa ko _____.</i>	My name is _____.
<i>Ko au te faiākoga.</i>	I'm your teacher.
<i>Tōfā nī, te vahega.</i>	Goodbye, class.

These sentences are on CD1 track 2.

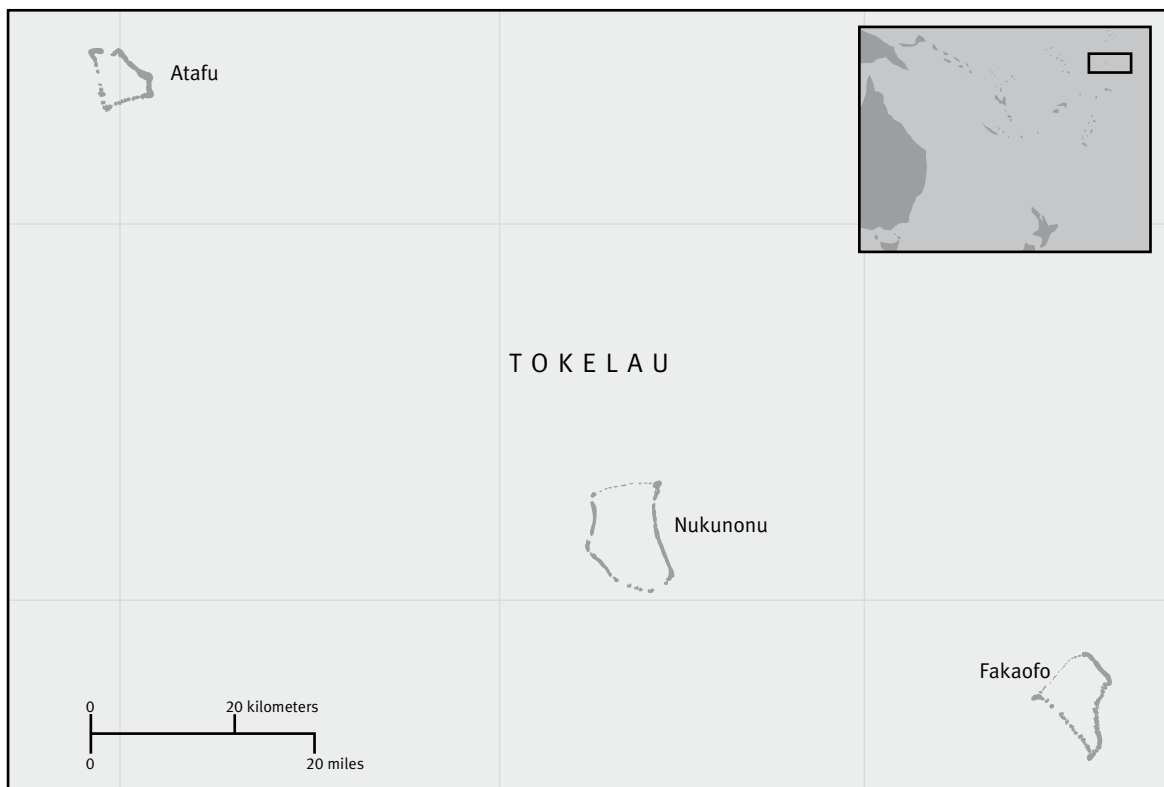
However, when you want to be less specific or somewhat less formal, you can drop the *te* without being disrespectful, as in:

<i>Tālofa nī, vahega.</i>	Hello, class.
<i>Tālofa nī, faiākoga.</i>	Hello, teacher.

Cultural Knowledge

Tokelau

Tokelau is a New Zealand protectorate, and Tokelau people are New Zealand citizens.



Olohega (Swain's Island) was part of the Tokelau group, but it became part of American Sāmoa in 1925. Go to "Swains Island" at www.doi.gov/oia/Islandpages/swainis.htm for more information about the history of Olohega.



There is no airport. Access to Tokelau is by boat from Sāmoa, and the trip takes around 37 hours. The capital of Tokelau changes from atoll to atoll, depending on where the head of state lives at the time. For more information, see <http://tokelau.org.nz>. Each of the atolls is a ribbon of tiny *motu* (islands) surrounding a lagoon. The atolls of Tokelau have been populated by Polynesians for about a thousand years. Traditional knowledge and linguistic evidence link the original settlers with Sāmoa, Pukapuka (in the Cook Islands), Niuafu'ou (in Tonga), and Tūvalu. Approximately five hundred people live on each of Tokelau's three atolls. Many of the families that used to live on Olohega have moved to Hawai'i. The villages operate largely by *inati*, a system of sharing. Much of the village work is communal, and catches of fish are distributed among the whole community. Though Tokelau now has several shops and a money economy, the system of *inati* is still central to the way of life. For more about the *inati* principles that express the Tokelau philosophy, see pages 8–9 in *Gagana Tokelau: The Tokelau Language Guidelines*. Also see Unit 12, where your students can learn about *inati* in more depth.

The name Tokelau Islands was adopted in 1946 and was shortened to Tokelau in 1976. In an old story told about the origin of the name Tokelau, Lu, a magical child raised in the sky, placed the winds in the directions that they now blow. The name Tokelau relates to all three atolls and means northerly wind or northern in the Polynesian languages. For example, in te reo Māori “tokerau” means “northern”.

Showing Fakaaloalo (Respect)

Agānuku Tokelau is not as hierarchical as some other Polynesian cultures, but *fakaaloalo* (respect) is still an important value. Your body position shows respect or lack of respect. For example, if someone of higher status is speaking and you have to move about, you should crouch a bit as you do so and, if you can, move behind rather than in front of them. If crossing in front of them is unavoidable, you should quietly say *Tulou* (Excuse me) or, if you know the person's name, then show politeness by using it, saying, for example, *Tulou mua, Pele* (Excuse me, Pele).

Acknowledging someone's position also shows respect. Your students should do this when they greet people of higher status, for example, church ministers, school principals, teachers, elders, and older people. It is also customary to physically lower yourself when you speak to someone to show respect.

Teachers' Notes

Gagana Tokelau

Gagana Tokelau is the indigenous language in Tokelau. English is also widely spoken as a second language and is taught in Tokelau's schools. *Gagana Tokelau* is spoken in many parts of the world, including New Zealand, Australia, Sāmoa, American Sāmoa, and Hawai'i.

Gagana Tokelau belongs to the Polynesian language family, as does te reo Māori. Within this family, *gagana Tokelau* is grouped within the Samoic languages. These include the languages of Tuvalu, Pukapuka, Niuafu'ou, and Sāmoa, which have words with similar sounds and meanings. Their alphabets also show similarities. For more about where *gagana Tokelau* fits into the family of Polynesian languages, see pages 7–8 in *Developing Programmes for Teaching Pacific Islands Languages*.



The influence of the language of Sāmoa, by means of the Bible and other printed religious material, is evident in *gagana Tokelau*. The languages of Tūvalu and Kiribati have also left their mark. Contact between Sāmoa, American Sāmoa, Tūvalu, Kiribati, and Tokelau over recent generations has strengthened these influences.

The older generation of Tokelau was brought up to speak two languages, *gagana Tokelau* and *gagana Sāmoa*. Their first language was *gagana Tokelau*, learned both at home and in the village among family and friends. At church and school – both considered to be formal settings – *gagana Sāmoa* was spoken as it was the language of religion and education at the time. It was used in both its spoken and written forms in these settings.

Over time, this has changed for the younger generation – in particular, young people in New Zealand. They use English as their first language, and they do not always have strong spoken or written skills in either *gagana Tokelau* or *gagana Sāmoa*.

Tokelau people from each of the atolls have slightly different accents, and there is some variation in dialect. Some words are used on one atoll and not on the others. There are some pronunciation differences. This resource is aligned to the forms of the language used in *Gagana Tokelau: The Tokelau Language Guidelines*.

Fakatulou means acknowledging and paying respects to visitors when people gather from different locations. Acknowledgment tends to take the form of speeches that pay respect to the visitors' history, status, and achievements.

Teaching Gagana Tokelau

Unit 1 introduces Tokelau and the Tokelau language (*gagana Tokelau*) and culture (*agānuku Tokelau*) to your students. Students of Tokelau ancestry will be learning their own language and about their own heritage culture. Other students will be of other ethnicities. Whatever their heritage, all students should have the opportunity to be motivated, to be involved, and to take ownership and responsibility for their own learning as they progress through *Muakiga! An Introduction to Gagana Tokelau*.

There is a lot in this unit, but it does not all have to be completed within the unit's three lessons. Some of the information could be displayed as posters in the classroom to be gradually taken in.

Encourage your students to use as much *gagana Tokelau* as they can in their interactions in class. Use *gagana Tokelau* yourself when you give instructions as often as you can. (See the section on classroom instructions in the preface, on page 11.)

Finding ways to help your students make connections across languages and cultures will help them to appreciate the distinctiveness of *gagana Tokelau* and *agānuku Tokelau*. There are many connections to be made with te reo Māori. For example, the *gagana Tokelau* word *tamaiti* (children) is obviously connected with the Māori word *tamariki*, and the *gagana Tokelau* term *fakalogo* (listen) with the Māori term *whakarongo*. Encourage your students to make their own connections with the languages they speak and are familiar with.

Tokelau stories can enrich your teaching programme. Local libraries, the Internet, and people from the Tokelau community – all could be sources of Tokelau stories that would interest your students and would enable them to make connections with the themes and events in stories belonging to other cultural traditions. In your school, you may find copies of the Ministry of Education's Tupu series, which is a source for both traditional and contemporary stories by Tokelau writers. Selected titles are listed in the preface on pages 19–20. These titles are also included in the units where their subject matter is particularly relevant.



In *agānuku Tokelau*, it is important to acknowledge where songs originate and who the guardians of particular songs are. For example, the song “Apalani”, which your students will sing in this unit, is from page 51 of *Songs to Celebrate Pasifika Languages & Cultures* and is associated with the people of Nukunonu.

An *Agānuku Tokelau* Corner

With student involvement, you could set up an *agānuku Tokelau* culture corner, where you can display maps of the three Tokelau atolls in a mural. The students could contribute information about themselves and their relationships with Tokelau, for example, photographs and stories. They may have family members living in Tokelau. They may have a connection with someone who has been to Tokelau. They may have taken part in Tokelau community events and activities or may be in touch with people in Tokelau by email – or they may simply be interested in Tokelau, its culture, and its language.

You can place a table covered with an *epaepa* (a small mat made from pandanus leaves) under the mural and display books and magazine articles about Tokelau and cultural artefacts, such as an *ili* (fan), on it. You could change the display material as you go to keep it relevant to the themes and learning outcomes of each unit.

E-portfolios

Consider setting up and using e-portfolios in your *gagana Tokelau* teaching programme. E-portfolios can showcase a student’s work. They can record a student’s progress, and both you and the students can use them to monitor progress. Work samples can be used to identify the strengths and weaknesses of individual students, forming a basis for self-assessment, peer assessment, and teacher feedback and feedforward to support the students’ ongoing learning.

Workbooks

The students will need workbooks of some kind for their *gagana Tokelau* lessons. They will write in these workbooks from time to time, as indicated in the lesson plans. You can also vary the lesson plans to give them more experience of writing *gagana Tokelau*. Also, you will decide whether your students need to have copies of the vocabulary, structures, and expressions for each unit as they progress their learning. Your students could paste copies of these into their workbooks for their reference and ongoing learning.

Lesson Routines

In *agānuku Tokelau*, lesson routines may include an opening and closing *lotu* (prayer). Here is an example of each should you wish to adopt this convention. They are on CD 1 track 1.

At the start of a lesson:

<i>Te tamana alofa,</i>	Loving father,
<i>Fakamanuia mai e koe nā fuafuaga o te aho.</i>	Bless our plans for today.
<i>Ke vikia tō igoa.</i>	May your name be praised.
<i>Āmene.</i>	Amen.

At the end of a lesson:

<i>Te tamana alofa,</i>	Loving father,
<i>Fakafetai ki tau fakamanuiga,</i>	Thank you for your blessing
<i>kua iku manuia ai nā gāluēga o te aho.</i>	as we complete our work.
<i>Ke vikia tō igoa.</i>	May your name be praised.
<i>Āmene.</i>	Amen.

Muakiga Progress Chart

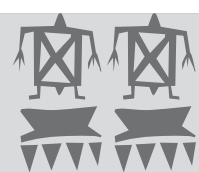
This unit contains a progress chart with an illustration of a coconut tree with twenty bands around the trunk. Give a copy of the chart to each of your students. Once they have successfully completed a unit, they can colour in the matching numbered band on the trunk. In this way, they can progressively “climb” their coconut tree, finally reaching the coconuts at the top, and the chart can become a symbol of their hard work, perseverance, and achievement, acknowledging their contribution to the survival of the language. For more about the symbolic significance of this, see the information at the top of page 2.

Assessment

Assessment is integral to the teaching process in *Muakiga! An Introduction to Gagana Tokelau*, and involves the students in ways that develop their capacity for self- and peer assessment, which leads in turn to increased self-direction. Achievement checklists are provided for all units. These involve the students in discussing, clarifying, and reflecting on their goals, strategies, and progress with you, themselves, and with one another.

As a teacher, you have opportunities to obtain assessment information from a range of sources, including the notes and observations you make on individual students as they engage with their learning tasks.





UNIT 1 *FEILOAKIGA* GREETINGS LESSON A



Learning Outcomes

Students will:

- greet each other, you, and other adults;
- recognise and use the letters of the *gagana Tokelau* alphabet;
- make connections between languages, places, and cultures.

Resources

Unit 1 DVD and transcript

RS 1

Unit 1 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

Copies of the Unit 1 learning outcomes

A ball

A poster of the Unit 1 vocabulary

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

Lesson Outline

Introduction

- Greet the students using the *gagana Tokelau* greeting:
Tālofa nī, te vahega. Greetings, class.

Then introduce yourself to the students in *gagana Tokelau*, giving your name and saying:

Ko toku igoa ko (your name). My name is (your name).

Ko au te faiākoga. I am the teacher.

You will find these expressions on CD 1 track 2.

Say the greeting again and tell the students to repeat the greeting after you. Introducing yourself in *gagana Tokelau* will begin to set the scene for something your students will be doing themselves in Unit 3.

- Welcome your students to your *gagana Tokelau* language class and to their exciting journey of discovery into one of the Pacific region's important languages.



Looking Back

- Find out whether you have students of Tokelau heritage in your class. Ask about the cultural heritage(s) of the other students. Then find out what the students already know about Tokelau and the Tokelau language, culture, and people. Record some of this information for display. Are some of the things that are new to some students similar to aspects of other cultures the students are familiar with?

This activity will help to profile your students' prior knowledge as a class and individually. You don't need to correct anything. Just explore what they already know and help them to make connections between the languages, places, and cultures they already have some knowledge of.

Learning Experiences

- Tell the students that they are going to watch some DVD material about Tokelau and some Tokelau people. Ask them to note three things that are new to them. Show the Unit 1 DVD cultural section. Discuss the things the students notice. This will stimulate interest in learning more about the language, culture, and people of Tokelau. It may even correct some false impressions.
- Discuss the Unit 1 learning outcomes. Hand out copies or display them on the classroom wall.
- Ask the students whether they remember the greeting used at the beginning of the lesson. Watch the Unit 1 studio section on the DVD. Discuss the different greetings. Talk about the significance of using names and titles when greeting people in *gagana Tokelau* to show respect. Explain why, when they greet you, they should say your name or use the term *faiākoga* (teacher). Talk about how, when they next meet the principal, they could use the principal's title and say:

Tālofa nī, te puleākoga.

Hello, principal.

(You could forewarn the principal so that he or she can respond with “*Tālofa nī.*”) Then show RS 1 and play CD 1 track 3. Ask the students to repeat the greetings in the pauses.

- In groups, the students sit in a circle. One student rolls a ball to another and greets that student, who picks up the ball, responds to the greeting, and then rolls the ball to a student who hasn't had a turn yet, greeting that student by gender, and so on. Each student replies with *Feolōlo* (OK).

This activity is a good way to help the students to get to know one another. Encourage them to help each other with their learning by saying “*Lelei nī!*”, “*Lelei lahi!*”, and “*Mānaia!*” to each other when the greeting is said correctly. Two of these expressions are on CD1 Track 1.

- Show RS 1 again. This time, point out how, in *gagana Tokelau*, we distinguish between singular, dual, and plural when we address people. Repeat the ball activity to practise these expressions. This time, get the students to greet each other according to the number of people included in the greeting.
- Show the students RS 2 and have them repeat the alphabet, vowels, and syllable strings in the pauses after the voice on CD 1 track 6.



- Have them listen to CD 1 track 7 as they view RS 3. Play the CD again and have the students repeat the words in the pauses. Ask the students to practise saying the words with each other. Then play the track again. Ask them to listen once more to how each word is spoken and challenge them to improve their pronunciation.

This activity can be repeated during other lessons to sharpen their ability to distinguish – and pronounce – particular letters of the alphabet. Explain to them that the point of the activity is for them to get better at hearing the sounds, recognising the words, and saying the words so that others can understand what they are saying.

- Show RS 4. Play the DVD studio section and have the students join in with singing the alphabet song. Repeat the viewing until they are singing the song confidently.
- Point to the poster you have made with the Unit 1 vocabulary on it. Ask the students to try pronouncing the words, using what they have learnt about the pronunciation of *gagana Tokelau* during the lesson. Then play CD 1 track 3 and have them repeat each the word in the pause on the CD.
- Have a quick question time to find out what they have learnt about the pronunciation of *gagana Tokelau*. What sounds or words are easy for them to pronounce, and where do they need to make a conscious effort to pronounce a sound or word correctly?

Looking Ahead

- Ask the students to write down five things they learned in the lesson. If there's time, play the DVD language scenario so that the greetings are fresh in their minds as they leave the class. Tell the students that they will be learning how to farewell you in the next lesson.

Close

- Farewell the students, saying:

Tōfā nī, te vahega.

Goodbye, class.

<i>Tālofa nī.</i>	Hello.
<i>Tālofa nī, te vahega.</i>	Hello, class.
<i>Tālofa nī, te faiākoga.</i>	Hello, teacher.
<i>Mālō nī.</i>	Hello.
<i>E ā mai koe?</i>	How are you? (to one person)
<i>E ā mai koulua?</i>	How are you? (to two people)
<i>E ā mai koutou?</i>	How are you? (to three or more people)
<i>Feoloolo.</i>	OK.

Ko nā Mataituhi i te Gagana Tokelau



a, e, i, o, u, f, g, k, l, m, n, p, h, t, and v

Vaueli

a e i o u

ā ē ī ō ū

Konehane

fa fe fi fo fu

ga ge gi go gu

ka ke ki ko ku

la le li lo lu

ma me mi mo mu

na ne ni no nu

pa pe pi po pu

ha he hi ho hu

ta te ti to tu

va ve vi vo vu



*tālofa nī
faiākoga
tōfā
mālamalama
kae ā koe?
vahega*

<i>A ata, E ehi, I ika</i>	A picture, E pawpaw, I fish
<i>O ota, U ua, Fa fau</i>	O raw fish, U rain, F headband
<i>Ga galu, Ka kakega, Lo logo</i>	G wave, Ka ladder, Lo bell
<i>Mo moa, No nofoa</i>	Mo chicken, No chair
<i>Pu puhi, Hu huhu</i>	Pu cat, Hu milk
<i>Ti titata, Va vaka</i>	Ti kettle, Va canoe



UNIT 1 FEILOAKIGA

GREETINGS

LESSON B



Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- show social awareness when interacting with others.

Resources

Unit 1 DVD and transcript

RS 1

RS 4

Unit 1 audio CD and transcript

RS 5

RS 6

RS 7

RS 8

You supply:

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Apalani” from page 51 in *Songs to Celebrate Pasifika Languages & Cultures*

A poster of the Unit 1 vocabulary

Copies of WS 1

Copies of CS 1

Lesson Outline

Introduction

- Greet the students in *gagana Tokelau* with:
Tālofa nī, te vahega. Greetings, class.

The students respond by saying:
Tālofa nī, te faiākoga. Hello, teacher.
- Show the words of “Apalani”. Sing “Apalani”. Discuss the actions and explain their cultural significance using the information on page 51 in *Songs to Celebrate Pasifika Languages & Cultures*.



Looking Back

- Ask the students to discuss in pairs what they learned in the last lesson, showing each other what they wrote in their workbooks. This is an opportunity for the students to reinforce each other's recall. You could prompt this as you move around.
- Discuss the greetings introduced in Lesson A. Show RS 1. Have the students practise the greetings in pairs, greeting each other and using their names.
- Show RS 4. Play the DVD studio section with the alphabet song and have the students join in, singing briskly.
- Point to the poster you made of the Unit 1 vocabulary. Play CD 1 track 3 and have the students repeat the words in the pauses.

Learning Experiences

- Play the Unit 1 DVD studio section. Show RS 5. Play CD 1 track 5. The students repeat what they hear in the pauses.
- Play the DVD language scenario. Find out how much your students understand. Use your copy of the DVD transcript to help you lead the discussion. Then replay the scenario and ask them if they understood more the second time and what helped their understanding. Tell them that they will have more opportunities to view the scenario so that they develop their understanding of how *gagana Tokelau* is used in context.
- Hand out copies of RS 6. The students listen to CD 1 track 9 and write the number of the dialogue under the picture that matches it. Read out the correct responses using RS 7. Still using RS 6, the students write the appropriate sentence in the speech balloons as they listen to CD 1 track 9. Replay the track for the students to check their sentences. The students could either check their own worksheets or swap worksheets with a partner for checking, using RS 7. If they have made errors, they need to correct the mistakes on their own worksheet. Their partners could then do a final check and sign the worksheet off. Play the track again to reinforce their learning.

Learning how to spell words correctly is an important part of learning any language.

- Now show RS 8. Play CD 1 track 8 and have the students practise these expressions, which express *fakaaloalo* (respect). Play the DVD cultural section and ask the students to comment on how respect is shown in *agānuku Tokelau*. Help them to develop ways of showing respect in the classroom by using these expressions and the associated body language.
- Play “Apalani”. The students can sing along as you display the words.

Remember to praise your students with “*Lelei nī!*”, “*Lelei lahi!*”, and “*Mānaia!*” and to give them feedback to help them work out their next learning step.



Looking Ahead

- Remind the students that Lesson C will check their learning. Talk about the learning outcomes for this unit. Let them know that they will be doing some more role-playing in Lesson C. Encourage them to practise the language they've been learning as much as they can before the next lesson.
- If there is time, the students could use the material in their workbooks to practise greeting and saying farewell to each other. This will help them to identify what they need to focus on to achieve the objectives for Unit 1.

Close

- Sing “Apalani” again with the actions, displaying the words.
- Farewell each other. You can begin by saying:

Tōfā nī, te vahega.

Goodbye, class.

The students can respond with:

Tōfā nī, te faiākoga.

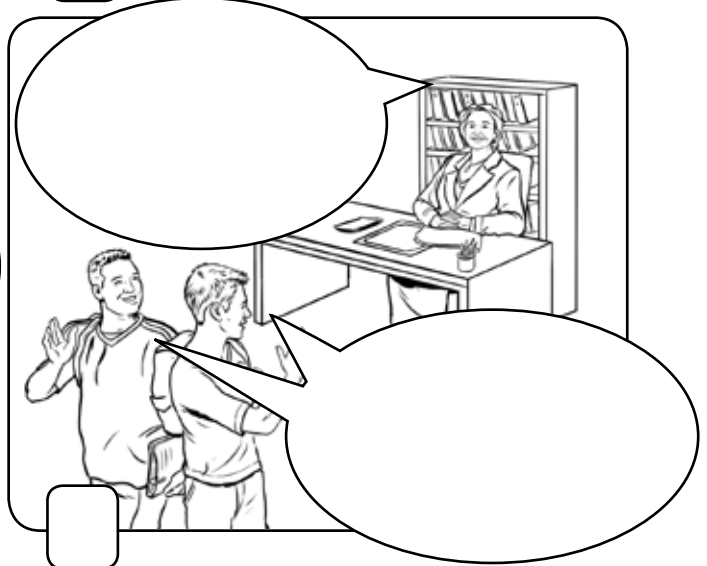
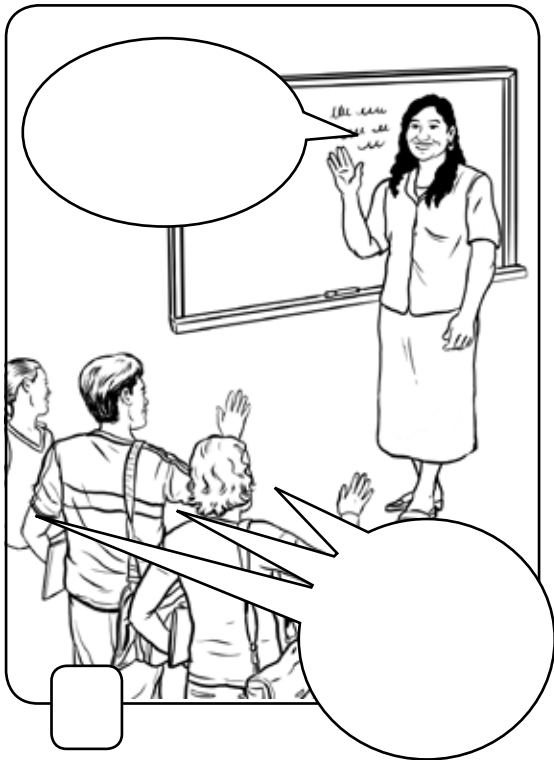
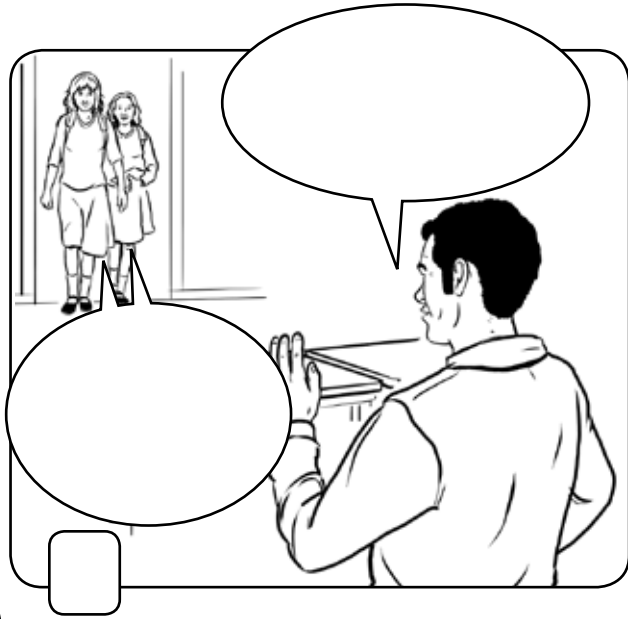
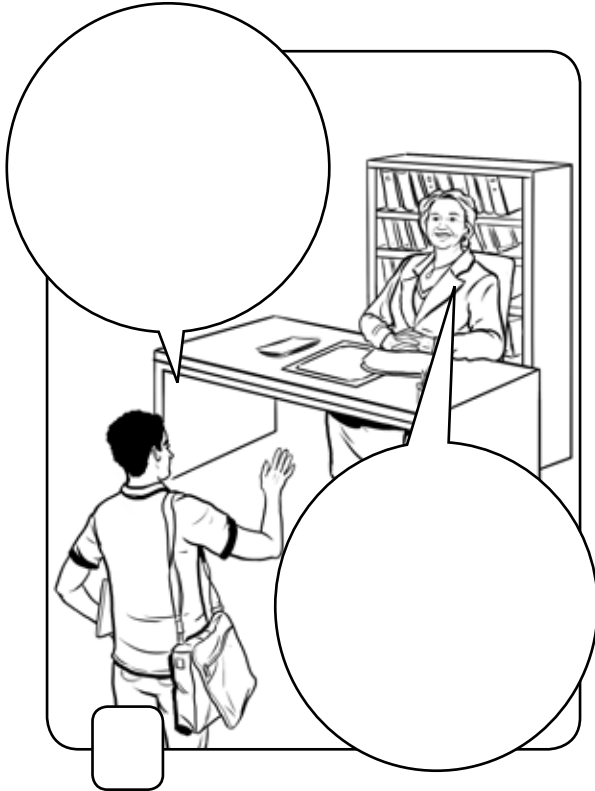
Goodbye, teacher.

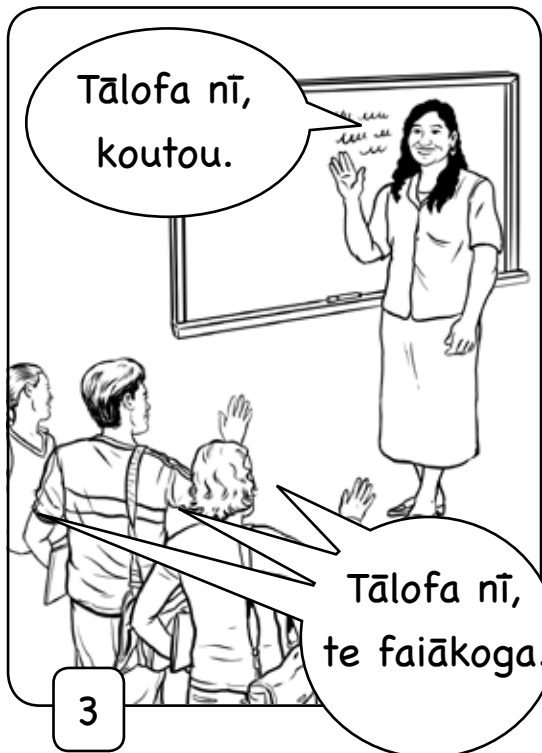


<i>Ko au e lelei.</i>	I'm fine, thanks.
<i>Mālohi, fakafetai.</i>	Fine, thanks.
<i>Manuia foki, fakafetai.</i>	I'm fine, too, thank you.
<i>Manuia lava, fakafetai.</i>	I'm well, thank you. (formal)
<i>Kae ā koe?</i>	How about you?
<i>Tōfā nī.</i>	Goodbye.
<i>Toe fetau!</i>	See you later! (informal)
<i>Manuia te aho!</i>	Have a good day!
<i>Tōfā.</i>	Goodbye.

Instructions

You will hear five dialogues. As you listen, write the number of the dialogue in the box under the picture that matches it.







E mālamalama?

Do you understand?

Io, kua mālamalama.

Yes, I understand.

Tulou.

Excuse me.

Tulou mua, Pele.

Excuse me, Pele.

Fakafetai nī, Hiaohi.

Thank you, Hiaohi.

Fakamolemole.

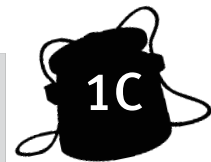
Please.



UNIT 1 *FEILOAKIGA*

GREETINGS

LESSON C



Learning Outcomes

Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- recognise and use the *gagana Tokelau* alphabet;
- show social awareness when interacting with others;
- make connections between languages, places, and cultures.

Resources

Unit 1 DVD and transcript
Unit 1 Achievement Checklist
Unit 1 audio CD and transcript
RS 2
RS 4
RS 3
Muakiga Progress Chart

You supply:

The words of “Apalani”
The *Songs to Celebrate Pasifika Languages & Cultures* CD
Copies of the Unit 1 Achievement Checklist
Copies of the *Muakiga* Progress Charts

Lesson Outline

Introduction

- Greet the students, saying “*Tālofa nī, tamaiti.*” Ask the students to use your title as they greet you, saying “*Tālofa nī, te faiākoga.*”
- Display the words to “Apalani”. Have the students sing along with the *Songs to Celebrate Pasifika Languages & Cultures* CD and perform the actions. Then challenge them to keep singing and performing without the words.

Looking Back

- In small groups, get the students to discuss three things they each learned about Tokelau and the Tokelau language, culture, and people during Lessons A and B. A spokesperson from each group can present these. Capture them on the whiteboard. Make sure that they include examples of ways to show respect.



Learning Experiences

- Give a Unit 1 Achievement Checklist to each student. The learning outcomes are listed on the chart with a box alongside each one where your students can record their achievement. Go through each outcome, asking the students: How will you know when you have learnt it? Agree on the criteria they will use when they assess their progress. At the top, they'll see *Ko toku igoa ko _____*. Explain that this means “My name is _____.” Get them to write their names in the space. Tell them that they will be assessing their own progress as one of the activities in this lesson. Completing the sentence *Ko toku igoa ko _____* introduces something the students will be learning more about in Unit 3.
- Play the DVD language scenario. Help the students to develop their understanding, using your copy of the scenario transcript and playing the scenario a number of times.
- Give the students time to work in pairs to rehearse role-playing the greetings and farewells they've been learning. Have them perform these before the class. Encourage the others to say “*Lelei nī!*”, “*Lelei lahi!*”, and “*Mānaia!*” as they watch each pair perform, providing a supportive atmosphere.
- Chant the alphabet with the students along with the voice on CD 1 track 6 as they look at RS 2. Play the DVD studio section and have the students join in, singing the alphabet song. Display RS 4 if the students still need this support.
- Challenge the students to copy five *gagana Tokelau* words of their choice from RS 3 into their workbooks. Then get them to swap books so that a partner can check the accuracy of the spelling. If a word's incorrect, the student writes the word correctly beside it.

Your students will become good spellers of *gagana Tokelau* words if you encourage them to become familiar with the conventions of written and printed *gagana Tokelau*, looking for patterns. Learning to copy accurately is a skill that will lead to written fluency as they progress their learning.

- Talk about the importance of *inati* in *agānuku Tokelau*, giving a brief description of the *inati* process (see pages 8–9 of the *Gagana Tokelau: The Tokelau Language Guidelines*). Give a *Muakiga* Progress Chart to each student. Get them to write their names in the correct space. They will use this chart to record their progress through all the units. As your students achieve the objectives for each unit, they colour in the band that matches the unit. This becomes a routine activity for Lesson C in each unit.
- The students now complete their Achievement Checklists and colour in band 1 on their *Muakiga* Progress Charts. Collect both to put in the students' portfolios.
- Discuss what the students found particularly interesting, challenging, difficult, and easy during this unit. There may be opportunities to say *Fakafetai* (Thank you) and *Fakafetai lahi* (Thank you very much) during this discussion.

This information will help you with your planning. It may suggest some adjustments to the next few lesson plans.



Looking Ahead

- In the next unit, your students will be learning more about families and family relationships in *agānuku Tokelau* as well as learning to count from zero to ten. Challenge them to find out at least one thing about *gagana Tokelau* or *agānuku Tokelau* to bring to the next lesson.

Close

- Sing “Apalani” together, performing the actions.
- Farewell each other. You say:

Tōfā nī, te tamaiti.

Goodbye, class.

The students respond with:

Manuia te aho, te faiākoga.

Have a good day, teacher.

The students can farewell each other, saying:

Toe fetau.



Ko toku igoa ko _____.

Now I can:

- greet other students, my teacher, and other adults
- farewell other students, my teacher, and other adults
- use language that best suits these situations
- recognise and use the letters of the *gagana Tokelau* alphabet
- make connections between languages, places, and cultures

Muakiga Progress Chart



Ko toku igoa ko _____.



MUAKIGA! An Introduction to Gagana Tokelau

UNIT 1 DVD TRANSCRIPT



Tala:

Tālofa nī. E ā mai koe?

Uō i te vahega:

Lelei. E ā mai koe?

Tala:

Lelei, foki. Fakafetai

Hale (faiākoga):

Tālofa nī, tamaiti.

Tamaiti:

Tālofa nī, faiākoga.

Hale:

Tālofa nī. Tālofa nī, Kāleopa. Hau. Ko au ko te faiākoga i kinei. E lelei kua feiloaki kitāua, ni.

Kāleopa:

Tālofa nī, faiākoga. Te gali kua feiloaki foki ma koe.

Eline:

Tulou mua, faiākoga. Ko au kā fano, fakamolemole.

Hale:

Ah! Io, io.

Eline:

Tōfā nī.

Hale:

Io, e lelei. Ke manuia te aho, ni.

Eline:

Tōfā.

Vahega:

Tōfā.

Hale:

Fakalogo mai, te vahega! Ko Kāleopa tēnei, e hau mai Tokelau.

Vahega:

Tālofa nī, Kāleopa.

Kāleopa:

Tālofa nī, koutou.

Hale:

Io, Tala.

Tala:

Tulou mua, faiākoga. Ko toku kāiga e ōmai i Tokelau.

Tala:

Hello. How are you?

Classmate:

Good. How are you?

Tala:

Good, too. Thanks.

Hale (teacher):

Hello, students.

Students:

Hello, teacher.

Hale:

Hello. Hello, Kāleopa. Come over here. I'm the teacher. Nice to meet you.

Kāleopa:

Hello, teacher. Nice to meet you, too.

Eline:

Excuse me, teacher. I have to go. Sorry.

Hale:

Oh! OK.

Eline:

Goodbye.

Hale:

Sure, that's OK. Have a good day.

Eline:

Goodbye.

Class:

Goodbye.

Hale:

Listen, everyone! This is Kāleopa. He's from Tokelau.

Class:

Hello, Kāleopa.

Kāleopa:

Hello, everyone.

Hale:

Yes, Tala.

Tala:

Excuse me, teacher. My family's from Tokelau.

Hale:

Io, e hako.

Tala:

Kāleopa. Hau oi nofo i oku tafa.

Kāleopa:

Lelei.

Hale:

Io. Lelei. Fakafetai, Tala.

Kāleopa:

Fakafetai.

Tala:

Io.

Hale:

Yes, of course.

Tala:

Kāleopa. Come sit by me.

Kāleopa:

Great.

Hale:

Yes. Great. Thank you, Tala.

Kāleopa:

Thanks.

Tala:

OK.



UNIT 1 AUDIO TRANSCRIPT



Track 2 Classroom Expressions for Unit 1

You will begin using these greetings in Lesson A.

Tālofa nī, te vahega.

Ko toku igoa ko Lagi.

Ko au te faiākoga.

Tōfā nī, te vahega.

Track 3 Vocabulary for Unit 1

Here is the vocabulary for Unit 1. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

faiākoga

puleākoga

tamaiti ākoga

vahega

fakafetai

fakamolemole

feoloolo

foki

lelei

mālamalama

mālohi

manuia

tulou

Track 4 to Accompany Unit 1 Lesson A RS 1

Listen to these expressions and say them in the pauses after the speaker.

Tālofa nī.

Tālofa nī, te vahega.

Tālofa nī, te faiākoga.

Mālō nī.

E ā mai koe?

E ā mai koulua?

E ā mai koutou?

E feoloolo.

Track 5 Structures and Expressions for Unit 1 to Accompany Lesson B RS 5

You will hear the remaining sentences and expressions that you are to learn in Unit 1. Listen carefully to the rhythms of the sentences and try to copy these rhythms when you repeat the sentences in the pauses.

Ko au e lelei.

E mālohi, fakafetai.

Manuia, fakafetai.

Manuia foki, fakafetai.

E manuia lava, fakafetai.

Kae ā koe?

Tōfā nī.

Toe fetau!

Manuia te aho!

Tōfā.

Track 6 to Accompany Unit 1 Lesson A RS 2

Ko nā Mataituhi i te Gagana Tokelau – The Gagana Tokelau Alphabet

There are fifteen letters in the gagana Tokelau alphabet. They are:

a, e, i, o, u, f, g, k, l, m, n, p, h, t, and v.

Vaueli –Vowels

Now you will hear the vowels. First you will hear the short vowel sounds. Then you will hear the long vowel sounds. Practise saying them in the pauses after each set.

a, e, i, o, u

ā, ē, ī, ō, ū

Konehane – Consonants

Now you will hear each consonant said five times, once with each vowel. Practise saying these syllable strings in the pause after each string.

fa fe fi fo fu
ga ge gi go gu
ka ke ki ko ku
la le li lo lu
ma me mi mo mu
na ne ni no nu
pa pe pi po pu
ha he hi ho hu
ta te ti to tu
va ve vi vo vu

Track 7 to Accompany Unit 1 Lesson A RS 3

You will hear six words and phrases. Listen carefully to the pronunciation of each word or phrase and repeat it in the pause. You will hear each one a second time. Say it again, trying to improve your pronunciation.

tālofa nī
faiākoga
tōfā
mālamalama
kae ā koe?
vahega

Track 8 to Accompany Unit 1 Lesson B RS 8

Listen to these words and phrases that show *fakaaloalo* (respect). Practise saying them in the pauses.

E mālamalama?
Io, kua mālamalama.
Tulou.
Tulou mua, Pele.
Fakafetai nī, Hiaohi.
Fakamolemole.

Track 9 to Accompany Unit 1 Lesson B RS 6

You will hear five dialogues. As you listen, write the number of the dialogue in the box under the picture that matches it.

- Dialogue 1 *Tālofa nī, te puleākoga.
Tālofa nī, Hale.*
- Dialogue 2 *Mālō nī, e ā mai koulua?
Mālohi, fakafetai.*
- Dialogue 3 *Tālofa nī, koutou.
Tālofa nī, te faiākoga.*
- Dialogue 4 *Malia, mālo, e ā mai koe?
E feoololo, fakafetai.*
- Dialogue 5 *Tōfā nī, koulua.
Tōfā nī, te puleākoga.*





UNIT 2 KĀIGA FAMILY OVERVIEW



Learning Outcomes

Students will:

- introduce themselves to others;
- identify and describe some family members;
- describe their families;
- ask others about their families;
- recognise and say the numbers from zero to ten.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 54)
 - 1.1 give and respond to greetings, farewells, and introductions;
 - 1.2 give and respond to personal information;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

Ko nā Fuainūmela 0–10 (The Numbers 0–10)

<i>helo</i>	zero
<i>tahi</i>	one
<i>lua</i>	two
<i>tolu</i>	three
<i>fā</i>	four
<i>lima</i>	five
<i>ono</i>	six
<i>fitu</i>	seven
<i>valu</i>	eight
<i>iva</i>	nine
<i>hefulu</i>	ten

This vocabulary is on CD 1 track 10.



<i>faimātua</i>	aunt
<i>faitamana</i>	uncle
<i>igoa</i>	name
<i>kāiga</i>	family, home, household, whānau
<i>mātua</i>	mother, parents
<i>mātua tupuna</i>	grandmother
<i>tama</i>	child
<i>tamana</i>	father
<i>tokotoko</i>	walking stick, eldest grandson
<i>tuafafine</i>	sister (of a male)
<i>tuagāne</i>	brother (of a female)
<i>tupuna</i>	grandfather
<i>uho</i>	sister (of a female), brother (of a male), cousin of the same gender

This vocabulary is on CD 1 track 11.

<i>au</i>	I
<i>hēai</i>	no
<i>io</i>	yes
<i>ko ai</i>	who, what
<i>lātou</i>	their
<i>ma</i>	and
<i>ō</i>	your (plural)
<i>oku</i>	my (plural)
<i>tō</i>	your (singular)
<i>toku</i>	my (singular)
<i>tona</i>	his, her

This vocabulary is on CD 1 track 12.

Structures and Expressions

Ko ai tō igoa?

What's your name?

Ko toku igoa ko Hale.

My name is Hale.

Ko ai tō tamana?

Who is your father?

Ko ai tona igoa?

What is his/her name?

Ko tona igoa ko Hale.

His name is Hale.

E ō Lēhina te tuagāne tē.

That's Lēhina's brother.

Ko Paula te tuafafine e ō koe. Ni kō?

Paula's your sister, isn't she?

E tokafia ia tino i tō kāiga?

How many (are there) in your family?

E tokafia ō uho?

How many brothers do you have? (asking a boy)

E tokafia ō tugāne?

How many brothers do you have? (asking a girl)



Ko au he tama tautahi.
Io, e tokalua oku uho.
Io, e tokatolu oku tuagāne.

I'm an only child.
Yes, I've got two brothers. (a boy speaking)
Yes, I've got three brothers. (a girl speaking)

Ko ai o lātou igoa?
Ko o lātou igoa ko Lēhia, Mālia ma Tagi.

What are their names?
Their names are Lēhia, Mālia, and Tagi.

This vocabulary is on CD 1 track 13.

Hēai, fakafetai.
Io, kua lelei.
Mālō nī, te mātua.
Tulou ki te tātou mālō.

No, thank you. (said while shaking your head)
Yes, it's OK. (said in response to a request)
Greetings (to any female elder).
Greetings to the respected visitor.

This vocabulary is on CD 1 track 14.

Language Notes

The *gagana Tokelau* term for number and numeral is either *nūmela* or *fuainūmela*, for example, *nūmela tahi* (number one) or *fuainūmela tahi* (number one). The plural form is either *ko nā nūmela* or *ko nā fuainūmela*.

The following words have both singular and plural forms in *gagana Tokelau*.

Toku (my) is the singular form, and *oku* (my) is the plural form. Compare these sentences:

Ko toku igoa ko Hale. My name is Hale.
Io, e tokalua oku uho. Yes, I've got two brothers.
(Yes, my brothers are two.)

Tō (your) is the singular form, and *ō* (your) is the plural form. Compare these sentences:

Ko ai tō igoa? What's your name?
E tokafia ō uho? How many brothers do you have? (asking a boy)

Ma is used to connect items in a list in the sense of "and", as in this example:

Ko ō lātou igoa ko Lēhia, Mālia ma Tagi. Their names are Lēhia, Mālia, and Tagi.

Ō is used to express possession, for example:

E ō Lēhina te tuagāne tē. That's Lēhina's brother.

In *gagana Tokelau*, the word you use when referring to various relatives depends on the gender of those people and your gender. A male would refer to his brother as his *uho* as in *toku uho* (my brother) and would refer to his sister as his *tuafafine* as in *toku tuafafine* (my sister). A female would refer to her sister as her *uho* as in *toku uho* (my sister) and to her brother as *tuagāne* as in *toku tuagāne* (my brother).

Toka is a numeral prefix. Use it when a cardinal number refers to people, for example:

Io, e tokalua oku uho. Yes, I've got two brothers. (a boy speaking).



Tau is used in the same way, as a prefix on the cardinal number when it refers to people, but only before the number *tahi* (one), for example:

Ko au he tama tautahi.

I'm an only child.

Macrons

As stated in Unit 1, vowels have long and short versions. In print, a long vowel sound is indicated by a macron over the vowel, for example, *ā*. The macron in written texts also distinguishes the different meanings of words that would otherwise share the same spelling, for example, *tāua* (precious) and *taua* (war). Fluent speakers are able to identify which word is intended from the context. Macrons are used in this resource in order to support your learning of *gagana Tokelau* as an additional language. They will help you to develop your pronunciation skills and so communicate more effectively.

Here are some examples of words that are distinguished by vowel length, as shown by macrons:

- | | |
|-------------|-----------------------------------|
| <i>tata</i> | hoist the sail, give out the tune |
| <i>tātā</i> | beat the rhythm |
- | | |
|--------------|----------|
| <i>akoga</i> | teaching |
| <i>ākoga</i> | school |
- | | |
|-------------|---------------------|
| <i>taua</i> | battle, war |
| <i>tāua</i> | important, precious |
- | | |
|--------------|-----------------|
| <i>matua</i> | age |
| <i>mātua</i> | parents, mother |
- | | |
|----------------|---------------------------------------|
| <i>mālō</i> | government, kingdom |
| <i>malo</i> | loincloth, dancing costume for a male |
| <i>mālō nī</i> | hello (a formulaic expression) |
- | | |
|-------------|---|
| <i>tutu</i> | to light a fire, a small lump on the skin |
| <i>tutū</i> | the plural of the verb to stand |

Remember that every vowel in a word is sounded in *gagana Tokelau* and notice where the macrons are placed. The vowels with macrons on them are longer.

Cultural Knowledge

The *kāiga* (family) is an important and fundamental feature of *agānuku Tokelau*. When you meet someone new in the Tokelau community, you usually talk about who your parents and relatives are, to see what family connections you share, before you start speaking about yourself. The strong bond between family members is maintained through a wide range of ceremonial and cultural events as well as through the routines of daily life. The Tokelau *kāiga* is extensive and includes aunts, uncles, grandparents, great-grandparents, numerous cousins, and often close friends as well. Partly because of the close-knit ties, all *toeaina* and *lōmātutua* (elders) are regarded as fathers (*tamana*) and mothers (*mātua*), and all the younger males and female members are seen as brothers or sisters, regardless of their actual parentage. In the same way, adopted children are generally regarded as having the same standing as the “natural” brothers and sisters in a family.



When girls call their brother(s) *tuagāne* and boys call their sister(s) *tuafafine*, they are showing respect. When girls call their sister(s) *uho* and boys call their brother(s) *uho*, they are speaking less formally. *Feagaiga* is the special bond between brothers and sisters. They respect each other. Brothers are responsible for the safety of their sisters. In turn, in *agānuku Tokelau*, sisters obey and respect their brothers. A sister may ask a favour of her brother that she would probably not ask of her father.

Tokotoko is the word for walking stick. Because the eldest grandson gives support to his *tupuna* (grandfather), he is also known as the *tokotoko* because of the way the walking stick also gives physical support to a grandfather.

Children are expected to be obedient to grandparents. They are elders with wisdom who know the culture's traditions, and these qualities deserve respect.

Tamana is used for both a father and an uncle, to show that they have a similar role to play in the family.

For the purposes of this resource, there are occasions where children address their parents more formally than they do in everyday life.

Teachers' Notes

The Tupu book *Ko te Tokotoko o Toku Tupuna* (see page 20 in the preface for further information) may be of interest to your students. The teachers' notes that accompany the book will give you additional information and ideas for activities to engage your learners and extend their knowledge of the special relationship between a grandfather and his eldest grandson.

Formal and Informal Situations

The way in which *gagana Tokelau* is used differs according to how formal the occasion is and who the people in the audience are. Your students need to learn that certain titles are reserved for people of status, such as church ministers, teachers, and heads of families.

They need opportunities to take part in or view formal gatherings where they can observe the traditional protocol of speech-making by elders with which formal occasions begin.

If welcoming or farewelling another school group, for example, your school's principal could take the role of an elder. Seek the advice of someone in the Tokelau community if you are unsure of the correct protocol.

Although your students do not have the status to take part in speech-making when real events are taking place, you can give them opportunities to role-play formal occasions in order to practise the formal language that is involved.

Fakaaloalo (Respect)

At levels 1 and 2, do not expect your students to fully understand the different ways of showing respect in *agānuku Tokelau* or the *gagana Tokelau* words this involves. They should be starting to learn about Tokelau cultural practices, though, and they should be beginning to understand that showing respect is part of what is involved in communicating in *gagana Tokelau*. They can demonstrate this by displaying some respectful behaviour when they communicate in *gagana Tokelau* (for example, by respectfully walking behind, rather than in front of, a speaker, saying "Tulou" as they do so). Students of Tokelau heritage will probably demonstrate some of this respectful behaviour without even being aware that they are doing so.



This unit also includes some more formulaic examples of polite language. These are:

Mālō nī, te mātua.

Greetings (to any female elder).

Tulou ki te tātou mālō.

Greetings to the respected visitor.

Hēai, fakafetai.

No, thank you. (said while shaking your head)

Io, kua lelei.

Yes, it's OK. (said in response to a request)

Write these on a poster or on separate cards and place them on the classroom wall. They will then be available for the students when they need to use them.

Communicative Language Learning

Repetition is important in the early stages of language learning. Do be mindful, however, that students may not always enjoy repeating everything. Challenge them by focusing on different skills each time so that their learning is rich and deep. The same thing can be learned in many different ways.

You could invite the principal to come to Lesson C. This will provide your students with a more authentic communicative situation when they do their introductions.



UNIT 2 *KĀIGA*

FAMILY

LESSON A



Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- recognise and say the numbers from zero to ten;
- show respect.

Resources

Unit 2 audio CD and transcript

Unit 2 DVD and transcript

RS 1

RS 2

RS 3

You supply:

A poster of polite expressions

Copies of RS 2

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Kā Totolo te Paka” from page 55 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Exchange greetings.
- Ask the students what they remember from Unit 1. Focus on the alphabet, the greetings, the farewells, and the ways of showing respect. Tell the students that they are learning to communicate with other speakers of *gagana Tokelau* in a way that is appropriate to *agānuku Tokelau* and that includes showing respect.
- Ask the students what they have discovered about Tokelau or Tokelau families. Ask them where they found the information.

Opening up a discussion about sources of information will help the students to broaden their knowledge of possible sources and will increase their ability to manage themselves and see themselves as capable learners.



- Discuss the learning outcomes for Unit 2.

Looking Back

- Show RS 1 from Unit 1 Lesson A and quickly revise the terms for the greetings and farewells. Have the students repeat these in the pauses on CD 1 track 4.

Learning Experiences

- Show the DVD cultural section. With the students, discuss the things they notice about families. Talk about the role of the *kāiga* in Tokelau people's lives and some of the associated responsibilities. Encourage the students to draw comparisons with their own families and cultural practices. Handle these discussions sympathetically as they could involve some quite personal matters for some students. Comparing is not judging – it is a matter of values that are important to particular cultures and families.
- Point to the poster of polite expressions and explain the meanings of the different expressions. Play CD 1 track 14 and have the students repeat the expressions in the pauses. Challenge them to use these expressions in appropriate situations during their lessons.
- Show the DVD studio section. Discuss the different terms used for family members in the sequence. Show RS 1 with this new vocabulary on it and have the students practise saying these words along with CD 1 track 11.
- Show the DVD language scenario. Ask the students how much they can understand. You have the DVD transcript to help you lead the discussion. Remind the students that the goal of learning *gagana Tokelau* is for them to be able to use the language to communicate in situations like those they see on the DVD.
- Next, show the sequence on the DVD about numbers. Put up RS 2 and replay the DVD sequence. Then get the students to practise saying the numbers along with CD 1 track 10.
- Hand out copies of RS 2. Ask the students to practise saying the numbers in pairs, challenging each other to say them as quickly as they can.

Students who are familiar with te reo Māori and other Polynesian languages may find the *gagana Tokelau* numbers relatively easy to learn. However, this familiarity may cause errors with both pronunciation and writing as students often automatically transfer knowledge of languages they are familiar with to a language they are learning. As a general guide, though, do encourage your students to look for patterns in the language they are learning and to relate them to the patterns in the languages they already know. By making these comparisons explicit and having your students openly discuss similarities and differences, it is more likely that the students will learn the features of the new language correctly.

- Continue to focus on the sounds of *gagana Tokelau*. Point out that because some words in *gagana Tokelau* distinguish between a short vowel sound and a long vowel sound to show different meanings it is important to get the pronunciation right. Show RS 3. As the students listen to the first part of CD 1 track 15, get them to select (a) or (b) according to what they hear on the CD. Check their responses using the audio script.



Now play the second part of track 15, where the students will hear the two words in each set. Your students do not need to know the meanings of these words. The focus is on the sounds in them and on associating these sounds with the spelling.

- Replay the DVD sequence with the numbers. Play bingo. There are five random number sets on CD 1 track 16. You can choose how many to play in this lesson. Get the students to write six numerals in their workbooks, choosing any from 1 to 10. They cross out each number as they hear it. The winner calls out “*Uma!*”
- Check to see whether the students wish to repeat any of the activities in this lesson or an activity from a previous lesson. Ask them why they want to repeat these particular activities. Agree on an activity and do it again as time allows.

Encouraging “learning” talk in the classroom, where the students habitually review their own progress and decide what they need to do in order to improve, will reinforce the learning focus.

Looking Ahead

- Tell the students to practise the numbers at home until they can say them well and quickly. Ask them to bring a photograph or a drawing of their family to the next lesson as they will be learning how to talk about their own families in *gagana Tokelau*.

Close

- Sing “*Kā Totolo te Paka*” along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Exchange farewells.

<i>faimātua</i>	aunt
<i>faitamana</i>	uncle
<i>igoa</i>	name
<i>kāiga</i>	family, home, household, whānau
<i>mātua</i>	mother, parents
<i>mātua tupuna</i>	grandmother
<i>tama</i>	child
<i>tamana</i>	father
<i>tokotoko</i>	walking stick, eldest grandson
<i>tuafafine</i>	sister (of a male)
<i>tuagāne</i>	brother (of a female)
<i>tupuna</i>	grandfather
<i>uho</i>	sister (of a female), brother (of a male), cousin of the same gender

<i>helo</i>	zero
<i>tahi</i>	one
<i>lua</i>	two
<i>tolu</i>	three
<i>fā</i>	four
<i>lima</i>	five
<i>ono</i>	six
<i>fitu</i>	seven
<i>valu</i>	eight
<i>iva</i>	nine
<i>hefulu</i>	ten



Circle the word in each pair that you hear spoken on the CD. You will hear each word only once.

1. (a) *tata* hoist the sail, give out the tune
(b) *tātā* beat the rhythm
2. (a) *akoga* teaching
(b) *ākoga* school
3. (a) *taua* battle, war
(b) *tāua* important, precious
4. (a) *matua* age
(b) *mātua* parents, mother
5. (a) *mālō* government, kingdom
(b) *malo* dancing costume for a male
6. (a) *tutu* to light a fire, a small lump on the skin
(b) *tutū* the plural of the verb to stand



UNIT 2 KĀIGA

FAMILY

LESSON B



Learning Outcomes

Students will:

- name the members of their immediate family;
- identify some family relationships;
- say the numbers from zero to ten;
- show respect.

Resources

Unit 2 DVD and transcript

Unit 2 audio CD and transcript

RS 4

RS 5

RS 6

RS 1

RS 7

RS 8

RS 9

You supply:

A set of number flashcards made using RS 2

Copies of RS 4

Copies of RS 7

Sets of family cards

Lesson Outline

Introduction

- Exchange greetings.
- Show the DVD studio section on the numbers zero to ten and have the students join in, saying the numbers along with the studio team.

Looking Back

- Show the number flashcards and play CD 1 track 10, on which each of the the numbers from zero to ten is spoken in sequence. Have the students look at each card, repeat the number, and build a *gagana Tokelau* sound–symbol–number concept without using English.
- Play the DVD language scenario. Use this as a warm-up activity for recalling the vocabulary and reinforcing sentence patterns for describing members of a family.



Learning Experiences

- Now tell the students that they are going to learn about a (virtual) Tokelau family. Show them RS 4. Play the DVD studio section and ask the students to listen for the family vocabulary. Show RS 1 to help them.
- Give out RS 4. Get the girls in your class to imagine themselves as the boxed girl on the worksheet and the boys as the boxed boy. Have them write in the words for their (virtual) family from those points of view, choosing the correct words from the list and copying them under the drawings.

Give RS 5 to the boys and RS 6 to the girls and get the students to correct their work.

Now get the students to repeat the words in the pauses after they hear them said on CD 1 track 17, pointing to the matching picture on their checksheet.

- Show RS 7. You may wish to give a copy of this to your students for their reference. Play CD 1 track 13 and have the students repeat the expressions in the pauses. Ask them to work in pairs to practise the expressions in order to build their fluency. Now show RS 8 and play CD 1 track 12. This will help them to narrow their focus as they look at the small words that help to form the structure of the sentences and make meaning. Ask them to repeat the words in the pauses.
- Divide the students into groups. Give a set of family cards to each group. The cards show family members that become the students' "virtual" family. Have the students take turns to introduce the other members of their family to the group. Encourage the group members to support each other with this learning, saying things like "Mānaia!".

Repeating this activity during later lessons will assist recall, will reinforce the word–picture association, and will build their confidence in using these language patterns.

- Ask the students whether the activities in this lesson have helped them to learn. How do they know that they have learned something? Which activities have helped them the most?

Their responses will help them to reflect on their learning. They will also help you to identify the activities that are really helping them to achieve and what they are actually achieving.

- Tell the students that they are now going to practise talking about their own families. They can work in pairs or small groups. They can use the photograph(s) they brought or their drawing(s). Show RS 7 for them to use as a reference. Ask them to say five things about their own family to a partner. To make this exchange a more active dialogue, the partner can ask some questions, for example, *Ko ai tona igoa?* (What is his/her name?).

There is a lot of vocabulary here for the students to master, so they will need to have plenty of time to practise exchanging information about their families.

Keep checking to see whether they would like to repeat certain activities. Having another go at something they initially found difficult will build their perseverance. Students feel more in control of their own learning when they see themselves succeeding.

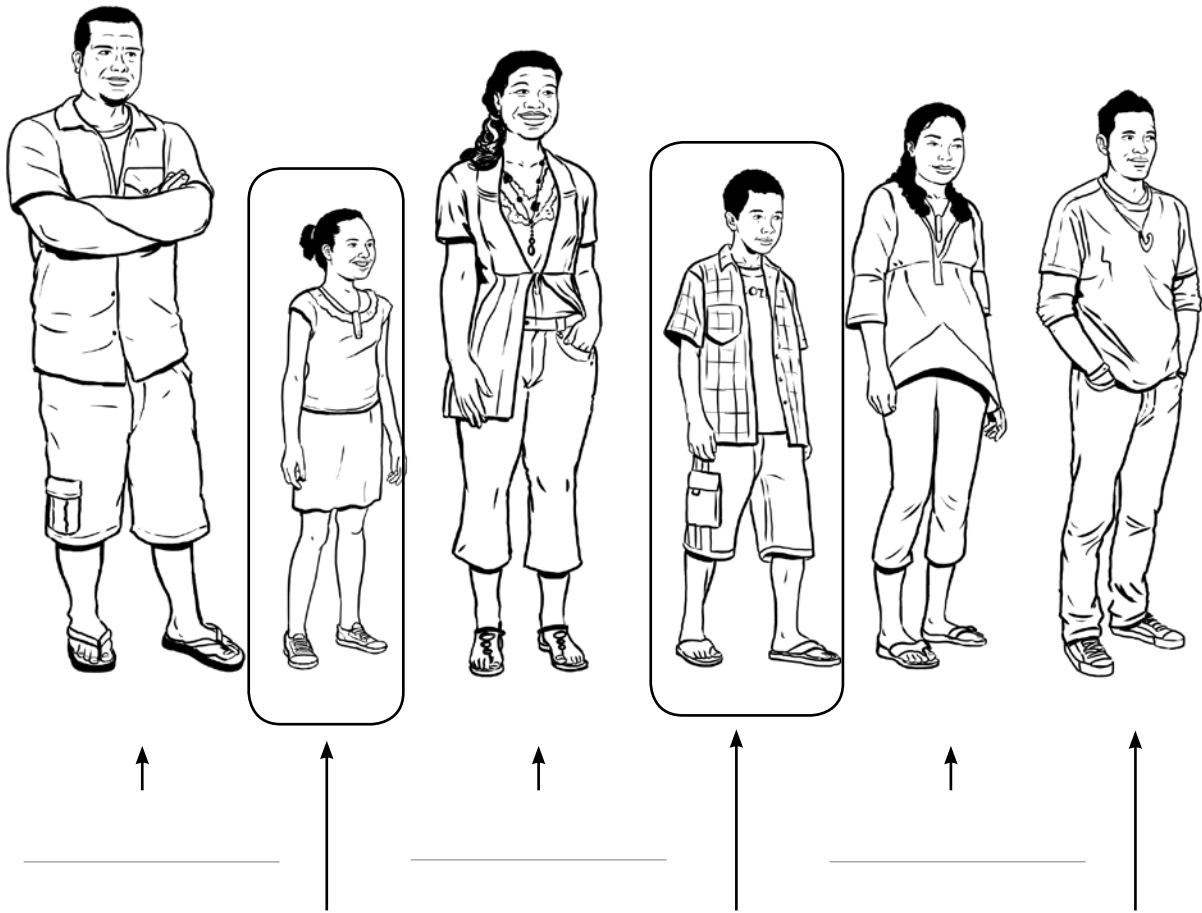


Looking Ahead

- Remind the students of the learning outcomes for Unit 2. Lesson C will assess these. Tell your students that they will need to be able to introduce themselves and say five things about their family or an imagined family using what they have learned so far. They will also need to be able to count from zero to ten in *gagana Tokelau*. Ask them to practise these as much as they can before the next lesson.
- If you are planning to invite the principal to Lesson C, ask the students to practise the expression *Tulou ki te tātou mālō*. They will use this expression when they greet the principal before they begin introducing their families.

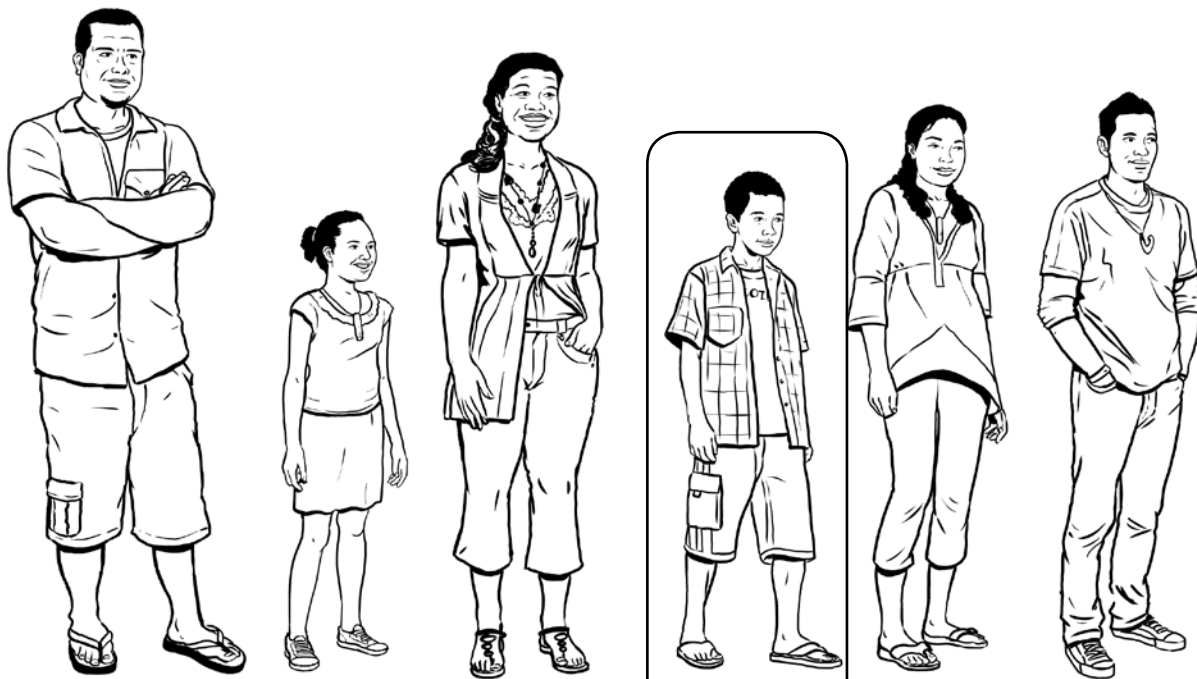
Close

- Show the Unit 2 DVD cultural section and discuss it with the students.
- Exchange farewells.



tamana
mātua
tuagāne
uho
tuafafine
uho

dad
 mum
 brother (of a female)
 brother (of a male) or a cousin of the same gender
 sister (of a male)
 sister (of female) or a cousin of the same gender



tamana

mātua

tuafafine

tuafafine

uho



↑
tamana



↑
mātua



tuagāne



↑
uho



tuagāne



*Ko ai tō igoa?
Ko toku igoa ko Hale.*

*Ko ai tō tamana?
Ko ai tona igoa?
Ko tona igoa ko Hale.*

*E ō Lēhina te tuagane tē.
Ko Paula te tuafafine e ō koe. Ni kō?*

*E tokafia ia tino i tō kāiga?
E tokafia ō uho?
E tokafia ō tugāne?*

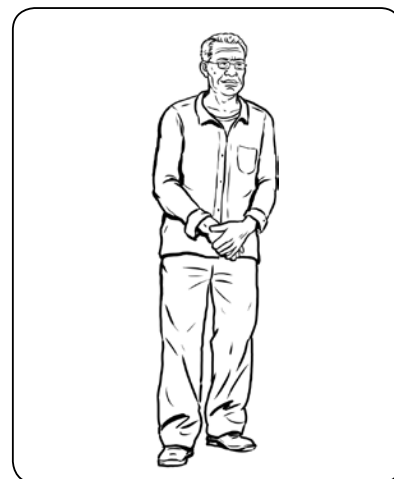
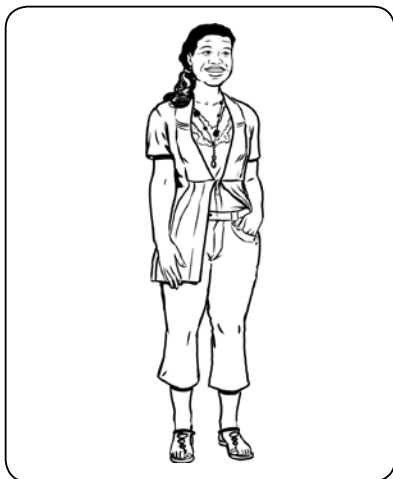
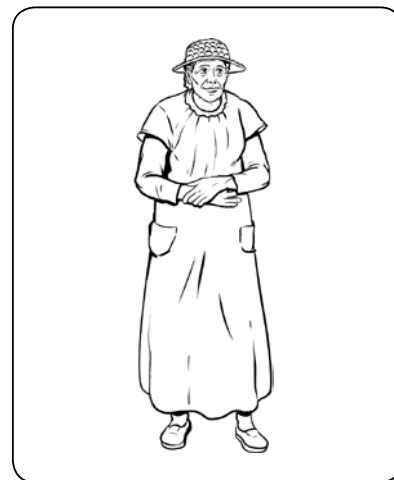
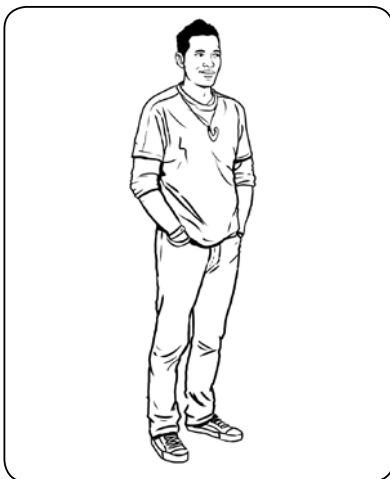
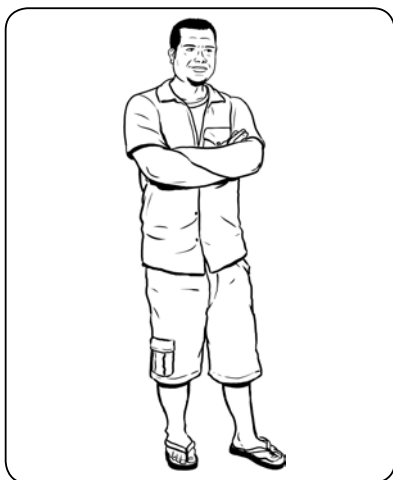
*Ko au he tama tautahi.
Io, e tokalua oku uho.
Io, e tokatolu oku tuagāne.*

*Ko ai ō lātou igoa?
Ko ō lātou igoa ko Lēhia, Mālia ma Tagi.*



au
hēai
io
ko ai
lātou
ma
ō
oku
tō
toku
tona

RS 9 FAMILY CARDS TEMPLATE





UNIT 2 *KĀIGA*

FAMILY

LESSON C



Learning Outcomes

Students will:

- introduce themselves to others;
- identify and describe some family members;
- describe their families;
- ask others about their families;
- recognise and say the numbers from zero to ten.

Resources

Unit 2 audio CD and transcript

Unit 2 Achievement Checklist

Unit 2 DVD and transcript

You supply:

Number flashcards made from RS 2

Soft balls

Copies of the Unit 2 Achievement Checklist

The *Muakiga* Progress Charts

The *Songs to Celebrate Pasifika Languages & Cultures* CD

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Using the number flashcards, quickly revise the numbers.
- Play CD 1 track 11 as a warm-up listening activity. This will help the students' recall of the family vocabulary.

Learning Experiences

- Hand out a Unit 2 Achievement Checklist and their *Muakiga* Progress Chart to each student.
- Play the DVD studio section. Get the students to repeat the words and expressions in the pauses on the DVD.
- If you have created a more formal occasion by inviting the principal to be present, you will need to adjust your lesson to suit the situation. This will give the students an opportunity to use a formal greeting and acknowledgment.



Give the students time to give their descriptions of their own families or an imagined family in small groups. To link with other learning, ask them to greet the other people in the group they are working with, introducing themselves by name, before they talk about family members.

Remind the students to use spoken and body language to show respect during this activity. This includes the language they are using to greet each other and saying things such as *Fakamolemole* (Please), *Fakafetai* (Thank you), *Lelei nī!* (Good!), and *Mānaia!* (Awesome!). Remind them about walking behind someone who is talking and using *Tulou* as, for example, *Tulou mua, Mr Hooper* (Excuse me, Mr Hooper).

Some students may benefit from having the family vocabulary before them to remind them about the words they need to be using. They may also wish to refer to a copy of the structures and expressions for Unit 2.

It is reasonable to provide students with support to build their confidence as they progress through the beginning stages of language learning.

- Still in their groups, have them count from *helo* (zero) to *hefulu* (ten), count forwards and backwards, and then count using even and odd numbers in sequence. A student in each group throws a ball to another student and says a number. The student who receives the ball gives the next number in the sequence, and so on.
- Get them to monitor and assess each other, ticking off each other's Unit 2 Achievement Checklist when they are sure the outcomes have been achieved.
- When the assessment has been completed, get the students to colour in band 2 on their *Muakiga* Progress Charts.
- Show the DVD cultural section. Encourage discussion, with the students drawing on their own culture(s) to add to the discussion.
- If time allows, play bingo in groups. As before, get them to select six numbers to write down as numerals and then cross off as they hear them said. This time, though, they can take turns to call out the numbers in random order, saying each number twice.

Looking Ahead

- In Unit 3, your students are going to learn more about how to introduce themselves in *gagana Tokelau*. Ask them to bring any Tokelau names and anything interesting about Tokelau names that they are able to find out to the next lesson.

Close

- Sing “Kā Totolo te Paka” along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Exchange farewells.



Ko toku igoa ko _____.

Now I can:

- introduce myself to others
- identify and describe some family members
- describe my family
- ask others about their families
- recognise and say the numbers from zero to ten
- show respect

UNIT 2 DVD TRANSCRIPT



Paula:

Kāleopa, ni?

Kāleopa:

Io.

Paula:

Tālofa nī. Ko toku igoa ko Paula.

Kāleopa:

Tālofa nī. Ko au ko Kāleopa.

Paula:

Ko ai tō tamana?

Kāleopa:

Ko toku tamana ko Viliamu. Ko te igoa o toku mātua ko Lēhina.

Paula:

Ko toku tamana ko Likā. Ko te igoa o toku mātua ko Tagi.

Kāleopa:

E i ei ni ō tuagāne?

Paula:

Io, e toka tolu oku tuagāne. Ko Tala ko toku tuagane. E i ei ni ō uho?

Kāleopa:

Io. E toka lua oku uho.

Kailelei:

Tulou mua, Paula. Ko tau tuhi tēnei.

Paula:

Lelei. Fakafetai.

Kailelei:

Mālō ni! E, malie. Ko au kā fano.

Kāleopa:

Ko ai tēnā?

Paula:

Ko tona igoa ko Kailelei. Ko ia ko he uō e ā aku.

Kāleopa:

E toka fia ia tuafafine i tō kāiga?

Paula:

E fokotahi toku uho.

Kāleopa:

Ko ai tona igoa?

Paula:

Ko tona igoa ko lāneta. E i ei ni ō tuafafine?

Paula:

Kāleopa, right?

Kāleopa:

Yeah.

Paula:

Hello. My name's Paula.

Kāleopa:

Hello. I'm Kāleopa.

Paula:

Who's your father?

Kāleopa:

My father's Viliamu. My mother's name is Lēhina.

Paula:

My father's Likā. My mother's name is Tagi.

Kāleopa:

Do you have any brothers?

Paula:

Yes, I've got three brothers. Tala's my brother. Do you have any brothers?

Kāleopa:

Yes. I've got two brothers.

Kailelei:

Excuse me, Paula. Here's your book.

Paula:

Great. Thanks.

Kailelei:

Giddy! Sorry. Got to go.

Kāleopa:

Who's that?

Paula:

Her name's Kailelei. She's my friend.

Kāleopa:

How many sisters in your family?

Paula:

I've got one sister.

Kāleopa:

What's her name?

Paula:

Her name's lāneta. Do you have any sisters?

Kāleopa:

Io, e toka tolu oku tuafafine.

Paula:

Ko ai nā i goa ō kilātou?

Kāleopa:

Ko nā i goa ō kilātou ko Tōkehega, ko Peta ma Loimata.

Paula:

Oka! Kai te gali!

Kāleopa:

Yes, I've got three sisters.

Paula:

What are their names?

Kāleopa:

Their names are Tōkehega, Peta, and Loimata.

Paula:

Phew! Cool!



UNIT 2 AUDIO TRANSCRIPT



Track 10 to Accompany Unit 2 Lesson A RS 2

Here are the numbers from zero to ten. First, you will hear the expression for “the numbers”, and then you will hear the numbers zero to ten said in sequence. Repeat each number in the pause.

Ko nā fuainūmela

helo

tahi

lua

tolu

fā

lima

ono

fitu

valu

iva

hefulu

Track 11 Vocabulary for Unit 2 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 2. Listen to each word as it is being spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

faimātua

faitamana

igoa

kāiga

mātua

mātua tupuna

tama

tamana

tokotoko

tuafafine

tuagāne

tupuna

uho

Track 12 Vocabulary for Unit 2

Here is the remaining vocabulary for Unit 2. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

au

hēai

io

ko ai

lātou

ma

ō

oku

tō

toku

tona

Track 13 Structures and Expressions for Unit 2

You will hear the sentences and expressions that you are to learn in Unit 2. Listen carefully to the rhythms of the sentences and try to copy these rhythms when you repeat the sentences in the pauses.

Ko ai tō igoa?

Ko toku igoa ko Hale.

Ko ai tō tamana?

Ko ai tona igoa?

Ko tona igoa ko Hale.

E ō Lēhina te tuagāne tē.

Ko Paula te tuafafine e ō koe. Ni kō?

E tokafia ia tino i tō kāiga?

E tokafia ō uho?

E tokafia ō tugāne?

Ko au he tama tautahi.

Io, e tokalua oku uho.

Io, e tokatolu oku tuagāne.

Ko ai ō lātou igoa?

Ko ō lātou igoa ko Lēhia, Mālia ma Tagi.

Track 14 to Accompany Unit 2

Listen to these expressions and practise saying them after the speaker.

Hēai, fakafetai.

Io, kua lelei.

Mālō nī, te mātua.

Tulou ki te tātou mālō.

Track 15 to Accompany Unit 2 Lesson A RS 3

You will hear six words. As you listen, circle the word that matches what you hear.

tata

ākoga

tāua

matua

mālō

tutu

Now you will hear both words in each set. Can you hear the difference in the length of the vowel sounds?

tata

tātā

akoga

ākoga

taua

tāua

matua

mātua

mālō

malo

tutu

tutū

Track 16 to Accompany Unit 2 Lesson A Bingo Number Sets

Set 1: *hefulu, iva, fitu, ono, tolu, fā, tahi, lua, lima, valu*

Set 2: *fā, lua, valu, iva, hefulu, tolu, fitu, ono, lima, tahi*

Set 3: *lima, hefulu, fitu, iva, valu, lua, tahi, fā, ono, tolu*

Set 4: *tolu, fitu, lima, fā, tahi, valu, iva, lua, ono, hefulu*

Set 5: *tahi, ono, iva, lima, hefulu, lua, fitu, tolu, valu, fā*

Track 17 to Accompany Unit 2 Lesson A RS 4

tamana

mātua

tuagāne

uho

tuafafine

uho





UNIT 3 KO AI AU?

WHO AM I?

OVERVIEW



Learning Outcomes

Students will:

- introduce others, including you, their friends, and members of their family;
- respond to introductions;
- ask about and give ages;
- recognise and say the numbers from eleven to twenty;
- use body language to show respect.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 54)
 - 1.1 give and respond to greetings, farewells, and introductions;
 - 1.2 give and respond to personal information;
 - 1.4 recognise and express number;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

Ko nā Fainūmela 11–20 (The Numbers 11–20)

<i>hefulu tahi</i>	eleven
<i>hefulu lua</i>	twelve
<i>hefulu tolu</i>	thirteen
<i>hefulu fā</i>	fourteen
<i>hefulu lima</i>	fifteen
<i>hefulu ono</i>	sixteen
<i>hefulu fitu</i>	seventeen
<i>hefulu valu</i>	eighteen
<i>hefulu iva</i>	nineteen
<i>lua hefulu</i>	twenty

This vocabulary is on CD 1 track 18.

<i>fea</i>	where
<i>ia</i>	he, she
<i>kimātou</i>	we (three or more)
<i>kimāua</i>	we (two)
<i>ko fea</i>	where
<i>lahi</i>	very
<i>Niu Hila</i>	New Zealand
<i>nofo</i>	live
<i>tauhaga</i>	year
<i>telefoni</i>	telephone
<i>Tokelau</i>	Tokelau

This vocabulary is on CD 1 track 19.

Structures and Expressions

Ko fea te nofo ai koe?

Ko au e nofo i Tokoroa.

Where do you live? (to one person)

I live in Tokoroa.

Ko fea te nonofo ai koulua?

Ko kimāua e nonofo i Aukilani.

Where do you live? (to two people)

We (two) live in Auckland.

Ko fea te nonofo ai koutou?

Ko kimātou e nonofo i Ueligitone.

Where do you live? (to three or more people)

We (three or more) live in Wellington.

These sentences are on CD 1 track 20.

Kua fia ō tauhaga?

Kua fia ona tauhaga?

How old are you?

How old is she/he?

Kua ono oku tauhaga.

Ko au kua hefulu lua tauhaga.

Ko ia kua hefulu tahi tauhaga.

Six years old.

I'm twelve years old.

He's eleven years old.

Ma koe?

Ma koulua?

Ma koutou?

And you? (to one person)

And you? (to two people)

And you? (to three or more people)

Ko he ā te nūmela o tau telefoni?

Ko te lima iva lima fā tolu lua helo.

What's your phone number?

It's five nine five four three two zero.

These sentences are on CD 1 track 22.





Language Notes

The number pattern for counting in tens is similar in structure to that of te reo Māori but without the use of *ma* (and) as a connector. *Hefulu lua* is twelve (10 + 2), and *lua hefulu* is twenty (2 x 10).

Tauhaga is equivalent to year or years. *Ko au kua hefulu lua tauhaga* (I'm twelve years old) literally means “I have twelve years”.

Expressing a verb such as “live” requires care in *gagana Tokelau*. When it is used in a sentence to refer to more than two people, the verb changes to a dual/plural form, for example:

<i>Ko fea te nofo ai koe?</i>	Where do you live? (to one person)
<i>Ko fea te nonofo ai koulua?</i>	Where do you live? (to two people)
<i>Ko fea te nonofo ai koutou?</i>	Where do you live? (to more than two people)

Another example is the word *tū* (to stand), which becomes *tutū* in its dual/plural form.

Indicating possession in *gagana Tokelau* is also complex. It helps if you understand that *o* and *a* are used to indicate a relationship. Briefly, *a* is used when the possessor has control over the thing possessed and the relationship is temporary, whereas *o* is used when the relationship is intimate, unlikely to be terminated, and not under the control of the possessor. Many words reflect this distinction. Two of these are *tau* and *tō*. Consider the examples below in the light of this explanation:

<i>Ko he ā te nūmela o tau telefono?</i>	What's your phone number?
<i>Ko ai tō tamana?</i>	Who is your father?

You do not need to make a point of this distinction with your students. Suggest that they learn each phrase or sentence in its entirety. In time, they will come to understand the distinction and how to use the words that express it.

Cultural Knowledge

Names

The following names are widely used in Tokelau. Where an English equivalent exists, it is given on the right. Note that George is the English translation for *Hiaohi*. However, *Hiaohi* is actually a surname in *agānuku Tokelau*, even though it is quite common to hear men with this surname being addressed as *Hiaohi* in *gagana Tokelau*.

Paula is a female name in *agānuku Tokelau*, as it is in many other societies. It is a male name in Tonga. However, there are many other male names that end in “a”. Naming traditions in different cultures for boys and girls can be a discussion point for your students.

In Tokelau, children generally address their parents by their first name.

Igoa o ni Tamaiti Tāne	Igoa o ni Tamaiti Fafine
<i>Filo</i>	<i>Akenehe</i> Agnes
<i>Hāmuelu</i>	<i>Āliha</i> Alice
<i>Hiaohi</i> (George)	<i>Elihapeta</i> Elizabeth
<i>Himona</i> Simon	<i>lāneta</i> Janet
<i>Hōsea</i> Hosea	<i>Lēhina</i>



Igoa o ni Tamaiti Tāne	Igoa o ni Tamaiti Fafine
<i>Iākopo</i> Jacob	<i>Loimata</i>
<i>Ioane</i> John	<i>Makulu</i>
<i>Kāleopa</i> Caleb	<i>Māleta</i>
<i>Koena</i>	<i>Mālia/Malia</i> Mary
<i>Kolo</i>	<i>Manu</i>
<i>Lea</i>	<i>Nila</i>
<i>Likā</i> (a name of an ancestor)	<i>Paula</i>
<i>Loimata</i>	<i>Peta</i> Beth
<i>Lōpati</i> Robert	<i>Pua/Puapua</i> (a flower)
<i>Luka</i> Luke	<i>Taahē</i>
<i>Māleko</i> Mark	<i>Tagi</i>
<i>Mātaio</i> Matthew	<i>Tala</i>
<i>Pita</i> Peter	<i>Tōkehega</i>
<i>Tala</i>	<i>Violeta</i> Violet
<i>Tiki</i>	
<i>Toni</i> Tony	
<i>Viliamu</i> William	

These names are pronounced on CD 1 track 21. *Mālia* and *Malia* are both accepted spellings and pronunciations.

In Tokelau society, your last name reveals not only the family you belong to but often the village you come from as well. For example, *Lopa* is a surname associated with the atoll of *Atafu*.

Tokelau surnames are increasingly passed down from generation to generation through the father, especially among those living in New Zealand. In Tokelau, children often adopt the name of their father as their surname, for example, Hiaohi (George).

Some first names are biblical in origin, whereas others echo the names of ancestors, family friends, famous people, and parents, or they refer to such things in the environment as flowers.

Children are sometimes given a name because of an event. For example, *Tōkehega* recalls the time when Olohega became part of American Sāmoa. The day is observed in September. People gather to play cricket and other games and spend time together, with communal feasting. Girls are sometimes called *Tōkehega* after this event.

Teachers' Notes

Fakaaloalo (Respect)

As already signalled in the previous units, showing respect is an important value in *agānuku Tokelau*. It is one of the underpinning principles of *inati*, the sharing and distributing of resources. *Fakaaloalo* includes the respect given to the *tautai* (expert fishermen) who lead fishing expeditions. In return, the *tautai* respect and have compassion for the other fishermen in the expedition and pass on to them their expert knowledge of fishing skills and methods.



The *tautai* are also responsible for *fakaifo*, which is the act of giving and sharing fish to other fishermen who have not managed to catch any fish on the day. This expresses comradeship, generosity, and *fakaaloalo*. The *tautai* believe and live by one of the many important sayings of the *moana* (ocean), “*E i lalo lava ia kakahi*”, which literally means “Tuna are just underneath”, expressing the idea that there are plenty of fish in the ocean and you should give generously to other people.

Fakaaloalo is reflected in the teaching and learning of *gagana Tokelau* when you and your learners acknowledge the Tokelau language experts in the community. Involving members of your Tokelau community in your students’ learning will contribute positively to their experiences and wider knowledge of *agānuku Tokelau*.

You may wish to write the saying on a poster and place it on the classroom wall. This will give you and your students an opportunity to explore and reflect on its literal and metaphorical meanings in relation to *agānuku Tokelau*.

For more about these concepts, see pages 12–13 in the preface and pages 8–9 in *Gagana Tokelau: The Tokelau Language Guidelines*. Unit 12 gives further information on the process involved in an *inati*.

Because of the small size of the population in Tokelau and the small number of people on each atoll, it is not customary in *agānuku Tokelau* to introduce people. There are other ways to find out who someone is and the family they belong to, such as asking others. Equally, it is not usual to respond by giving one’s age. Instead, people from Tokelau just say the year they were born in.

When Tokelau people meet, they frequently use behaviours such as shaking hands, hugging, raising eyebrows, and kissing on the cheek. Draw your students’ attention to these behaviours when they are in situations where they have the opportunity to experience or observe such matters.

Privacy

Some parents may prefer their children not to share certain items of personal information with others. Reassure your students that it is important to respect parental concerns. They can use made-up information for the sake of practising how to give personal details in *gagana Tokelau* – or they can present details as if they were someone else.

Stories

Exposure to the stories and legends of Tokelau will help your students to understand more about *agānuku Tokelau*. Encourage them to read Tokelau stories and bring their reading – and impressions – to class. You could also choose a particular story to read to your class yourself, incorporating it into a lesson plan. One source for Tokelau stories and legends is *Tokelau: A Historical Ethnography*. There is more information about this resource on page 19. Here is a suggestion for engaging the students as they listen:

- **Optional activity:** Ask the students to listen quietly to a story or legend about Tokelau and ask them to imagine, as they listen, a picture they could draw that would represent part or all of the story. Have them draw it in their workbooks as they continue to listen. When they have finished listening to the story, ask them to complete their drawing as quickly as they can. Then get them to write one thing about the story that they found particularly interesting and want to remember.



UNIT 3 *KO AI AU?* **WHO AM I?** **LESSON A**



Learning Outcomes

Students will:

- introduce others, including you, their friends, and members of their family;
- respond to introductions.

Resources

Unit 1 DVD

Unit 3 DVD and transcript

RS 1

Unit 3 audio CD and transcript

RS 2

RS 3

You supply:

Copies of RS 3

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Ika, Ika he Manu” from page 49 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Greet one another formally. When you say *Tālofa nī, te vahega* (Hello, class), have the students respond with *Tālofa nī, te faiākoga* (Hello, teacher).

Looking Back

- Play the *hiva fātele* “Apalani” from the *Songs to Celebrate Pasifika Languages & Cultures* CD. Have the students join in with the performers. Tell them that they will be learning a new *hiva fātele* later in the lesson.
- Ask your students whether they have brought any examples of Tokelau names to class. Write these on the board or otherwise record and display them. Tell the students that you will be discussing names, including the ones they have supplied, during the lesson.

Learning Experiences

- Discuss the learning outcomes for this lesson with your students.
- Show the Unit 3 DVD studio section where the new vocabulary is introduced. Show RS 1 and play CD 1 track 19 for them to repeat the vocabulary in the pauses.



Challenge the students to spend one minute looking carefully at the words. After a minute, stop displaying RS 1 and get them to write down as many of the words as they can from memory in their workbooks. Then show the resource sheet again so that they can see how well they managed the task. Ask them to copy the correct spelling of any words that they have written inaccurately.

- Show RS 2. Point to each expression as you play CD 1 track 20. Get the students to repeat the sentences in the pauses. Do this several times to help them become familiar with pronouncing the new words in context. Remind them how *gagana Tokelau* distinguishes between singular, dual, and plural.
- Now move to a quick “round the class” activity, with the first student saying the following (substituting his or her name):

Mālō nī.

Hello.

Ko toku igoa ko Hale.

My name’s Hale.

Ko ai tō igoa?

What’s your name?

You could write these sentences on the whiteboard beforehand if you feel the students need this support.

The next student responds, substituting his or her name, and turns to the next student to ask the same question. This can be a quick, fun activity that engages and energises the students.

An additional challenge would be to time the activity and then have another round to see whether the class can complete it in less time. A way to vary this activity is to have the students say *Ko ai tona igoa?* (What is his/her name?) as the last sentence, indicating another student in the class.

Finally, ask them to turn to the person beside them, greet that person in *gagana Tokelau*, say their name, and ask them where they live. Tell them to swap roles so that each student has a chance to respond as well as ask questions. Display RS 2 to help them. This sequence can be repeated several times between different partners.

- Now discuss Tokelau names. Show RS 3 with the sentence in the box at the bottom covered up. Check to see whether any class members have any of these names. Are any of the names in the list on the resource sheet among those that the students brought to class? If you are not sure whether some of the names in the students’ list are Tokelau names, consider ways to find out. For example, you could ask your Tokelau students to ask their parents. If you are in touch with Tokelau community members, then you – or some of the students – could find out the answers from them.

Talk about how pronouncing names properly is a form of respect. Do any of your students have friends with any of the names on RS 3? Have they ever had their own names mispronounced? How did that make them feel? Get the students to listen to CD 1 track 21 and practise saying the names in the pause after each name.

Hand out the list of names. Get the students to write their own name in the space at the bottom. Tell them that they may put the Tokelau version of their name in the space if they wish (and if it’s on the list or they know it).

Looking Ahead

- Challenge the students to revise the vocabulary from Unit 3 and to recall the numbers from zero to ten to be ready for the next lesson.

Close

- Play “Ika, Ika he Manu” from the *Songs to Celebrate Pasifika Languages & Cultures* CD. Display the words of the song and have your students sing along with the performers.
- Exchange farewells.



<i>fea</i>	where
<i>ia</i>	he, she
<i>kimātou</i>	we (three or more)
<i>kimāua</i>	we (two)
<i>ko fea</i>	where
<i>lahi</i>	very
<i>Niu Hila</i>	New Zealand
<i>nofo</i>	live
<i>tauhaga</i>	year
<i>telefoni</i>	telephone
<i>Tokelau</i>	Tokelau

Ko fea te nofo ai koe?

Where do you live? (to one person)

Ko au e nofo i Tokoroa.

I live in Tokoroa.

Ko fea te nonofo ai koulua?

Where do you live? (to two people)

Ko kimāua e nonofo i Aukilani.

We (two) live in Auckland.

Ko fea te nonofo ai koutou?

Where do you live? (to more than two people)

Ko kimātou e nonofo i Ueligitone.

We (three or more) live in Wellington.



<i>Igoa o ni Tamaiti Tāne</i>		<i>Igoa o ni Tamaiti Fafine</i>	
<i>Filo</i>		<i>Akenehe</i>	Agnes
<i>Hāmuēlu</i>		<i>Āliha</i>	Alice
<i>Hiaohi</i>	(George)	<i>Elihapeta</i>	Elizabeth
<i>Himona</i>	Simon	<i>lāneta</i>	Janet
<i>Hōsea</i>	Hosea	<i>Lēhina</i>	
<i>lākopo</i>	Jacob	<i>Loimata</i>	
<i>Ioane</i>	John	<i>Makulu</i>	
<i>Kāleopa</i>	Caleb	<i>Māleta</i>	
<i>Koena</i>		<i>Mālia/Malia</i>	Mary
<i>Kolo</i>		<i>Manu</i>	
<i>Lea</i>		<i>Nila</i>	
<i>Likā</i>	(a name of an ancestor)	<i>Paula</i>	
<i>Loimata</i>		<i>Peta</i>	Beth
<i>Lōpati</i>	Robert	<i>Pua/Puapua</i>	(a flower)
<i>Luka</i>	Luke	<i>Taahē</i>	
<i>Māleko</i>	Mark	<i>Tagi</i>	
<i>Mātaio</i>	Matthew	<i>Tala</i>	
<i>Pita</i>	Peter	<i>Tōkehega</i>	
<i>Tala</i>		<i>Violeta</i>	Violet
<i>Tiki</i>			
<i>Toni</i>	Tony		
<i>Viliamu</i>	William		

Ko toku igoa ko _____ .



UNIT 3 *KO AI AU?* **WHO AM I?** **LESSON B**



Learning Outcomes

Students will:

- introduce others, including you, their friends, and members of their family;
- respond to introductions;
- ask about and give ages;
- recognise and say the numbers from eleven to twenty.

Resources

Unit 3 DVD and transcript

RS 4

Unit 3 audio CD and transcript

RS 5

RS 6

RS 7

You supply:

The words of “Ika, Ika he Manu”

The number flashcards from Unit 2

Two rolled-up newspapers or magazines

Copies of RS 6

Sets of family cards from Unit 2

A koosh ball

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Sing “Ika, Ika he Manu” together several times.
- Review the numbers from zero to ten by showing the number cards from Unit 2 and having the students respond with the number in *gagana Tokelau*.
- Ask whether any students have found out more about the Tokelau names they brought to class. Discuss their findings.



Learning Experiences

- Introduce the learning outcomes for this lesson. You could write them on the whiteboard before the students arrive.
- Play the Unit 3 DVD studio section with the numbers eleven to twenty. Discuss with the students some of the things they notice about the number patterns.
- Show RS 4. Have the students listen to CD 1 track 18, repeating each number in the pause after it.
- Now divide the class into two groups. Give each group a rolled-up newspaper or magazine. Write the *gagana Tokelau* words for the numbers in random order on the whiteboard. Each group has a leader. You call (or a student calls) out one of the numbers at random. The leader of each group rushes to the board and swats the number. The first to swat the correct number is the winner. The swat passes round the group, with every member taking a turn. The group that collects the most swats is the winning team.
- Show the DVD studio section. Then display RS 5. Play CD 1 track 22 and have the students repeat the expressions in the pauses. Then ask them to work in pairs to ask each other their age and telephone number and to give appropriate responses.

Play the DVD language scenario, where the students will see some of these expressions used in authentic contexts. Use the DVD transcript to help them make meaning of what they view.

- Hand out RS 6. The students listen to CD 1 track 23. Each sentence is read twice. Get the students to draw lines to match up the sentences with the illustrations. Then have them use RS 7 to check their answers. Have them listen to track 23 again, repeating the sentences in the pauses. As they do this, get them to point to the matching illustration on their worksheet.

In English, the descriptions are:

There are seven people in my family.

I live with my parents. Their names are Mālia and Pita.

My brother is lākopo.

I have one sister.

I have three brothers.

To do this task successfully, your students will need to recall the differences between the following three terms and listen carefully to the genders of the two voices they will hear in track 23.

<i>tuafafine</i>	sister (of a male)
<i>tuagāne</i>	brother (of a female)
<i>uho</i>	sister (of a female), brother (of a male)

- To continue the focus on listening comprehension, tell the students to listen to the CD carefully. Play CD 1 track 24. They will hear two short statements about a family, each said twice.

For each statement, ask the students to identify:

- the family member who is speaking;
- how many people there are in the family.

The answers are:

- First statement: (a) Violeta's brother and (b) there are six people in the family.
- Second statement: (a) Paula's sister and (b) there are eight people in the family.

Let the students write their answers in English. Play the first statement and then check the students' responses. Then replay track 24 so that they can confirm their comprehension. Then do the same with the second statement.



Repeating the statements like this will help your students to monitor their own ways of responding to what they hear. This will increase their experience of listening for meaning as well as developing their confidence.

- Tell the students that they are to prepare a role-play for the next lesson, using what they have learned from Lessons A and B as well as their learning from previous units. In their role-play, they need to introduce themselves, you, a friend, and four members of a (virtual) family. Give them time to work in pairs to start preparing and practising what they are going to say in their role-plays. Make sure that they have enough support. Make sure that they understand that their role-plays will form part of the assessment for the unit so that they know they need to practise them.

Don't worry about mistakes. Supporting the students in their attempts to communicate using *gagana Tokelau* is important. Students will gain in confidence, fluency, and accuracy if they have enough opportunities to practise with their peers in a supportive atmosphere.

- The following task from Lesson B of Unit 2 will provide support for their recall of the family vocabulary. Divide the students into groups. Give a set of family cards to each group. The cards show family members that become the students' "virtual" family. Have the students take turns to introduce the other members of their family to the group. Group members should support each other with this learning, saying things like "*Mānaia!*".
- Now revise the numbers quickly by throwing a koosh ball to a student, saying a number in English. They say it in *gagana Tokelau*. Finish by counting from eleven to twenty with the students in *gagana Tokelau*, first while looking at RS 4 and then from memory.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C, when they will introduce themselves, others, and their families.
- Tell the students that practising the language at home will help them to achieve well because the more they practise, the easier it will be for them to remember the language patterns.

Close

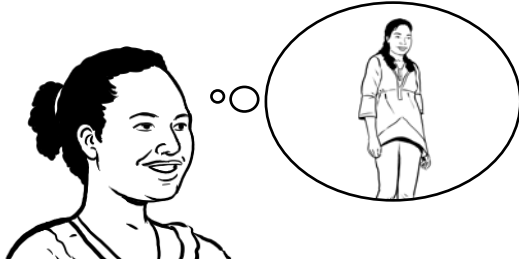
- Ask them to show you what they have learned by saying something in *gagana Tokelau* in a "round the room" activity. Get everyone to go as fast as they can, trying not to repeat anything that anyone else has already said. This can be a really fun activity with the students urgently recalling past learning.
- Exchange farewells.



<i>hefulu tahi</i>	eleven
<i>hefulu lua</i>	twelve
<i>hefulu tolu</i>	thirteen
<i>hefulu fā</i>	fourteen
<i>hefulu lima</i>	fifteen
<i>hefulu ono</i>	sixteen
<i>hefulu fitu</i>	seventeen
<i>hefulu valu</i>	eighteen
<i>hefulu iva</i>	nineteen
<i>lua hefulu</i>	twenty



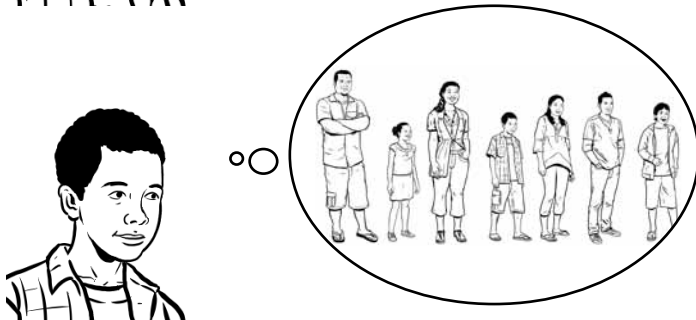
<i>Kua fia ō tauhaga?</i>	How old are you?
<i>Kua fia ona tauhaga?</i>	How old is she/he?
<i>Kua ono oku tauhaga.</i>	Six years old.
<i>Ko au kua hefulu lua tauhaga.</i>	I'm twelve years old.
<i>Ko ia kua hefulu tahi tauhaga.</i>	He's eleven years old.
<i>Ma koe?</i>	And you? (to one person)
<i>Ma koulua?</i>	And you? (to two people)
<i>Ma koutou?</i>	And you? (to three or more people)
<i>Ko he ā te nūmela o tau telefoni?</i>	What's your phone number?
<i>Ko te lima iva lima fā tolu lua helo.</i>	It's five nine five four three two zero.



E tokafitu ia tino
i toku kāiga.



Ko au e nofo ma oku
mātua. Ko ō lā igoa
ko Mālia ma Pita.



Ko toku tuagāne
ko lākopo.



E fokotahi
toku uho.



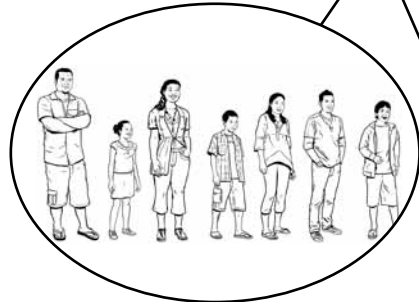
E tokalua
oku uho.



E tokafitu ia tino
i toku kāiga.



Ko au e nofo ma oku
mātua. Ko ō lā igoa
ko Mālia ma Pita.



Ko toku tuagāne
ko lākopo.



E fokotahi
toku uho.



E tokalua
oku uho.



UNIT 3 *KO AI AU?* *WHO AM I?* LESSON C



Learning Outcomes

Students will:

- introduce others, including you, their friends, and members of their family;
- respond to introductions;
- ask about and give ages;
- recognise and say the numbers from eleven to twenty;
- use body language to show respect.

Resources

Unit 3 Student Achievement Checklist

Unit 3 DVD

You supply:

Copies of the Unit 3 Achievement Checklist

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Hand out a Unit 3 Achievement Checklist and the *Muakiga* Progress Charts that the students began to colour in in Units 1 and 2 to each student.

Learning Experiences

- Play the Unit 3 language scenario. Give the students time to review their scripts and practise their role-plays.
- Get the students to perform their role-plays. Record them on a DVD. Afterwards, play the recording so that they can review their own use of language.

This will be a valuable record of their early learning and will establish useful base-line data for later comparison of fluency and accuracy. A recording is a useful tool. It allows students to see their own performance and evaluate their progress.



- Ask the students how they will know that they have achieved the Unit 3 learning outcomes. For a holistic assessment of the students' communicative competence in *gagana Tokelau*, use the Unit 10 assessment criteria (see page 250) for assessing the curriculum level 1 and 2 achievement objectives. Discuss and confirm the assessment criteria with the students so that they know how to apply them.
- Show the recordings of the role-plays again. Have the students, working in pairs, review their own and their partner's performances using the Unit 10 assessment criteria. This will enable them to become familiar with the criteria so that they can reflect on them and use them to guide the development of their *gagana Tokelau* skills in communicative contexts.

When your students receive immediate feedback on how well they have achieved their objectives and their individual differences and needs are taken into account, their motivation for next-steps learning increases.

- Once the students have completed their introductions and you have recorded them, ask them to complete their Unit 3 Achievement Checklist, with a partner signing it off afterwards. If they have managed the introductions, they will have achieved most of the learning outcomes for this unit. If not, give them an opportunity, working with their partner, to say the parts they didn't manage in their group or in front of the class.

Having another go is always to be encouraged as it is vital to keep your students motivated and confident that they can learn.

To conclude this activity, discuss their learning with the students and ask them to identify some aspects of it that they need to improve. Have them make a note of these in their workbooks as a reminder to work on them.

- If the students have achieved the objectives, they can colour in band 3 on their *Muakiga* Progress Charts. Collect both record sheets to put in the students' portfolios. You may wish to say "*Lelei nī!*" or "*Mānaia!*". The students can respond with "*Fakafetai, te faiākoga*".
- Play the Unit 3 cultural section on the DVD and discuss the story with the students. Ask them what they think happened at the end of the story.

Looking Ahead

- Your students are going to learn some names for classroom objects in Unit 4.

Close

- Finish by singing "Ika, Ika, he Manu" together, with the students.
- Exchange farewells.



Ko toku igoa ko _____.

Now I can:

- introduce others
- introduce my teacher
- introduce a friend
- introduce my family
- respond to introductions
- ask others about their age and say my own age
- recognise and say the numbers from eleven to twenty
- use body language to show respect

UNIT 3 DVD TRANSCRIPT



Kāleopa:

Ko fea te nofo ai koe?

Tala:

Ko au e nofo i kō.

Kāleopa:

Mōni!

Tala:

Io! Ko koe e nofo i fea?

Kāleopa:

Ko au e nofo kinei!

Tala:

E mōni?

Lēhina:

Tālofa nī, Kāleopa! Ko ai tau uō?

Kāleopa:

Ko Tala tēnei.

Lēhina:

Tālofa nī, Tala. Ko au ko Lēhina.

Tala:

Tālofa nī, Lēhina.

Lēhina:

Ko fea te nofo ai tō kāiga, Tala?

Tala:

Ko toku kāiga e nofo i te nūmela hefulu.

Lēhina:

Ko ai tō mātua?

Tala:

Ko toku mātua ko Tagi.

Lēhina:

Ko ai tō tamana?

Tala:

Ko toku tamana ko Likā

Lēhina:

Ko Tōkehega tēnei. Ko Tala tēnei.

Tōkehega:

Tālofa nī, Tala. Ko Paula ko he tuafafine e ō koe, ni?

Tala:

Io.

Tōkehega:

Ko ia e i taku vahega. Ko he ā te matua?

Kāleopa:

Where do you live?

Tala:

I live there.

Kāleopa:

No way!

Tala:

Yeah! Where do you live?

Kāleopa:

I live here!

Tala:

Really?

Lēhina:

Hello, Kāleopa! Who's your friend?

Kāleopa:

This is Tala.

Lēhina:

Hello, Tala. I'm Lēhina.

Tala:

Hello, Lēhina.

Lēhina:

Where does your family live, Tala?

Tala:

My family lives at number ten.

Lēhina:

Who's your mother?

Tala:

My mother's Tagi.

Lēhina:

Who's your father?

Tala:

My father's Likā.

Lēhina:

This is Tōkehega. This is Tala.

Tōkehega:

Hello, Tala. Paula's your sister, isn't she?

Tala:

Yes.

Tōkehega:

She's in my class. How old are you?

Tala:

Ko au e hefulu lua oku tauhaga. Ma koe?

Tōkehega:

Kua hefulu fā oku tauhaga. Ko au te ulumatua!

Tala:

Ko au te tama ulumatua o te kāiga!

Tala:

I'm twelve years old. And you?

Tōkehega:

Fourteen years old. I'm the oldest!

Tala:

I'm the oldest boy in my family, too!



UNIT 3 AUDIO TRANSCRIPT



Track 18 to Accompany Unit 3 Lesson B RS 4

You will hear the numbers from eleven to twenty. Repeat each number in the pause on the CD.

Ko nā fuainūmela

hefulu tahi

hefulu lua

hefulu tolu

hefulu fā

hefulu lima

hefulu ono

hefulu fitu

hefulu valu

hefulu iva

lua hefulu

Track 19 Vocabulary for Unit 3 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 3. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fea

ia

kimātou

kimāua

ko fea

lahi

Niu Hila

nofo

tauhaga

telefoni

Tokelau

Track 20 Structures and Expressions for Unit 3

You will hear some sentences and expressions that you are to learn in Unit 3. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko fea te nofo ai koe?

Ko au e nofo i Tokoroa.

Ko fea te nonofo ai koulua?

Ko kimāua e nonofo i Aukilani.

Ko fea te nonofo ai koutou?

Ko kimātou e nonofo i Ueligitone.

Track 21 Tokelau Names to Accompany RS 3 Lesson A

You will hear some Tokelau names for males and females. Practise saying the names after the speaker.

Some names for males are:

Filo

Hāmuēlu

Hiaohi

Himona

Hōsea

lākopo

loane

Kāleopa

Koena

Kolo

Lea

Likā

Loimata

Lōpati

Luka

Māleko

Mātaio

Pita
Tala
Tiki
Toni
Viliamu

Some names for females are:

Akenehe
Āliha
Elihapeta
lāneta
Lēhina
Loimata
Makulu
Māleta
Mālia/Malia
Manu
Nila
Paula
Peta
Pua
Puapua
Taahē
Tagi
Tala
Tōkehega
Violeta

Practise saying the following sentence in the pause:

Ko toku igoa ko Paula.

Track 22 to Accompany Unit 3 Lesson B RS 5

You will hear the remaining sentences and expressions that you are to learn in Unit 3. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kua fia ō tauhaga?

Kua fia ona tauhaga?

*Kua ono oku tauhaga.
Ko au kua hefulu lua tauhaga.
Ko ia kua hefulu tahi tauhaga.*

*Ma koe?
Ma koulua?
Ma koutou?*

*Ko he ā te nūmela o tau telefoni?
Ko te lima iva lima fā tolu lua helo.*

Track 23 to Accompany Unit 3 Lesson B RS 6

You will hear some sentences that describe each picture. As you listen to the descriptions, draw a line between the description that you hear and its matching picture. Each statement is spoken twice.

*E tokafitu ia tino i toku kāiga.
Ko au e nofo ma oku mātua. Ko ō lā igoa ko Mālia ma Pita.
Ko toku tuagāne ko lākopo.
E fokotahi toku uho.
E tokalua oku uho.*

Track 24 Listening Comprehension Unit 3 Lesson B

You will hear two short statements about a family, each one spoken twice. As you listen, write down who the family member is who is speaking and how many people there are in the family.

First statement:

*Ko Violeta he tuafafine e ō oku.
E toka ono ia tino i tō mātou kāiga.*

Second statement:

*Ko Paula he uho e ō oku.
E toka valu ia tino i tō mātou kāiga.*





UNIT 4 KO TE POTUĀKOGA THE CLASSROOM

OVERVIEW



Learning Outcomes

Students will:

- identify and locate some common classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language, positioning, and movement to show respect.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 54)
 - 1.3 recognise and use classroom expressions and instructions;
 - 1.8 use language, positioning, and movement to show respect;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>fāitotoka</i>	door
<i>fāmalama</i>	window
<i>komipiuta</i>	computer
<i>laulau</i>	table
<i>laupapa</i>	board, whiteboard
<i>nofoa</i>	chair
<i>penitala</i>	pencil
<i>pepa</i>	paper
<i>potu</i>	room
<i>puipui</i>	wall
<i>titina</i>	rubber
<i>tuhi</i>	book
<i>vahe</i>	ruler

<i>tauagavale</i>	left
<i>taumatau</i>	right
<i>tēnā</i>	that
<i>tēnei</i>	this

This vocabulary is on CD 1 track 25.



Structures and Expressions

Ko he ā tēnei, Hale?

Ko he ā tēnā?

Ko he penitala.

E fia au penitala, Nila?

E hefulu tolu aku penitala.

E ono aku titina.

E lua aku penitala.

E tolu aku tuhi.

E i fea te tuhi?

I te itū tauagavale.

I kinā.

Tēia.

Tēnei.

What's this, Hale?

What's that?

It's a pencil.

How many pencils do you have, Nila?

I've got thirteen pencils.

I've got six rubbers.

I've got two pencils.

I've got three books.

Where's the book?

On the left.

Over there.

It's there.

It's here.

These sentences are on CD 1 track 26.

Tulou mua, Pele.

Fakafetai nī, Hiaohi.

Io, faiākoga.

Hēai, faiākoga.

Tulou mua, ko au kua uma.

E hē kō iloa.

Ko au e hē mālamalama.

Fakamolemole, toe lea mai ake.

Excuse me, Pele. (when walking past)

Thank you, Hiaohi.

Yes, teacher.

No, teacher.

Excuse me, I've finished.

I don't know.

I don't understand.

Please, would you repeat that.

Tulou mua, e mafai koe ke fehoahoani mai?

E hē kō iloa pe he ā te kā fai.

E mafai e koe ke toe fakamālamalama mai?

Excuse me, can you help me?

I don't know what to do.

Would you explain that again, please?

These sentences are on CD 1 track 27.

Language Notes

Tēnei refers to something that the speaker touches or holds or that is close to the speaker, whereas *tēnā* refers to something that is further away. *Tēia* refers to something that is away from both the speaker and the person being spoken to.

To make a noun plural, you place *au* before the noun, for example:

E fia au penitala, Nila?

How many pencils do you have, Nila?

The word *aku* expresses the idea of ownership. See the language notes on page 83 of Unit 3 for an explanation of the *a* and *o* distinction when you are expressing possession.



Note the *gagana Tokelau* word order, with the number expressed as the first idea in the sentence, for example:

E ono aku titina. I've got six rubbers.

Hē expresses a negative, for example:

E hē kō iloa. I don't know.

Note the use of *ko* and *kō* in the following two sentence patterns. *Ko* begins a sentence that introduces or identifies something or someone. *Kō* is another word for “my” when it comes before a noun.

Ko he penitala. It's a pencil.

E hē kō iloa. I don't know

The literal translation of *E hē kō iloa* is “That is not my knowledge.”

An important feature of communication is the body language that accompanies spoken language. Averting your eyes to avoid direct eye contact is a way of respecting the other person in *agānuku Tokelau*. You move your head and eyebrows in a certain way when you acknowledge someone. To apologise, you lower your head and look down at the ground in such a way that your whole body expresses regret.

Traditionally in *agānuku Tokelau*, boys and girls do not touch each other, even in informal contexts. In New Zealand, although this custom may be less rigidly adhered to, it remains a cultural value. In mixed “touch” games, for example, some students may experience a level of cultural discomfort.

Cultural Knowledge

In Tokelau, children wear uniforms to school. School starts as early as 7.30 a.m. and finishes around 1.30 p.m. *Gagana Tokelau* is the medium of instruction. Although schooling is important, parents also have a role in the wider education of their children, as in other societies.

Boys go fishing with their fathers and male relatives, learning the important skills of catching fish, making and fashioning fishing lures, making sennit and nets, building canoes, carving, and making *tuluma*. They work in the plantations, learning agricultural customs and practices, in order to develop the knowledge they will need for sustainable atoll living in the future.

Girls learn skills from their mothers and other female relatives, particularly the skills of caring for a home, caring for younger children, preparing and cooking food, weaving, and making craft items.

Teachers' Notes

Oral Tradition and the Written Form of Gagana Tokelau

Tokelau has a strong, living oral tradition that remains an important part of *agānuku Tokelau* and a vibrant aspect of *gagana Tokelau*.

The written form of the language was developed in the nineteenth century by church missionaries and visiting linguists. Though a *gagana Tokelau*–English vocabulary list was



developed as early as 1841, the publication of the first dictionary in 1986 was nevertheless a landmark event for the language.

The translation of the Bible into *gagana Tokelau* started about forty years ago. Translation has been a long and difficult process because the language is being codified and described. Differences over representations of the alphabet and the existence of dialect variation have been among the challenges. The translation of the New Testament was completed in 2009. The translation of the Old Testament continues.

Classroom Instructions

Unit 4 introduces expressions in *gagana Tokelau* for the students to use in the classroom and to show respect. They are on CD1 track 27. This is language that the students can use with each other as well as with you. Encourage your students to use these expressions as much as they can in every lesson from now on. As they become accustomed to hearing *gagana Tokelau* in the classroom, they will feel encouraged to use the language in their responses. You could make these classroom expressions into a poster and display them on the classroom wall for quick reference.

Page 21 in the preface provides a list of classroom instructions in *gagana Tokelau* that you can use with the whole class or groups of three or more. They are on CD 1 track 1. Introduce these instructions into the lessons as you go.

Vocabulary Learning

Your students can take part in a number of activities to reinforce their vocabulary learning. Here are three suggestions to use when it suits your programme.

- **Throwing the ball:** The students sit in a circle. The leader says a word in English and then says a student's name, throwing the ball to that person. The student who catches the ball has to say the word in *gagana Tokelau* and then choose another word in English, throwing the ball to another student, and so on. If a student cannot respond with the *gagana Tokelau* word by the count of five, the first student who says the word correctly takes over throwing the ball.
- **Fly swat game:** The class forms two teams, and each team lines up facing the board. The *gagana Tokelau* classroom vocabulary is written in large letters in the centre of the board. Two students act as judges. Either you or a student calls out the English word or shows a flashcard illustration. The front person in each team must rush to the board and try to be the first one to swat the correct matching word with a fly swat or rolled-up newspaper. When the players have had their turns, they go to the back of the line, passing the fly swat to the front person. The judges keep the score. This activity can get quite noisy when the students get excited about who is winning.
- **Picture–word matching:** Hand out one set of word cards and one set of matching picture cards to each group. (These are the same as the flashcards in this unit.) Each group places the picture cards face down on the floor (or desk). They lay the word cards face up so that all the members of the group can see them. Taking turns, the students turn over a picture card and then choose a matching word card, pronouncing the word at the same time. If they are wrong, they replace the two cards, putting them back on the bottom of their respective piles. If they are correct, they hold on to the cards. The player with the most cards at the end wins. You could put a time limit on the turn-taking, for example, with the players counting in *gagana Tokelau* to five (“*tahi, lua, tolu, fā, lima ...*”). If the students haven't played by *ono* (six), they miss their turn. A time limit will focus their attention and challenge them to respond more quickly.



Making Mistakes

Research into language learning reveals that students can feel uncomfortable when confronted with the different ways of thinking and behaving that learning a new language involves. They need a lot of encouragement and positive reinforcement to break through the barriers of doubts and uncertainties about their capability to learn another language successfully.

It is natural in language learning for students to make mistakes as they try to imitate sounds, memorise structures, and cope with cultural differences. These mistakes can leave them feeling insecure about their own identity. Please be sensitive in helping them to come to know, understand, and use *gagana Tokelau* and learn about *agānuku Tokelau* in ways that allow them to feel engaged and not threatened.

Viewing

Remember to provide a focus for the students when they view the DVD. This will help them to develop their visual skills and deepen their knowledge of *gagana Tokelau* and *agānuku Tokelau*.



UNIT 4 *KO TE POTUĀKOGA* THE CLASSROOM



LESSON A

Learning Outcomes

Students will:

- identify classroom objects;
- respond to classroom instructions and requests.

Resources

Unit 4 audio CD and transcript

Unit 4 DVD and transcript

RS 1

RS 2

RS 3

You supply:

The words of “Ika, Ika he Manu” from Unit 3 Lesson A

Classroom objects flashcards

Copies of RS 2

Copies of RS 3

Lesson Outline

Introduction

- Exchange greetings.
- Remind your students about showing respect as they work, for example, using *Fakamolemole* (Please), *Fakafetai* (Thank you), and *Tulou* (Excuse me) with the associated behaviours.

Looking Back

- Display the words to “Ika, Ika he Manu” and sing the song together.
- Check whether any of your students have attended school in Tokelau. If any have, get them to talk about the schools, classrooms, and school equipment there, making comparisons with what they have seen and experienced in New Zealand schools.

Learning Experiences

- Discuss the learning outcomes for this lesson with your students.



- Choose some classroom instructions to introduce in Lesson A. Listen to CD 1 tracks 1 and 27 to help you with the pronunciation. Say the instruction and mime the activity so that the students grasp the meaning without an English translation. Rehearse the instructions with the students, having them perform the actions. Use these instructions regularly throughout the lesson so that the students get used to hearing them and responding appropriately.

Keep miming the actions in the lessons that follow to build the association of sound and meaning for the students. Over time, they will respond automatically to the instruction. Then you can stop miming the action.

- Introduce the vocabulary for Unit 4. Show the Unit 4 DVD language section. Now show RS 1. Play CD 1 track 25. The students look at each word and its matching illustration as they hear the word and pronounce it after the speaker.

This activity reinforces sound–spelling–meaning combinations to strengthen writing and reading accuracy.

- Use the flashcards you have made to check how well the students have retained the vocabulary. Have the *gagana Tokelau* word on the back to help you monitor their responses. Play CD 1 track 25 again, this time with the students repeating the words as you show each one.
- Optional activity: Divide the class into two teams arranged into two lines. Elect two scorers, one from each team. Show the flashcards one by one. The students in the front compete to be the first one to say the word in *gagana Tokelau*. Then they go to the back of the line. The first team to gain twenty points wins.
- Select a focus, then play the DVD cultural section and discuss the content with the students. Ask them whether they have learnt something new about *agānuku Tokelau*.
- Hand out RS 2. Play CD 1 track 28. The students will hear thirteen names of objects said in *gagana Tokelau*. Each name is said with a number. Each time, the name is prefixed with the question *Ko he ā tēnei?* (What is this?) or *Ko he ā tēnā?* (What is that?). As they listen, the students write the number of an object's name in the circle beside the matching illustration. They can check their work using RS 3.

This activity challenges the students to recall what they've seen, to match the sounds with what they see, and to build a direct sound–image link in *gagana Tokelau* without passing through English.

Ask the students to copy the *gagana Tokelau* words from RS 1 that match the illustrations onto RS 2. Then, in pairs or groups, the students take turns to listen to each other pronouncing a word while pointing to its illustration. The students will benefit from hearing CD 1 track 28 again after they have corrected their work. They can also repeat the pronunciation of the words along with the CD.

- The students listen to CD 1 track 29 and write down the sentences they hear, focusing on the correct spelling (including the macrons). Each sentence is spoken twice. This focused listening activity develops their ability to discriminate sounds and sound–spelling combinations in ways that build vocabulary recognition, comprehension, and use. Copy the sentences from the audio transcript onto the whiteboard so that the students can check their accuracy.



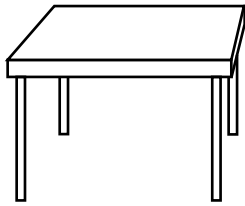
Reinforcing correct sequences, or forms of language, is a technique used frequently in effective language-learning programmes.

Looking Ahead

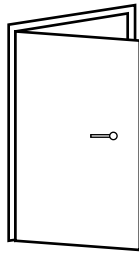
- Tell the students to practise their vocabulary with each other and share their learning at home with their families.

Close

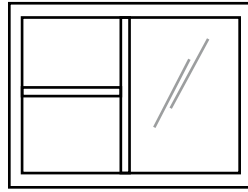
- Play “Ika, Ika he Manu”. Display the words of the song and have your students sing along with the CD.
- Exchange farewells.



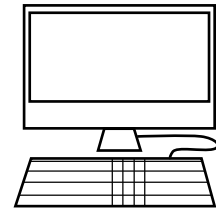
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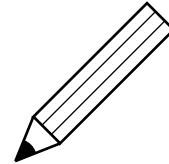
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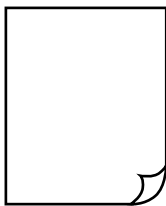
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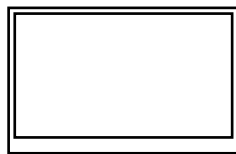
komipiuta



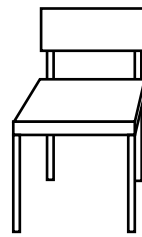
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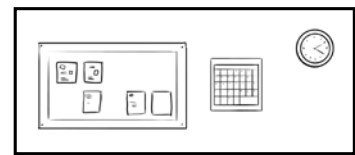
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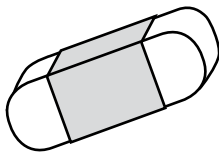
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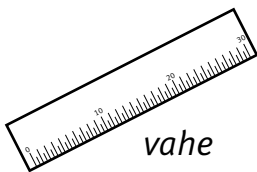
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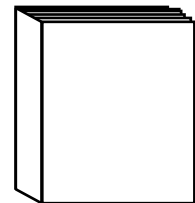
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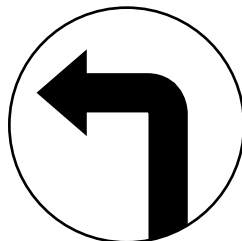
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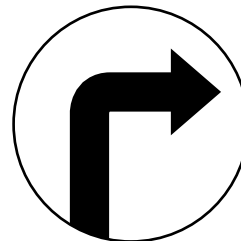
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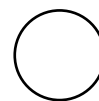
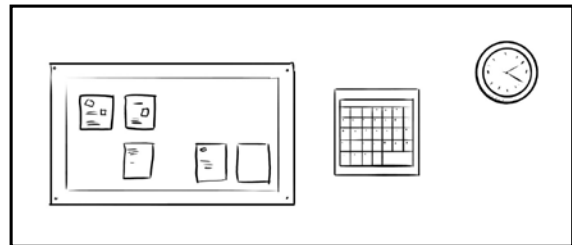
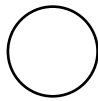
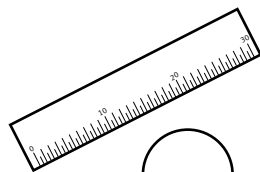
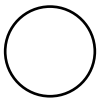
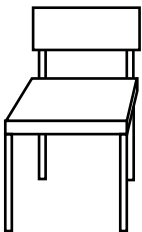
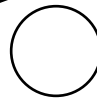
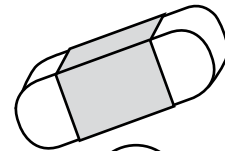
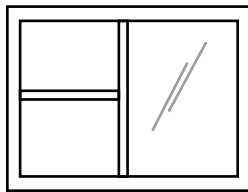
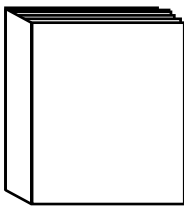
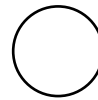
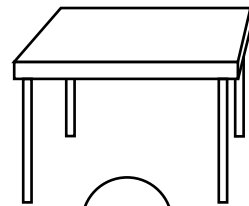
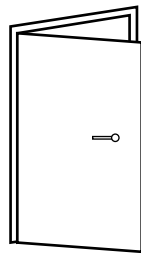
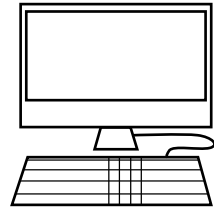
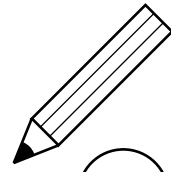
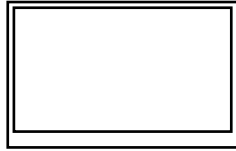


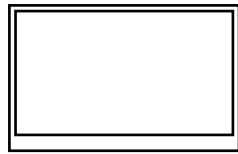
tauagavale



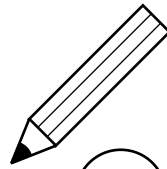
taumatau

tēnā
tēnei





10

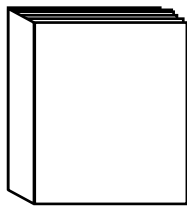


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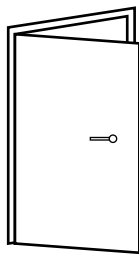


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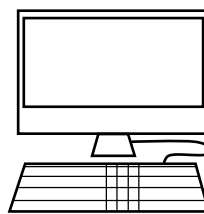
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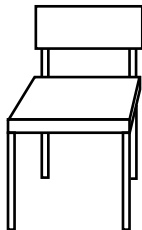
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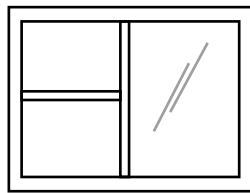
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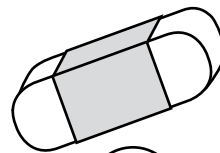
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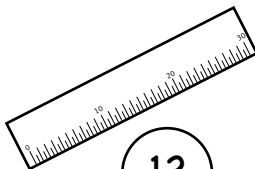
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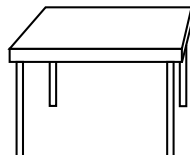
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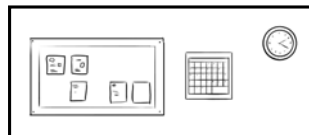
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12



8



7

Tahi
Ko he ā tēnei?
Ko he titina tēnei.

Lua
Ko he ā tēnei?
Ko he komipiuta tēnei.

Tolu
Ko he ā tēnā?
Ko he pepa tēnā.

Fā
Ko he ā tēnā?
Ko he faitotoka tēnā.

Lima
Ko he ā tēnā?
Ko he fāmalama tēnā.

Ono
Ko he ā tēnei?
Ko he potu tēnei.

Fitu
Ko he ā tēnā?
Ko he puipui tēnā.

Valu
Ko he ā tēnā?
Ko he laulau tēnā.

Iva
Ko he ā tēnei?
Ko he nofoa tēnei.

Hefulu
Ko he ā tēnei?
Ko he laupapa tēnei.

Hefulu tahi
Ko he ā tēnā?
Ko he tuhi tēnā.

Hefulu lua
Ko he ā tēnei?
Ko he vahe tēnei.

Hefulu tolu
Ko he ā tēnā?
Ko he penitala tēnā.





UNIT 4 *KO TE POTUĀKOGA* THE CLASSROOM



LESSON B

Learning Outcomes

Students will:

- identify classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language and positioning to show respect.

Resources

Unit 4 DVD and transcript

RS 4

Unit 4 audio CD and transcript

RS 5

You supply:

The classroom objects flashcards

A poster of RS 4

Copies of RS 4

Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show the classroom objects flashcards you made for Lesson A with the illustration side towards the students, asking:

Ko he ā tēnei?

What is this?

The students respond using the sentence pattern:

Ko he penitala (tēnei).

It's a pencil.

Check their responses against the *gagana Tokelau* words on the back of the flashcards.

This activity will enable you to gauge the students' degree of recall from the previous lesson.



Learning Experiences

- Play the Unit 4 DVD language section. Discuss the points of interest and the students' observations.
- Show RS 4. Have the students listen along with CD 1 track 27 and repeat the classroom language in the pauses. Display the classroom language as a poster on the classroom wall. Ask the students to use as many of these expressions as they can during the lesson. Hand out a copy to each student to use as a reference.

Increasing the amount of *gagana Tokelau* you and your students use in the classroom will enable them to engage in genuine social interaction with their peers as they work together on tasks that will help them to use the language in different contexts.

- Have the students repeat a task from Lesson A or review their vocabulary knowledge using a task from the Unit 4 overview. This time, as they perform the task, the students are to use at least three classroom expressions each in order to increase their social interaction using *gagana Tokelau*.

Discuss their experience of using more language as they worked together on the task. Ask them whether using more language helped them to interact socially with the other students. Help them to explore their thinking so that they reflect critically on their own progress in using *gagana Tokelau* to interact socially with others. Challenge them to keep using as much *gagana Tokelau* as possible when they work together on tasks.

Learning a new language extends students' linguistic and cultural understanding and their ability to interact appropriately with other speakers.

The New Zealand Curriculum (2007), page 24

- Show RS 5. There are several points of interest for the students. The first one is the difference between *tēnei* and *tēnā*. Another point of interest is how the number is expressed as the first idea in a sentence. Discuss these with your students. Ask them to listen to CD 1 track 26, repeating the sentences in the pauses.
- Play CD 1 track 28. This time, as they listen, they use their hands to indicate closeness or distance. Then have them work in pairs to practise these structures using vocabulary that they know and once again using their hands to indicate proximity.
- Play the DVD language scenario. Discuss the students' observations with them. Ask them what has been new learning for them. Ask them what helps them to learn.

Their responses will help you to make adjustments to these lesson plans as you go, adapting them to suit your students' particular learning needs.

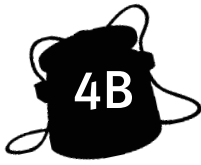
- Place the students in groups and hand out copies of the DVD transcript. Have the students practise role-playing the scenario. Play the DVD language scenario a number of times so that the students become very familiar with the use of *gagana Tokelau* in context as they gain confidence in their role-playing.

Looking Ahead

- Remind the students of the Unit 4 achievement objectives. Ask them to practise the vocabulary, the classroom language, and their role-plays as much as they can before the next lesson, when they will be assessing their own learning.

Close

- Sing “Ika, Ika he Manu” with the students.
- Exchange farewells.



<i>Tulou mua, Pele.</i>	Excuse me, Pele.
<i>Fakafetai nī, Hiaohi.</i>	Thank you, Hiaohi.
<i>Io, faiākoga.</i>	Yes, teacher.
<i>Hēai, faiākoga.</i>	No, teacher.
<i>Tulou mua, ko au kua uma.</i>	Excuse me, I've finished.
<i>E hē kō iloa.</i>	I don't know.
<i>Ko au e hē mālamalama.</i>	I don't understand.
<i>Fakamolemole, toe lea mai ake.</i>	Please, would you repeat that.
<i>Tulou mua, e mafai koe ke fehoahoani mai?</i>	Excuse me, can you help me?
<i>E hē kō iloa pe he ā te kā fai.</i>	I don't know what to do.
<i>E mafai e koe ke toe fakamālamalama mai?</i>	Would you explain that again, please?



Ko he ā tēnei, Hale?

What's this, Hale?

Ko he ā tēnā?

What's that?

Ko he penitala.

It's a pencil.

E fia au penitala, Nila?

How many pencils do you have, Nila?

E hefulu tolu aku penitala.

I've got thirteen pencils.

E ono aku titina.

I've got six rubbers.

E lua aku penitala.

I've got two pencils.

E tolu aku tuhi.

I've got three books.

E i fea te tuhi?

Where's the book?

I te itū tauagavale.

On the left.

I kinā.

Over there.

Tēia.

It's there.

Tēnei.

It's here.



UNIT 4 *KO TE POTUĀKOGA* THE CLASSROOM



LESSON C

Learning Outcomes

Students will:

- identify and locate some common classroom objects;
- ask for repetition, clarification, and help;
- respond to classroom instructions and requests;
- use language, positioning, and movement to show respect.

Resources

Unit 4 DVD and transcript
Unit 4 audio CD and transcript
Selected resource sheets from Lessons A and B
Unit 4 Student Achievement Checklist

You supply:

Copies of the DVD transcript
Copies of the Unit 4 Achievement Checklist
The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.
- Remember to use the appropriate classroom instructions. Write them into your lesson plan. Remind the students to use as much classroom language in *gagana Tokelau* as they can during this lesson.

Looking Back

- Show the Unit 4 DVD language section.
- Repeat some activities of your choice from Lessons A and B. Remember also to vary activities to make them sufficiently challenging for your high achievers.

You will be monitoring the students' engagement and achievement as they work, helping out when needed. Frustration can sometimes build in students when they feel that they are not coping or not getting things right. Allowing the students to have several goes at tasks releases the tension and supports them to achieve.



Learning Experiences

- The students role-play the Unit 4 language scenario, using the DVD transcript. They can model their spoken language and body language on those the actors use on the DVD.
- Play the DVD language scenario several times so that the students can practise their parts until they can perform their role-plays with reasonable fluency and accuracy. Remind them that body language is part of their learning. You may wish to discuss with your students what they notice about the use of body language in this context so that they develop their explicit knowledge of it.
- Have the students perform their role-plays. Discuss whether they wish to present in small groups or to the whole class

If the students are confident enough to present to the class, record their performances and review these objectively with them afterwards.

To gain a broader perspective on their progress, project the Unit 10 assessment criteria (see page 250) and go through each of the communication achievement objectives with the students and the measures they will use. In particular, talk about the objective “show social awareness when interacting with others” and discuss the kinds of behaviours that they will need to use in order to demonstrate this skill, for example, ways of showing respect.

As they view the performances, either live or recorded, have them reflect critically on how well they have achieved the broader objectives. Have them evaluate their own performance by using a copy of the Unit 10 assessment criteria and noting what others tell them about the skills and knowledge they need to acquire in order to improve.

Give them time to offer feedback at the end of each performance, with suggestions for ways to improve.

- Hand out copies of the Unit 4 Achievement Checklist for the students to complete and sign off. Ask them to write down an example for the last three outcomes. What did they say or do? What was the situation?
- Have the students colour in band 4 on their *Muakiga* Progress Charts.
- Play the DVD cultural section and discuss with the students what they observe and what connections they can make with their own experiences and cultures(s).

Looking Ahead

- In Unit 5, the students will be learning about the sports and games the Tokelau people enjoy. Ask them to find out what they can about these. For example, what games and sports are popular in the Tokelau communities in New Zealand?
- Remind them that they are to continue to use the classroom expressions they have been learning, so they should keep practising them.

Close

- Show the DVD cultural section again.
- Exchange farewells.

UNIT 4 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- identify and locate classroom objects
- ask for repetition, clarification, and help

Example:

- respond to classroom instructions and requests

Example:

- use language and positioning to show respect

Example:

UNIT 4 DVD TRANSCRIPT



Tala:

Tulou mua, e mafai ke fehoahoani mai koe?

Hale:

Io, e lelei, Tala.

Tala:

E hē kō iloa pe he ā te fai.

Hale:

Tēfea tau tuhi nūmela?

Tala:

E i te fale.

Hale:

Tulou mua, Kāleopa. Tēfea tau tuhi nūmela?

Kāleopa:

Io. E i kinei.

Hale:

Fakafetai. Kua uma koe?

Kāleopa:

Io, ko au kua uma.

Hale:

Lelei katoa te gāluega. Tala, tēia tau tuhi nūmela.

Tala:

Fakafetai.

Kāleopa:

E fofou koe ki he fehoahoani?

Tala:

Io. Io, fakamolemole!

Hale:

Fakafetai, Kāleopa.

Tala:

E mafai ke fakamālamalama mai e koe te mea tēia?

Kāleopa:

Io. Tēnei.

Tala:

Vēia?

Kāleopa:

Hēai. E vēia.

Tala:

Ah! Lelei. Kua kō iloa nei oi fai.

Hale:

E fofou koe ki he fehoahoani?

Tala:

Hēai. Ko au kua mālamalama nei.

Hale:

Lelei lahi te gāluega.

Tala:

Excuse me, can you help me?

Hale:

Yes, it's alright, Tala.

Tala:

I don't know what to do.

Hale:

Where's your maths book?

Tala:

At home.

Hale:

Excuse me, Kāleopa. Where's your maths book?

Kāleopa:

Sure. It's here.

Hale:

Thanks. Have you finished?

Kāleopa:

Yes, I've finished.

Hale:

Excellent work. Tala, here's a maths book.

Tala:

Thanks.

Kāleopa:

Do you need help?

Tala:

Sure. Yes, please!

Hale:

Thanks, Kāleopa.

Tala:

Can you explain that, please?

Kāleopa:

Sure. It's here.

Tala:

Like this?

Kāleopa:

No. Do it like this.

Tala:

Ah! Great. I know what to do now.

Hale:

Do you need help?

Tala:

No. I understand now.

Hale:

Excellent work.

UNIT 4 AUDIO TRANSCRIPT



Track 25 Vocabulary for Unit 4 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 4. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fāitotoka

fāmalama

komipiuta

laulau

laupapa

nofoa

penitala

pepa

potu

puipui

titina

tuhi

vahe

tauagavale

taumatau

tēnā

tēnei

Track 26 Structures and Expressions for Unit 4 to Accompany Lesson B RS 5

You will hear the sentences and expressions that you are to learn in Unit 4. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā tēnei, Hale?

Ko he ā tēnā?

Ko he penitala.

E fia au penitala, Nila?

E hefulu tolu aku penitala.

E ono aku titina.

E lua aku penitala.

E tolu aku tuhi.

E i fea te tuhi?

I te itū tauagavale.

I kinā.

Tēia.

Tēnei.

Track 27 Classroom Expressions to Accompany Unit 4 Lesson B RS 4

You will hear some classroom expressions that you are to learn in Unit 4. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Tulou mua, Pele.

Fakafetai nī, Hiaohi.

Io, faiākoga.

Hēai, faiākoga.

Tulou mua, ko au kua uma.

E hē kō iloa.

Ko au e hē mālamalama.

Fakamolemole, toe lea mai ake.

Tulou mua, e mafai koe ke fehoahoani mai?

E hē kō iloa pe he ā te kā fai.

E mafai e koe ke toe fakamālamalama mai?

Track 28 to Accompany Unit 4 Lesson A RS 2

You will hear thirteen questions and an answer to each question. They are numbered one to thirteen and are spoken once only. As you listen to each question and its answer, enter its number in the circle beside the picture on your worksheet that matches the object that is identified.



Tahi
Ko he ā tēnei?
Ko he titina tēnei.

Lua
Ko he ā tēnei?
Ko he komipiuta tēnei.

Tolu
Ko he ā tēnā?
Ko he pepa tēnā.

Fā
Ko he ā tēnā?
Ko he faitotoka tēnā.

Lima
Ko he ā tēnā?
Ko he fāmalama tēnā.

Ono
Ko he ā tēnei?
Ko he potu tēnei.

Fitu
Ko he ā tēnā?
Ko he puipui tēnā.

Valu
Ko he ā tēnā?
Ko he laulau tēnā.

Iva
Ko he ā tēnei?
Ko he nofoa tēnei.

Hefulu
Ko he ā tēnei?
Ko he laupapa tēnei.

Hefulu tahi
Ko he ā tēnā?
Ko he tuhi tēnā.

Hefulu lua
Ko he ā tēnei?
Ko he vahe tēnei.

Hefulu tolu
Ko he ā tēnā?
Ko he penitala tēnā.

Track 29 to Accompany the Listening Activity in Unit 4 Lesson A

As you listen to these five sentences, write them down in your workbook. Each sentence is spoken twice.

Ko he ā tēnā?
E hē kō iloa.
Ko au e hē mālamalama.
E ono aku titina.
Io, faiākoga.



UNIT 5 TĀKALOGA

SPORTS AND GAMES

OVERVIEW



Learning Outcomes

Students will:

- identify some sports and games;
- communicate about the sports they play;
- talk about the sports their family members play;
- ask about and discuss sports preferences.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 54)
 - 1.7 express and respond to desires, needs, and preferences;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>faifetuliga</i>	running	<i>lakapī</i>	rugby
<i>faimunikiokiō</i>	hide and seek	<i>netipolo</i>	netball
<i>fakaheheke</i>	skateboarding	<i>pāhiketi polo</i>	basketball
<i>fiafia</i>	to like, to enjoy	<i>pelē huipi</i>	a popular card game
<i>fiafiaga</i>	favourite	<i>tāfaoga komipiuta</i>	computer game
<i>fili</i>	to really dislike	<i>takalo</i>	to play
<i>havalī</i>	walking	<i>tākaloga</i>	sports, games
<i>hē fiafia</i>	to dislike	<i>televihe (TV)</i>	television (TV)
<i>hoka</i>	soccer	<i>tēnihi</i>	tennis
<i>hoki</i>	hockey	<i>tiuga</i>	a Tokelau game that uses seashells
<i>kakau</i>	swimming		
<i>kau</i>	team		
<i>kikila</i>	to watch		
<i>kilikiti</i>	cricket		

Most of this vocabulary is on CD 1 track 30, but some is on CD 1 track 34.



Structures and Expressions

E fiafia koe ki te lakapī?

Do you like rugby?

Ko au e fiafia ki te tēnihi.

I like tennis.

Ko au e fiafia lahi ki te netipolo.

I really like netball.

Ko au e hē fiafia ki te lakapī.

I don't like rugby.

Ko toku fiafiaga i nā tākaloga ko te fakaheheke.

My favourite sport is skateboarding.

Ko he ā tō fiafiaga?

What's yours?

Ko au e fili ki te fakaheheke.

I hate skateboarding.

E fiafia koe ki ei? Ko au e fiafia ki ei!

Do you like it? I love it!

Ko au e fiafia oi kikila ki te tēnihi i te TV.

I like watching tennis on TV.

These sentences are on CD 1 track 31.

The Seasons and Further Expressions

tau

season

tau kua kāmata mālūlū

autumn

tau māfanafana

summer

tau mālūlū

winter

tau totogo

spring

Ko he ā te tākaloga e takalo ai koe?

What (game) do you play?

Ko au e takalo kilikiti i te tau māfanafana.

I play cricket in summer.

Ko toku tuafafine e hē fiafia lahi ki te kakau.

My sister doesn't really like swimming.

Ko ia e fiafia lahi ki te netipolo.

He/She really likes netball.

This vocabulary and these expressions are on CD 1 track 32.

Language Notes

The *gagana Tokelau* sentence *Ko toku fiafiaga i nā tākaloga ko te fakaheheke* translates literally as “My favourite among the sports is skateboarding.” You can see how the same idea is expressed differently in English and *gagana Tokelau*.

You add *lahi* to *fiafia* to intensify the meaning.

Ki ei is often added to a sentence to refer to what has been said, for example:

Ko au e fili ki te fakaheheke.

I hate skateboarding.

E fiafia koe ki ei? Ko au e fiafia ki ei!

Do you like it? I love it!

There isn't a word in *gagana Tokelau* for “autumn”, so people use a descriptive phrase (a circumlocution). The phrase *tau kua kāmata mālūlū* expresses the idea that the beginning of winter has already started. *Kāmata* means “beginning” and *kua* indicates the past.

Televihe is a transliteration of the English word “television”. It is frequently shortened to *TV* in spoken language. It is pronounced almost as in English, but the second vowel is lengthened.

Cultural Knowledge

Māopoopo (Inclusion)

Sports and games bring people together. In *agānuku Tokelau*, everyone is included in one way or another. This creates a strong sense of community. Playing *kilikiti* is such a community occasion. Preparing and sharing food is an important part of the occasion. In the evening, after the game, everyone joins in the *hiva fātele* (songs and dances). For Tokelau people in New Zealand, gatherings such as this help them to sustain their culture and language.

Tokelau Games

Faimunikiokiō (hide and seek) is a children’s game in Tokelau. The best time to play it is at night, by moonlight. There are two teams: the seekers and the hiders. The hiders have to get to a nominated destination. The seekers try to catch as many hiders as they can. If no hiders manage to reach the destination, the teams swap roles. The teams agree on the boundary before they begin. Anyone who goes outside the boundary is “out”, and this counts against their team. Of course, hiders try to sneak beyond the boundary without anyone seeing them.

Pelē huipi is a popular card game either for two players or for four players with two players per team. One player deals six cards per player for the first round. Each player places a card on the table. The other players take cards that build suits or sets or run-ons, both for themselves and to help their team members. The players repeat this process with the remaining cards. The objective is to build as many sets as possible using the greatest number of cards. At the end of the game, everyone shows their cards and calculates the points to determine the winner or winning pair. The points system accords different values to suits, sets, and run-ons of a particular suit.

Tiuga is a game for two players. As with *pelē huipi*, when there are four players, they play as two teams. For this game, people use the *pule* (cowrie), which is called a *tiuga* when the top part has been removed so that it can lie flat. The shells are of different sizes. You need some larger ones to bring down your opponent’s shells. The players sit at each end of a rolled-up mat so that they are opposite each other. They have twenty *tiuga*, which they throw in turn. You try to get your shell to go as close to the edges of the mat as you can, at the ends and at the sides, to score points. Your opponent uses his or her biggest shells to knock out the shells that are nearest to an edge of the mat so that theirs become the closest.

Kilikiti Tokelau (Tokelau cricket), traditionally a male game, is highly competitive. Women now have their own teams and also compete. *Kilikiti* is more social and less competitive when the teams are mixed. Regional *kilikiti* teams compete in New Zealand. The bats are made of wood from the *fau* tree. *Kilikiti* bats are triangular with sennit wound around the handle to give a good grip and prevent the bat splitting. The balls are made from the latex of the rubber tree, which grows abundantly in Sāmoa. Children make a slit in the bark of the tree and catch the white sticky latex in a container. They place strips of this latex out in the sun until they are tacky. Then they take seeds, or pieces of old balls, and wrap the tacky latex around them to form a ball, which they leave out in the sun to dry. Rubber balls made this way can travel far when they are hit hard. Sometimes they fly right out into the lagoon. The wickets can be either metal or wooden, with the pieces welded or tied together. The objective is to hit the wicket with the ball. *Kilikiti* teams wear special outfits. Those in the batting team sing songs and dance to distract the fielders. When they do this, they are called the *lape*. The fielders hit a big metal drum when a batter is out. The *fāluma* makes fun of the dismissed batter. He or she dances, blows a whistle, and imitates the movements of a clown. This counteracts the actions of the *lape*.

Fagatuaga (wrestling) is also a popular sport among Tokelau men.





Tokelau's Size

The small land area of Tokelau determines the kinds of sports that are played there. Rugby fields tend to be smaller than the standard rugby field in New Zealand (100 metres x 70 metres). In Tokelau, a rugby field would typically be about 85 metres long and 63.5 metres wide, though this varies. Instead of a grass surface, the fields have coral pebbles on a layer of sand. Rugby competitions between the three atolls are held every two to three years.

Sports Gatherings

Sports and cultural weekends, such as the *Māfutaga Tupulaga Tokelau* (Tokelau Youth Sports Tournament) are held in New Zealand – usually during Easter weekend. Tokelau communities and families from all around New Zealand, as well as from Australia, Tokelau, and Hawai'i, gather to participate competitively in sports and cultural performances.

Teachers' Notes

The Seasons

The *gagana Tokelau* words for the seasons will help your students talk about when they play their sports here in New Zealand. However, it is important to note that the seasons in Tokelau are not defined in the same way as they are in New Zealand. Refer to Unit 11 for more information about the seasons in Tokelau.

Sportspeople

You could feature some well-known sportspeople who are of Tokelau heritage during this unit. A number of Tokelau people play *lakapī* (rugby) internationally, for example.

Transliterated Words

You will have noticed that many of the names of sports in *gagana Tokelau* are transliterated words. This can be a point of interest for your students. You could talk about the ways that languages change and adapt over time, incorporating words from other languages to express new ideas and concepts. All languages do this as part of their growth and evolution.

Research Skills

You will also have noticed the emphasis on research skills and enquiry-based learning in this resource. Identifying potential sources of information can help to stimulate the students' interest and motivate them to explore particular topics further in their own time. This is especially so if what they bring to class becomes an integral part of their language and cultural learning.

The cultural aspect of language learning is extremely important. Your students can learn to communicate in *gagana Tokelau* effectively only if they develop the necessary cultural understandings that are an integral part of the communication process. Their own research and discussions with others will contribute to these understandings.

Vocabulary Cards

Lesson A includes an activity that uses sets of vocabulary cards with words and matching illustrations. You can make these by photocopying the vocabulary and illustrations on the template provided with Lesson A (RS 2) onto card and then cutting the card up into sections.

Other units include activities that can also be done with sets of vocabulary cards. You may have other variations on this activity that you can use to assist the students' learning and recall of vocabulary. Your students will have their own ideas about vocabulary-learning activities that utilise cards.



Additional Resources

Some of the titles in the Tupu series may be of interest to your students during Unit 5. These are *Ko te Polo Kilikiti Na Galo*, a story about a boy who is searching for his missing *kilikiti* ball; *Kakau*, in which a class at a pool in Porirua pretend that they are sea creatures swimming in Tokelau; and *E Mafai Foki e Teine Fakaheheke*, a story about a teenage girl learning how to skateboard. You will find more details about these resources in the preface on pages 19–20.



UNIT 5 TĀKALOGA

SPORTS AND GAMES

LESSON A



Learning Outcomes

Students will:

- identify some sports and games;
- ask about and discuss sports preferences.

Resources

Unit 5 DVD and transcript

RS 1

Unit 5 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

Material for making posters (optional)

Sets of cards made from RS 2 (enough for one set per pair or group)

A soft ball

Copies of RS 3

Copies of RS 4

Lesson Outline

Introduction

- Play the DVD cultural section in the background as the students prepare for the lesson. Exchange greetings.

Looking Back

- Ask what the students have found out about famous Tokelau sportspeople and the sports that are played in Tokelau. Write this down somewhere so that it can be retrieved at a later stage. Discuss what they have found out. Decide how you will deal with this information. For example, the students could start work on the posters to be completed later on in this unit.

If there are questions that neither you nor the students can answer, set a research plan for the students. Maybe they could spend some lesson time carrying out a search on the Internet. Alternatively, they could work through your library or information centre. Researching information about Tokelau in such places will also help them to develop their research skills. It will stimulate an interest in learning more about the culture as well.



Learning Experiences

- Discuss the Unit 5 learning outcomes with the students.
- Play the DVD cultural section and discuss it with the students. Find out what they learned and whether this information has stimulated further questions for their research.
- Play the DVD studio section. Show RS 1. The students listen to CD 1 track 30 and repeat the names of the sports in the pauses. Cover the words and leave the pictures visible. Replay the track. Have the students repeat the words in the pauses.
- Say the name of a sport in English and throw a soft ball to a student. The student says the *gagana Tokelau* name, chooses another sport to say in English, and throws the ball to another student. Repeat this sequence many times. Leave RS 1 on display so that the students can check it quickly if it is their turn. The objective is to reinforce vocabulary learning, not to catch the students out.
- Make sets of cards from the vocabulary template on RS 2 (on pages 137–138). Ask the students to work in groups. Hand out a set of cards to each group. The students place the cards face up. Play CD 2 track 33. As the students listen, they pick up the card with the word that is spoken and also the card with the matching illustration. Afterwards, find out how many of them completed the activity (by picking up all the cards). You can make this activity more challenging by asking the students to work in pairs or individually.
- Play the DVD studio section, in which the presenters say whether they like or dislike some sports. Repeat the viewing, with the students practising the language along with the presenters. Replay this clip many times to ensure that your students are developing their accuracy along with their fluency.
- Hand out a copy of RS 3 to each student. Play CD 1 track 31 and have the students repeat the sentences in the pauses. Repeat this sequence. Ask them to work in pairs, using the dialogue on the worksheet as a guide to their conversations. Tell them to substitute the names of sports to make the conversation personal to themselves. Give them enough time to practise so that they develop accuracy as well as fluency as they communicate with each other.

This kind of task, where the students substitute particular words for other words, helps them to recognise that *gagana Tokelau* is organised in particular ways, which is foundation learning for beginning students.

- Hand out RS 4, one per pair. This is a guided comprehension task. Using the dialogues they have just been practising, the students take turns to perform them in pairs before the rest of the class. The students who are watching also work in pairs and write the presenters' names in the columns on RS 4 that match what they say. They check their entries with the pair who presented the dialogue. Tell the students to use different-coloured pens to record their entries for the different groups on the same sheet. From the information they have recorded on their survey sheets (RS 4), the students can discover, among other things, which sport is the class favourite.
- Optional activity: Charades. In groups, the students mime a sport for the others to guess. One student starts, saying *Ko toku fiafiaga i nā tākaloga ko te ...* (My favourite sport is ...) and then mimes the sport. The students guess what the sport is by saying *Ko te lakapī?* (Rugby?) and get the response *Io* (Yes) or *Heai* (No). The student who guesses correctly then mimes another sport, and so on.

- Ask the students what they remember from the DVD cultural section played at the start of the lesson. Play the section again to reinforce their learning.



Looking Ahead

- Remind your students to bring their research results to the next lesson and to carry on practising the language they have been learning. In the next lesson, they will learn to talk about the sports preferences of family members.

Close

- Exchange farewells.



pāhiketi polo



faifetuliga



hoki



pelē huiپی



faimunikiokiō



kakau



tāfaoga komipiuta



fakaheheke



kilikiti



televihe (TV)



hawali



lakapī



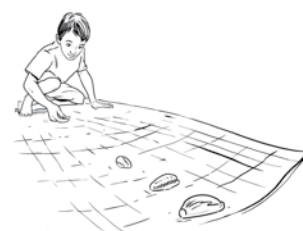
tēnihi



hoka



netipolo



tiuga

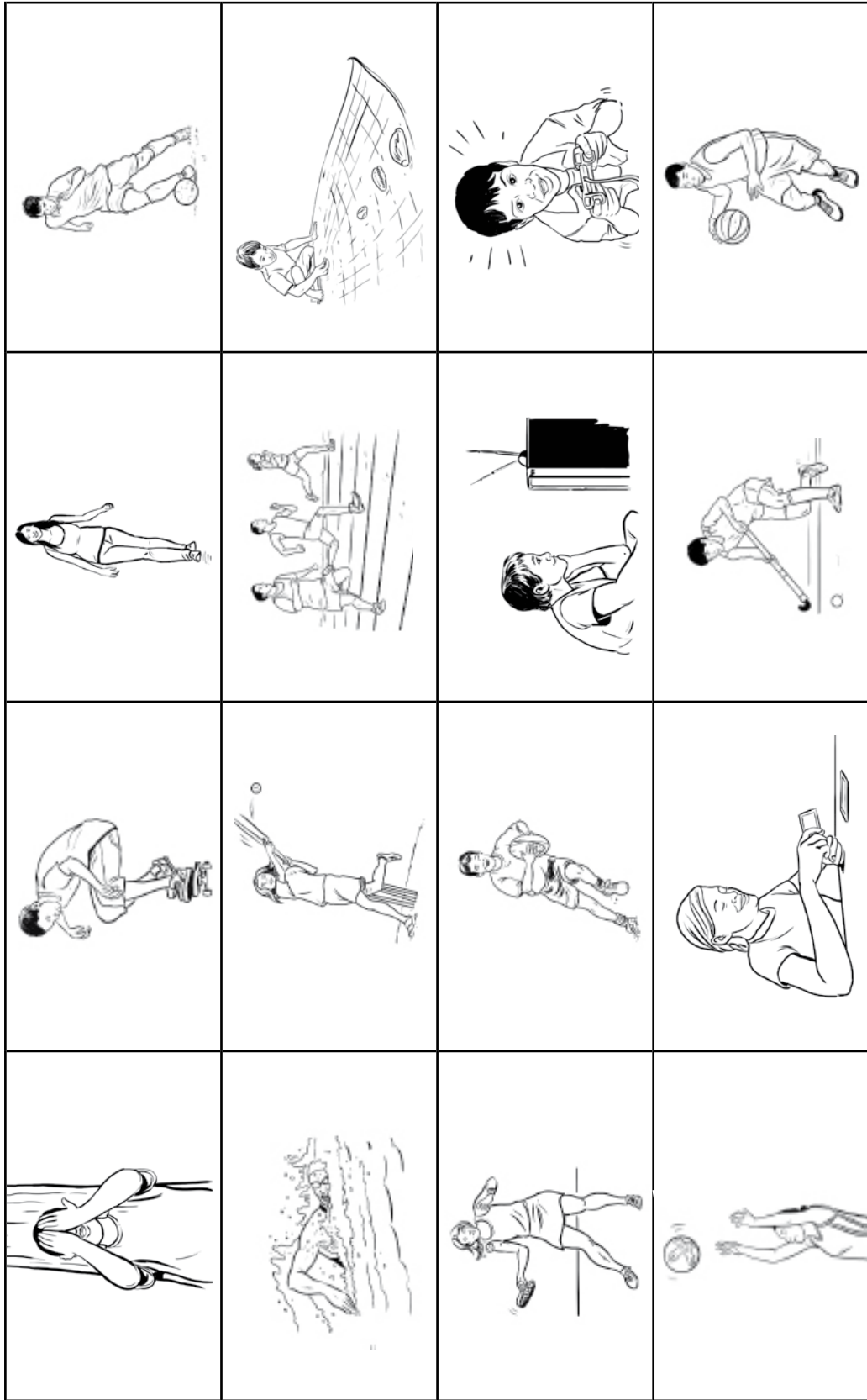
Vocabulary Cards Template

<i>faimunikiokiō</i>	<i>fakaheheke</i>	<i>havalī</i>	<i>hoka</i>
<i>kakau</i>	<i>kiikiti</i>	<i>faifetuliga</i>	<i>tiuga</i>
<i>tēnihi</i>	<i>lakapī</i>	<i>televihe (TV)</i>	<i>tāfaoga komipiuta</i>
<i>netipolo</i>	<i>pelē huipi</i>	<i>hoki</i>	<i>pāhiketi polo</i>



Vocabulary Cards Template

RS 2



<i>E fiafia koe ki te lakapī?</i>	Do you like rugby?
<i>Ko au e fiafia ki te tēnihi.</i>	I like tennis.
<i>Ko au e fiafia lahi ki te netipolo.</i>	I really like netball.
<i>Ko au e hē fiafia ki te lakapī.</i>	I don't like rugby.
<i>Ko toku fiafiaga i nā tākaloga ko te fakaheheke.</i>	My favourite sport is skateboarding.
<i>Ko he ā tō fiafiaga?</i>	What's yours?
<i>Ko au e fili ki te fakaheheke.</i>	I hate skateboarding.
<i>E fiafia koe ki ei? Ko au e fiafia ki ei!</i>	Do you like it? I love it!
<i>Ko au e fiafia oi kikila ki te tēnihi i te TV.</i>	I like watching tennis on TV.

	<i>Fiafia</i>	<i>Fiafia Lahi</i>	<i>Hē Fiafia</i>	<i>Fili</i>	<i>Fiafiaga</i>
<i>Lakapī</i>					
<i>Hoka</i>					
<i>Fakaheheke</i>					
<i>Tēnihi</i>					
<i>Kakau</i>					
<i>Netipolo</i>					
<i>Pāhiketi Polo</i>					
<i>Faifetuliga</i>					
<i>Kilikiti</i>					
<i>Tāfaoga Komipiuta</i>					
<i>Havali</i>					
<i>Televihe</i>					



UNIT 5 TĀKALOGA

SPORTS AND GAMES

LESSON B



Learning Outcomes

Students will:

- identify some sports and games;
- talk about the sports their family members play.

Resources

Unit 5 DVD and transcript

RS 1

Unit 5 audio CD and transcript

RS 5

RS 6

You supply:

The names of the seasons on cards

Copies of RS 5

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show the students what they said about Tokelau sports using your copy of the information they provided in Lesson A. Ask what they have learned since.
- Show the DVD cultural section and discuss what the students are now noticing (that they may have missed before). Ask whether they have seen any of these sports being played in New Zealand (or in any other countries). Find out whether they have any further information about famous sportspeople from Tokelau (or of Tokelau heritage) or about the sports associated with Tokelau.
- Show the DVD studio section. Ask the students to work in pairs with RS 1 from Lesson A. Cover the *gagana Tokelau* words, leaving only the illustrations in view. They take turns to challenge each other to say the names of the sports in *gagana Tokelau*.

Learning Experiences

- Discuss the learning outcomes of the lesson.
- To have the students recall their learning from Lesson A, divide the class into two groups. Choose a leader for each group. The leader turns to the next student in their group and



says *Ko toku fiafiaga i nā tākaloga ko te fakaheheke – ko he ā tō fiafiaga?* (My favourite sport is skateboarding – what’s yours?). That student replies with an answer – perhaps *Ko te lakapī*. Then he or she turns to the next student and asks the same question, and so on round the group. The first group to finish is the winner. Not allowing a sport to be repeated makes this activity more challenging.

- Play the DVD language scenario, challenging your students to pick out the words and expressions they know in order to make sense of what they hear and see.

Students need many opportunities to see the language they are learning being used in context to build good habits of viewing, making meaning from what they see, and expressing themselves in *gagana Tokelau* so that others can understand them.

- Play the DVD language scenario again. As usual, encourage the students to discuss what they observe. Use your copy of the DVD transcript to lead the discussion.

Discussions can contribute a great deal to the students’ “learning power”. Research indicates that even the students who need support to actively participate in discussions will still benefit because they will learn from others and extend their own thinking.

- Show RS 5. Play CD 1 track 32 and have the students repeat the words, phrases, and sentences in the pauses. Write the names of the seasons on cards and place these on the classroom wall. Ensure that your students understand that the names of the seasons in Tokelau are different from those that we use in New Zealand. In New Zealand, we refer to the four seasons we experience in a temperate climate. In the tropics, seasonal variation is between a wet and a dry season. In the tropical Pacific, the timing of the annual hurricane season is also important. Your students will learn more about this difference between New Zealand and Tokelau in Unit 11.
- Hand out copies of RS 5 to the students. Ask them to work in pairs. They take turns to practise the sentences and then adapt them to suit the preferences of two of their family members.
- Tell the students that they are now going to work on charts to display on the classroom wall when they give their presentations in Lesson C. Show RS 6 and discuss the requirements with them. Tell them that you will hand out a worksheet for them to write their final version on in Lesson C.

Ask them to first work by themselves. Tell them that thinking, recalling, and researching are important processes for them to undertake. Explain that in this activity they are expected to “craft” their work. Their first step is to compose the sentences, using what they have learnt in this unit and in previous units.

When they have written a draft copy of their sentences, tell them to ask their partner to check their work. In this checking process, they need to consider whether:

- the macrons are in the right places;
- capital letters are used where they are needed;
- the spelling is accurate;
- any words have been left out;
- all ten of the required sentences are there.

Have a quick session where the students give you feedback on this writing activity. This feedback will give you insights into their thinking and their attitudes to this kind of work, which will help you to manage their learning.

- Play the DVD language scenario once more and encourage further discussion.

Looking Ahead

- Remind the students that what they have written is a draft (rough) copy of their presentation. In Lesson C, they will write the final copy as a presentation piece. They have time to do further checking before the next lesson. Ask them to bring a photograph, if they have one, or to do a drawing of themselves that they can attach to their final copy. It needs to be about 5 cm square.

Close

- Exchange farewells.





<i>tau</i>	season
<i>tau kua kāmata mālūlū</i>	autumn
<i>tau māfanafana</i>	summer
<i>tau mālūlū</i>	winter
<i>tau totogo</i>	spring

Ko he ā te tākaloga e takalo ai koe?

What (game) do you play?

Ko au e takalo kilikiti i te tau māfanafana.

I play cricket in summer.

Ko toku tuafafine e hē fiafia lahi ki te kakau.

My sister doesn't really like swimming.

Ko ia e fiafia lahi ki te netipolo.

He/She really likes netball.



Using full sentences, write ten sentences in *gagana Tokelau* that include:

1. Your name
2. How old you are
3. Where you live
4. Who your parents are
5. A sentence about your family or a member of your family
6. Another sentence about your family or a member of your family
7. A sport or game you like
8. What your favourite sport is
9. A sport you don't like
10. A sport that someone in your family plays.



UNIT 5 TĀKALOGA

SPORTS AND GAMES

LESSON C



Learning Outcomes

Students will:

- identify some sports and games;
- communicate about the sports they play;
- talk about the sports family members play;
- ask about and discuss sports preferences.

Resources

Unit 5 DVD and transcript
Unit 5 Student Achievement Checklist
Unit 5 audio CD and transcript
RS 7
RS 8
RS 9

You supply:

Copies of the Unit 5 Achievement Checklist
The *Muakiga* Progress Charts
Copies of the DVD transcript (optional)

Lesson Outline

Introduction

- Exchange greetings.
- Show the DVD cultural section and discuss it again briefly with the students.

Looking Back

- Hand out a Unit 5 Achievement Checklist and their *Muakiga* Progress Chart to each student. The students will assess their progress through a process of peer review and self-review.
- Show the DVD language section to help the students to recall the vocabulary and language.

Learning Experiences

- Hand out RS 7. The students listen to CD 1 track 35. They hear each person on the CD say their name and then state two things. They enter the names of the sport or activity in the box under the appropriate heading. Not all the boxes will have entries. Replay the track if needed. Use RS 8 to verify the students' responses.



- Ask the students, working in pairs, to complete the draft of their presentations and do their final checking.
- Hand out copies of RS 9, which provides the layout for their presentations. Tell the students that they are to write the final copy of their sentences on this sheet. They complete this by drawing their own portrait in the box (or attaching the photograph or drawing they have brought) and colouring in the border as they wish.

Remind them that these presentations are samples of the standard of the work they have achieved and are for others to see. You could display them on the classroom wall.

Ask the students to work together in pairs. They present their information to each other.

Help them if they need it. This is an opportunity for some informal assessment and evaluation.

- If you are in email contact with Tokelau, this is an opportunity for your students to communicate with Tokelau people about their family's sporting interests and to ask questions, especially questions that have arisen during the lesson.
- Ask the students to complete their Unit 5 Achievement Checklist, working with a partner, and have them colour in band 5 on their *Muakiga* Progress Charts.
- Optional activity: The students work in groups to complete their posters about famous Tokelau sportspeople and Tokelau sports, using the information they have brought to class.
- Optional activity: Show the Tupu book *Ko te Polo Kilikiti Na Galo* or hand out copies to the students. Talk about the pictures. Play the *gagana Tokelau* version on the Tupu CD and use this book as an opportunity to talk about the place of *kilikiti* in the life of the Tokelau communities in New Zealand. If the students have questions about *kilikiti*, they can research the answers. There may be a member of your school community who could come along to class and talk about *kilikiti* and other Tokelau sports with the students.
- Optional activity: Organise a game of *kilikiti* with the class at a suitable time. Invite Tokelau community members to come along and help or join in.
- Discuss with the students what aspects of their learning they think they need to improve, as a class and individually. Use each of the Unit 10 assessment criteria in turn as a basis for your discussion. For example, do they need to get better at asking questions? Are they showing social awareness when interacting with others? How?
- Optional activity: The students work in pairs to role-play the DVD language scenario. Play the DVD language scenario to model the language before they begin. Give out copies of the transcript.
- Show the DVD cultural section again and discuss your students' learning.

Looking Ahead

- Tell the students that in the next unit, they are going to learn to tell the time as well as the names of the days of the week in *gagana Tokelau*.
- As a stimulus to their learning, you may wish to provide them with a handout of the days of the week, using the information in Unit 6, so that they can investigate the names of the days across the languages they are familiar with before the next lesson.

Close

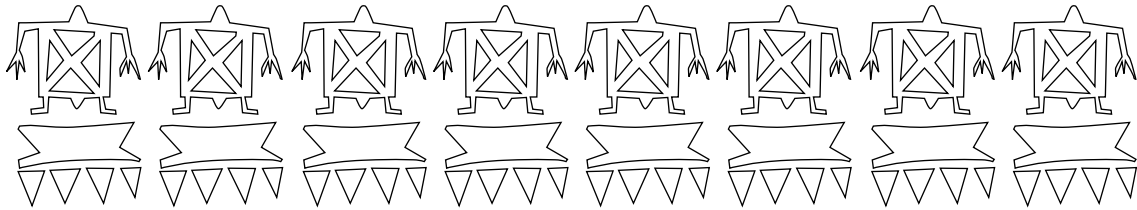
- Finish with a song of your choice.
- Exchange farewells.



	<i>Fiafiaga nā Tākaloga</i>	<i>Fiafia</i>	<i>Hē Fiafia</i>
Kāleopa			
Tagi			
Tōkehega			
Loimata			
Hāmuelu			



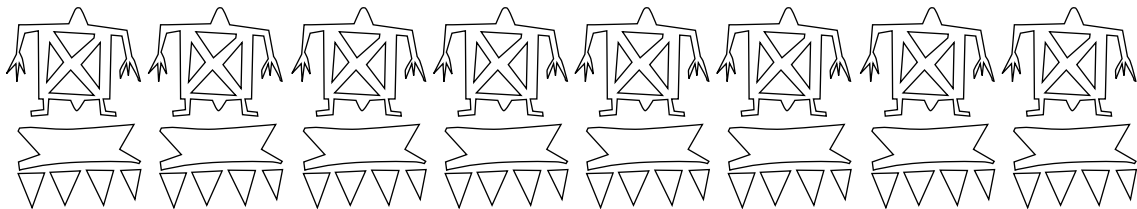
	<i>Fiafiaga nā Tākaloga</i>	<i>Fiafia</i>	<i>Hē Fiafia</i>
Kāleopa		rugby	running
Tagi	cricket		netball
Tōkehega		walking	hockey
Loimata	skateboarding		basketball
Hāmuelu		hide and seek	computer games



Ko toku igoa ko

_____ .

Attach photograph
or drawing here.





Ko toku igoa ko _____.

Now I can:

- identify some sports and games
- communicate about the sports I play
- talk about the sports some of my family members play
- ask others about their sports preferences
- communicate about my sports preferences

UNIT 5 DVD TRANSCRIPT



Kailelei:
Fano fakatakitaki!

Kāleopa:
Ah ... Hēai ...

Kailelei:
E fiafia koe ki te fakaheheke?

Kāleopa:
E hē kō ikoa oi fai.

Kailelei:
Mōni? E hē kē iloa fakaheheke?

Kāleopa:
*Ko kimātou e hē fakaheheke i Tokelau.
Ko kimātou e fai kilikiti!*

Kailelei:
Ko au e fili ki te kilikiti!

Kāleopa:
*E fiafia koe ki ei? Ko toku fiafiaga ko te hoka.
Ko he ā koe?*

Kailelei:
*Ko toku fiafiaga ko te fakaheheke! Ko Paula e
ia iloa fakaheheke!*

Kāleopa:
*Ko koe he fiafiaga (ki te) tākaloga
fakaheheke?*

Kailelei:
*Hēai. Ko toku fiafiaga lahi i nā tākaloga ko te
lakapī!*

Kāleopa:
Ko au e fiafia mātamata ki te lakapī i te TV.

Kailelei:
*E fiafia koe ki ei? Ko au foki e fiafia mātamata
ki te fakaheheke i luga i te TV.*

Kāleopa:
*E gali. Ko au foki e fiafia mātamata ki te
fakaheheke.*

Kailelei:
E gali!

Kāleopa:
Lelei!

Kailelei:
You have a go!

Kāleopa:
Ah ... No ...

Kailelei:
Do you like skateboarding?

Kāleopa:
I don't know how.

Kailelei:
Really? You don't know how to skateboard?

Kāleopa:
We don't skateboard in Tokelau. We play cricket!

Kailelei:
I hate cricket!

Kāleopa:
*Do you? My favourite sport is football.
What's yours?*

Kailelei:
*My favourite sport's skateboarding! Paula likes
skateboarding!*

Kāleopa:
Is skateboarding your favourite sport?

Kailelei:
No. My absolute favourite sport's rugby!

Kāleopa:
I like watching rugby on TV.

Kailelei:
Do you? I like watching skateboarding on TV.

Kāleopa:
Great. I also like watching skateboarding.

Kailelei:
Great!

Kāleopa:
OK!

UNIT 5 AUDIO TRANSCRIPT



Track 30 Vocabulary for Unit 5 to Accompany Lesson A RS 1

Here is most of the vocabulary for Unit 5. It gives you the names of some sports and games. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

faifetuliga
faimunikiokiō
fakaheheke
hawali
hoka
hoki
kakau
kilikiti
lakapī
netipolo
pāhiketi polo
pelē huipi
tāfaoga komipiuta
televihe
TV
tēnihi
tiuga

Track 31 Structures and Expressions for Unit 5 to Accompany Lesson B RS 3

You will hear some of the sentences and expressions that you are to learn in Unit 5. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

E fiafia koe ki te lakapī?

Ko au e fiafia ki te tēnihi.

Ko au e fiafia lahi ki te netipolo.

Ko au e hē fiafia ki te lakapī.

Ko toku fiafiaga i nā tākaloga ko te

fakaheheke.

Ko he ā tō fiafiaga?

Ko au e fili ki te fakaheheke.

E fiafia koe ki ei? Ko au e fiafia ki ei!

Ko au e fiafia oi kikila ki te tēnihi i te TV.

Track 32 Seasons and Further Expressions for Unit 5 to Accompany Lesson B RS 5

You will hear the words for the seasons and four sentences that will help you to talk about the sports preferences of family members. Listen to each word, phrase, or sentence as it is spoken. Then repeat them in the pause. You will hear each one a second time. Say them again, trying to improve your pronunciation.

tau
tau kua kāmata mālūlū
tau māfanafana
tau mālūlū
tau totogo

Ko he ā te tākaloga e takalo ai koe?

Ko au e takalo kilikiti i te tau māfanafana.

Ko toku tuafafine e hē fiafia lahi ki te kakau.

Ko ia e fiafia lahi ki te netipolo.

Track 33 to Accompany the Listening Activity in Unit 5 Lesson A

As you hear each word spoken, pick up the card with the word that you hear and also the card with the matching illustration.

faifetuliga
tāfaoga komipiuta
hawali
faimunikiokiō
tēnihi
fakaheheke
netipolo
lakapī

tiuga
hoka
kakau
kilikiti
pelē huipi
televihe (TV)
hoki
pāhiketi polo

Track 34 Further Vocabulary for Unit 5

You will hear some more vocabulary from Unit 5. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fiafia
fiafiaga
fili
hē fiafia
kau
kikila
takalo
tākaloga

Track 35 Listening Comprehension for Unit 5 Lesson B RS 7

You will hear five people talking about their sports and their preferences. Each person will say two things about their preferences. As you listen, write the names of the sports or activities in the box under the appropriate heading. Note that some boxes may have no entries.

Tahi

Ko toku igoa ko Kāleopa. Ko au e fiafia lahi ki te lakapī. Ka ko au e hē fiafia ki te faifetuliga.

Lua

Ko toku igoa ko Tagi. Ko au e fili ki te netipolo. Ko toku fiafiaga i nā tākaloga ko te

kilikiti.

Tolu

Ko toku igoa ko Tōkehega. Ko au e fiafia ki te havalī. Ko toku fiafiaga i nā tākaloga ko te hoki.

Fā

Ko toku igoa ko Loimata. Ko au e hē fiafia ki te pāhiketi polo. Ko toku fiafiaga i nā tākaloga ko te fakaheheke.

Lima

Ko toku igoa ko Hāmuelu. Ko au e fiafia lahi ki te faimunikiokiō. Ko au e hē fiafia ki nā tākaloga komipiuta.





UNIT 6 KUA TĀ TE FIA? WHAT'S THE TIME?

OVERVIEW

Learning Outcomes

Students will:

- tell the time;
- communicate about time;
- say and identify the days of the week;
- identify and use the numbers up to one hundred.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 54)
1.4 recognise and express number, time, and location;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

Ko nā Fuiainūmela 21–100 (The Numbers 21–100)

<i>lua hefulu tahi</i>	twenty-one	<i>Aho Gafua</i>	Monday
<i>lua hefulu lua</i>	twenty-two	<i>Aho Lua</i>	Tuesday
<i>tolu hefulu</i>	thirty	<i>Aho Lulu</i>	Wednesday
<i>fā hefulu</i>	forty	<i>Aho Tofi</i>	Thursday
<i>lima hefulu</i>	fifty	<i>Aho Falaile</i>	Friday
<i>ono hefulu</i>	sixty	<i>Aho Tōnai</i>	Saturday
<i>fitu hefulu</i>	seventy	<i>Aho Hā</i>	Sunday
<i>valu hefulu</i>	eighty		
<i>iva hefulu</i>	ninety		
<i>helau</i>	hundred		

This vocabulary is on CD 1 track 37.

This vocabulary is on CD 1 track 36.

<i>āfa</i>	half
<i>aho</i>	day
<i>aoauli</i>	afternoon, p.m.
<i>kuata</i>	quarter
<i>mīnute</i>	minute
<i>pō</i>	night
<i>tāeao</i>	morning, a.m.
<i>taimi</i>	time
<i>teka</i>	past
<i>vāiaho</i>	week

This vocabulary is on CD 1 track 38.

Structures and Expressions

Kua tā te fia?

What time is it now?

Ko he ā te taimi?

What's the time?

Kua tā te valu.

It's eight o'clock.

Kua kuata ki te valu.

It's quarter to eight

Kua tā te āfa o te valu.

It's half past eight.

Kua tā te kaiga o te aoauli.

It's lunchtime.

Kua lima mīnute ki te valu.

It's five minutes to eight.

Kua lima mīnute e teka ai te valu.

It's five minutes past eight.

i te valu i te pō

at eight p.m.

i te tāeao

in the morning (a.m.)

i te aoauli

in the afternoon (p.m.)

These sentences and phrases are on CD 1 track 39.

Ko he ā te taimi o te kaiga o te aoauli?

What time's lunch?

Ko he aho ā tēnei?

What day is it?

Ko he Aho Hā.

It's Sunday.

Ko āfea te takalo netipolo ai koe?

When do you play netball?

Ko au e takalo netipolo i te Aho Tōnai.

I play netball on Saturday.

Ko au e takalo netipolo i nā Aho Tōnai.

I play netball on Saturdays.

Manuia te aho!

Have a good day!

Manuia te pō!

Have a good night!

Manuia te vāiaho!

Have a good week!

These sentences are on CD 1 track 40.





Language Notes

Tā means “strike” or “ring” as with a gong or bell. The sentence *Kua tā te fia?* literally means “How many strikes have there been?”

There is no specific word that is the equivalent of “lunchtime” in *gagana Tokelau*. The literal translation into English of the expression *Kua tā te kaiga o te aoauli* is “Strikes have struck for the feast of the afternoon”. Mealtimes in Tokelau do not follow the same pattern as they do in New Zealand. Customarily, people eat when there is food, so words for meals at specific times of the day don’t exist in the way they do in English in New Zealand.

Time expressions differ across languages, depending on the aspects of time that a culture considers to be important. *Gagana Tokelau* uses expressions of time that are closely associated with the movements of the sun and the moon. See Unit 11 for more information about this.

Notice that *kaiga* (without a macron) means “feast”. Your students met the word *kāiga* in Unit 2 as the word for “family”.

Cultural Knowledge

The saying *Kai koi ola!* expresses the importance of eating when you can, that is, when food is available. *Ola* is the word for “life”. This saying is a reminder of the challenges that faced people in the past, living on isolated tropical atolls, and of the special way of life in Tokelau, where people live according to seasonal rhythms.

The traditional way of telling the time in *gagana Tokelau* used the positions of the sun and the moon to identify particular times of the day and night. Now people in Tokelau tell time by the clock, but before watches were common in Tokelau, people used the shadows cast by trees to tell the time.

Using the stars to gauge the time and to determine the direction to sail in is an ancient navigational tradition in Tokelau. Using them, people can work out how far away from the land they are, for example. Working out when certain species of fish are likely to be abundant and the movement of fish by day and night is a related body of knowledge.

The Christian church has a significant place in Tokelau communities. Sunday is a sacred day. Working on a Sunday in Tokelau, for example, doing cooking or the washing, is not customary. As is many other cultures, there is no longer a hard-and-fast rule about this, although Sunday is still considered to be a day of rest.

Most people on Nukunonu are Catholic. Most people on Atafu are Protestant. The community on Fakaofu is a mix of Catholics and Protestants. This pattern is a legacy of the influence of the missionaries who were working in Tokelau in the nineteenth century.

The names of some of the days of the week have particular meanings. *Aho Gafua* (Monday) means “beginning”. *Aho Lua* (Tuesday) is the second day, so Monday is considered to be the first day of the week. *Aho Falaile* (Friday) is a transliteration of the English word. *Aho Tōnai* (Saturday) is the day for preparing food and feasting. *Aho Hā* (Sunday) is the sacred day.

Teachers' Notes

Classroom Language

Keep reminding your students about the different ways of showing respect during your *gagana Tokelau* lessons and encourage them to use and respond to classroom expressions in *gagana Tokelau* while showing the appropriate behaviour.

Classroom Resources

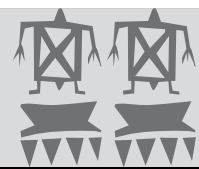
Make flashcards for the days of the week from the template provided as RS 4. Use large print and write the English words on the back. Use a photocopier to make copies.

Using flashcards in a lesson can help learning in many ways, especially vocabulary recall. All the vocabulary items can be reinforced and tested in this way. However, it is important to remember that the overall aim of language learning is for students to be able to communicate. They need opportunities to use the language in appropriate contexts because this helps to build their knowledge of how the language is used in real situations.

You could also make a large calendar-like poster of the days of the week. Display it on the classroom wall and get the students to change it. It will be a useful reference tool for the students as well as a point of interest for other people who use the classroom.

Consider using the Tupu book *Kua Pā ki te Taimi* to extend the students' experience of *gagana Tokelau*. It's a story about a class preparing for special visitors. Tua can't stop asking "Is it time yet?" See page 20 in the preface for more information about this resource.





UNIT 6 KUA TĀ TE FIA? WHAT'S THE TIME?

LESSON A



Learning Outcomes

Students will:

- say and identify the days of the week;
- identify and use the numbers up to one hundred.

Resources

Unit 2 DVD
Unit 3 DVD
Unit 6 DVD and transcript
RS 1
Unit 6 audio CD and transcript
RS 2
RS 3
RS 4

You supply:

Flashcards with the numbers from one to twenty from Units 2 and 3
Copies of RS 1
Copies of RS 2
Coloured cards with the days of the week written in *gagana Tokelau* on one side
Copies of RS 4
A poster with the days of the week

Lesson Outline

Introduction

- Exchange greetings.
- Discuss the Unit 6 learning outcomes with the students. Find out what the students already know about counting beyond ten in *gagana Tokelau*.
- Ask the students to share what they have found out about the names of the days of the week in *gagana Tokelau* and to make comparisons with their own language(s) and culture(s).

Looking Back

- Play the Unit 2 DVD language section with the numbers one to ten and have the students say these along with the presenters. Repeat this sequence using the Unit 3 section on the DVD that covers the numbers from eleven to twenty.

- Use the flashcards to help the students to recall their knowledge of the *gagana Tokelau* vocabulary for the numbers from one to twenty.



Learning Experiences

- Play the Unit 6 DVD language section. Show RS 1. Discuss the patterns of the numbers with the students. For example, point out that the numbers they already know combine to form the double-digit numbers up to ninety-nine. Hand out copies of RS 1 to the students. They then listen to CD 1 track 36, saying the numbers along with the speaker. Repeat this if necessary.
- Recall the numbers. You (or a student) could hold up two number flashcards to represent a double-digit number. The students could either chorus or write down their responses.
- Play CD 1 track 41. The students will hear a random sequence of numbers selected from the numbers between one and one hundred. These are read out, each number twice, in groups of five numbers at a time. There are five sets of numbers. The students write the numbers as numerals in their workbooks.

The sets are:

Set 1: 93, 3, 13, 23, 53

Set 2: 15, 75, 55, 95, 25

Set 3: 68, 8, 28, 88, 58

Set 4: 70, 100, 80, 60, 90

Set 5: 17, 7, 47, 97, 77.

Check their responses using the above sets or the audio transcript. There is no need to complete all the sets at this stage. You could repeat this activity on a number of occasions, using any number of sets and even repeating them to get the students used to hearing the numbers and working out the combinations.

- Hand out RS 2. The students will hear eight statements on CD 1 track 42 in which people say how old they are or how old someone else is. They write down the ages in numerals in the speech bubbles. They then check their responses using RS 3.

In English, the statements are:

1. My name is Paula. I am twenty-three years old.
2. His name is Filo. He is forty-five years old.
3. My name is Mālia. I am twenty-three years old.
4. My name is loane. I am fifty years old.
5. His name is loane. He is fifty years old.
6. My name is Māleko. I am sixty years old.
7. His name is Māleko. He is sixty years old.
8. My name is Violeta. I am thirty-eight years old.

- Optional activity: The students work in small groups. They take turns to challenge each other, asking the question *Ko he ā te matua o ia?* (How old is he/she?), pointing to one of the illustrations on RS 2.
- Here are some more optional activities for practising the numbers.
 - (a) Bingo 1–100: Decide whether the students will work individually or in pairs. Hand out bingo cards to the students or get them to write down twenty numbers randomly in a bingo card grid. Read out the numbers in a random order at a steady pace. As the students complete their cards, they call out *Uma!* (I've finished!).



- (b) A bingo variation: The students work in groups. Each group has a set of cards of the numerals 0 to 100 placed face up on the table or floor. As you read out the numbers in a random order, the first student to grab the matching card keeps it. At the end of the activity, the student in each group with the most cards wins.
- (c) Testing in pairs: The students work in pairs to test each other, reading out numbers for their partner to write down.
- Integrate number activities into your lessons as often as you can so that your students develop fluency in their number recognition.

It's just as important to develop numeracy skills in the language that the students are learning as it is for them to develop number fluency in their home language(s) and the language of instruction.

- View the Unit 6 DVD studio section, which presents the days of the week. Show the flashcards of the days of the week in sequence. Ask *Ko he aho ā tēnei?* (What day is it?). Keep reinforcing this question so that the students get used to hearing it and responding to it. Then show the English words on the back of the flashcards to the class and ask whether they can recall the *gagana Tokelau* words. Reinforce the correct word by turning each flashcard around so that the students can see the *gagana Tokelau* word and repeat it.
- Give each student a copy of RS 4. Play the DVD language section. The students join in, reciting the days of the week. Repeat this activity if necessary.
- Display RS 4. Practise saying the names of the days of the week in *gagana Tokelau* along with CD 1 track 37. Chant the days of the week. Repeat this as many times as you wish. It can be motivating to try to say the sequence faster each time. This technique is useful for memorising vocabulary that is ordered in a particular sequence.
- If you have made a poster of the days of the week for the classroom, ask a student to place the card for the day in the right position.
- Optional activity: Number the students around the class in sequence, using the numbers one to seven only. Then say, for example, “*Nūmela fitu – Tuesday*” (“Number seven – Tuesday”). Then all the students designated as number seven (*nūmela fitu*) must reply “*Aho Lua*”. Then show the flashcard for *Aho Lua* with the *gagana Tokelau* word facing the class. Everyone repeats “*Aho Lua*”. Continue in a random sequence, making sure that every number has a couple of turns but with different days.

Looking Ahead

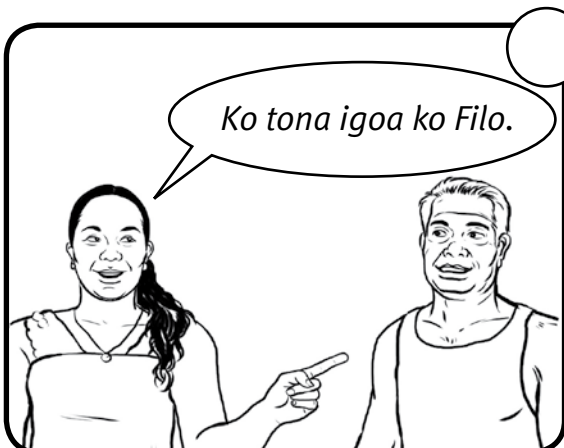
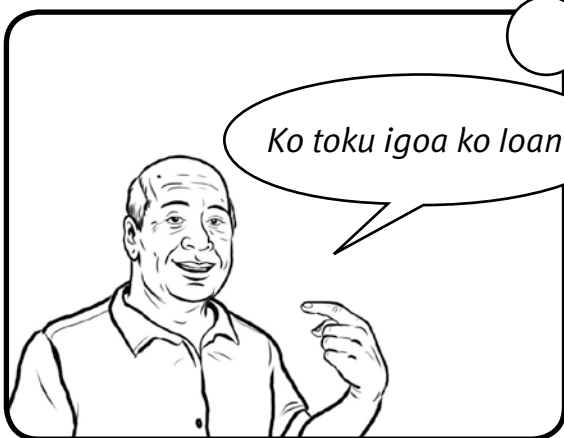
- Have the students go over the numbers on their copy of RS 1 at home as important learning for the next lesson, when they will be learning how to tell the time. Ask them to practise counting in *gagana Tokelau*, for example, when they are lying in bed waiting to go to sleep.

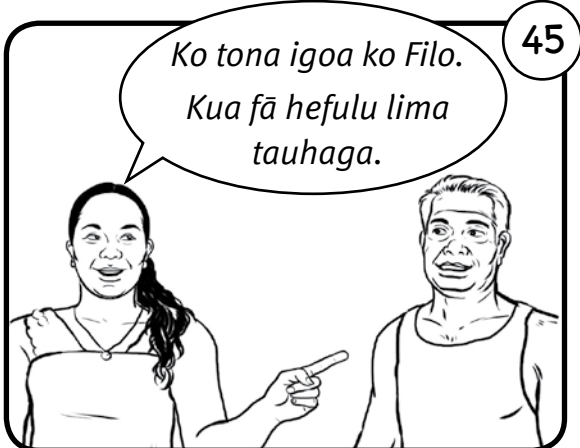
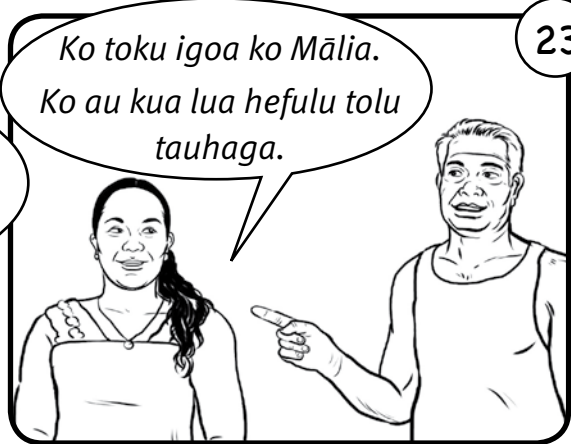
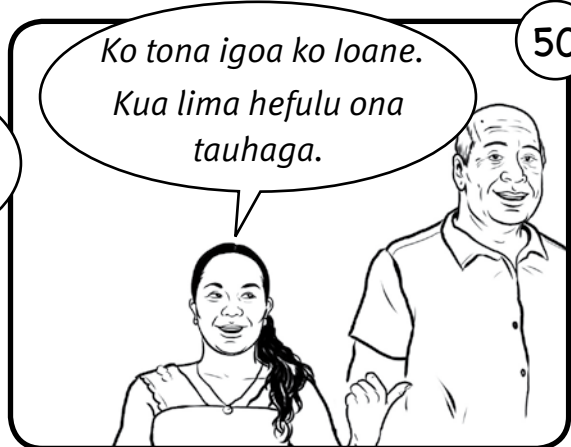
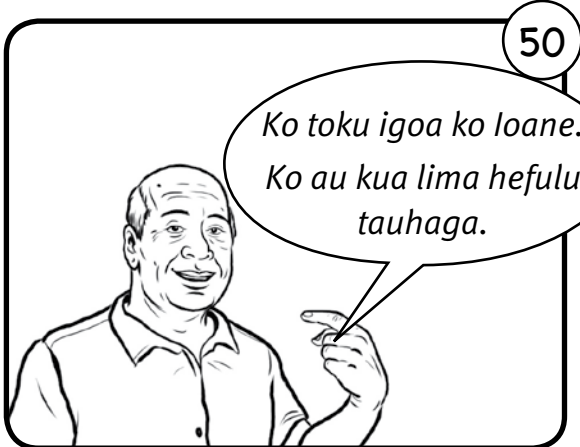
Close

- Exchange farewells.



<i>lua hefulu tahi</i>	twenty-one
<i>lua hefulu lua</i>	twenty-two
<i>tolu hefulu</i>	thirty
<i>fā hefulu</i>	forty
<i>lima hefulu</i>	fifty
<i>ono hefulu</i>	sixty
<i>fitu hefulu</i>	seventy
<i>valu hefulu</i>	eighty
<i>iva hefulu</i>	ninety
<i>helau</i>	hundred







Aho Gafua

Aho Lua

Aho Lulu

Aho Tofi

Aho Falaile

Aho Tōnai

Aho Hā



UNIT 6 KUA TĀ TE FIA?

WHAT'S THE TIME?

LESSON B



Learning Outcomes

Students will:

- tell the time;
- communicate about time.

Resources

Unit 6 DVD and transcript

RS 5

Unit 6 audio CD and transcript

RS 6

RS 7

RS 8

RS 9

You supply:

The days of the week flashcards

Copies of RS 5

A large clock with movable hands

A soft ball

Copies of RS 6

Copies of RS 8

Lesson Outline

Introduction

- Exchange greetings. Share the learning outcomes for Lesson B with your students.

Looking Back

- Hold up the days of the week flashcards in a random order, showing the English word. The students chorus the equivalent word in *gagana Tokelau*.

Learning Experiences

- Show the Unit 6 DVD language section, which shows some ways of telling the time. Ask your students how they usually say the time when they talk among themselves. For example, do they say “a quarter past three” or “three fifteen”? The change in technology from analogue to digital recording has also changed the way that some people express the time. Because many young people express 3.15 by saying “three fifteen” rather than “a quarter past three” we include both patterns in this resource.
- Show RS 5. Play CD 1 track 39 and have the students repeat the sentences in the pauses. Hand out copies of RS 5 to the students for their reference. Working in pairs, the students practise saying these sentences until they can say them easily. Replay the track to ensure that the students have a good model to follow to help them with their pronunciation.



- One student says a time in English and then calls out another student's name or throws a soft ball to that person. That student must give the correct reply in *gagana Tokelau* and then say another time in English and name another student to respond. This carries on around the class or in small groups. Repeat this activity often during other lessons to quicken their response time.

You can also do this activity without using English. Make (or acquire) large clock faces with movable hands or clocks that show the time in digital form and have minutes that you can easily manipulate – enough for one per group. Each player simply needs to move the clock's hands into position (or the digital display to another time) and say *Kua tā te fia?* (What time is it now?). The next player must then respond with the time in *gagana Tokelau*.

- Hand out RS 6. The students listen to the first four of the eight numbered statements on CD 1 track 43 part A. Each statement is repeated. A pause after each repetition gives the students time to find the matching clock. They write the number of the statement below. Use RS 7 to check their responses.

Decide whether to complete the listening activity now by playing the remaining four statements or to wait until the students have had more opportunities to practise telling the time.

In Part B of the activity, the students write the appropriate sentence in *gagana Tokelau* underneath each clock face. Play CD 1 track 43 part B to guide them as they write.

- Review the additional vocabulary for the unit by showing RS 8. Hand out copies. Play CD 1 track 38 and have the students repeat the words in the pauses.
- Play the DVD language scenario. Challenge your students to pick out the times that are used in the scene. Use a copy of the DVD transcript to help you to check their responses.
- Show RS 9. Discuss the sentence patterns and what the students notice. Play CD 1 track 40. The students repeat the sentences along with the voices on the CD. In pairs, the students select three days of the week and describe who plays what sport in their family on each day. If there is time, they can present their descriptions to a group or to the whole class.

During any lesson, use *gagana Tokelau* to ask the students what the time or what the day is. Responding to these questions to exchange genuine information will aid their vocabulary recall and build their day-to-day fluency in *gagana Tokelau* using number patterns.

Looking Ahead

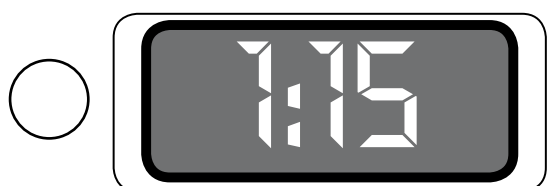
- Lesson C will consolidate and assess their learning. The students are to practise telling the time in *gagana Tokelau* and saying the days of the week.

Close

- Display RS 9 and exchange farewells, encouraging the students to use a *gagana Tokelau* farewell expression of their choice.



<i>Kua tā te fia?</i>	What time is it now?
<i>Ko he ā te taimi?</i>	What's the time?
<i>Kua tā te valu.</i>	It's eight o'clock.
<i>Kua kuata ki te valu.</i>	It's quarter to eight
<i>Kua tā te āfa o te valu.</i>	It's half past eight.
<i>Kua tā te kaiga o te aoauli.</i>	It's lunchtime.
<i>Kua lima ki te valu.</i>	It's five minutes to eight.
<i>Kua lima mīnute e teka ai te valu.</i>	It's five minutes past eight.
<i>i te valu i te pō</i>	at eight p.m.
<i>i te tāeao</i>	in the morning (a.m.)
<i>i te aoauli</i>	in the afternoon (p.m.)





Kua tā te iva.



Kua tā te kuata e teka ai te fitu.



Kua tā te āfa o te tolu.



Kua tā te kuata ki te hefulu lua.



Kua tā te kuata ki te ono.



Kua tā te kuata ki te lua.



Kua tā te lima.



Kua tā te āfa o te iva.



<i>āfa</i>	half
<i>aho</i>	day
<i>aoauli</i>	afternoon, p.m.
<i>kuata</i>	quarter
<i>mīnute</i>	minute
<i>pō</i>	night
<i>tāeao</i>	morning, a.m.
<i>taimi</i>	time
<i>teka</i>	past
<i>vāiaho</i>	week



*Ko he ā te taimi o te
kaiga o te aoauli?*

What time's lunch?

Ko he aho ā tēnei?

What day is it?

Ko he Aho Hā.

It's Sunday.

*Ko āfea te takalo
netipolo ai koe?*

When do you play netball?

*Ko au e takalo
netipolo i te Aho
Tōnai.*

I play netball on Saturday.

*Ko au e takalo
netipolo i nā Aho
Tōnai.*

I play netball on Saturdays.

Manuia te aho!

Have a good day!

Manuia te pō!

Have a good night!

Manuia te vāiaho!

Have a good week!



UNIT 6 *KUA TĀ TE FIA?*

WHAT'S THE TIME?

LESSON C



Learning Outcomes

Students will:

- tell the time;
- communicate about time;
- say and identify the days of the week;
- identify and use the numbers up to one hundred.

Resources

Unit 6 Student Achievement Checklist
RS 5
RS 8
Unit 6 DVD and transcript
RS 1 from Unit 10 (assessment criteria)

You supply:

The days of the week flashcards
Copies of the DVD transcript
Copies of the Unit 6 Achievement Checklist
The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.
- Review the Unit 6 learning outcomes with the students.

Looking Back

- Briskly chant the days of the week with the students or use the flashcards to test their recall. The students test and support each other with naming the days of the week.
- In pairs and using RS 5 and RS 8 as references, the students take turns to ask each other the time and give the response.

Learning Experiences

- Play the DVD language scenario. Find out how much more your students can understand from their second viewing. Replay the DVD, if necessary, to help them. Hand out copies of the DVD transcript to your students. Replay the DVD language scenario to help them to become familiar with the way *gagana Tokelau* is used in genuine social interaction. This includes noticing all the aspects of language use, including body language.



- Depending on the level of confidence of your students, choose from the following:
 - (a) Divide the students into groups, making sure there are enough people in each group to role-play the scene. Have them share out the roles within each group. Replay the scene as many times as needed for all to learn their parts well.
 - (b) Divide the students into groups. Tell them to make up their own role-plays using the vocabulary and structures they have been learning. Play a selection of DVD language scenarios to provide good models and ideas. Then allow enough time for them to create their role-plays and practise them. This may take several lessons.

The first task is controlled production, that is, a task where the students are required to use prescribed content. The focus of the assessment is therefore on their delivery. In this case, use only selected assessment criteria from those provided in Unit 10, as follows:

When communicating in *gagana Tokelau*, students will show that they can:

- communicate well enough for others to understand what they are communicating;
- respond to questions and communicate in sentences without hesitating too much.

The second task is free production, that is, a task in which the students create the content for themselves using their prior learning. Use the full set of assessment criteria from Unit 10.

Give them time to apply the criteria to their own performance and discuss their assessments with each other. Monitor the outcomes of their assessment as their conclusions and your observations will help you to determine which aspects of the unit need further emphasis so that the students can manage the task well.

Encourage a reflective discussion among the students on what they have been learning. Focus the discussion points on:

- how they perceive their progress to date;
- the aspects of learning *gagana Tokelau* that they find particularly interesting;
- the aspects of learning *gagana Tokelau* that they find particularly challenging.

Their responses will continue to provide you with information that directs the focus of your lesson planning.

- The students now assess the specific learning outcomes of the unit, complete their Unit 6 Achievement Checklist, and colour in band 6 on their *Muakiga* Progress Charts.
- Play the DVD cultural section. What comparisons can the students make with stories from other cultures?

Looking Ahead

- In Unit 7, the students will be learning more about expressing time when they learn the months of the year in *gagana Tokelau* and learn how to express the date. Ask them to keep chanting the days of the week and the numbers up to one hundred so that they are well prepared for this new learning.

Close

- Finish with a song of your choice.
- Exchange farewells.

UNIT 6 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- tell the time
- communicate about time
- say and identify the days of the week
- identify and use the numbers up to one hundred

UNIT 6 DVD TRANSCRIPT



Likā:

Mālō.

Lēhina:

E, e takalo lakapī ia Tala?

Likā:

E fiafia ki te lakapī. Ko tona fiafiaga ko te takaloga tēnā!

Lēhina:

Ko āfea te takalo ai?

Likā:

I te tāeao. Valu i te tāeao.

Lēhina:

Ko he ā te aho?

Likā:

E takalo lakapī i nā Aho Tōnai. Ko Kāleopa e mafai foki ke takalo!

Lēhina:

E gali. E fiafia takalo lakapī. Ko he ā te tākaloga e takalo ai ia Paula?

Likā:

E fiafia lahi lele ki te takaloga netipolo. Ko tona fiafiaga ko te tākaloga tēnā.

Lēhina:

Ko Tōkehega taku tama teine e fiafia foki ki te netipolo. Ko āfea te takalo ai ia Paula?

Likā:

E takalo netipolo i nā Aho Tofi.

Lēhina:

Ko he ā te taimi?

Likā:

E takalo i te aoauli. Āfa o te tolu. Ko Tōkehega e mafai foki te takalo!

Lēhina:

Io, e gali! Oi, tulou mua. Kua tā te fia?

Likā:

Kua toe lima minute ki te hefulu lua. Kua pā ki te taimi o te kaiga o te hefulu lua!

Lēhina:

Malie, ko au kā fano.

Likā:

Lelei. Tōfā. Ke manuia te aho!

Lēhina:

Ke manuia te vāiaho!

Likā:

Hello.

Lēhina:

Hey, does Tala play rugby?

Likā:

He loves rugby. It's his favourite sport!

Lēhina:

When does he play?

Likā:

In the morning. Eight a.m.

Lēhina:

What day?

Likā:

He plays rugby on Saturdays. Kāleopa can play, too!

Lēhina:

Great. He likes rugby. What does Paula play?

Likā:

She really likes netball. It's her favourite sport.

Lēhina:

My daughter Tōkehega loves netball, too. When does Paula play?

Likā:

She plays netball on Thursdays.

Lēhina:

What time?

Likā:

She plays in the afternoon. Half past three. Tōkehega can play, too!

Lēhina:

Yes, great! Oh, excuse me. What's the time?

Likā:

It's five minutes to twelve. It's lunchtime!

Lēhina:

Sorry, I have to go.

Likā:

OK. Bye. Have a good day!

Lēhina:

Have a good week!

UNIT 6 AUDIO TRANSCRIPT



Track 36 to Accompany Lesson A RS 1

Ko na fuainūmela

You will hear some numbers from twenty-one to one hundred. Repeat each number in the pause on the CD.

<i>lua hefulu tahi</i>	<i>ono hefulu</i>
<i>lua hefulu lua</i>	<i>fitu hefulu</i>
<i>tolu hefulu</i>	<i>valu hefulu</i>
<i>fā hefulu</i>	<i>iva hefulu</i>
<i>lima hefulu</i>	<i>helau</i>

Track 37 Vocabulary for Unit 6 to Accompany Lesson A RS 4

Listen to the names of the days of the week. Say the names in the pauses.

<i>Aho Gafua</i>	<i>Aho Falaile</i>
<i>Aho Lua</i>	<i>Aho Tōnai</i>
<i>Aho Lulu</i>	<i>Aho Hā</i>
<i>Aho Tofi</i>	

Track 38 Vocabulary for Unit 6 to Accompany Lesson B RS 8

Here is some vocabulary for Unit 6. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

<i>āfa</i>	<i>pō</i>
<i>aho</i>	<i>tāeao</i>
<i>aoauli</i>	<i>taimi</i>
<i>kuata</i>	<i>teka</i>
<i>mīnute</i>	<i>vāiaho</i>

Track 39 Structures and Expressions for Unit 6 to Accompany Lesson B RS 5

You will hear some sentences and expressions that you are to learn in Unit 6. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kua tā te fīa?

Ko he ā te taimi?

Kua tā te valu.

Kua kuata ki te valu.

Kua tā te āfa o te valu.

Kua tā te kaiga o te aoauli.

Kua lima mīnute ki te valu.

Kua lima mīnute e teka ai te valu.

i te valu i te pō

i te tāeao

i te aoauli

Track 40 Structures and Expressions for Unit 6 to Accompany Lesson B RS 9

You will hear the remaining sentences and expressions that you are to learn in Unit 6. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā te taimi o te kaiga o te aoauli?

Ko he aho ā tēnei?

Ko he Aho Hā.

Ko āfea te takalo netipolo ai koe?

Ko au e takalo netipolo i te Aho Tōnai.

Ko au e takalo netipolo i nā Aho Tōnai.

Manuia te aho!

Manuia te pō!

Manuia te vāiaho!

Track 41 Listening Comprehension Unit 6 Lesson A

You will hear a random sequence of numbers selected from the numbers between one and one hundred. Each number is read twice in groups of five numbers at a time. There are five sets of numbers. Write the numbers as numerals in your workbook.

Set 1: iva hefulu tolu, tolu, hefulu tolu, lua hefulu tolu, lima hefulu tolu

Set 2: hefulu lima, fitu hefulu lima, lima hefulu lima, iva hefulu lima, lua hefulu lima

Set 3: ono hefulu valu, valu, lua hefulu valu, valu hefulu valu, lima hefulu valu

Set 4: fitu hefulu, helau, valu hefulu, ono hefulu, iva hefulu

Set 5: hefulu fitu, fitu, fā hefulu fitu, iva hefulu fitu, fitu hefulu fitu

Track 42 Listening Comprehension to Accompany Unit 6 Lesson A RS 2

You will hear eight statements in which people give their names and say how old they are or how old someone else is. As you listen to the statements, write down the ages in numerals in the circles.

Tahi

Ko toku igoa ko Paula. Ko au kua lua hefulu tolu tauhaga.

Lua

Ko tona igoa ko Filo. Kua fā hefulu lima tauhaga.

Tolu

Ko toku igoa ko Mālia. Ko au kua lua hefulu tolu tauhaga.

Fā

Ko toku igoa ko loane. Ko au kua lima hefulu tauhaga.

Lima

Ko tona igoa ko loane. Kua lima hefulu ona tauhaga.

Ono

Ko toku igoa ko Māleko. Ko au kua ono hefulu tauhaga.

Fitu

Ko tona igoa ko Māleko. Kua ono hefulu ona tauhaga.

Valu

Ko toku igoa ko Violeta. Ko au kua tolu hefulu valu tauhaga.

Track 43 Listening Comprehension to Accompany Unit 6 Lesson B RS 6

Kua tā te fia?

Part A

You will hear eight statements about different times. As you listen, write the number of the statement in the circle beside the clock with the matching time.

Tahi

Kua tā te iva.

Lua

Kua tā te āfa o te tolu.

Tolu

Kua tā te kuata ki te ono.

Fā

Kua tā te lima.

Lima

Kua tā te kuata e teka ai te fitu.

Ono

Kua tā te kuata ki te hefulu lua.

Fitu

Kua tā te kuata ki te lua.

Valu

Kua tā te āfa o te iva.

Part B

You will hear the same times once more. As you hear each time spoken, find the matching clock and write the time in *gagana Tokelau* on the line underneath the clock. Each statement is spoken twice.

Kua tā te iva.

Kua tā te āfa o te tolu.

Kua tā te kuata ki te ono.

Kua tā te lima.

Kua tā te kuata e teka ai te fitu.

Kua tā te kuata ki te hefulu lua.

Kua tā te kuata ki te lua.

Kua tā te āfa o te iva.





UNIT 7 KO HE AHO FIA TĒNEI? WHAT'S THE DATE TODAY?

OVERVIEW

Learning Outcomes

Students will:

- identify and name the months of the year;
- communicate about birthdays;
- communicate about dates and events;
- show social awareness when interacting with others.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 54)
1.4 recognise and express number, time, and location;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>lānuali</i>	January	<i>aho fānau</i>	birthday
<i>Fēpuali</i>	February	<i>aho maliu</i>	funeral day
<i>Māti</i>	March	<i>aho tēnei</i>	today
<i>Āpelila</i>	April	<i>ananafi</i>	yesterday
<i>Mē</i>	May	<i>māhina</i>	month
<i>lūni</i>	June	<i>tāeao</i>	tomorrow
<i>lūlai</i>	July	<i>Aho Hā Paepae/ Aho Hā o Tamaiti</i>	White Sunday
<i>Aukuho</i>	August	<i>Aho o Mātua</i>	Mothers' Day
<i>Hētema</i>	September	<i>Aho o Tamana</i>	Fathers' Day
<i>Oketopa</i>	October	<i>Aho o te Tōkehega</i>	Olohega Day
<i>Nōvema</i>	November	<i>Ēheta</i>	Easter (Protestant)
<i>Tēhema</i>	December	<i>Pāheka, Pāhikate</i>	Easter (Catholic)
		<i>Kilihimahi</i>	Christmas

This vocabulary is on CD 1 track 44.

This vocabulary is on CD 1 track 45.



Structures and Expressions

Ko he ā te aho tēnei?

What's today's date?

Ko he ā te aho ananafi?

What was the date yesterday?

Ko he ā te aho o te Kilihimahi?

What date is Christmas?

Ko he aho fia tēnei?

What's the date today?

Ko te aho hefulu lua o lūni.

It's the twelfth of June.

E hefulu ia aho fānau ia Hētema.

There are ten birthdays in September.

Ko āfea te Ēheta?

When's Easter?

Ko āfea te Pāheka/Pāhikate?

When's Easter?

Ko āfea tō aho fānau?

When's your birthday?

Te aho tēnei.

Today.

Kaulelei!

Awesome!

(Ke) manuia tō aho fānau!

Happy birthday!

These sentences are on CD 1 track 46.

Language Notes

The *gagana Tokelau* names for the months of the year are transliterations of the English names. A traditional Tokelau system of twelve months was used in the past to divide up the year. It was linked to the phases of the moon and the seasons and the times for fishing, planting, and harvesting. It was similar to the traditional Māori calendar. In traditional Polynesian calendars, the nights are named, not the days.

Aho fānau means birthday. The word *fānau* has a range of meanings. For example, it can be translated into English as “family”, “birth”, or “children”. In its reference to family, *fānau* means the immediate family, whereas *kāiga* refers to both the immediate and the wider/extended family. A third word, *puikāiga*, refers specifically to the wider/extended family. Since the word *whānau* in te reo Māori refers to the wider/extended family, you will need to alert your students to this difference between the two languages.

There are three words for Easter. *Pāheka* and *Pāhikate* are the names used in Catholic Tokelau communities. Protestants use *Ēheta*.

Cultural Knowledge

Christmas and Easter are important Christian festivals in Tokelau communities. Attending church is considered to be important. On these occasions, people also gather to play *kilikiti* and perform *hiva fātele* (songs and dances) competitively. The competition is especially fierce at Christmas time. For more information about *hiva fātele*, see Unit 18.

Aho Hā Paepae/Aho Hā o Tamaiti (White Sunday) is another Christian festival celebrated by Tokelau communities. It is a day set aside for children to perform before their parents, preaching the gospel, singing hymns, reciting verses from the Bible, and role-playing Bible stories. Sunday school teachers organise the children's participation. Often, whole families jointly present an item. People wear white clothes as a mark of respect for the Christian faith. Some of your students may be familiar with similar festivals in the Sāmoan community (Aso Penetekoso/Aso Penekosite) and the Tongan community (Fakamē).



Birthdays are celebrated differently across cultures and over time. In Tokelau, birthdays were typically acknowledged by a greeting. Giving gifts on birthdays was not customary. Nowadays, Tokelau people celebrate birthdays in many different ways, including holding large parties and giving gifts.

Aho maliu (funeral day) is a very important day in *agānuku Tokelau*. As the name implies, it is the day when a family farewells a loved one who has died. The whole family, including children, take part. People gather to share in celebrating the deceased person's life, paying their respects to the person and the family. They sing the *haumate*, a special song for the person who has died. Afterwards, there is feasting and *hiva fātele*. In Tokelau, an *aho maliu* usually lasts for only one day for health reasons – because of the heat.

Aho o Mātua (Mothers' Day) and *Aho o Tamana* (Fathers' Day) are not part of the traditional culture of Tokelau. Tokelau people in New Zealand often celebrate them, though. In some New Zealand Tokelau communities, women make *faulole* (garlands of sweets) and flower buttonholes, which they pin onto the men's shirts as they enter the church for *Aho o Tamana*. For *Aho o Mātua*, it is common to give the women bouquets of flowers. The Tokelau communities in different parts of New Zealand each have their own special ways of showing respect to mothers and fathers on these days.

Aho o Fakaofu is a day set aside for the people of Fakaofu to commemorate their history. A family who were newcomers to the atoll bought some land. However, the people wanted the land back and took the case to the New Zealand Government to resolve. *Aho o Fakaofu* celebrates the fact that some of the land was returned to the people. Celebrations include dramatic performances that recall these events. Fakaofu people write the scripts and act in the plays. All are welcome to attend. Children enjoy watching the adults perform and learn about the history of Fakaofu.

Aho o te Tōkehega (Olohega Day) is the day that commemorates the removal of Olohega (Swain's Island) from the Tokelau group to first become a territory administered by the United States and then a part of American Sāmoa. See page 25 in Unit 1 and page 84 in Unit 3 for more information.

Aho o te Fakahaoga is held between July and September, on a day that is set aside to focus on conservation and sustainability. These days, people gather and celebrate by attending church services, playing *kilikiti*, and sharing a meal. In the past, there were competitions for the best garden and the best vegetables in different categories. These were raised from seeds supplied by the Department of Agriculture to promote regeneration and sustainability. Currently, problems associated with climate change are impacting on Tokelau: the land is under threat from storm surges, erosion, and flooding caused by a rise in the sea level.

In New Zealand, the Matauala community from Atafu celebrate *Te Aho o Atafu* on the first of January each year. As with other Tokelau commemorative days, the day begins with a service and speeches followed by feasting and dancing.

The communities from Nukunonu celebrate the following festivals:

<i>Hulufaga o te Finagalo Paia</i>	Feast day of the Sacred Heart of Jesus (in June)
<i>Hagata Telehia (Aho o Egelani)</i>	St Theresa (in September)
<i>Iehu te Tupu (Aho o Amelika)</i>	Feast day of Christ the King (in November).

The population on Nukunonu is divided into two "teams" called *Egelani* (England) and *Amelika* (America). These teams take turns to be the host.



When Tokelau people gather to celebrate these occasions, speeches are usually given by the elders. In *agānuku Tokelau*, women also have the right to speak. It is not customary for children to join in the speeches on these occasions. However, it is permissible for students in a school setting to practise speechmaking because they are in a situation where they are learning and developing their skills and knowledge.

Teachers' Notes

Social Awareness

The level 1 and 2 achievement objectives for learning languages in *The New Zealand Curriculum* identify social awareness as an outcome to be achieved when students communicate in *gagana Tokelau*. Unit 7 has a strong focus on building the students' social awareness and skills so that they will recognise examples of these when they see others interacting and will learn to integrate them into their own interactions. See the learning languages fold-out chart of the achievement objectives in *The New Zealand Curriculum* for more information.

Songs

Including songs is an important part of teaching and learning *gagana Tokelau* and *agānuku Tokelau*. Your students can participate by singing songs. They can also view song performances. Visual language is an important aspect of language. In traditional Tokelau performances and events, body language, gestures, and costumes contribute significantly to the meaning for the words and the occasion. See pages 44–45 in *Gagana Tokelau: The Tokelau Language Guidelines* for more information about visual language and the guidance that students need in order to be able to view and understand the ways in which visual and verbal elements interact to produce particular meanings.

The song “Keinā Fiafia” on page 57 in *Songs to Celebrate Pasifika Languages & Cultures* is also on the CD that accompanies this resource. You will find an explanation of the song on page 57 in *Songs to Celebrate Pasifika Languages & Cultures*. In Tokelau, this song is sung when the people from the three atolls get together for sports and dancing competitions or for meetings. It is so popular that they compete to be first to sing it.

Additional Resources

Epi Swan's *Pāheka i Nukunonu* is about the community on Nukunonu celebrating *Pāheka* (Easter). Songs sung on this occasion are on the audio cassette that accompanies this resource. For more information about this book, the audio cassette, and the accompanying teachers' notes, see page 20 in the preface.

You may wish to locate these resources – or any other resources that you think are relevant – to add to student learning in Unit 7. They could go in the *agānuku Tokelau* corner.



UNIT 7 KO HE AHO FIA TĒNEI? WHAT'S THE DATE TODAY?



LESSON A

Learning Outcomes

Students will:

- identify and name the months of the year;
- communicate about birthdays.

Resources

Unit 6 audio CD
Unit 7 DVD and transcript
RS 1
Unit 7 audio CD and transcript
RS 2
RS 3

You supply:

A poster of the months of the year made from the photocopy master on RS 2
Copies of RS 3
The *Songs to Celebrate Pasifika Languages & Cultures* book and CD
The words of “Keinā Fiafia” from page 57 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Exchange greetings.
- Remember to use *gagana Tokelau* for classroom instructions.

Looking Back

- Play CD 1 track 41. The students will hear a random sequence of numbers selected from the numbers between one and one hundred. These are read out, each number twice, in groups of five numbers at a time. There are five sets of numbers. Ask the students to write the numbers as numerals in their workbooks as they hear them.

You used this activity with your students in Unit 6 Lesson A when they were learning the *gagana Tokelau* numbers up to one hundred. Completing the activity now or repeating it will help them to recall the numbers and their patterns.

Learning Experiences

- Show the DVD language section, with the students focusing on the *gagana Tokelau* words for the names of the months. Discuss the way they are transliterations of the English names.



- Show RS 1. Play CD 1 track 44 and have the students repeat the names of the months in *gagana Tokelau* in the pauses.
- Put the poster of the months of the year that you have made by enlarging RS 2 on the wall. Point to the months in random order and have the students say them. You could then ask a student to take your place, and you could join the students.
- Ask the students for comparisons and connections to the names of the months of the year in their own culture(s). Depending on what you find out about how much they know, have the students research the names of the months in their own culture(s). Follow up the results.

Doing research into language and cultural practices will enable your students to explore and reflect on their own culture(s) and discover ways in which language and culture are intertwined.

- Play CD 1 track 47. The students will hear the names of six of the months in *gagana Tokelau*, each one repeated, with a pause to allow them to write down the month in *gagana Tokelau*. Depending on their level of confidence and the particular outcome required, get the students to either:
 - (a) Write the words as they hear them, using their list of months as a reference tool. This will enable them to make sound–word associations and focus on noticing, matching, and copying accurately.
 - (b) Write the words as they hear them, without looking at their list. In this case, they have to recall the word visually and rely on the sounds they hear to help them. Show RS 1 for the students to check their accuracy.
- Show the class a large calendar-like poster of the days of the week and the months of the year. Appoint a monitor to select the correct cards for the day and month of the lesson and put them on the poster. This can be a routine activity in future lessons and be part of the normal class routine to reinforce the use of *gagana Tokelau* and increase awareness of the language among all the students who use the classroom.
- Show RS 3. Share information with your students about the Tokelau celebrations in the list. Play CD 1 track 45 and have them repeat the words and names of the celebrations in the pauses. Hand out copies of RS 3 for them to place in their workbooks.
- Show the DVD cultural section. Discuss the information with the students. Ask them what they learned from their viewing and help them to make connections with practices in their own culture(s). Ask them whether they have questions they wish to research as a result of their viewing.

Tell them about the special days celebrated by each of the atolls, using the information under Cultural Knowledge on pages 180–182 of the overview. You and your students could research these further and use the information you gather to prepare posters about each of the special days for the classroom wall.

Looking Ahead

- Ask the students to practise saying the names of the months until they can say them quickly without looking at written text. Ask them to practise writing these words, too, until that they can write them accurately.

Close

- Display the words of “Keinā Fiafia” and have the students sing along with the *Songs to Celebrate Pasifika Languages & Cultures* CD or the DVD.

lānuali

Fēpuali

Māti

Āpelila

Mē

lūni

lūlai

Aukuho

Hētema

Oketopa

Nōvema

Tēhema



<i>lānuali</i>	<i>lūlai</i>
<i>Fēpuali</i>	<i>Aukuho</i>
<i>Māti</i>	<i>Hētema</i>
<i>Āpelila</i>	<i>Oketopa</i>
<i>Mē</i>	<i>Nōvema</i>
<i>lūni</i>	<i>Tēhema</i>



<i>aho fānau</i>	birthday
<i>aho maliu</i>	funeral day
<i>aho tēnei</i>	today
<i>ananafi</i>	yesterday
<i>māhina</i>	month
<i>tāeao</i>	tomorrow
<i>Aho Hā Paepae/ Aho Hā o Tamaiti</i>	White Sunday
<i>Aho o Mātua</i>	Mothers' Day
<i>Aho o Tamana</i>	Fathers' Day
<i>Aho o te Tōkehega</i>	Olohega Day
<i>Ēheta</i>	Easter (Protestant)
<i>Pāheka/Pāhikate</i>	Easter (Catholic)
<i>Kilihimahi</i>	Christmas



UNIT 7 KO HE AHO FIA TĒNEI? WHAT'S THE DATE TODAY?

LESSON B



Learning Outcomes

Students will:

- identify and name the months of the year;
- communicate about birthdays;
- show social awareness when interacting with others.

Resources

Unit 7 DVD and transcript

RS 4

Unit 7 audio CD and transcript

RS 5

RS 6

You supply:

A soft ball

Copies of RS 4

Copies of RS 5

The sets of family cards from Unit 2 Lesson B

The words of “Keinā Fiafia”

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show the Unit 7 DVD studio section. The students join in, saying the words and expressions in the pauses.
- Optional activity: Working in groups, a lead student says *Ko te Aho Lua tēnei* (Today is Tuesday) and then throws a soft ball to another student, who must respond by saying *Ko te Aho Lulu tāeao* (Tomorrow is Wednesday). The students continue with this sequence, changing the day each time. This activity will help them to recall the days of the week quickly and continue to develop their communicative fluency in *gagana Tokelau*.



Learning Experiences

- Display RS 4 with the sentence patterns for Unit 7. Play CD 1 track 46 and have the students repeat the sentences in the pauses. Hand out copies of the sentence patterns and tell the students to practise saying these, working in pairs. Ask them to find out each other's birthdays. Play the CD track as many times as you need as a model for the students to develop their oral fluency when using these sentences.
- Give each pair of students a copy of RS 5. Each pair completes a survey of the class birthdays. The students go around the room finding out when their classmates have their birthdays and marking the dates on the calendar on the resource sheet. Ask them to use these sentence patterns:

Ko āfea tō aho fānau?

When's your birthday?

Ko te aho hefulu lua o lūni.

It's the twelfth of June.

In addition, discuss the cultural behaviours they can use when communicating with each other in *gagana Tokelau*. Show the Unit 10 assessment criteria – this time highlighting the achievement objective that states:

Show social awareness when interacting with others.

The classroom instructions included in the preface will assist in the achievement of this objective. They are on CD 1 track 1. We have recommended that you use these instructions in your lessons on a regular basis. Unit 4 introduced classroom expressions in *gagana Tokelau* for the students to use with each other as they work together on language tasks. They are on CD1 track 27.

As they engage with this task, challenge the students to respond appropriately in *gagana Tokelau*. They could nod, look surprised, or look interested as they communicate. Encourage them to use these behaviours when they interact with each other instead of simply responding at the end of a question.

Play the DVD language scenario so that the students can observe some of these behaviours being used in a natural way. Focus on particular sections within the scene that interest you and your students. Give your students time to observe and practise at least one of these behaviours so that they can use them as they interact with others. Tell them that you will be walking around the room observing as they interact with each other.

When they have completed the task, the students compare the results across their calendars, working out the number of birthdays in each month using the sentence pattern *E hefulu ia aho fānau ia Hētema* (There are ten birthdays in September), adjusted for each month, to express their results.

Talk about the cultural behaviours the students used when they were communicating with each other in *gagana Tokelau*. Talk to them about what you noticed as they engaged with the task. If needed, replay the DVD language scenario and focus on the kinds of behaviours that show social awareness when communicating with others. The DVD transcript will help you to follow the storyline.

You can increase the level of difficulty by varying this task. Have the students work in small groups and extend the number of questions they ask and respond to. This will enable them to continue their exploration and use of behaviours that show social awareness as they communicate in *gagana Tokelau*.



For example, they could ask questions about the members of a classmate's family, saying:

Ko āfea te aho fānau o tō tamana?

When's your father's birthday?

Ko āfea te aho fānau o tō uho?

When's your sister's birthday?

You could hand out the family cards you made using RS 9 in Unit 2. Each one of a pair could choose one family. They could ask each other questions about the birthday of each person in that family, asking:

Ko āfea tona aho fānau?

When's his/her birthday?

Tell them to use their copy of RS 5 and plot the responses using a different colour for each student's replies. Afterwards, facilitate a discussion about the kinds of behaviours they used during their interaction in *gagana Tokelau* that showed social awareness.

- Show RS 6 with the words to a birthday song. Play the DVD and have everyone sing along. Find out from your class who has a birthday this month. Arrange to play the song on their birthday, with everyone joining in, using CD 1 track 48. Make this a class routine.
- Play the DVD cultural section. Find out from the students what they noticed from their second viewing that has helped them with their learning.

Looking Ahead

- Lesson C will consolidate and assess their learning. Encourage the students to practise communicating about dates and events in *gagana Tokelau*.

Close

- Sing “Keinā Fiafia” together along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Exchange farewells.

Ko he ā te aho tēnei?

What's today's date?

Ko he ā te aho ananafi?

What was the date yesterday?

*Ko heā te aho o te
Kilihimahi?*

What date is Christmas?

Ko he aho fia tēnei?

What's the date today?

*Ko te aho hefulu lua
o lūni.*

It's the twelfth of June.

*E hefulu ia aho fānau
ia Hētema.*

There are ten birthdays
in September.

Ko āfea te Ēheta?

When's Easter?

*Ko āfea te Pāheka/
Pāhikate?*

When's Easter?

Ko āfea tō aho fānau?

When's your birthday?

Te aho tēnei.

Today.

Kaulelei!

Awesome!

*(Ke) manuia tō aho
fānau!*

Happy birthday!



Iānuali

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	31					

Fēpuali

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

Māti

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Āpelila

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mē

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Iūni

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Iūlai

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Aukuho

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Hētema

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oketopa

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Nōvema

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Tēhema

Aho Gafua	Aho Lua	Aho Lulu	Aho Tofi	Aho Falaile	Aho Tōnai	Aho Hā
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!





UNIT 7 KO HE AHO FIA TĒNEI?

WHAT'S THE DATE TODAY?

LESSON C

Learning Outcomes

Students will:

- identify and name the months of the year;
- communicate about birthdays;
- communicate about dates and events;
- show social awareness when interacting with others.

Resources

RS 4 from Unit 6 Lesson A
RS 4
Unit 7 DVD and transcript
Unit 7 Student Achievement Checklist

You supply:

Flashcards of the days of the week
Copies of the DVD transcript
Copies of the Unit 7 Achievement Checklist
The *Muakiga* Progress Charts
The words of “Keinā Fiafia”

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Briskly chant the days of the week and the months of the year with the students – or use the flashcards you made for Unit 6 to test their recall.
- In pairs and using RS 4 from Lesson B as a reference, the students take turns to ask each other the date and give the response.

Learning Experiences

- The students will assess their progress through a process of peer review and self-review. Use the DVD transcript and blank out words, numbers, or phrases in the *gagana Tokelau* version, depending on the focus you and your students agree on. For example, you may want to select the names of the months and the dates to delete or perhaps focus on the question forms as they occur throughout the scene.

Hand out photocopies of the altered transcript to the students and decide whether they will work individually or in pairs to complete this cloze task.

Ask them to watch the DVD language scenario without writing anything on their copy of the altered transcript. Play the scenario. The students then write in as many of the missing



words as they can. Repeat this sequence. Check to see how many gaps they manage to fill. Play the scenario again, pausing the DVD frequently to discuss with the students how they filled the gaps.

Discuss how they feel about this activity and what learning they gained from it. Was it sufficiently challenging? Was it too challenging?

Their responses will help you to provide tasks and activities that sustain and progress their learning according to their needs.

- Now hand out complete copies of the DVD transcript. Each pair now role-plays the scene. Tell them to alter the months and the dates as it suits them. Give them time to practise. Play the scenario on the DVD often to help them to model their pronunciation and body language and to develop their conversational fluency using *gagana Tokelau*.

Remind the students of the Unit 10 assessment criteria.

As the students perform their role-plays, record them on DVD (where feasible). As each pair performs, ask those watching to write down the months and the dates as they view the presentations. At the end of the role-play presentations, check to see how many students wrote these down accurately by playing the DVD recording and having the class check and discuss their responses.

Discuss with the students what aspects of their learning they think they need to improve, as a class and individually. Use each of the Unit 10 assessment criteria in turn as a basis for the discussion. For example, do they need to get better at asking questions? Are they showing social awareness when interacting with others? How?

Now replay the DVD language scenario. Then replay the DVD recording of the students' presentations. Give them some time to discuss with each other what they notice about their own and each other's use of *gagana Tokelau* compared with what they see on the DVD. Have them write down in their workbooks two aspects of their *gagana Tokelau* learning that they need to focus on for their next-steps learning.

Keep the DVD recording as base-line data of the students' achievement in *gagana Tokelau*.

- Ask the students to complete their Unit 7 Achievement Checklists and colour in band 7 on their *Muakiga* Progress Charts.
- View the DVD cultural section again and encourage the students to continue making connections with their own culture(s).

Looking Ahead

- In Unit 8, your students will be communicating in *gagana Tokelau* about food and drink. Challenge them to find out something about Tokelau food on the Internet, for example, by entering words such as "Tokelau food" in a search engine.

Close

- Sing "Keinā Fiafia".
- Exchange farewells.

UNIT 7 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- identify and name the months of the year
- communicate about birthdays
- communicate about dates and events
- show social awareness when interacting with others

UNIT 7 DVD TRANSCRIPT



Paula:

E tolu a tātou aho fānau ia Tēhema!

Tōkehega:

E fia?

Paula:

Tolu. Toku mātua, toku tuagane (ko) Tala, (ma) toku taina ko lāneta. Ko (ō) lātou aho fānau uma e i a Tēhema!

Tōkehega:

Mōni? Ko āfea tō aho fānau?

Paula:

Te mähina nei!

Tōkehega:

Ko he ā tō aho fānau?

Paula:

Ko te aho hefulu lua o Nōvema. Ko āfea tō aho fānau?

Tōkehega:

Ko Nōvema, foki.

Paula:

Ko te aho fia?

Tōkehega:

Ko te aho muamua o Nōvema.

Paula:

Ko he aho ā tēnei?

Tōkehega:

Ko te aho lua o Nōvema.

Paula:

Ko tō aho fānau ko ananafi? Mōni?

Tōkehega:

Io.

Paula:

Kai te gali! Manuia tō aho fānau!

Tōkehega:

Fakafetai.

Paula:

We've got three birthdays in December!

Tōkehega:

How many?

Paula:

Three. My mother, my brother Tala, and my sister lāneta. They all have birthdays in December!

Tōkehega:

Really? When's your birthday?

Paula:

This month!

Tōkehega:

What date is your birthday?

Paula:

It's the twelfth of November. When's your birthday?

Tōkehega:

In November, too.

Paula:

What date?

Tōkehega:

It's the first of November.

Paula:

What's today's date?

Tōkehega:

It's the second of November.

Paula:

Your birthday was yesterday? Really?

Tōkehega:

Yes.

Paula:

Awesome! Happy birthday!

Tōkehega:

Thank you.

UNIT 7 AUDIO TRANSCRIPT



Track 44 Vocabulary for Unit 7 to Accompany Lesson A RS 1

Listen to the names of the months of the year in *gagana Tokelau*. Say the names in the pauses.

<i>lānuali</i>	<i>lūlai</i>
<i>Fēpuali</i>	<i>Aukuho</i>
<i>Māti</i>	<i>Hētema</i>
<i>Āpelila</i>	<i>Oketopa</i>
<i>Mē</i>	<i>Nōvema</i>
<i>lūni</i>	<i>Tēhema</i>

Track 45 Additional Vocabulary for Unit 7 to Accompany Lesson A RS 3

Here is some more vocabulary for Unit 7. Listen to each term as it is spoken. Then repeat the word – or words – in the pause. You will hear the same term a second time. Say the term again, trying to improve your pronunciation.

aho fānau
aho maliu
aho tēnei
ananafi
māhina
tāeao

Aho Hā Paepae
Aho Hā o Tamaiti
Aho o Mātua
Aho o Tamana
Aho o te Tōkehega
Ēheta
Pāheka
Pāhikate
Kilihimahi

Track 46 Structures and Expressions for Unit 7 to Accompany Lesson B RS 4

You will hear some sentences and expressions that you are to learn in Unit 7. Listen carefully to the rhythms of the

sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā te aho tēnei?

Ko he ā te aho ananafi?

Ko he ā te aho o te Kilihimahi?

Ko he aho fia tēnei?

Ko te aho hefulu lua o lūni.

E hefulu ia aho fānau ia Hētema.

Ko āfea te Ēheta?

Ko āfea te Pāheka/Pāhikate?

Ko āfea tō aho fānau?

Te aho tēnei.

Kaulelei!

(Ke) manuia tō aho fānau!

Track 47 Listening Activity to Accompany Unit 7 Lesson A

Listen to the name of each month as it is spoken. You will hear the same name a second time. As you listen, write down the name of the month, trying to get the spelling correct.

Mē
Hētema
Aukuho
Tēhema
Āpelila
Māti

Track 48 to Accompany Unit 7 Lesson B RS 6

Here is a happy birthday song. Join in with the singing.

(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!

(Ke) manuia tō aho fānau!



UNIT 8 MEAKAI MA TE MEAINU

FOOD AND DRINK

OVERVIEW



Learning Outcomes

Students will:

- identify some foods and drinks;
- offer, accept, and refuse things;
- show social awareness when interacting with others;
- communicate interest, enjoyment, and need.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 54)
 - 1.7 express and respond to desires, needs, and preferences;
 - 1.8 use language, positioning, and movement to show respect;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>apu</i>	apple	<i>lātihi</i>	lettuce
<i>fai</i>	say	<i>lotu fakafetai</i>	grace
<i>falaoa</i>	bread	<i>mahi</i>	biscuit
<i>fofou</i>	want, desire	<i>mākona</i>	enough, full
<i>fuāfai</i>	banana	<i>malie</i>	delicious
<i>fuālākau</i>	vegetables, fruit	<i>mea</i>	some
<i>fuāmoa</i>	egg	<i>meakai</i>	food, meal
<i>hanuihi</i>	sandwich	<i>meamoā</i>	some chicken
<i>hihi</i>	cheese	<i>meapōvi</i>	some beef
<i>huhu</i>	milk	<i>moa</i>	chicken
<i>ika</i>	fish	<i>tamato</i>	tomato
<i>inu</i>	drink	<i>vai</i>	water
<i>kaumai, kavatu</i>	pass	<i>vailanu</i>	juice
<i>keke</i>	cake		

This vocabulary is on CD 1 track 49.



Formulaic Expressions

Kitātou ka kakai.

Let's eat.

Kai fiafia!

Enjoy your meal!

Fano oi fafano ō lima.

Go and wash your hands.

Fakafetai mō te faiga o te meakai.

Thank you for making the food.

Ko te meakai tēia.

There's the food/meal.

Ko tau meakai tēia.

There's your food/meal.

These formulaic expressions are on CD 1 track 50.

Structures and Expressions

E fiakai koe?

Are you hungry?

Ko au e fiainu.

I'm thirsty.

Ko he ā te fiainu koe ki ei?

What would you like to drink?

Meavaī, fakamolemole.

Some water, please.

Ko tau vai tēnei.

Here's your water.

E malie.

It's yummy.

Kua lava tēia.

That's enough.

Ko au kua mākona.

I've had enough to eat.

E toe kavatu he meakai?

Do you want some more food?

Kaumi te falaoa.

Pass me the bread.

Hēai, fakafetai.

No, thank you.

Io, e lelei.

Yes, that's fine.

These sentences are on CD 1 track 51.

Language Notes

When you add the word *mea* to a noun it means "some", for example, *meakai* (some food).

In the same way, you attach *fia* to a noun to indicate a want or need. For example, *fiakai* expresses the idea of wanting, needing, or feeling the urge to have food; *fiafia* means the urge to be happy; and *Kai fiafia!* is a request to others to enjoy their food/meal.

Kā indicates the immediate future, that something is just about to happen, for example:

Kā fai te lotu fakafetai.

Let's say grace.

Kua indicates the immediate past, signalling that an action has just been completed, as the following two sentences demonstrate:

Kua lava tēia.

That's enough.

Ko au kua mākona.

I've had enough to eat.

E indicates a present state, as in the formulaic expression *E fofou koe ke toe kavatu?* (Would you like some more?). You say this when someone has already had something to eat and, as the host, you offer them some more, asking them if they want to eat again (*toe*).



Kavatu means to offer something to someone, whereas *kaumai* means that you are asking someone else to pass something to you (the speaker). Consider these two examples:

E toe kavatu he meakai?

Do you want some more food?

Kaumai te falaoa.

Pass me the bread.

Lotu is the general word for prayer. *Lotu fakafetai* is the equivalent to the English word “grace”.

Cultural Knowledge

Blessing Food

In *agānuku Tokelau*, it is customary to bless food before eating it. The blessing usually takes the form of a Christian prayer. Here is an example of such a *lotu fakafetai* (grace):

lēhū, fakafetai

Jesus, thank you

Ki tō alofa,

For your love

Ki nā meakai,

And the food you provide

Ma nā vaiinu

Together with the drink

Kua kaumai e koe

You have given us

Kē ola ai kimātou.

To nourish and sustain us.

lēhū, fakafetai

Jesus, thank you

Ki tō alofa.

For your love.

Āmene.

Amen.

The following *lotu fakafetai* is a shorter, more general-purpose blessing:

Fakafetai mō nā meakai.

Thank you for the food.

These *lotu fakafetai* are on CD 1 track 52.

Food Preparation

On a formal occasion, for example, when celebrating a special birthday, it's customary for the person who prepares the food and the table to also serve the food, but this can vary. Traditionally in Tokelau, families did not have a dining table or chairs. Rather, people sat on the floor inside the *fale* (house), with the prepared food placed on a mat. The mat would be put out for the meal and rolled up afterwards, ready to be used for the next meal. People mostly ate using their fingers and used coconut shells as food containers, throwing these away after use to decompose naturally. In the same way, they threw away the leaves that they used to wrap the food when it was being cooked or served. The custom in Tokelau was for families to have a separate cooking house, which many people also used as a dining room.

A *gālafu* is the traditional Tokelau earth oven. People use dried coconut shells, fibre, and husks as fuel for the fire, which burns inside a small hole or hollow in the ground. People put broken *kilikili* (coral) on the firewood and place a pot or frying pan on the fire when the flames subside and the firewood has been reduced to ashes. Leaves from the *ulu* (breadfruit tree) or *laumea* (a type of fern also found in New Zealand) are used as food wrappings.



A different type of oven, the *umu*, is similar to the Sāmoan *umu* and the Māori *hāngi*. In an *umu*, the food is steamed. An *umu* is mostly used on formal occasions when a large number of people are expected to attend.

Chicken and fish are staples in the Tokelau diet. Pigs are raised for special occasions. Children customarily have the responsibility of feeding and looking after their family's pigs. A feast is not considered a feast without cooked pork. For a special occasion, a family may offer guests a whole cooked pig.

The *pulaka* is a kind of taro that is grown Tokelau, with many different varieties. It takes a lot of effort to grow it well. It can take a long time to mature – between one and two years, sometimes even longer. When harvested, a *pulaka* can feed about four or five families. Though *pulaka* are not available in New Zealand, other kinds of taro are.

Supplies of goods, including food that is not locally produced, such as sugar, flour, and onions, arrive by ship from Apia.

Food is the central point of any Tokelau gathering. The *inati* philosophy (see pages 12–13 in the preface) underpins the approach to food at these gatherings. When there is an important event, such as a funeral or a wedding, Tokelau people always show their *alofa* (compassion) by making sure that there is enough food to share, including some to take home. You and your students will learn more about the *inati* philosophy in Unit 12.

Everyone has an important role in preparing food for a special event or celebration. It is mainly the young women, including teenagers, who prepare the food in the kitchen. The *mātua matutua* (female elders) steer the work of the kitchen and the food planning, preparation, and service. The men, apart from the *toeaina* (elders or men of great status), prepare the food outside for the *umu*. This food includes *puā* (pork), *pulaka* (taro), *ika* (fish), *moa* (chicken), *feke* (octopus), *ugauga* (coconut crab), and *ula* (crayfish). Even the children have a special role. Although they are not usually allowed in the kitchen, they are often required to care for the younger children and, sometimes, to keep the flies away from the food. The older members of the Tokelau community, both men and women, supervise and provide guidance to the young adults and the children during the celebration or special event. In this way, they pass on traditions and customs. The *toeaina* (male elders) of the family or community front the day. They oversee the running of the day or the event.

Tautua nā kupu a toeaina is a frequently heard saying that means “Listen to the commands of the elders”. The word *tautua* means “to serve” and “service”. The act of serving people at a community event or formal occasion is an important value in *agānuku Tokelau*.

Teachers' Notes

A Shared Lunch

This unit provides an opportunity for a shared lunch so that your students can put their language and cultural knowledge into practice in an authentic situation. That's why the vocabulary includes items that the students are likely to have with them in their lunchboxes rather than words for the more traditional foods associated with Tokelau.

Sharing lunch will enable them to demonstrate how they show social awareness when interacting with others in an authentic context. This is a key goal of their learning at levels 1 and 2 of *The New Zealand Curriculum* (see page 7 in the preface). Social awareness includes both language and cultural behaviours.



For example, students show social awareness when they:

- alter the forms of pronouns when they address one, two, or three or more persons;
- use the appropriate language of respect, with the associated behaviours;
- make responses to make a conversation run smoothly;
- use appropriate formulaic expressions;
- say a *lotu fakafetai*.

A shared lunch would ideally take place in Lesson C. Use lessons A and B to prepare the students in the usual way so that they can use their new language and cultural knowledge in appropriate ways on the occasion.

Word-find Activity

The word-find activity on RS 5 in Lesson A was generated using a programme available on the Internet. It's graded as moderately difficult. You and your students could use such a programme to create word-find activities for other units or to recall vocabulary drawn from several units. The students could reinforce their vocabulary by devising their own word-find activities for others to use and by solving the puzzles themselves.

You will need to explain to your students that they will not see macrons in the word-find activity. Macrons, and any other accents, are not recognised by the software that generates the puzzle.

Remember that these kinds of activities give students practice in communicating well in particular situations – they are not ends in themselves.

Posters and Signs

Placing posters and signs on the wall showing examples of the language to be learned can enhance the students' learning outcomes. For example, putting the formulaic expressions on page 200 on signs or on a poster for the classroom wall will enable the students to access them easily, including outside language-learning times.



UNIT 8 MEAKAI MA TE MEAINU

FOOD AND DRINK

LESSON A



Learning Outcomes

Students will:

- identify some foods and drinks;
- show social awareness when interacting with others.

Resources

Unit 8 DVD and transcript

RS 1

Unit 8 audio CD and transcript

RS 2

RS 3

RS 4

RS 5

You supply:

Copies of RS 2

Sets of the food domino and memory cards

A poster of the *lotu fakafetai* made from RS 4

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Te Galu kā Tū nei” from page 52 in *Songs to Celebrate Pasifika Languages & Cultures*

Copies of RS 5

Lesson Outline

Introduction

- Exchange greetings.
- Remember to use *gagana Tokelau* when giving instructions.

Looking Back

- Ask the students to share what they have found out about the food that is associated with Tokelau and *agānuku Tokelau*. How does this compare with the traditional foods they have experienced within their own culture(s)?
- Play the DVD cultural section. With the students, discuss the practices around sharing food in the culture(s) that they are familiar with and make comparisons with what they see on the DVD. Help the students to make connections with their learning about special days and celebrations in Unit 7.



Learning Experiences

- Discuss the learning outcomes for this lesson with your students and what they need to do to achieve them.
- Show the DVD language section. Discuss the content with the students. Show RS 1. Now play CD 1 track 49 so that the students can hear the words pronounced and get them to repeat these words in the pauses.
- Show RS 1 again. Tell the students that they now have a spelling challenge. Play CD 1 track 53. Ask them to study the vocabulary, looking at the spelling of the *gagana Tokelau* words. A suggested time limit for this part of the activity is two minutes.

Hand out copies of RS 2. Play track 53 again. As they hear a word spoken on the CD, they write the *gagana Tokelau* word in the space beneath each matching picture. Display RS 1 again for them to check their accuracy, correcting or confirming their responses. Get them to correct any words they have misspelled. Find out whether anyone has managed to write all the words correctly. Then ask them to listen to the track once more, repeating the words in the pauses.

Looking at the illustrations with their matching words as they listen to and say them will reinforce their learning.

Then get the students, in pairs, to test each other's knowledge. One student covers the words on RS 2 and points to an illustration. Their partner responds with the *gagana Tokelau* word. Show the DVD language section again to reinforce their learning.

- Use RS 3 to make sets of domino and memory cards. Hand out sets to pairs or groups of students and have them rotate around the following activities. Different pairs and groups could be doing different activities.
 - (a) For dominoes, one student deals out the cards and the students take turns to match the ends of the cards. The first person to use all of his or her cards correctly is the winner. Let the students know whether they are permitted to look at their resource sheets as they play the game. Whether you let them refer to their resource sheets or not depends on your assessment of their confidence with the vocabulary at this point in the lesson.
 - (b) For a game of memory, the students cut the cards in half and place all the cards face down, the illustration cards in one pile and the vocabulary cards in another. With the students taking turns, a student picks up an illustration card, places it face up on the table, and then picks up a word card, placing it face up so that everyone else can see it, too. If the student can make a pair, he or she keeps the pair and has another turn.

If you think the students are ready, try adding the rule that the student turning over the illustration card must name the item shown in *gagana Tokelau* as they do so. If they cannot, the turn passes to the next student.
 - (c) In turn, the students choose a card with an illustration, hold it up, and state their preferences, for example:

Ko au e fiafia ki te moa.

I like chicken.

Ko au e fiafia lahi ki te lātihi.

I really like lettuce.

Ko au e hē fiafia ki te tamato.

I don't like tomato.



Collect the cards afterwards to use in other lessons. You will be able to monitor how familiar the students are with the vocabulary by their speed in completing these activities (and also their accuracy). You could set time limits to challenge them further.

- Display RS 4. Play CD 1 track 52 and have the students listen to the two *lotu fakafetai*. Place your poster of the *lotu fakafetai* on the wall in a prominent place. Encourage the students to memorise whichever *lotu fakafetai* they choose. Hand out copies for them to put in their workbooks. Play track 52 once more so that they can recite the *lotu fakafetai* they have chosen along with the speaker.
- Play the song “Te Galu kā Tū nei” on the DVD. It’s about paddlers who steer their canoe through the reef. Timing, teamwork, and wise decision making are crucial. The song celebrates these skills. Display the words and have them sing along.
- Ask the students what was new to them in the lesson in terms of both cultural and language knowledge.

The information they give you will help you to adjust the next two lessons to their specific learning needs.

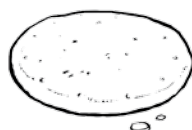
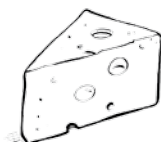
Looking Ahead















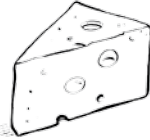


- Hand out RS 5. Ask the students to complete the word-find activity before the next lesson. Tell them to forget about macrons for this puzzle only.

Close

- Sing the song “Te Galu kā Tū nei” once more along with the *Songs to Celebrate Pasifika Languages & Cultures* CD. Encourage your students to do the paddling actions when they sing this song.
- Exchange farewells.

<i>apu</i>	apple
<i>fai</i>	say
<i>falaoa</i>	bread
<i>fofou</i>	want, desire
<i>fuāfai</i>	banana
<i>fuālākau</i>	vegetables, fruit
<i>fuāmoa</i>	egg
<i>hanuihi</i>	sandwich
<i>hihi</i>	cheese
<i>huhu</i>	milk
<i>ika</i>	fish
<i>inu</i>	drink
<i>kaumai, kavatu</i>	pass
<i>keke</i>	cake
<i>lātihi</i>	lettuce
<i>lotu fakafetai</i>	grace
<i>mahi</i>	biscuit
<i>mākona</i>	enough, full
<i>malie</i>	delicious
<i>mea</i>	some
<i>meakai</i>	food
<i>meamoā</i>	some chicken
<i>meapōvi</i>	beef
<i>moa</i>	chicken
<i>tamato</i>	tomato
<i>vai</i>	water
<i>vailanu</i>	juice



<i>apu</i>	<i>falaoa</i>	<i>fuāfai</i>	<i>fuālākau</i>
			
<i>fuāmoa</i>	<i>hanuihi</i>	<i>hihi</i>	<i>huhu</i>
			
<i>ika</i>	<i>inu</i>	<i>keke</i>	<i>lātihi</i>
			
<i>mahi</i>	<i>meakai</i>	<i>meamoā</i>	<i>meapōvi</i>
			
<i>moa</i>	<i>tamato</i>	<i>vailanu</i>	<i>vai</i>
			

Kā fai te lotu fakafetai.

Let's say grace.

Lotu Fakafetai 1

lēhū, fakafetai

Jesus, thank you

Ki tō alofa,

For your love

Ki nā meakai,

And the food you provide

Ma nā vaiinu

Together with the drink

Kua kaumai e koe

You have given us

Kē ola ai kimātou.

To nourish and sustain us.

lēhū, fakafetai

Jesus, thank you

Ki tō alofa.

For your love.

Āmene.

Amen.

Lotu Fakafetai 2

Fakafetai mō nā meakai. Thank you for the food.



D	K	M	L	G	M	C	L	P	M	I	N	H	Q	K	N
D	O	I	M	N	R	I	C	F	T	B	Z	E	Y	T	I
S	E	I	S	G	A	A	I	E	N	I	R	J	E	X	D
G	H	E	A	F	O	F	O	U	A	H	D	X	R	R	N
T	M	D	C	U	I	O	M	M	F	S	H	P	T	S	N
P	L	X	D	F	N	E	U	E	U	F	U	P	E	L	S
S	P	X	H	G	G	A	B	A	A	I	H	G	V	M	O
T	O	I	B	I	K	E	K	P	M	K	U	T	S	M	T
T	T	P	O	L	H	A	P	O	O	A	A	N	A	Z	T
E	Z	G	O	T	L	I	E	V	A	V	K	I	V	E	N
V	A	P	U	A	S	A	I	I	C	F	L	O	T	U	R
R	N	E	U	O	D	L	T	A	M	A	T	O	N	H	Q
S	M	F	U	A	F	A	I	I	O	D	K	I	N	A	H
P	O	A	K	D	M	I	U	E	H	I	T	T	G	L	L
M	A	L	I	E	A	M	H	R	P	I	N	R	R	I	H
M	E	A	E	O	K	O	I	L	L	Y	T	H	H	E	C
N	V	O	M	S	A	E	G	E	E	B	N	Z	I	F	E
D	T	A	T	N	U	R	R	M	D	T	I	E	T	F	P
S	E	C	Z	B	M	A	L	J	S	X	O	A	F	M	M
M	N	E	G	U	T	N	A	E	F	D	Q	C	P	J	L

Find these hidden words:

apu, fai, falaoa, fofou, fuāfai, fuālākau, fuāmoa, hihī, huhu, ika, inu, kaumai, keke, lātihi, lotu, mākona, malie, meakai, meamoā, meapōvi, moa, tamato, vai, mea.

This puzzle has no macrons.



UNIT 8 MEAKAI MA TE MEAINU

FOOD AND DRINK

LESSON B



Learning Outcomes

Students will:

- offer, accept, and refuse things;
- show social awareness when interacting with others;
- communicate interest, enjoyment, and need.

Resources

RS 6

Unit 8 audio CD and transcript

Unit 8 DVD and transcript

RS 7

RS 8

Unit 5 DVD and transcript

You supply:

A set of food flashcards

The *lotu* poster

Copies of RS 7

A poster made from RS 7

Copies of RS 8

Survey forms (see page 214)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Using the flashcards you made, show the illustration side of each card to test your students' ability to recall the food terms in *gagana Tokelau*. Can they say the word when they see the picture? Reinforce their recall by showing the reverse side of the card, saying the word with the students.
- Display RS 6 for those students who have completed the word-find puzzle.
- Recall the *lotu fakafetai* from Lesson A. Point to the *lotu fakafetai* on the poster. Play CD 1 track 52 and ask the students to repeat the *lotu fakafetai* along with the CD. Ask whether any of the students can say a *lotu fakafetai* from Lesson A by heart. Praise their efforts.

Learning Experiences

- Discuss the learning outcomes for this lesson.



- Play the DVD language scenario. Project the transcript to help you and your students to focus on the parts where the actors express their interest, enjoyment, and need. Ask the students what they observed about expressing these ideas in *gagana Tokelau*.

This kind of activity helps the students to develop a repertoire of strategies for dealing with unfamiliar vocabulary when they encounter it in spoken, written, and visual texts. They need these strategies to become effective language learners and communicators.

- Hand out copies of RS 7. Play CD 1 track 50, having the students repeat the formulaic expressions in the pauses. Point to the poster on the wall (if you have made one) and remind the students that it is there for their benefit – and their learning. Challenge them to learn the following expression so that they can use it at home to thank the person who made their evening meal.

Fakafetai mō te faiga o te meakai. Thank you for making the food.

- Hand out copies of RS 8. Play CD 1 track 51 so that your students can hear the sentences spoken and repeat them in the pauses.
- Organise the students into groups. Ask them to imagine that they are sharing food and get them to make up a dialogue that they can all participate in. Then have them practise saying their dialogues, supporting each other to achieve a good level of fluency.
- Organise the students to act out their dialogues in turn before the class. Ask the class to be an appreciative audience. This is a comprehension activity for those who are listening because other students made up the dialogues, and so they will not have heard them before.

When they have opportunities to use the language creatively, students become more motivated. They also learn to take risks and come to understand that risk taking is an important strategy for successful language learning and communicating.

- You will have noticed the strengths and weaknesses of particular students from the way they performed their dialogues. Discuss how they felt when they were performing their dialogues. What did they find easy, and what did they find difficult? Ask them what helps them to learn best.

This will inform you, and them, about how their learning is progressing and what steps you might need to take with your class to help them further in their learning.



Looking Ahead

- Lesson C, as usual, consolidates the students' learning, assessing how well they can meet the learning objectives set for the unit. Tell them that they will participate in a (virtual) shared lunch and need to be prepared to:
 - identify some foods and drinks;
 - offer, accept, and refuse things;
 - show social awareness when interacting with others;
 - communicate interest, enjoyment, and need.

If you have organised an actual shared lunch, Lesson C can be an authentic situation rather than a simulation. In this case, prepare the students for what they will need to bring and tell them where they will need to meet for Lesson C.

- Remind the students to use the following formulaic expression at home:
Fakafetai mō te faiga o te meakai. Thank you for making the food.

Close

- Exchange farewells.



D	K	M	L	G	M	C	L	P	M	I	N	H	Q	K	N
D	O	I	M	N	R	I	C	F	T	B	Z	E	Y	T	I
S	E	I	S	G	A	A	I	E	N	I	R	J	E	X	D
G	H	E	A	F	O	F	O	U	A	H	D	X	R	R	N
T	M	D	C	U	I	O	M	M	F	S	H	P	T	S	N
P	L	X	D	F	N	E	U	E	U	F	U	P	E	L	S
S	P	X	H	G	G	A	B	A	A	I	H	G	V	M	O
T	O	I	B	I	K	E	K	P	M	K	U	T	S	M	T
T	T	P	O	L	H	A	P	O	O	A	A	N	A	Z	T
E	Z	G	O	T	L	I	E	V	A	V	K	I	V	E	N
V	A	P	U	A	S	A	I	I	C	F	L	O	T	U	R
R	N	E	U	O	D	L	T	A	M	A	T	O	N	H	Q
S	M	F	U	A	F	A	I	I	O	D	K	I	N	A	H
P	O	A	K	D	M	I	U	E	H	I	T	T	G	L	L
M	A	L	I	E	A	M	H	R	P	I	N	R	R	I	H
M	E	A	E	O	K	O	I	L	L	Y	T	H	H	E	C
N	V	O	M	S	A	E	G	E	E	B	N	Z	I	F	E
D	T	A	T	N	U	R	R	M	D	T	I	E	T	F	P
S	E	C	Z	B	M	A	L	J	S	X	O	A	F	M	M
M	N	E	G	U	T	N	A	E	F	D	Q	C	P	J	L

The hidden words are:

apu, fai, falaoa, fofou, fuāfai, fuālākau, fuāmoa, hihī, huhu, ika, inu, kaumai, keke, lātihi, lotu, mākona, malie, meakai, meamoā, meapōvi, moa, tamato, vai, mea.

This puzzle has no macrons.

Kitātou ka kakai.

Let's eat.

Kai fiafia!

Enjoy your meal!

Fano oi fafano ō lima.

Go and wash your hands.

Fakafetai mō te faiga o te meakai.

Thank you for making the food.

Ko te meakai tēia.

There's the food/meal.

Ko tau meakai tēia.

There's your food/meal.





<i>E fiakai koe?</i>	Are you hungry?
<i>Ko au e fiainu.</i>	I'm thirsty.
<i>Ko he ā te fiainu koe ki ei?</i>	What would you like to drink?
<i>Meavai, fakamolemole.</i>	Some water, please.
<i>Ko tau vai tēnei.</i>	Here's your water.
<i>E malie.</i>	It's yummy.
<i>Kua lava tēia.</i>	That's enough.
<i>Ko au kua mākona.</i>	I've had enough to eat.
<i>E toe kavatu he meakai?</i>	Do you want some more food?
<i>Kaumai te falaoa.</i>	Pass me the bread.
<i>Hēai, fakafetai.</i>	No, thank you.
<i>Io, e lelei.</i>	Yes, that's fine.



UNIT 8 MEAKAI MA TE MEAINU

FOOD AND DRINK

LESSON C



Learning Outcomes

Students will:

- identify some foods and drinks;
- offer, accept, and refuse things;
- show social awareness when interacting with others;
- communicate interest, enjoyment, and need.

Resources

Unit 8 DVD and transcript
Unit 8 Student Achievement Checklist
Unit 8 audio CD and transcript

You supply:

Illustrations of food (optional)
Copies of the Unit 8 Achievement Checklist
The *Muakiga* Progress Charts
Material for making a mural (optional)
The *Songs to Celebrate Pasifika Languages & Cultures* CD

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Ask the students what sentences they can remember from previous lessons that they can use when they share this meal. Play the DVD studio section to recall some of these.
- Ask who can say a *lotu fakafetai*. Appoint a student (or some students) to say the *lotu fakafetai* before the meal.

Learning Experiences

- Organise the students around tables in groups. If it is a virtual lunch, place illustrations of the food items on the tables. (You could use enlargements of the domino card illustrations.) If it's a real lunch, the students contribute the food they have brought.



- Display the achievement objectives. Using whatever resources they need, the students take time to practise what they have to say. Play the DVD sections or CD 1 tracks as needed to help their recall and practice. They need to say at least one *gagana Tokelau* sentence to achieve each objective.
- Start with the *lotu fakafetai*. Ask the appointed student(s) to say a *lotu fakafetai* and then have everyone say it together. Now the students can begin eating and using the language they have been learning. Ask the students to help and monitor each other. You will be able to move around the room listening, to the students as they engage with this activity and helping out where needed.

At the end of the meal, discuss how they felt about this activity with the students. They will have been in a real or virtual situation, sharing the meal together. However, they will have been communicating mainly in *gagana Tokelau*.

Expressing how they feel when they are communicating in *gagana Tokelau* helps them to come to terms with their own identity and their attitudes towards others.

- Discuss what they have learned about food and the customs associated with food and sharing food in Tokelau communities. If your class is in contact with students in Tokelau, they may have questions they would like to ask about food and cultural practices to do with food in Tokelau. If time allows, get the students to email their questions.

This discussion will let you compare what the students are now saying with what they knew at the beginning of the unit. It will also help the students to monitor their own learning.

- Hand out the Unit 8 Achievement Charts for the students to complete. They can then colour in band 8 of their *Muakiga* Progress Charts.
- Optional activity: Show the DVD cultural section again. The students can discuss food organisation and practices, both in *agānuku Tokelau* (their new learning) and in any other culture (or cultures) they are familiar with.
- Optional activity: Make a large collage mural of a Tokelau celebration feast, using drawings, paintings, and photographs from magazines and information from the Internet and other sources. Use captions and string to show the names of the foods and use other descriptive terms in *gagana Tokelau*. This can challenge the students to go through their workbooks and find words and expressions to use on the mural.
- Play “Te Galu kā Tū nei” from the *Songs to Celebrate Pasifika Languages & Cultures* CD and have the students sing along.

Looking Ahead

- In Unit 9, the students will be learning more about how to express their needs and feelings in *gagana Tokelau*. Challenge them to revise their learning from Unit 8 so that they are well prepared for the new learning in Unit 9.

Close

- Exchange farewells.



Ko toku igoa ko _____.

Now I can:

- identify some foods and drinks
- offer, accept, and refuse things
- show social awareness when interacting with others
- communicate interest, enjoyment, and need

UNIT 8 DVD TRANSCRIPT



Kāleopa:

Malie! Ko au e fiafia ki nā ika. Ko au kua fia kaia!

Lēhina:

Fakavave. Fano oi fufulu ō lima.

Tōkehega:

Ko nā fuālākau iēnei ma te moa.

Lēhina:

Fakafetai, Tōkehega. Fano oi fufulu ō lima.

Kāleopa:

Io, io!

Tōkehega:

Ko au kua fiakai!

Lēhina:

Ko te meakai tēnei. E fiakai ā koe?

Tiki:

Io. Fakafetai mō te faiga o te meakai.

Lēhina:

E lelei. Ko Tōkehega na fehoahoani.

Tiki:

Tātou tatalo. Te aliki tō mātou atua, fakafetai ki nā meakai kua maua e kimātou i te aho tēnei. I te igoa lava o lehu kua tatalo atu ai kimātou. Āmene.

Viliamu:

Fakafetai. Tātou kakai. Papa, ko he ā te inu koe ki ei?

Tiki:

Io, ni meavai.

Viliamu:

Kāleopa, pāhi mai tau vai.

Kāleopa:

Tēnei tau vai.

Tiki:

Fakafetai.

Kāleopa:

E fofou koe ki ni vai?

Tiki:

Hēai. E lelei.

Viliamu:

Kavatu te meaika?

Tiki:

Io, fakafetai ... Kua lava, ni.

Kāleopa:

Yum! I love fish. I'm hungry!

Lēhina:

Hurry. Go and wash your hands.

Tōkehega:

Here are the vegetables and the chicken.

Lēhina:

Thanks, Tōkehega. Go and wash your hands.

Kāleopa:

OK, OK!

Tōkehega:

I'm hungry!

Lēhina:

Here's the food. Are you hungry?

Tiki:

Yes. Thank you for making the food.

Lēhina:

That's okay. Tōkehega helped.

Tiki:

Let's say grace. Lord our god, thank you for the food we receive today. In the name of Jesus we pray. Amen.

Viliamu:

Thank you. Let's eat. Grandfather, what would you like to drink?

Tiki:

Yes, some water.

Viliamu:

Kāleopa, please pass the water.

Kāleopa:

Here's your water.

Tiki:

Thanks.

Kāleopa:

Would you like some more?

Tiki:

No. This is fine.

Viliamu:

Would you like some fish?

Tiki:

Yes, thank you ... That's enough.

Lēhina:

E fofou koe ki he meamoa?

Tiki:

Hēai, fakafetai. Fakamolemole pāhi mai ake te falaoa.

Lēhina:

Tēnei tau falaoa. Kai ma te fiafia.

Tiki:

Fakafetai. Kai te mata malie!

Lēhina:

Would you like some chicken?

Tiki:

No, thank you. Please pass the bread.

Lēhina:

Here's your bread. Enjoy your meal.

Tiki:

Thank you. It looks delicious!



UNIT 8 AUDIO TRANSCRIPT



Track 49 Vocabulary for Unit 8 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 8. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

<i>apu</i>	<i>keke</i>
<i>fai</i>	<i>lātihi</i>
<i>falaoa</i>	<i>lotu fakafetai</i>
<i>fofou</i>	<i>mahi</i>
<i>fuāfai</i>	<i>mākona</i>
<i>fuālākau</i>	<i>malie</i>
<i>fuāmoa</i>	<i>mea</i>
<i>hanuihi</i>	<i>meakai</i>
<i>hihi</i>	<i>meamoā</i>
<i>huhu</i>	<i>meapōvi</i>
<i>ika</i>	<i>moa</i>
<i>inu</i>	<i>tamato</i>
<i>kaumai</i>	<i>vai</i>
<i>kavatu</i>	<i>vailanu</i>

Track 50 Formulaic Expressions for Unit 8 to Accompany Lesson A RS 7

You will hear some formulaic expressions that you are to learn in Unit 8. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kitātou ka kakai.
Kai fiafia!
Fano oi fafano ō lima.
Fakafetai mō te faiga o te meakai.
Ko te meakai tēia.
Ko tau meakai tēia.

Track 51 Structures and Expressions for Unit 8 to Accompany Lesson B RS 8

You will hear some sentences that you are to learn in Unit 8. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

E fiakai koe?
Ko au e fiainu.
Ko he ā te fiainu koe ki ei?
Meavai, fakamolemole.
Ko tau vaiinu tēnei.

E malie.
Kua lava tēia.
Ko au kua mākona.

E toe kavatu he meakai?
Kaumai te falaoa.

Hēai, fakafetai.
Io, e lelei.

Track 52 Examples of Lotu Fakafetai to Accompany Unit 8 Lesson A RS 4

Tokelau people usually say a *lotu fakafetai* (grace) before sharing a meal. On this track, you will hear two.

Here is the first *lotu fakafetai*. Listen carefully when you hear it for the first time. Then say the *lotu fakafetai* along with the speaker.

lēhū, fakafetai
Ki tō alofa,
Ki nā meakai,
Ma nā vaiinu
Kua kaumai e koe
Kē ola ai mātou.
lēhū, fakafetai
Ki tō alofa.
Āmene.

Here is the second *lotu fakafetai*. Once again, listen carefully. Then say the *lotu fakafetai* after the speaker.

Fakafetai mō nā meakai.

Practise saying the following sentence in the pause:

Kā fai te lotu fakafetai.

Track 53 Listening Task to Accompany Unit 8 Lesson A RS 2

You will hear some words that describe each picture. As you listen to each word, write it on the line underneath the picture that it matches. Each word is spoken twice.

huhu

moa

apu

vai

falaoa

fuāfai

fuāmoa

mahi

meamoā

tamato

hihi

ika

keke

inu

lātihi

meakai

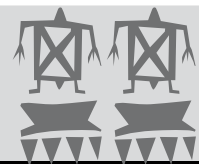
fuālākau

hanuihi

meapōvi

vailanu





UNIT 9 KO HE Ā TE KUA TUPU? WHAT'S THE MATTER?



OVERVIEW

Learning Outcomes

Students will:

- express their desires, needs, and preferences;
- respond to the desires, needs, and preferences of others;
- express agreement and disagreement.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 54)
 - 1.6 respond to and express agreement and disagreement;
 - 1.7 express and respond to desires, needs, and preferences;
- Language (pages 54–56);
- Culture (pages 54 and 57).

Language Knowledge

Vocabulary

<i>faitau</i>	to read
<i>fakanoanoa</i>	sad
<i>fainu</i>	thirsty
<i>fiakai</i>	hungry
<i>fiu</i>	bored
<i>fulū</i>	(a) cold
<i>gali</i>	nice, awesome
<i>hiva</i>	dancing
<i>makalili</i>	cold
<i>maua</i>	to have got
<i>moe</i>	sleep
<i>ola mālōlō</i>	healthy
<i>tauale</i>	sick
<i>tomi</i>	taste
<i>vāivai</i>	tired
<i>vevela</i>	hot

This vocabulary is on CD 1 track 54.



Structures and Expressions

Ko he ā te kua tupu?

What's the matter?

Ko au e vāivai.

I'm tired.

Ko au e maua i te fulū.

I have a cold.

Ko au e fiainu.

I'd like a drink.

Ko au e fiamoe.

I need some sleep.

Ko ia e fiakai.

He's/She's hungry.

E fiainu koe?

Do you want a drink?

Io, fakamolemole. Ko au e fiainu lahi.

Yes, please. I'm really thirsty.

These sentences are on CD 1 track 55.

Additional Structures and Expressions

Ko au e fofou ki he vai.

I prefer water.

Ko au e hē fofou ki he huhu.

I don't want milk.

Te gali o te kofu, ni?

It's a nice top, isn't it?

Io, e gali.

Yes, it is.

Hēai, e hē gali.

No, it isn't.

Kua mākona koe?

Are you full?

Io, ko au kua mākona, fakafetai.

Yes, I've had enough to eat, thank you.

E ola mālōlō.

That's healthy.

E hē ola mālōlō.

That's not healthy.

Tēnei te tuhi oi faitau.

Here's a book to read.

E lelei lahi.

It's really good.

E hili atu tēnei.

This is the best one.

Ko au e fiafia oi hiva.

I like dancing.

These sentences are on CD 1 track 56.

Language Notes

The word *fofou*, which means “to want” and “to desire”, also means “to prefer”. For example, *Ko au e fofou ki he vai* translates into English as “I prefer water”.

Ko he ā te kua tupu? (What's the matter?) is a formulaic expression.

Hili means “to be the best” and “to be supreme” as in *E hili atu tēnei* (This is the best one).

Ni is used to turn a statement into a question or to invite a reply, as in the following example:

Te gali o te kofu, ni?

It's a nice top, isn't it?



Cultural Knowledge

Ways of expressing one's needs, desires, and preferences differ across languages, cultures, and societies because of deeply held beliefs about what is important or desirable, that is, values. Values are expressed through the ways that people think and act.

At Tokelau gatherings, it is customary for girls and women to put *lāvalava* on over what they are already wearing as a form of respect. A *lāvalava* is rectangular piece of cloth that is usually tied around the waist. Men, too, wear *lāvalava*, but theirs differ from the women's ones, which are made from soft, smooth fabric in bright colours and often have floral designs. For men, the fabric is heavier and the colours are more subdued. The men's designs are drawn from patterns associated with males, for example, tattoos. Women generally wear ankle-length *lāvalava*, whereas men's *lāvalava* are shorter and extend to the knee or mid-calf, depending on the activity or occasion. For more information about this, see Unit 15.

Tattooing is traditional in *agānuku Tokelau* as a sign of status, but this art form is not practised so much nowadays. Tokelau people are aware of their heritage and links to the past, with its chiefly system that determined people's status. However, *agānuku Tokelau* has been influenced by Christianity and its teachings. Tokelau communities nowadays practise the principles of *alofa* (compassion), *fakaaloalo* (respect), *vā fealoaki* (relating to others), *māopoopo* (inclusion), and *fakahoa lelei* (equity) that underpin the *inati* philosophy. You and your students will learn more about this in Unit 12. See pages 12–13 in the preface as well as pages 8–9 of *Gagana Tokelau: The Tokelau Language Guidelines* for information about *inati*.

Of course, many traditions continue. For example, a woman customarily receives a necklace made of *pā* (pearl shell), called a *fakakahoa*, from her uncles when she marries. Necklaces are considered to be important gifts. They are mostly worn by women.

Women and girls also make *fau*. *Fau* are the garlands that people wear around their necks. They are made with real flowers, such as *puapua* (beach gardenia), *tialetiale* (gardenia), *puafiti* (frangipani), and *higano* (pandanus), or from artificial flowers, depending on the importance of the occasion and the availability of suitable flowers in sufficient quantities. *Fau* and *pale* (headbands) are given to everyone – men and women – when there is a gathering, as a respectful way to welcome and include everyone.

Teachers' Notes

Integration of Prior Learning

Your students can draw on the vocabulary from earlier units to help them use the new vocabulary in Unit 9 in different contexts.

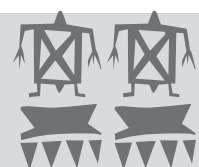
Cultural Meanings

Language and culture are inextricably linked. Culture determines the conversational and narrative styles of the members of a social group, that is, the language, the symbols, and the texts that they use. These styles are generally considered to form part of people's cultural identity. Given the same situation and the same task, people from different cultures will interpret the situation and the demands of the task differently and may behave in different ways.

To help your students to develop their knowledge of *agānuku Tokelau*, you will need to use techniques that enable them to explore aspects of the culture in relation to their own so that their attitudes, expectations, assumptions, and understandings are made explicit. In this way, your students will explore their own personal world as they learn to communicate with people from another culture. You will therefore foster their ability to acquire another language and understand another culture while retaining their own as you develop their skills as cross-cultural and intercultural communicators.

This view of language learning is described on pages 24–25 of *The New Zealand Curriculum*.





UNIT 9 KO HE Ā TE KUA TUPU?

WHAT'S THE MATTER?

LESSON A



Learning Outcomes

Students will:

- express their desires, needs, and preferences;
- respond to the desires, needs, and preferences of others;
- express agreement and disagreement.

Resources

Unit 9 DVD and transcript

RS 1

Unit 9 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

Copies of RS 2

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Keinā Fiafia” from page 57 in *Songs to Celebrate Pasifika Languages & Culture*

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Remind the students to use as much *gagana Tokelau* in class as they can.
- With the students, recall how to say the date in *gagana Tokelau*. Ask for a volunteer to write today's date on the board and to change the cards on the wall poster you made for Unit 7.

Learning Experiences

- Display and discuss the Unit 9 learning outcomes and identify those that are the focus of this lesson. Agree on how they will be achieved.
- Show the DVD studio section. Then show RS 1. Play CD 1 track 54. The students listen to the words and repeat them in the pauses.
- Hand out copies of RS 2. The students draw lines between descriptions and matching pictures as they listen to the words spoken on CD1 track 57. Use RS 3 to verify their responses. Ask them to read the words to each other. Replay CD 1 track 57 several times until the students can say the words confidently.
- Tell the students that they will view a dialogue in which people are communicating about feelings, needs, and wants. Play the DVD language scenario. Ask the students to work out what they can understand from the dialogue using their current knowledge of *gagana Tokelau*, including what they have just learnt.



Discuss their understanding. You have the transcript to help you lead the discussion. Replay the DVD language scenario so that the students can check their own understanding and use the discussion points to comprehend more of what is being communicated.

- Display RS 4 to refresh the students' knowledge of the vocabulary and to show how it is used in the sentence patterns. Play CD 1 track 55 and have them repeat the sentences in the pauses. Now have them take turns to practise saying the sentences with a partner to build their accuracy and fluency.
- Optional activity: With the students working in groups, each student makes up a sentence that describes a feeling and writes it on a slip of paper. The students take turns to model their sentence using a facial expression and body language. The first person to identify the feeling correctly by saying the word in *gagana Tokelau* wins the sentence. The student with the most sentences at the end is the winner.
- Optional activity: The students work in groups with the slips of paper from the previous activity. Spread the sentences out on the table face down. The students take turns to pick up a sentence, turn it over, and say what the feeling is in *gagana Tokelau*. If they are successful, they have another turn. If not, they replace the paper face down, and the turn passes to the next student.
- Play the DVD cultural section and discuss with the students their observations and the connections they can make to their own language(s) and culture(s).
- Open up a discussion with the students where they can explore and reflect on how people express their feelings, needs, and wants in different cultures through either language or particular behaviours, for example, facial expressions or body positions. Lead the discussion in a way that discourages stereotypical thinking and descriptions.
- Focus on particular situations that enable them to make comparisons with the practices they use themselves or observe in others. For example, how would they explain, or show, that they are sad, hungry, or tired? How do they know that others are feeling sad, hungry, or tired?

As they move between, and respond to, different languages and different cultural practices, they (the students) are challenged to consider their own identities and assumptions.

The New Zealand Curriculum (2007), page 24

- Display the words of “Keinā Fiafia” and have the students sing along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.

Looking Ahead

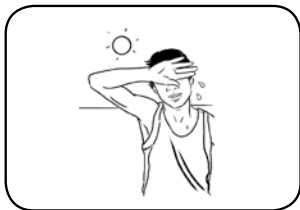
- Encourage the students to continue their exploration of the differences between cultures and languages when they express needs, feelings, and preferences by talking about what they discussed in class with their families. Invite them to bring some more examples of these differences to the next lesson.

Close

- Exchange farewells.

<i>faitau</i>	to read
<i>fakanoanoa</i>	sad
<i>fiainu</i>	thirsty
<i>fiakai</i>	hungry
<i>fiu</i>	bored
<i>fulū</i>	(a) cold
<i>gali</i>	nice, awesome
<i>hiva</i>	dancing
<i>makalili</i>	cold
<i>maua</i>	to have got
<i>moe</i>	sleep
<i>ola mālōlō</i>	healthy
<i>tauale</i>	sick
<i>tomi</i>	taste
<i>vāivai</i>	tired
<i>vevela</i>	hot

Draw a line between each *gagana Tokelau* word and the picture that matches its meaning.



hiva

fiu

moe

faitau

fiakai

ola mālōlō

fulū

makalili

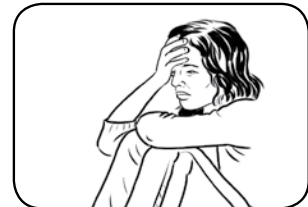
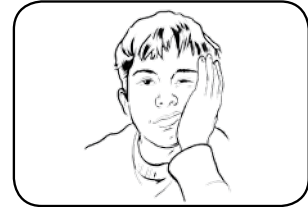
tauale

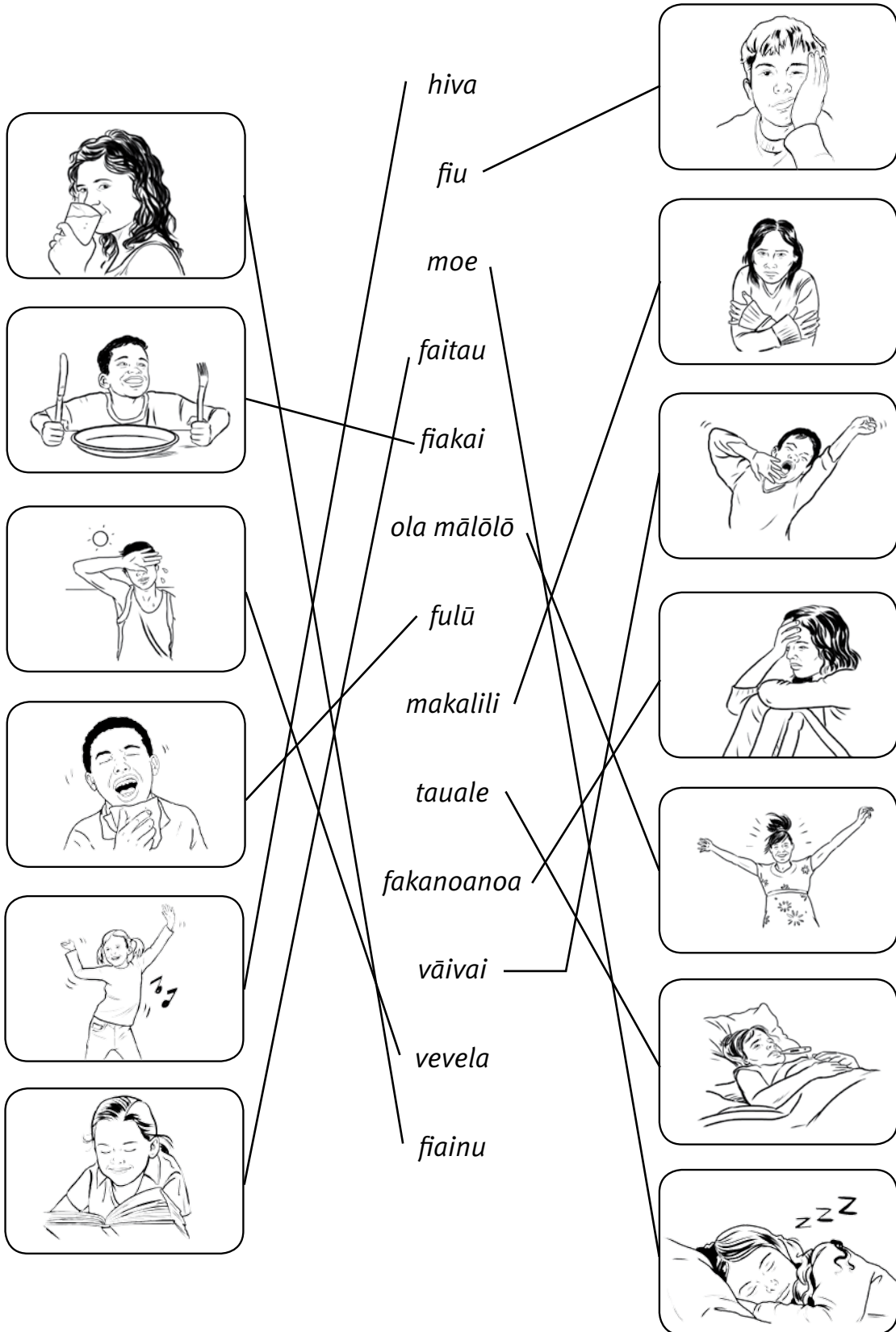
fakanoanoa

vāivai

vevela

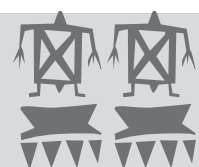
fiainu







<i>Ko au e vāivai.</i>	I'm tired.
<i>Ko au e maua i te fulū.</i>	I have a cold.
<i>Ko au e fiainu.</i>	I'd like a drink.
<i>Ko au e fiamoe.</i>	I need some sleep.
<i>Ko ia e fiakai.</i>	He's/She's hungry.
<i>E fiainu koe?</i>	Do you want a drink?
<i>Io, fakamolemole.</i>	Yes, please.
<i>Ko au e fiainu lahi.</i>	I'm really thirsty.



UNIT 9 *KO HE Ā TE KUA TUPU?*

WHAT'S THE MATTER?

LESSON B



Learning Outcomes

Students will:

- express their desires, needs, and preferences;
- respond to the desires, needs, and preferences of others;
- express agreement and disagreement.

Resources

Unit 9 audio CD and transcript

Unit 9 DVD and transcript

RS 5

RS 6

You supply:

Flashcards using the pictures on RS 2

Copies of the DVD transcript

Copies of RS 5

Copies of RS 6

The *Songs to Celebrate Pasifika Languages & Cultures* CD (optional)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show each flashcard and have the students respond with the word in *gagana Tokelau*.
- Repeat the listening activity from Lesson A, with the students following their responses on RS 2 as they listen to CD 1 track 57.

Learning Experiences

- Identify the learning outcomes for Lesson B.
- Talk to your students about the differences between “free” and “controlled” production when using language. (See page 174 for an explanation of these terms.) Explain that they will have the opportunity to experience both kinds of language use during this lesson. This experience will help them to understand more about their own learning and will increase their levels of confidence in using the language.



- (a) Controlled production: Play the DVD language scenario several times and use a copy of the transcript to check your students' understanding.

Repeated viewing of the clips and scenes will help your students to monitor they own ways of responding to what they see. This will increase their experience at “reading” for meaning as well as develop their confidence.

Hand out copies of the DVD transcript. Give the students time to practise the role-play in pairs and groups. Play the DVD language scenario several times to model the pronunciation and body language. Encourage the students to speak the *gagana Tokelau* as accurately and fluently as they can.

- (b) Free production: Display RS 5. Play CD 1 track 56 and have the students repeat the sentences in the pauses. Hand out copies of RS 5 to your students.

Ask the students to work in pairs or groups to make up a role-play using the language patterns on the resource sheet. Tell them that they can include any language they know from earlier units but that the focus needs to be on communicating feelings, needs, and preferences. Give them time to practise so that they can develop a good level of fluency. Play the DVD language scenario and CD 1 track 56 several more times to ensure that they have models to follow as they develop their scripts and their language skills.

Tell them that they will be presenting their role-plays in Lesson C as part of their assessment.

- Optional activity: Have the students complete a class survey of food preferences using *gagana Tokelau* and RS 6. Play the Unit 9 DVD language section to sharpen their focus on the particular sentence patterns to use. Divide the class into four groups labelled A, B, C, and D and hand out copies of RS 6. Groups A and B work together, and groups C and D work together. Groups A and C ask questions and gain responses from the groups they work with that will enable them to fill in their survey forms. Then groups B and D take their turn to follow the same process to complete their forms. Give the students a time limit to complete this task. Have the groups pool their results and display their information in an appropriate format, for example, as a graph. Display the completed graph.

Decisions on how to communicate findings based on the data that the students gather could be linked with the students' learning in other curriculum areas, for example, mathematics and statistics.

Looking Ahead

- Remind the students that they will be assessing the learning outcomes in Lesson C. Tell them to practise their dialogues so that they can present well in Lesson C.

Close

- Sing “Keinā Fiafia” along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Exchange farewells.

Practise the following expressions. Make up a dialogue.

Ko au e fofou ki he vai.

I prefer water.

Ko au e hē fofou ki he huhu.

I don't want milk.

Te gali o te kofu, ni?

It's a nice top, isn't it?

Io, e gali.

Yes, it is.

Hēai, e hē gali.

No, it isn't.

Kua mākona koe?

Are you full?

Io, ko au kua mākona, fakafetai.

Yes, I've had enough to eat, thank you.

E ola mālōlō.

That's healthy.

E hē ola mālōlō.

That's not healthy.

Tēnei te tuhi oi faitau.

Here's a book to read.

E lelei lahi.

It's really good.

E hili atu tēnei.

This is the best one.

Ko au e fiafia oi hiva.

I like dancing.

<i>Igoa</i>	<i>Fiafia</i>	<i>Hē Fiafia</i>



UNIT 9 KO HE Ā TE KUA TUPU?

WHAT'S THE MATTER?

LESSON C



Learning Outcomes

Students will:

- express their desires, needs, and preferences;
- respond to the desires, needs, and preferences of others;
- express agreement and disagreement.

Resources

Unit 9 DVD and transcript
Unit 9 audio CD and transcript
Unit 9 Student Achievement Checklist

You supply:

Copies of the DVD transcript
Copies of RS 1
Copies of RS 4
Copies of RS 5
Copies of the Unit 9 Achievement Checklist
The *Muakiga* Progress Charts
The *Songs to Celebrate Pasifika Languages & Cultures* CD (optional)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Replay a clip from any of the previous units. Encourage a reflective discussion among the students about what they have been learning. Focus the discussion points on the following:
 - how they perceive their progress to date;
 - the aspects of learning *gagana Tokelau* that they find particularly interesting;
 - the aspects of learning *gagana Tokelau* that they find particularly challenging;
 - how much *gagana Tokelau* they use in a lesson.

Their responses will continue to provide you with information that directs the focus of your lesson planning and your preparation for the revision activities in Unit 10.

Learning Experiences

- The students will assess their own role-play presentations.

In assessing your students' proficiency when they learn another language, it is important to examine free as well as controlled production. This activity pays attention to both these elements.



Depending on the level of confidence of your students, choose from the following:

- (a) Hand out copies of the Unit 9 transcript. Divide the students into groups of three to role-play the scene. Have them share out the roles within their group. Play the DVD language scenario and replay it as many times as necessary for all the participants to learn their parts well.
- (b) Divide the students into groups. Tell them to make up their own role-plays using RS 1, RS 4, and RS 5 as their reference. Play the DVD language scenario and CD 1 tracks 55 and 56 to provide good models and ideas. Then allow enough time for them to create their role-plays and practise them. This may take several lessons.

The first task is “controlled production”, that is, a task where the students must use prescribed content. The focus of the assessment is therefore on their delivery. In this case, use only selected assessment criteria from those provided in Unit 10, as follows:

Students will also show that they can:

- communicate well enough for others to understand what they are communicating;
- respond to questions, and communicate sentences, without hesitating too much.

The second task is “free production”, that is, a task in which the students create the content for themselves using their prior learning. Use the full set of assessment criteria from Unit 10. Give them time to apply the criteria to their own performance and discuss their assessments with each other.

Monitor the outcomes of their assessment as their conclusions and your observations will help you to determine which aspects of the unit need further emphasis so that the students can manage the task well.

- Hand out the Unit 9 Achievement Chart for the students to complete. They colour in band 9 of their *Muakiga* Progress Charts.
- Play the DVD cultural section and challenge the students to observe aspects of what is shown on the DVD that you have not already discussed.

Looking Ahead

- In Unit 10, there is no new learning. The students will demonstrate – and celebrate – what they have learnt in Units 1 to 9. They need to think about what they would like to present or perform to achieve the objectives. For example, a role-play like the one in this lesson would be acceptable as well as a dialogue or giving personal information. Take some time to get them thinking about what they might like to do, choosing from what they have learned in Units 1 to 9.

Close

- Finish by singing the song “Keinā Fiafia” along with the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Exchange farewells.

UNIT 9 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- express my desires, needs, and preferences
- respond to the desires, needs, and preferences of others
- express agreement and disagreement

UNIT 9 DVD TRANSCRIPT



Kāleopa:

Mālō nī, te Tamana! Ko mātou kua ōmai!

Viliamu:

Mālō nī, Kāleopa. Mālō nī, Tōkehega.

Tōkehega:

Mālō nī, te Tamana.

Viliamu:

E ā mai koulua?

Kāleopa:

Ko au e lelei.

Viliamu:

Ko he ā foki te kua tupu?

Kāleopa:

Ko au e vāivai. Ko au e maua i te fulū.

Viliamu:

E tatau lā kē fai hau moe.

Tōkehega:

Ko au e fofou ki he meakai! Ko au e fia kai.

Viliamu:

Ko he ā te fofou koe ki ei? Falaoa? Hihi?

Pe ni fuālākau?

Tōkehega:

Ko au e fofou ki he fuāfai.

Viliamu:

Tēnei tau fuāfai. E inu koe i ni vai?

Tōkehega:

Io, fakamolemole. Ko au e fia inu lele.

Kāleopa:

Ko au foki e fofou ki he vai. Ko au e fia inu lele.

Viliamu:

Tēnei nā huhu.

Kāleopa:

Ko au e fofou ki he vai.

Tōkehega:

Ko au e fofou ki he huhu. E malie.

Viliamu:

E gali i te tomi, ni?

Tōkehega:

Io, e galī.

Kāleopa:

Hi, Dad! We're home!

Viliamu:

Hi, Kāleopa. Hi, Tōkehega.

Tōkehega:

Hi, Dad.

Viliamu:

How are you?

Kāleopa:

I'm OK.

Viliamu:

What's the matter?

Kāleopa:

I'm tired. I've got a cold.

Viliamu:

You need some sleep.

Tōkehega:

I need food! I'm hungry.

Viliamu:

What would you like? Bread? Cheese?

Or some fruit?

Tōkehega:

I'd like a banana.

Viliamu:

Here's your banana. Do you want a drink?

Tōkehega:

Yes, please. I'm really thirsty.

Kāleopa:

I'd like a drink, too. I'm really thirsty.

Viliamu:

Here's some milk.

Kāleopa:

I prefer water.

Tōkehega:

I'll have milk. It's yummy.

Viliamu:

It tastes good, doesn't it?

Tōkehega:

Yes, it does.

Viliamu:
E toe kavatu ni fuālākau?

Tōkehega:
Hēai, fakafetai.

Viliamu:
Kāleopa, e fia kai ā koe?

Kāleopa:
Hēai, fakafetai. Ko au e maua i te fulū.

Viliamu:
Kai ni au fuālākau. E ola mālōlō!

Kāleopa:
Te Tamana, ko au te tauale.

Viliamu:
E tauale koe?

Kāleopa:
Io. Ko au e vevela ma vāivai.

Viliamu:
Ko koe e tatau kē fai hau moe. lēnei nā vai.

Kāleopa:
Fakafetai. Ko au e fia inu lahi lele!

Viliamu:
 Do you want some more fruit?

Tōkehega:
 No, thanks.

Viliamu:
 Kāleopa, do you want something to eat?

Kāleopa:
 No, thanks. I've got a cold.

Viliamu:
 Have some fruit. That's healthy!

Kāleopa:
 Dad, I'm really sick.

Viliamu:
 Are you sick?

Kāleopa:
 Yes. I'm tired and hot.

Viliamu:
 You need some sleep. Here's some water.

Kāleopa:
 Thanks. I'm really thirsty!



UNIT 9 AUDIO TRANSCRIPT



Track 54 Vocabulary for Unit 9 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 9. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

<i>faitau</i>	<i>makalili</i>
<i>fakanoanoa</i>	<i>maua</i>
<i>fiainu</i>	<i>moe</i>
<i>fiakai</i>	<i>ola mālōlō</i>
<i>fiu</i>	<i>tauale</i>
<i>fulū</i>	<i>tomi</i>
<i>gali</i>	<i>vāivai</i>
<i>hiva</i>	<i>vevela</i>

Track 55 Structures and Expressions for Unit 9 to Accompany Lesson A RS 4

You will hear some sentences and expressions that you are to learn in Unit 9. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā te kua tupu?

Ko au e vāivai.

Ko au e maua i te fulū.

Ko au e fiainu.

Ko au e fiamoe.

Ko ia e fiakai.

E fiainu koe?

Io, fakamolemole. Ko au e fiainu lahi.

Track 56 to Accompany Lesson B RS 5

You will hear the remaining sentences and expressions that you are to learn in Unit 9. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko au e fofou ki he vai.

Ko au e hē fofou ki he huhu.

Te gali o te kofu, ni?

Io, e gali.

Hēai, e hē gali.

Kua mākona koe?

Io, ko au kua mākona, fakafetai.

E ola mālōlō.

E hē ola mālōlō.

Tēnei te tuhi oi faitau.

E lelei lahi.

E hili atu tēnei.

Ko au e fiafia oi hiva.

Track 57 to Accompany Lesson A RS 2

You will hear some words. Each one describes a picture. As you listen, draw a line between the word that you hear and its matching picture. Each word is spoken twice.

hiva

fiu

moe

faitau

fiakai

ola mālōlō

fulū

makalili

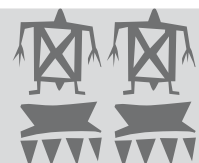
tauale

fakanoanoa

vāivai

vevela

fiainu



UNIT 10 TĀTOU FAI TĀFAOGA

LET'S HAVE FUN

OVERVIEW



Learning Outcomes

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

Communication Strand

To begin to achieve this, they will need to show that they can (with support and with a main focus on listening and speaking skills):

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others to communicate effectively in *gagana Tokelau*.

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Curriculum Links

Unit 10 is an opportunity to assess the students' progress holistically using the levels 1 and 2 learning languages proficiency descriptor and the Communication Strand achievement objectives, as set out above. The students will take time to revise what they have been learning in Units 1–9.

Language Knowledge

There is no new learning. This is a revision unit.

Cultural Knowledge

There is no new learning. This is a revision unit.

Teachers' Notes

Mālō te galue! (Congratulations on your efforts!) We hope that you and your students are enjoying learning *gagana Tokelau* so far. You are at the halfway mark, and this is the celebration!

Presentations

For Unit 10, have your students use the language and cultural knowledge that they have learned in Units 1 to 9 in situations where they can show their communication skills. There is a summary overview of Units 1 to 9 on pages 8–9 in the preface. With your help, they choose activities to perform that will consolidate their learning and demonstrate their achievement in *gagana Tokelau*.



Items

The students will present or perform one or more items. Unit 10 offers options for you to consider. The number of items is at your discretion. The performances and/or presentations can include any of the following:

- giving personal information, for example, introductions and talking about the family;
- role-plays (the students' own work);
- acting out DVD language scenarios.

When preparing your students for the role-plays, ask them what they would like to do. Some students may wish to make up role-plays based on their learning in Units 1–9. Those who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If they want to do this, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 1–9. In this way, you encourage all your learners to be creative while still receiving the level of support they need.

Audience

Consider who the audience will be. Depending on the circumstances within your school and people's availability, you could consider:

- keeping this a class activity;
- arranging to present to another class that is also learning *gagana Tokelau*;
- arranging to present to invited parents and community members;
- arranging a visit from the principal as a respected member of the audience.

You may also have other options within your school and community. Furthermore, your students may have useful suggestions to make about what they would like to see happen. They may be nervous about performing their role-plays to an audience. You have the flexibility to arrange the programme in the way that best suits you and your school's circumstances.

Support

The purpose of Unit 10 is to give the students a chance to further build and apply their knowledge, to develop their skills, and to have the opportunity to reflect with pride on what they have achieved. In the early stages of language learning, it is accepted that having appropriate supports in place to help students to achieve increases their motivation to continue their learning, even for those who find learning a language challenging.

Reviewing Progress

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point. The recording can help your students to critically evaluate their own achievement and work out ways to improve. Setting improvement targets helps to identify areas for future focus.

Assessment

For language learning to be successful, your students need to gain enough control of the language to be able to use it automatically and spontaneously in familiar situations. By now, they need to be communicating effectively in *gagana Tokelau* in a range of contexts, responding to others without undue delay and with reasonable levels of accuracy.

**Proficiency Descriptor Levels 1 and 2**

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

Students can:

Receive and produce information:

- give information;
- understand what others say;

Produce and respond to questions and requests:

- ask questions and give answers to questions;
- make requests and respond to requests;

Show social awareness when interacting with others:

- use body language;
- use language that suits the situation.

When speaking gagana Tokelau, students will show that they can:

Speak well enough for others to understand what they say (pronunciation);

Respond to questions, and say sentences, without hesitating too much (fluency).

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Please use these assessment criteria carefully. Remind the students that they are in the beginning stages of their learning. These criteria will help them to deepen their understanding of what they need to achieve to reach the proficiency level they are working towards and to measure their progress towards achieving it. Suggest that they look for one or two examples of each behaviour.

Tell them that it is too soon for them to achieve level 1 proficiency. They would need a wide range of examples across each behaviour and across all the language skills (speaking, listening, reading, writing, viewing, and presenting or performing) to achieve that.

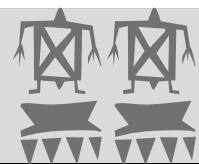
Moving on to Unit 11

The outcomes of Unit 10 will make it clear to you whether your students need more time set aside to consolidate certain aspects of their learning in Units 1–9 or are ready to advance to Unit 11.

Consider to what extent the activities in Units 1–9 could be exploited further to reinforce your students' learning in particular areas. In this way, the students will be able to move on to the next phase of their learning with confidence. Repetition is the key to successful language learning.

Promotion

You could also show a DVD of your students' presentations, with the students' agreement, at a school function. This function may be, for example, a parents' evening, where the school is proud to promote the students' achievements to the community. Doing this would showcase student learning in a positive way and help to promote the learning of *gagana Tokelau* in your school and its community.



UNIT 10 TĀTOU FAI TĀFAOGA

LET'S HAVE FUN

LESSON A



Learning Outcomes

This is a preparation lesson. There are no measurable outcomes for this lesson apart from preparing and practising the selected items for the presentations to be made in Lesson C to complete the requirements for this unit.

Resources

RS 1

Units 1–9 DVD and transcripts

Units 1–9 audio CDs and transcripts

Resource sheets from Units 1–9 as needed

RS 2

RS 3

You supply:

An enlarged copy of RS 1

Copies of RS 1

Copies of RS 3

Lesson Outline

Introduction

- Exchange greetings.
- Tell the students that they will be giving presentations based on their work from Units 1–9 in Lesson C and that these will be digitally recorded and used for their own, their peers', and your assessment. They will also learn more about what they need to do to achieve the required outcomes.

Looking Back

- Show RS 1. Explain that this level of proficiency is what they are aiming for. Place an enlarged copy on the classroom wall. Students often need time to absorb and reflect on assessment criteria and what they mean for their individual performance.
- Discuss how the students need to be able to understand the language (by listening, reading, and viewing) as well as use the language (by speaking, writing, and presenting or performing). They also need to develop their cultural knowledge and understandings so that they can show appropriate behaviours, such as body language.
- Explain that in this unit, their speaking and listening skills will be assessed. Tell them that if they know the criteria, they can start checking their own progress.

Learning Experiences

- Confirm with the students what their presentations will consist of. It is important that they have equal speaking parts. Check back through the units. Show the relevant parts of the DVD. The presentations should be around three to four minutes long and involve all the members of the group, with everyone having an equal speaking part.
- Give them time to work out their presentations. Discuss your – and their – preferences for “controlled production” or “free production” (see Lesson C, Unit 9). RS 2 offers different scenarios that the students could choose from. Although some units are specifically mentioned, remind the students that they are free to combine language from other units as they consider appropriate.
- It may also be useful to consider one or two opportunities for the students to perform together as a class, for example, by singing a song with actions.
- Remind the students about appropriate cultural behaviours that they should by now be routinely using in class, for example, saying *fakamolmole*, *fakafetai*, and *tulou* as well as using people’s names and titles. This is also part of their learning and the development of their proficiency.

This should be a busy session, with all the students engaged in organising and preparing their presentation. You will be able to judge from their levels of engagement how confident they are about their own skills in presenting and performing. Help them where necessary. This may mean showing a segment of the DVD, playing a CD track, or playing a recording of a song.

- Now help your students to explore the assessment criteria so that they deepen their understanding of what they need to do to achieve success. Give the students a copy of RS 1 for their reference.
- Hand out copies of RS 3 for your students to practise with. They will use these adapted criteria to assess their own performance and each other’s performances. Play a DVD recording of the students’ performances in a previous unit. Suggest that they apply the criteria by looking for one or two examples of each descriptor. Discuss this process with them afterwards. Was this an easy task? Can they now sort out more easily what they need to do to perform well and how to assess aspects of the performance?
- Help them to combine their assessments into a holistic assessment of each presenter’s knowledge and skills. As well, encourage them to give feedback on specific areas that have been well achieved or are in need of improvement. As their performances are reviewed, get the students to write down the particular skills that need improvement on their copy of RS 3.

Looking Ahead

- The students can bring something from home, for example, a costume or a cultural item, to help with their presentations.

Close

- Sing a song that everyone can join in with as a strong positive note to finish on.
- Exchange farewells.

Proficiency Descriptor Levels 1 and 2

Students can understand and use familiar expressions and everyday vocabulary.

Students can interact in a simple way in supported situations.

Communication Strand

In selected linguistic and sociocultural contexts, students will:

receive and produce information; **produce and respond to questions and requests;** **show social awareness when interacting with others.**

Assessment Criteria

When communicating in *gagana Tokelau*, the students can:

- give information;
- understand what others say;
- ask questions and give answers to questions;
- make requests and respond to requests;
- use body language;
- use language that suits the situation.

Students will also show that they can:

- communicate well enough for others to understand what they are communicating;
- respond to questions, and communicate sentences, without hesitating too much.



Here are some ideas for language scenarios:

Units 1, 2, and 3

A new student arrives in school. He or she meets other students at different times of the day. They greet each other and give personal information.

Alternatively, two students could meet and introduce themselves to each other, and then, when a third student comes, the first two could introduce each other to the third student. (This provides a variety of language production.)

Units 2, 3, and 5

All the members of a family are standing frozen on the spot pretending to be in a photograph. One by one, they come to life and introduce themselves, give some personal information, and “step back” into the photograph. They could introduce other family members, saying what the person likes to do while the person being introduced acts out their part.

Units 6, 7, and 8

Some students are shopping in a market, commenting on the food items as they pass by them. As they do so, they discuss their preferences and those of members of their family. Noting the time, they say what their needs are and then say goodbye.

Units 2, 3, and 5

Some students are being auditioned for a role in a short film. They give personal information at their audition. This could include saying who their parents are, giving other personal information, and revealing something about their activities and preferences.

Units 5, 7, and 9

Some students are talking as they watch a game being played, discussing their sports preferences and those of other family members. They get hungry and talk about what they would like to eat and drink.

Ko toku igoa ko _____.

Now I can:

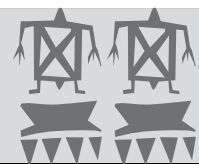
	NO	YES	WELL	VERY WELL
give information				
understand what others say				
ask questions				
give answers to questions				
make requests				
respond to requests				
use body language				
use language that fits the situation				
be understood by others				
speak fluently (without hesitating too much)				

Three things I need to do to improve my *gagana Tokelau* knowledge and skills are:

1.

2.

3.



UNIT 10 *TĀTOU FAI TĀFAOGA*

LET'S HAVE FUN

LESSON B



Learning Outcomes

This is another preparation lesson. There are no measurable outcomes for this lesson apart from preparing and practising the selected items for the presentations that the students will make in Lesson C to complete the requirements of the unit.

Resources

Units 1–9 DVD and transcripts
Units 1–9 audio CDs and transcripts
Resource sheets from Units 1–9 as needed

You supply:
Things to use as props
Copies of RS 3

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Give the students time to work on their presentations so that they have the level of confidence they need to be able to present well. Monitor their engagement and give support where it's needed. For example, you could help them to check back through the units or play relevant DVD clips.
- Find out from the students whether they need any props for their presentations. Remind them that the purpose of the presentation is to practise their *gagana Tokelau* skills, not to spend too much time making props. Their props therefore need to be simple. Encourage them to improvise. Arrange for any necessary props to be available.
- Tell the students to check those areas they have identified as needing improvement on their copy of RS 3 (from Lesson A). Ask them to focus on these as they prepare their presentations.

Learning Experiences

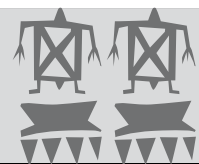
- The students work on their presentations. Move around the groups, providing help, answering questions, encouraging the students, and ensuring that each group is on task.

Looking Ahead

- Check that the students are ready and know what they will be doing. Remind them that their classmates will be helping to evaluate their performances.

Close

- Sing a chosen song together.
- Exchange farewells.



UNIT 10 *TĀTOU FAI TĀFAOGA*

LET'S HAVE FUN

LESSON C



Learning Outcomes

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

To achieve this, they will:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Resources

Unit 10 Student Achievement Checklist

You supply:

- A DVD camera (supplied by the school)
- Props (as needed)
- Copies of RS 1
- Copies of the class list
- Copies of the Unit 10 Achievement Checklist
- The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Give each group a few minutes to set up and have a final practice before their presentations. This will give you time to set up the recording equipment.

Allow more time than usual in this lesson for the students to set up and deliver their presentations.



Learning Experiences

This lesson is in two parts:

- giving their presentations;
- assessing their performances.

Giving Their Presentations

- Arrange to record the presentations on DVD. This DVD recording will provide a record of achievement at this point.

The recording also functions as a learning and evaluation tool, helping your students to assess their own achievement and work out ways to improve. Setting targets for improvement helps them to identify areas for future focus, both for “next steps” learning and as objectives to be met in the long term.

Set up the space ready for the presentations. If an audience has been invited, select some students to welcome the people in *gagana Tokelau* as they arrive.

Get the students to give their presentations in turn. Make sure that they feel well enough supported to enjoy giving them and feel proud of their skills. Some of them may need to read the script. Others may have developed enough fluency and confidence to perform their role-play without using the script.

In the early stages of language learning, having appropriate supports in place to help students increases their motivation to continue their learning, even for those who find learning a language challenging.

Round off the presentations by having the selected students thank the audience and say goodbye in *gagana Tokelau*.

Assessing Their Performances

- Hand out copies of the Unit 10 Achievement Checklist. Review the DVD recording with the students. Use the process described in Lesson A for the students to assess their own and others' performances.

Have the students work in groups and complete their checklists. Ask them to assess the performance of each student in their group, taking one point at a time. The students then tick the box that the group has agreed on. When they have completed this task, give them time to reflect on the completed assessment and write down three areas where they now see that they need to improve their *gagana Tokelau* knowledge and skills.

You will know from the outcomes of Unit 10 whether your students need more time to consolidate certain aspects of their learning in Units 1–9 or are ready to advance to Unit 11.

Consider to what extent the activities in Units 1–9 could be exploited further to reinforce your students' learning in the particular areas (knowledge or skills) that they themselves have identified as needing further attention. In this way, your students can engage with the next phase of their learning with confidence.

Repetition, with adequate variation, is the key to successful language learning.



- You may already have been in contact with members of the Tokelau community in your local area. Inviting them along to a class can contribute to the students' learning. Having your students engage with a first-language speaker of *gagana Tokelau* and make themselves understood will give them a real sense of achievement.

Learners need to have opportunities for sustained conversations with other users of *gagana Tokelau*, and they need to be exposed to language role models in a variety of situations.

The New Zealand Curriculum (2007), page 14

- When you have completed the assessment process, have the students complete their Unit 10 Achievement Checklist and colour in band 10 of their *Muakiga* Progress Charts.

Looking Ahead

- Tell the students that they will be learning how to talk about the weather in Unit 11. Challenge them to find out about the weather patterns in Tokelau and bring this information to their next lesson.

Close

- Finish with a song.
- Exchange farewells.

UNIT 10 ACHIEVEMENT CHECKLIST



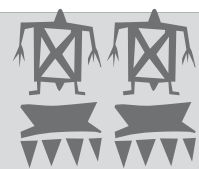
Ko toku igoa ko _____.

Now I can:

	NO	YES	WELL	VERY WELL
give information				
understand what others say				
ask questions				
give answers to questions				
make requests				
respond to requests				
use body language				
use language that fits the situation				
be understood by others				
speak fluently (without hesitating too much)				

Three things I need to do to improve my *gagana Tokelau* knowledge and skills are:

- 1.
- 2.
- 3.



UNIT 11 *TE TAU*

THE WEATHER

OVERVIEW



Learning Outcomes

Students will:

- ask about and discuss the weather;
- understand and use expressions of time;
- understand and use expressions of place.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 60)
2.5 understand and use expressions of time and condition;
- Language (pages 60–62);
- Culture (pages 60 and 63).

Language Knowledge

Vocabulary

<i>afā</i>	hurricane, cyclone
<i>aihā</i>	snowy
<i>aoaoa</i>	cloudy
<i>huhū</i>	humid
<i>lā</i>	sun
<i>lāofie</i>	fine
<i>matagi</i>	windy
<i>māfanafana</i>	warm
<i>mālūlū</i>	cold
<i>mamago</i>	dry
<i>tau</i>	weather
<i>tikelī</i>	degree
<i>ua</i>	rain
<i>vaveao</i>	early morning, dawn

This vocabulary is on CD 2 track 1.



Structures and Expressions

<i>E ā te tau?</i>	What's the weather like?
<i>E huhū ma ua.</i>	It's wet and rainy.
<i>E lā.</i>	It's sunny.
<i>E lā te aho.</i>	It's sunny.
<i>Nae ua i te tāeao.</i>	It was raining this morning.
<i>Nei kua aoaoa.</i>	Now it's cloudy.
<i>Tāeao, ko te tau e matagi.</i>	Tomorrow, it'll be windy.
<i>E mālūlū lahi ia lūlai.</i>	It's very cold in July.
<i>Ko au e fili ki te mālūlū!</i>	I hate the cold!
<i>Ko te vevela e lua hefulu ono tikelī.</i>	The temperature is twenty-six degrees.

These sentences are on CD 2 track 2.

The Seasons

Nā Tau i Tokelau – The Seasons in Tokelau

<i>tau mālūlū</i>	cold season (winter)
<i>tau mātūtū</i>	dry, fine season
<i>tau o matagi ma afā</i>	hurricane/cyclone season
<i>tau o uāga</i>	rainy season
<i>tau vevela</i>	hot season (summer)
<i>tau mūgālā</i>	drought season

These terms are on CD 2 track 3.

Phrases to Express Time and Place

<i>i te afiafi</i>	in the evening
<i>i te tāeao</i>	in the morning
<i>i te vaveao</i>	in the early morning, at dawn
<i>i te aoauli</i>	in the afternoon
<i>i te pō</i>	at night
<i>i Tokelau</i>	in Tokelau
<i>i mātū</i>	in the north
<i>i haute</i>	in the south
<i>i hahae</i>	in the east
<i>i hihifo</i>	in the west

These phrases are on CD 2 track 4.

Language Notes

The word *tāeao* means both “morning” and “tomorrow”. The context defines the meaning, as in these two examples:

<i>Nae ua i te tāeao.</i>	It was raining this morning.
<i>Tāeao, ko te tau e matagi.</i>	Tomorrow, it’ll be windy.

The word *nae* helps to define the meaning. *Nae* indicates an action that has persisted over a period of time but is now complete. Compare these two examples:

<i>Nae ua i te tāeao.</i>	It was raining this morning.
<i>Nei kua aoooa.</i>	Now it’s cloudy.

The phrase *nei kua* implies that the other action is finished and there is a new state.

Tau means both “weather” and (see Unit 5) “season”.

The weather can be described simply, as in *E lā* (It’s sunny), or *te aho* (the day) can be added, as in *E lā te aho* (It’s sunny). Both sentences express the same idea.

Although *tokelau/tokerau* means “north” in many Polynesian languages, the word *mātū* is used for the compass direction “north” in *gagana Tokelau*.

While there is no exact word for “temperature” in *gagana Tokelau*, the word *vevela* (hot) is used to express the idea, as in *Ko te vevela e lua hefulu tikeli* (The temperature is twenty-six degrees). It is more common to ask about the temperature when the weather is hot rather than when it is cold in Tokelau.

Cultural Knowledge

Tokelau is a group of tropical coral atolls in the South Pacific near the equator. Temperatures typically range from 28 to 32 degrees Celsius. Unlike New Zealand, with its four distinct seasons of spring, summer, autumn, and winter, Tokelau really has only two seasons: a dry season, *mātūtū/mamago* (April/May – October), and a hurricane/cyclone season, *māhina o matagi* (November to March/April). The terminology used to describe climatic and weather variations in *gagana Tokelau* mostly reflects changes in the natural environment in the tropics at different times of the year.

Life on tropical coral atolls, such as the ones in Tokelau, is unique. The people living on them depend on the weather, wind direction, and tidal movements, along with their astronomical knowledge of the phases of the moon and movements of the constellations, to survive. The phases of the moon determine the tidal changes. For example, a full moon usually means that it will be high tide around 6 p.m. and at 6 a.m. People in Tokelau rely on the direction of the wind and predictable wind changes to decide when to sail their traditional sailing canoes within the lagoon or out in the open ocean. Many families own both a traditional sailing canoe and an aluminium runabout with an outboard motor. The weather, season, and wind direction are important considerations when you go out fishing from a boat in Tokelau. For example, the direction and strength of the wind determine the kind of fishing you can successfully undertake. Different tides are good for different types of fish and different seasons for particular species.

Tropical cyclones (hurricanes) cause tremendous damage, for example, through storm surges ruining plantations and by the wind stripping such fruit as coconuts and breadfruit from trees.

Yet this fruit provides food for the people amidst the devastation. Animals help themselves to wind-blown fruit after storms. But this provision lasts for only about two to three weeks. After that, famine was the problem. People prepared for this by gathering and storing food. They dug up plants, sliced them up, and dried them in the sun. They salted and dried fish. Crabs were more easily caught when their holes were waterlogged and they had nowhere to hide. Even today, there is a lot of work to be done after a hurricane hits, including preserving food for the hard time ahead.

In times of hardship, such as after a hurricane or during a drought, the community fetches produce from the community land on the uninhabited islands of each atoll. It is shared among the people through the *inati* process. Fish is caught and distributed through the same process, with everyone getting a share.

Rain is collected for drinking water because there are no rivers on Tokelau. Rainwater is stored in concrete tanks under the houses. These tanks form part of the house's foundations and guarantee drinking water in times of drought. In the past, the people in Tokelau used to make *tugu* (reservoirs) inside the trunks of the biggest coconut trees, making hollows large enough to collect the rainwater running down the trunks. In times of drought, fresh water is still fetched from *tugu* on the uninhabited islands.

Changing weather patterns and rising sea levels attributed to global warming pose a severe threat to the low-lying tropical atolls.

Teachers' Notes

Understanding Difference

When students learn another language, they need to be able to describe things that are familiar to them in their own environments. This is why your students learn the words for the seasons that they are familiar with here in New Zealand.

However, it is important that they understand that these terms do not describe the seasonal weather patterns experienced in Tokelau. Tokelau people have their own ways of talking about the seasons in the tropics and the differences between them and about the divisions of time through the day and night. Helping your students to come to terms with these geographical and cultural differences is part of the language teaching and learning process.

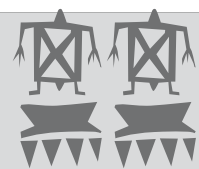
Presenting Work

By now, your students should be confident in presenting their work and receiving feedback from you and their peers, especially where there is a strongly supportive classroom atmosphere.

Learning another language and about another culture involves the students in questioning their own identities, especially when they are being asked to pronounce words in different ways and use unfamiliar gestures and body language. Many students can feel awkward and very exposed when they try to do these things, especially if they do not get them right the first time they try. Having the support of their peers is very important as this support can encourage them to keep trying and gain confidence in expressing themselves in very different ways.

Additional Resource

Listed in the preface is Vaitoa Baker's *Kakau*, which is about a class at a pool in Porirua pretending that they are sea creatures swimming in Tokelau. You may wish to locate this resource and use it and the accompanying audio cassette and teachers' notes – or any other resources that you think are relevant – with Unit 11. You will find more information about these resources on page 20. They could go in the *agānuku Tokelau* corner.



UNIT 11 *TE TAU*

THE WEATHER

LESSON A



Learning Outcomes

Students will:

- ask about and discuss the weather.

Resources

Unit 11 DVD and transcript

RS 1

Unit 11 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

Copies of RS 2

A poster of the words for the seasons

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Ke Manuia te Aho” on page 57 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the names of the months of the year, which the students learnt in Unit 7. Divide the class into two groups. Choose a leader for each group. Tell the students that they are to start with the leader, who says *lānuali* (January). The next student says *Fēpuali* (February), and so on around the group, each student saying the next month in the sequence. Each group completes five rounds. The first group to finish five rounds wins.
- Ask the students what they found out about the seasons – and the weather – in Tokelau. Have them share what they know with the rest of the class. If you have immediate access to the Internet, you could set some of the students the task of checking further online to see what else they can find out about this subject.

Learning Experiences

- Display the learning outcomes and discuss those that are the focus of Lesson A. Tell the students that they will be learning about the seasons and how to talk about the weather and that there are important differences between New Zealand's weather and seasonal patterns and Tokelau's.
- Show the DVD cultural section. Discuss what they learnt from the information presented with the students. Find out what connections they can make to their own culture(s). There may be a range of responses.
- Play the DVD studio section that covers the weather expressions. Do a quick check to see what words the students remember afterwards. Show the DVD again. Encourage the students to try to memorise three weather expressions from what they hear and see. Test them afterwards to see whether they did. They can also test each other. Play the DVD once more as a final check.
- Show RS 1. Give the students time to look at the vocabulary and become familiar with it. Play CD 2 track 1 and have them repeat the vocabulary in the pauses. Repeat this sequence.
- Hand out RS 2 for the students to complete. Show RS 3 for the students to verify their responses. Ask for a show of hands to see how many had a perfect result.

This monitoring will enable you to adjust the lesson plan and, if necessary, repeat some of the activities from Lesson A.

- Show RS 4. Play CD 2 track 2 and have them repeat the expressions in the pauses. Repeat this sequence. Have the students, in pairs, take turns to ask each other the question *E ā te tau?* (What's the weather like?). They can use RS 1 and RS 4 to help them make their responses.
- Display a poster with the words for the seasons in Tokelau and have the students note that these do not match the names that we use in New Zealand to describe particular times of the year here. In fact, there are no equivalent words for "spring" and "autumn" in *gagana Tokelau*. Tokelau people have a different focus. They focus on the seasonal weather patterns of the tropics as they experience them in Tokelau. Play CD 1 track 3 and have the students repeat the words in the pauses.
- Sing "Kē Manuia te Aho", projecting the words and playing the *Songs to Celebrate Pasifika Languages & Cultures* CD.
- Show RS 4 again and review the learning with the students by playing CD 2 track 2 again, with the students repeating the sentences in the pauses.

Looking Ahead

- In the next lesson, your students will continue their work with weather expressions, including the seasons, and communicating the time of the day. Ask them to practise asking the questions about the weather in Tokelau and in New Zealand and to see how many responses they can give.
- In Lesson C, they will present a weather report.

Close

- Sing "Ke Manuia te Aho" once more.
- Exchange farewells.

<i>afā</i>	hurricane, cyclone
<i>aihā</i>	snowy
<i>aoaoa</i>	cloudy
<i>huhū</i>	humid
<i>lā</i>	sun
<i>lāofie</i>	fine
<i>matagi</i>	windy
<i>māfanafana</i>	warm
<i>mālūlū</i>	cold
<i>mamago</i>	dry
<i>tau</i>	weather, season
<i>tīkelī</i>	degree
<i>ua</i>	rain
<i>vaveao</i>	early morning, dawn

As you listen to the CD, draw a line between each sentence and the picture that matches it. First, here are the questions:

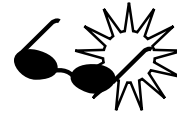
E ā te tau i Tokelau?

What's the weather like in Tokelau?

E ā te tau i Niu Hila?

What's the weather like in New Zealand?

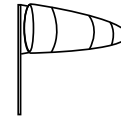
huhū



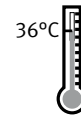
lāofie



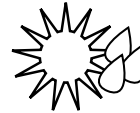
lā



aihā



aoaoa



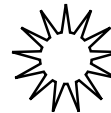
ua



matagi



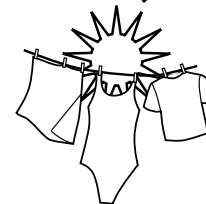
mālūlū



mamago



māfanafana



As you listen to the CD, draw a line between each sentence and the picture that matches it. First, here are the questions:

E ā te tau i Tokelau?

What's the weather like in Tokelau?

E ā te tau i Niu Hila?

What's the weather like in New Zealand?

huhū

lāofie

lā

aihā

aoaoa

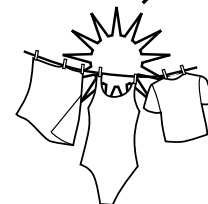
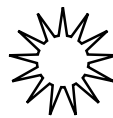
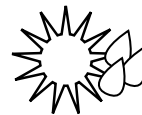
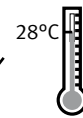
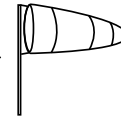
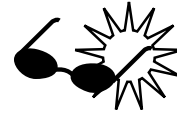
ua

matagi

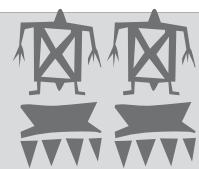
mālūlū

mamago

māfanafana



<i>E ā te tau?</i>	What's the weather like?
<i>E huhū ma ua.</i>	It's wet and rainy.
<i>E lā.</i>	It's sunny.
<i>E lā te aho.</i>	It's sunny.
<i>Nae ua i te tāeao.</i>	It was raining this morning.
<i>Nei kua aoaoa.</i>	Now it's cloudy.
<i>Tāeao, ko te tau e matagi.</i>	Tomorrow, it'll be windy.
<i>E mālūlū lahi ia lūlai.</i>	It's very cold in July.
<i>Ko au e fili ki te mālūlū!</i>	I hate the cold!
<i>Ko te vevela e lua hefulu ono tikelī.</i>	The temperature is twenty-six degrees.



UNIT 11 *TE TAU*

THE WEATHER

LESSON B



Learning Outcomes

Students will:

- ask about and discuss the weather;
- understand and use expressions of time;
- understand and use expressions of place.

Resources

RS 1

Unit 11 DVD and transcript

Unit 11 audio CD and transcript

RS 5

RS 6

RS 7

RS 8

RS 2

RS 4

You supply:

Flashcards of the weather symbols made from RS 2

A poster of the seasons

Copies of RS 5

A poster made from RS 6

Copies of RS 7

Materials for making a collage (optional)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the weather expressions from Lesson A, using either the flashcards or RS 1 from Lesson A.

Learning Experiences

- Identify the learning outcomes that are the focus of Lesson B.
- Show the DVD language section. Have the students focus on the words for the seasons in Tokelau. Display the poster of the seasons, play CD 2 track 3, and have the students repeat the words in the pauses.
- Hand out RS 5, which has illustrations of the four seasons experienced in New Zealand. Tell the students to write the names of the months for each season in *gagana Tokelau* at the top of each section. Then, in *gagana Tokelau*, have them write three descriptions of the weather typically experienced in each season in the same sections. Some expressions may be repeated.

Working in groups, have the students take turns to read out a description of one of the seasons. Other members of the group try to guess which season is being described by naming the months. Make sure that all of the students have a turn at reading one of their descriptions.

- Show RS 6. Play CD 2 track 4 and have the students repeat the phrases in the pauses. Put an enlarged copy of RS 6 on the classroom wall. Play track 4 once more to familiarise your students with these expressions. You could also place *gagana Tokelau* labels for the points of the compass on the four classroom walls as a memory aid.
- Play the DVD language scenario. Ask the students whether the language is familiar? How much can they understand? Play the scenario again to see whether they can understand even more after the second viewing.
- Hand out copies of RS 7. Play CD 2 track 6 and have the students complete the task according to the instructions. Display RS 8 for them to check their responses, playing track 6 once more to reinforce the correct matching.
- Ask the students to look again at the maps of New Zealand and Atafu on RS 7. Get them to ask each other questions about the weather, as they did in Lesson A, working in pairs. Encourage them to use the sentence patterns on RS 2 and RS 4. For example, they can use sentence patterns such as the following:

Nae ua i te tāeao.

It was raining this morning.

Nei kua aoaoa.

Now it's cloudy.

Tāeao, ko te tau e matagi.

Tomorrow, it'll be windy.

E mālūlū lahi ia lūlai.

It's very cold in July.

Ko au e fili ki te mālūlū!

I hate the cold!

- Optional activity: To extend the task that the students have just worked on, get them to make a class collage about the seasons in Tokelau. This task could link with what they are learning through their visual arts programme and the different kinds of media they are working with.
- Optional activity: Repeat the listening activity described above, using RS 7 and CD 2 track 6.
- Optional activity: Organise the students into groups with two students acting as the leaders of each group. The leaders use the list of weather expressions from RS 1 and they number the illustrations on RS 2. They take turns to read the number and say a weather expression while the rest of the group draw an illustration in their workbooks against the matching number. When they have done this, the leaders say what the weather is for each illustration so that the other members of the group can verify their responses.

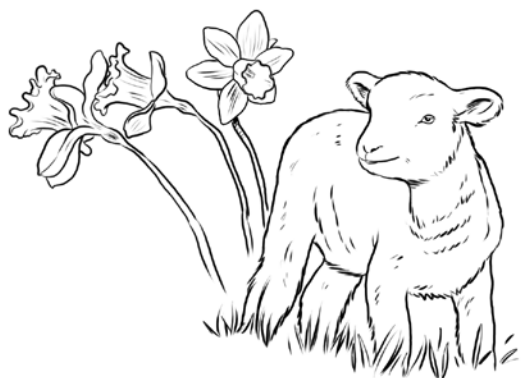
Looking Ahead

- Remind your students about the learning outcomes for Unit 11. Ask them to practise their weather expressions because they will be preparing a weather report to present to others in Lesson C.

Close

- Play the DVD cultural section.
- Exchange farewells.

Nā Māhina:



Nā Māhina:



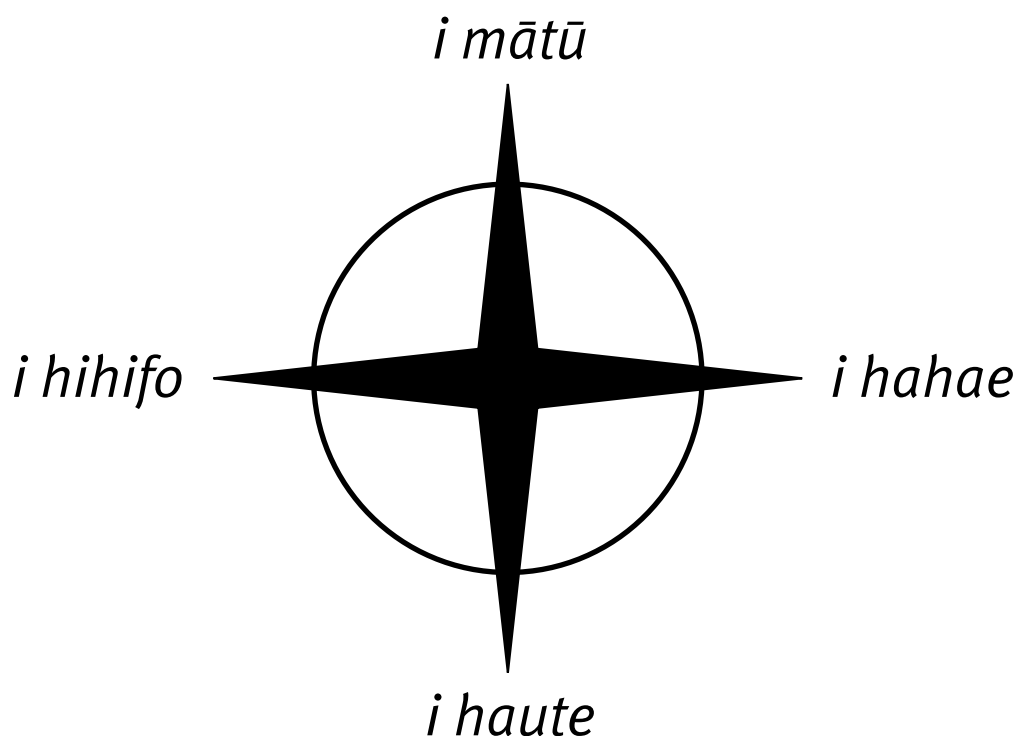
Nā Māhina:



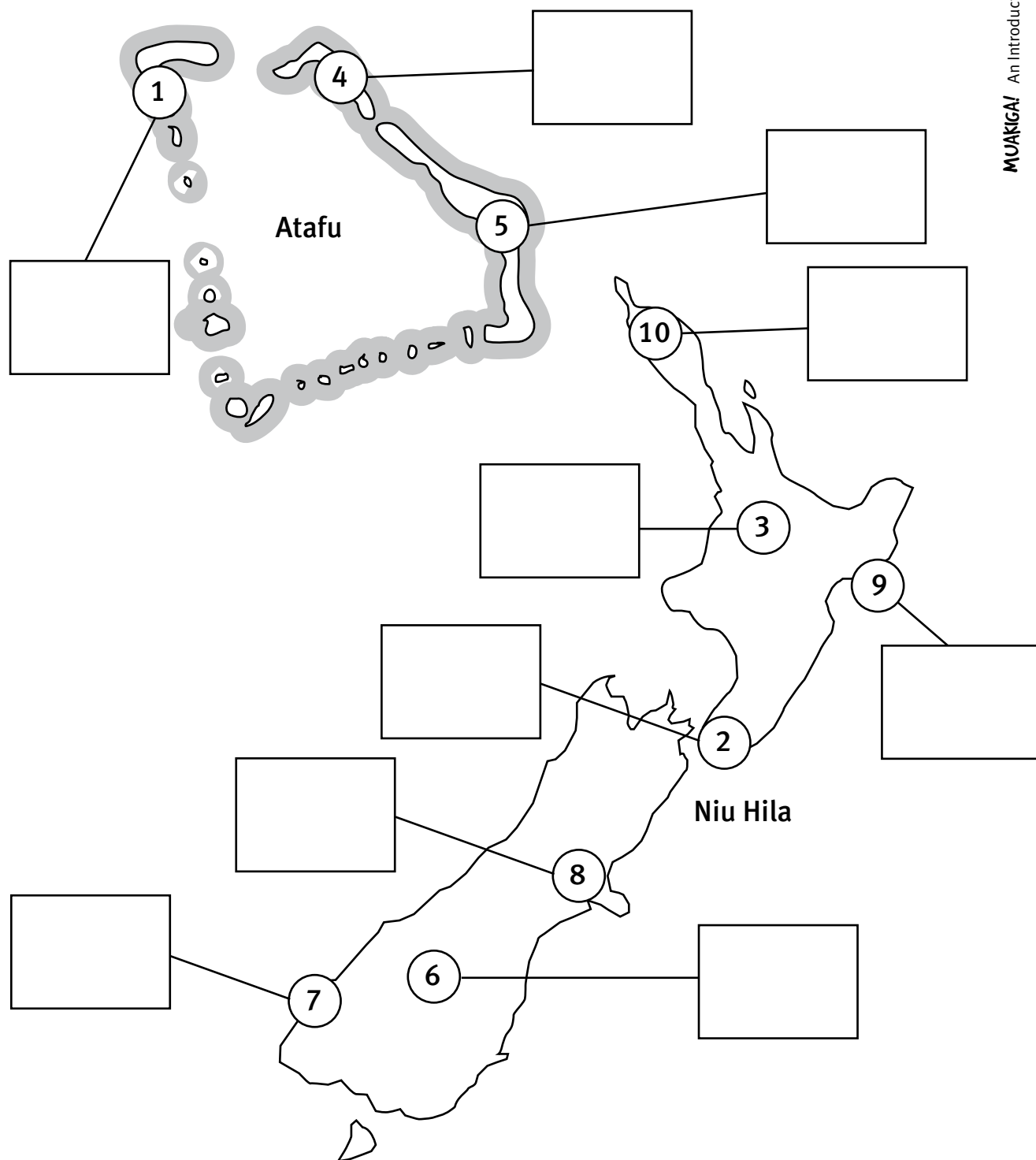
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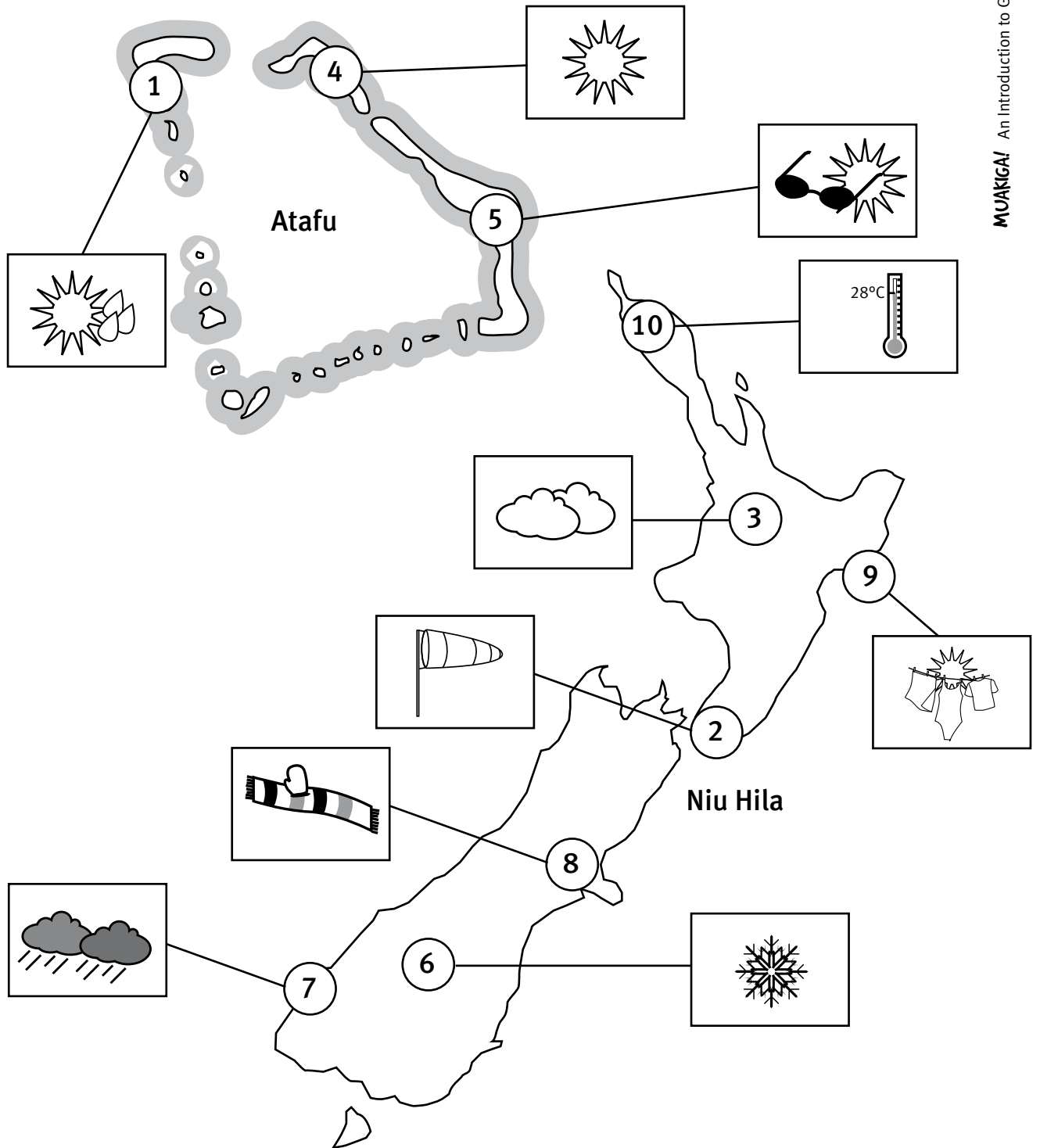


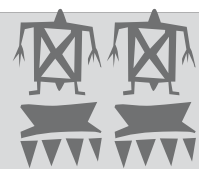
<i>i te afiafi</i>	in the evening
<i>i te tāeao</i>	in the morning
<i>i te vaveao</i>	in the early morning, at dawn
<i>i te aoauli</i>	in the afternoon
<i>i te pō</i>	at night
<i>i Tokelau</i>	in Tokelau



You will hear ten weather expressions spoken on the CD in a numbered sequence. Each one is said twice. As you listen, draw a picture that matches what you hear for each number on the map.







UNIT 11 *TE TAU*

THE WEATHER

LESSON C



Learning Outcomes

Students will:

- ask about and discuss the weather;
- understand and use expressions of time;
- understand and use expressions of place.

Resources

Unit 11 DVD and transcript
RS 7
RS 8
Unit 11 audio CD and transcript
Unit 11 Student Achievement Checklist
RS 9

You supply:

The flashcards you made for Lesson B
Copies of RS 7
Copies of the Unit 11 Achievement Checklist
Copies of RS 9
Copies of the DVD transcript
The *Muakiga* Progress Charts
The *Songs to Celebrate Pasifika Languages & Cultures* CD (optional)

Lesson Outline

Introduction

- Exchange greetings.
- Play the DVD quietly as the students enter the room and greet you and each other.

Looking Back

- Use the flashcards to review the names of the seasons and the weather descriptions with the students.
- Play CD 2 track 6 and repeat the listening activity for RS 7.

Learning Experiences

- Discuss the learning outcomes for Unit 11 with the students and decide on the assessment criteria that are appropriate to the task and the process they will use.



The students will assess their own and others' progress in achieving the intended outcomes. Use the assessment criteria in Unit 10.

- Hand out copies of RS 9 that you have cut into two sections. Give Table A to one student and Table B to their partner so that they can complete the information gap task in pairs. They use their knowledge of *gagana Tokelau* to ask each other for the information that does not appear on their own table. When they get the response, they enter the information in the appropriate column. When they have completed the task, they verify their responses by checking them against the information in the relevant table.
- Divide the class into groups of four to five students per group. Have each group work out the best way to express information in *gagana Tokelau* about the weather in one season (or across all the seasons) in Tokelau or in New Zealand. The information could include communicating about their weather preferences, plans, and feelings. Suggest that this be in the form of presentations, with each group member being able to participate.

Play the DVD language scenario and provide them with copies of the transcript to give them models to follow and to stimulate their creativity as they work together on this task.

The students give their presentations, either to another group or to the whole class.

Assess their performances. Ask the students to write down and file the feedback they receive so that they know what aspects of their *gagana Tokelau* learning they need to improve.

- Discuss with the students what they have learned and which tasks help them to learn best. From their responses, you will be able to adapt future tasks to suit their particular learning needs.

Students need a balance of controlled and free tasks to help them learn the language in order to communicate well with others in *gagana Tokelau*.

- The students complete their Unit 11 Achievement Checklist and colour in band 11 on their *Muakiga* Progress Charts.
- Optional activity: The students role-play the language scenario using the Unit 11 DVD transcript.
- Optional activity: Organise some students to write the weather expressions on strips of card. Then assign students to select the card that matches the weather on the day and display it in a suitable place in the classroom at every lesson from now on.
- Play the DVD cultural section. Ask the students what has been new learning for them, that is, new information, words, and concepts.

Looking Ahead

- In Unit 12, the students will be learning more about the *inati* process and the associated values that are important to Tokelau people. What have they already learnt about the *inati* process? Is there something more that they could find out? Ask them to reflect on what they have been learning and to bring these reflections, and any investigations, to the next lesson.

Close

- Finish by singing “Ke Manuia te Aho” together.
- Exchange farewells.

Table A*E ā te tau?*

What's the weather like?

E ā te tau ia lūlai?

What's the weather like in July?

Ko te vevela e lua hefulu ono tikelī.

The temperature is twenty-six degrees.

Month	Weather	Temperature
JANUARY		
FEBRUARY	HUMID	27°
MARCH	DRY	24°
APRIL		
AUGUST	SNOW	2°
OCTOBER		
NOVEMBER		
DECEMBER	WARM	23°

**Table B***E ā te tau?*

What's the weather like?

E ā te tau ia lūlai?

What's the weather like in July?

Ko te vevela e lua hefulu ono tikelī.

The temperature is twenty-six degrees.

Month	Weather	Temperature
JANUARY	HOT	35°
FEBRUARY		
MARCH		
APRIL	RAIN	12°
AUGUST		
OCTOBER	SUNNY	15°
NOVEMBER	WINDY	21°
DECEMBER		

UNIT II ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- ask about and discuss the weather
- understand and use expressions of time
- understand and use expressions of place



UNIT 11 DVD TRANSCRIPT



Tiki:

E ā te tau?

Viliamu:

Nae lā i te tāeao.

Kāleopa:

Nei kua aoaoa.

Tiki:

E mālūlū lahi!

Viliamu:

Ko te vevela e hefulu lima tikelī.

Kāleopa:

E ā te tau i Tokelau?

Viliamu:

Ko te tau o afā. E huhū foki ma ua.

Tiki:

Io, e matagi foki. E vevela foki ... tolu hefulu tahi tikelī!

Kāleopa:

Oka! Tolu hefulu tahi tikelī? E vevela i Tokelau!

Tiki:

Ko au e fiafia ki te vevela. Te mālūlū o Niu Hila.

Kāleopa:

E fia te mālūlū o Tokelau?

Tiki:

E lua hefulu valu tikelī i te tau mālūlū.

Kāleopa:

Lua hefulu valu tikelī, e māfanafana!

Viliamu:

Ko tāeao, e lua hefulu lima tikelī.

Tiki:

E lelei! Ko au e fili ki te mālūlū.

Tiki:

What's the weather like?

Viliamu:

It was sunny this morning.

Kāleopa:

Now it's cloudy.

Tiki:

It's very cold!

Viliamu:

The temperature is fifteen degrees.

Kāleopa:

What's the weather like in Tokelau?

Viliamu:

It's the hurricane season. It's wet and rainy.

Tiki:

Yes, and it's also windy. It's also really hot ... thirty-one degrees!

Kāleopa:

Wow! Thirty-one degrees? It's hot in Tokelau!

Tiki:

I like the heat. It's cold in New Zealand.

Kāleopa:

How cold is it in Tokelau?

Tiki:

It gets twenty-eight degrees in the cold season.

Kāleopa:

Twenty-eight degrees is warm!

Viliamu:

Tomorrow, it'll be twenty-five here.

Tiki:

Great! I hate the cold.



UNIT 11 AUDIO TRANSCRIPT



Track 1 Vocabulary for Unit 11 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 11. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

afā
aihā
aoaoa
huhū
lā
lāofie
matagi
māfanafana
mālūlū
mamago
tau
tikeli
ua
vaveao

Track 2 Structures and Expressions for Unit 11 to Accompany Lesson A RS 4

You will hear some sentences and expressions that you are to learn in Unit 11. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

E ā te tau?

E huhū ma ua.

E lā.

E lā te aho.

Nae ua i te tāeao.

Nei kua aoaoa.

Tāeao, ko te tau e matagi.

E mālūlū lahi ia lūlai.

Ko au e fili ki te mālūlū!

Ko te vevela e lua hefulu ono tikeli.

Track 3 to Accompany the Unit 11 Lesson A Poster

Here are the names of the seasons in Tokelau. Listen to each term as it is spoken. Then repeat the words in the pause. You will hear the same term a second time. Say the words again, trying to improve your pronunciation.

Nā Tau i Tokelau

tau mālūlū
tau mātūtū
tau o matagi ma afā
tau o uāga
tau vevela
tau mūgālā

Track 4 to Accompany Unit 11 Lesson B RS 6

You will hear the remaining expressions that you are to learn in Unit 11. Listen carefully to these phrases and repeat them in the pauses.

i te afiafi
i te tāeao
i te vaveao
i te aoauli
i te pō
i Tokelau

i mātū
i haute
i hahae
i hihifo

Track 5 Listening Comprehension for Unit 11 to Accompany Lesson A RS 2

As you listen, draw a line between each sentence and the picture that matches it.

First, here are the questions:

E ā te tau i Tokelau?

E ā te tau i Niu Hila?

Now, here are the sentences.
They describe the weather.

E huhū te aho.

E lāofie.

E lā.

E aihā te aho.

E aoaoa.

E ua te aho.

E matagia te aho.

E mālūlū.

E mamago te aho.

E māfanafana.

Iva

E mamago te aho.

Hefulu

E māfanafana.



Track 6 to Accompany Unit 11 **Lesson B RS 7**

You will hear ten weather expressions said in a numbered sequence. Each one is said twice. As you listen, draw a picture in the box that matches what you hear for each number on the map.

Tahi

E huhū te aho.

Lua

E matagi.

Tolu

E aoaoa te aho.

Fā

E lāofie te aho.

Lima

E lā.

Ono

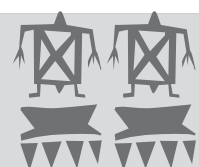
E aihā te aho.

Fitu

E ua.

Valu

E mālūlū te aho.



UNIT 12 *FAKAPUTUGA O NĀ MEAKAI* GATHERING FOOD



OVERVIEW

Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- identify food items;
- understand and recite an *alagā kupu* (saying);
- show social awareness when relating to others.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objective are:

- Communication (page 60)
2.2 offer, accept, and refuse things;
- Language (pages 60–62);
- Culture (pages 60 and 63).

Language Knowledge

Vocabulary

<i>alagā kupu</i>	saying
<i>atu</i>	bonito, skipjack tuna
<i>faitau</i>	to count
<i>fonu</i>	turtle
<i>fuāulu</i>	breadfruit
<i>hua</i>	coconut
<i>ika hā</i>	sacred fish
<i>inati</i>	distribution and sharing of resources
<i>malae</i>	communal land
<i>nuku</i>	village
<i>popo</i>	coconut (brown)
<i>tautai</i>	expert fisherman
<i>tuluma</i>	fishing box
<i>vāega</i>	portion, share

This vocabulary is on CD 1 track 7.

Alagā Kupu

Tamaiti, ōmamai ki nā inati.

This calls children to come and collect their share of the resources.

This *alagā kupu* is on CD 2 track 8.

Structures and Expressions

<i>He ika ā tēia?</i>	What kind of fish is it?
<i>Tātou faitau nā ika.</i>	Let's count the fish.
<i>E lua hefulu fā ia ika.</i>	There are twenty-four fish.
<i>E fia ia hua i kinā?</i>	How many coconuts are there?
<i>E fia ia hua a Mālia?</i>	How many coconuts for Mālia?

These sentences are on CD 2 track 9.

<i>E ā koe iēnā.</i>	Here you are.
<i>E ā koe nā mea iēnei.</i>	These are for you.
<i>Te lahi.</i>	That's a lot.
<i>Kua lahi ātili.</i>	That's too many/too much.
<i>Kua lava.</i>	That's enough.
<i>E hē lava.</i>	That's not enough.
<i>Tēnei tē tahi mea.</i>	Here's another one.
<i>Ko tō vāega tēnei.</i>	This is your share.

These sentences are on CD 2 track 10.

Language Notes

Note the use of *te* (singular) and *ia* (plural) after a cardinal number and before the noun that follows. Consider these examples:

<i>fokotahi te popo</i>	one coconut
<i>lua ia ika</i>	two fish

Popo is the word for a coconut when you are referring to the brown coconuts that you see here in New Zealand shops and supermarkets. *Hua* is the word for a coconut that is still green but has milk ready for drinking.

In Unit 9, *faitau* was used to mean “to read”. *Faitau* is used in Unit 12 to mean “to count”.

Cultural Knowledge

Counting Classifiers

Gagana Tokelau uses counting classifiers for some items, for example, coconuts and bonito. Adults mainly use this system of counting and pass their knowledge of it on to the younger generation. Boys who go out fishing with older relatives or who go across the lagoon to the outer islands to gather coconuts hear and learn these forms of counting. In this way, Tokelau people come to know this system of counting, which they use when they take on the roles of the *fatupaepae* (distributor of food to the family) or *tauvāega* (distributor of food to the community), because this form of counting is customarily used for *inati* (the distribution of food and resources).

The following is the system for counting to use for coconuts, breadfruit, bonito, and octopus:

<i>fokotahi te popo</i>	one coconut
<i>heaoa popo</i>	two coconuts (a pair)
<i>tolugafua popo</i>	three coconuts
<i>fāgafua popo</i>	four coconuts
<i>limagafua popo</i>	five coconuts
<i>onogafua popo</i>	six coconuts
<i>fitugafua popo</i>	seven coconuts
<i>valugafua popo</i>	eight coconuts
<i>ivagafua popo</i>	nine coconuts
<i>fuiniu popo</i>	ten coconuts

The Importance of Fish and Fishing

Fishing, in both Tokelau and New Zealand, plays a major role in the lives of Tokelau people. It is a way of life as well as a source of food for families and the community. Tokelau has many varieties of fish, and each variety has its own name.

There are three types of fishing. *Faiva o tuākau* (deep-sea fishing) involves the boys helping the men to prepare and carry the equipment to the *paopao* (canoe). Both the boys and the girls are involved in *faiva o te uluulu* (reef fishing) and *faiva o te namo* (lagoon fishing).

The distribution of the catch or harvest through the *inati* process is important in Tokelau society. You can catch large quantities of fish when they are spawning. At this time, you need other people to help you, and you give the catch to the elders to distribute. Turtle and swordfish are both considered to be *ika hā* (sacred fish). You hand these over to the elders for distribution to the rest of the community, too. There is a limit for bonito, blue fin tuna, and yellow fin tuna. Other fish are currently exempt from limits, for example, *pone* (parrot fish), and *aheu* (trevally). In Tokelau, you can catch as many of these as you want for yourself, your friends, and your family. In *agānuku Tokelau* though, it is generally understood that you take only what you need for the day. What remains is for another day and for the next generation.

Inati

The custom of *inati* is not a hard-and-fast rule but rather a general understanding of sharing, *fakamua*, and of the importance of fair distribution. *Fakamua* means “communal” in the sense of “belonging to the village or community”, hence the terms *faiva fakamua* (communal fishing) and *galuega fakamua* (communal work). Everyone is included and enjoys their share.

Inati is a traditional system of distributing – or redistributing – resources. For Tokelau people, the *inati* process ensures that everyone is included to ensure an equitable outcome. It is a traditional practice, ensuring that resources are distributed fairly among all members of the village, from the very young to the elderly, irrespective of their gender.

You will find a fuller description of *inati*, with its principles of *alofa* (compassion), *fakaaloalo* (respect), *vā fealoaki* (relating to others), *māopoopo* (inclusion), and *fakahoa lelei* (equity), on pages 8–9 in *Gagana Tokelau: The Tokelau Language Guidelines* at <http://pasifika.tki.org.nz/Pasifika-languages/Gagana-Tokelau>

Roles and Spaces

The *inati* system involves a number of roles.

The *tautai* is the master or the most senior fisherman. The *toeaina* (male elders) give advice and a blessing before a fishing expedition leaves. The safety of an uncle is the responsibility of the *mate* (fisherman's sister's son), especially when it comes to catching turtles in the open sea.

The *tauvāega* is the man whose task it is to share out the communal resources of the village, for example, the *ika hā*, which includes some species of shark as well as swordfish and turtles.

Fatupaepae literally refers to the large paving stones that form the outer foundation of a traditional house. Metaphorically, *fatupaepae* is the woman who lives in the family house and distributes the food gathered from the family land and the fish caught by her brothers.

A *malae* is a space of cleared, level land near the centre of a village that is reserved for communal use. The *laulau* (platform) from which the resources are distributed stands on the *malae*. These resources include food such as coconuts, breadfruits, and fish. Other foods that have been imported, are in short supply, or have been sent as aid following a natural disaster are distributed in the same way, for example, rice, flour, noodles, and sugar.

Popo (Coconuts)

In Tokelau, the coconut plantations are self-generating, although they are cultivated around the villages to some extent. The coconut palms provide food, shade, shelter, building materials, and material for weaving mats, baskets, and clothes. They are also used to collect rainwater (see page 261 in Unit 11).

Kaleve is the sweet sap extracted from the coconut palm. People in Tokelau, Tūvalu, and Kiribati, for example, use it as a sweetener. You climb a coconut palm and slice the end off of a growing coconut pod several days in a row, and then you catch the resulting juice in a container. People use *kaleve* for drinks and in cooking. It is fermented for use in breadmaking.

Teachers' Notes

Making Connections between Languages and Cultures

The shift to intercultural communicative language learning places more focus on the ability of students to make comparisons and connections between the target language and culture – that is, the one they are learning about – and the one that they are most familiar with themselves.

When students in New Zealand learn a Polynesian language and about a Polynesian culture such as *gagana Tokelau* and *agānuku Tokelau*, they can make comparisons with and connections to the indigenous Polynesian language and culture of New Zealand, *te reo Māori* and *tikanga Māori*. This can range from looking at the form and use of words across languages to considering broader concepts and values that lie within the cultures as they are expressed through particular cultural practices. Consider the following examples.

Vocabulary

<i>Gagana Tokelau</i>	<i>Te Reo Māori</i>	<i>English</i>
<i>malae</i>	marae	communal land
<i>laulau</i>	roro	raised platform
<i>alofa</i>	aroha	love, compassion
<i>ika</i>	ika	fish
<i>fonu</i>	fonu	turtle

Note that a *malae* is a special place in a village reserved for communal use and that, in tikanga Māori, a marae is also a place set aside for communal use.

Number Names

<i>Gagana Tokelau</i>	<i>Te Reo Māori</i>	<i>English</i>
<i>tahi</i>	tahi	one
<i>lua</i>	rua	two
<i>tolu</i>	toru	three
<i>fā</i>	whā	four
<i>lima</i>	rima	five
<i>ono</i>	ono	six
<i>fitu</i>	whitu	seven
<i>valu</i>	waru	eight
<i>iva</i>	iwa	nine
<i>hefulu</i>	tekau	ten

Showing Social Awareness When Relating to Others

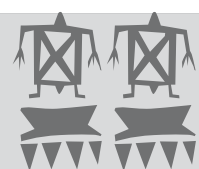
Reread the information on pages 202–203 in the Unit 8 Teachers’ Notes about the level 1 and level 2 communication goal of “showing social awareness when interacting with others”. Unit 11 strengthens the students’ learning in relation to this goal through its focus on the *inati* philosophy and its relevance, importance, and meanings to Tokelau people. The description of the *inati* philosophy in *Gagana Tokelau: The Tokelau Language Guidelines* (on pages 8–9) will help you to explore these principles with your students as they engage with the tasks and activities in the lessons.

Additional Resources

On page 20 in the preface there is information about three resources that link to the theme of this unit. These are:

- Nila Lemisio-Poasa’s *Te Faitauga o nā Ika*, in which a boy goes fishing with his uncle and learns the Tokelau way to count fish;
- Hale Siaosi’s *Ko te Fakahaoga o nā Fonu i Tokelau*, which is about sea turtles and their conservation in Tokelau;
- Epi Swan’s *Hikaki*, in which three teenagers from the Tokelau community in Petone learn how to fish in a traditional way from their uncle on the Petone Wharf;
- Epi Swan’s *Ko te Nonu*, in which Wellington’s Nukunonu community take young people out onto Wellington Harbour in a traditional fishing canoe and pass on their knowledge of *gagana Tokelau* and *agānuku Tokelau*. The catch is shared by the community using the *inati* process on Petone Beach, and the community celebrates with a *kaiga* (feast) afterwards. The English version is called *Nonu*.

You may wish to locate these – or any other resources you think are relevant – to add to student learning in Unit 12. The visual content will enrich your students’ understanding of the *inati* philosophy and how it is carried out in different locations, including here in New Zealand.



UNIT 12 *FAKAPUTUGA O NĀ MEAKAI*

GATHERING FOOD

LESSON A



Learning Outcomes

Students will:

- identify food items;
- understand and recite an *alagā kupu* (saying).

Resources

Unit 12 DVD and transcript

RS 1

Unit 12 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

The number flashcards from Units 2, 3, and 6

Copies of RS 2

A large card with the *alagā kupu* “*Tamaiti, ōmamai ki nā inati*” written on it

A poster of counting classifiers, using coconuts in the examples

The *Songs to Celebrate Pasifika Languages & Cultures* CD

The words of “*Ko Taku Kea nei*” from page 50 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Use the number flashcards you made for Units 2, 3, and 6 to review the numbers up to one hundred with the students. Show the flashcards in sequence, in random sequence, and in different number combinations to help them recall their learning by saying each number as they see it.
- Find out from your students what they know or have experienced of the *inati* process. This discussion will enable you to find out what knowledge they have and how they gained it.

Learning Experiences

- Display the Unit 12 learning outcomes. Discuss these with the students and identify the learning outcomes for Lesson A.
- Play the Unit 12 DVD studio section. Repeat this so that the students become familiar with the names of the items shown. Show RS 1. Have them read the names of the food items and associated vocabulary along with CD 2 track 7.
- Play the DVD language scenario and see whether the students can work out which items are being referred to. Discuss with the students what they manage to understand. Show the DVD language scenario again. The DVD transcript will help you respond to the students' questions.
- Hand out RS 2. The students listen to the words on CD 2 track 11 and write the number of the word they hear in the box below the matching illustration. They then check their responses using RS 3. Then ask them to write the correct *gagana Tokelau* name on the line beside the box as they listen to track 11 once again. Have them check their accuracy with a peer and then with RS 3 when they have completed the task.

This activity continues the focus on noticing the written patterns of *gagana Tokelau* and reproducing them accurately when the students hear them spoken.

- Play the DVD cultural section. With the students, discuss the practices around sharing food and resources in culture(s) that they are familiar with and make comparisons with what they see on the DVD.
- Show a large card with the *alagā kupu* “*Tamaiti, ōmamai ki nā inati*” written on it. Play CD 2 track 8 and have the students recite this. Place the card on the wall in a prominent place. Encourage the students to memorise this *alagā kupu*. Discuss how the meaning fits with the *inati* philosophy. Use the information in the Teachers' Notes to lead the discussion.
- Talk about counting and the classifiers used for counting special items of food such as bonito, coconuts, and breadfruit. Use the information on pages 282–283 in the teachers' notes to lead the discussion. Display a poster with the special classifiers for counting these things, using coconuts in your examples. Tell the students that while the information on the poster adds to their knowledge about counting systems in *agānuku Tokelau*, at this stage of their learning they do not need to memorise this special counting form.
- Encourage your students to make connections with their own language(s) and culture(s) in relation to ways of counting particular items. Talk about the similarities between the number names in *gagana Tokelau* and the number names in te reo Māori as many of your students will know how to count in this language. For example, some of them may know that when you count people in te reo Māori, you add the prefix *toko-*, as in *tokorua* (meaning, two people).

In learning languages, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

The New Zealand Curriculum (2007), page 17



- Show RS 4 so that the students can see the other expressions that they are to learn in this unit. Play CD 2 track 9 with the students repeating the expressions in the pauses. Have them copy these expressions into their workbooks, taking care to get the spelling right. Play track 9 several more times, until they can say the expressions confidently.
Working in pairs and using their copies of RS 2 or their own drawings, have them practise using these expressions.

Looking Ahead

- Ask the students to memorise the *alagā kupu* and practise the sentences and vocabulary they have learned in this lesson. In the next lesson, they will recall their learning from Unit 8. Suggest that they try to use some of the expressions they learned in Unit 8 when they have dinner with their families to help with their recall.

Close

- Play the *Songs to Celebrate Pasifika Languages & Cultures* CD with the students singing the *hiva fātele* action song “Ko Taku Kea nei”. Display the words and encourage your students to sing along.
- Exchange farewells.

<i>alagā kupu</i>	saying
<i>atu</i>	bonito, skipjack tuna
<i>faitau</i>	to count
<i>fonu</i>	turtle
<i>fuāulu</i>	breadfruit
<i>hua</i>	coconut
<i>ika hā</i>	sacred fish
<i>inati</i>	distribution and sharing of resources
<i>malae</i>	communal land
<i>nuku</i>	village
<i>popo</i>	coconut (brown)
<i>tautai</i>	expert fisherman
<i>tuluma</i>	fishing box
<i>vāega</i>	portion, share



○ _____



○ _____



○ _____



○ _____



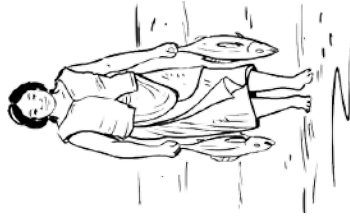
○ _____



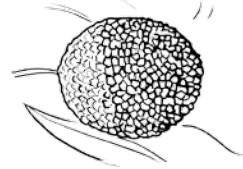
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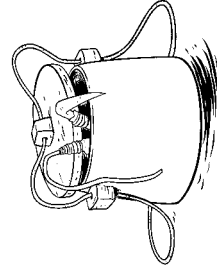
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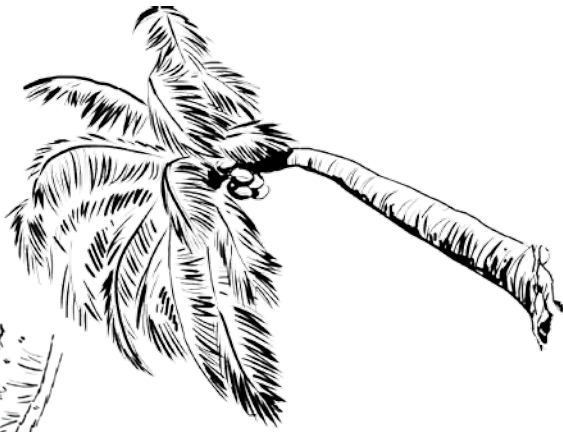
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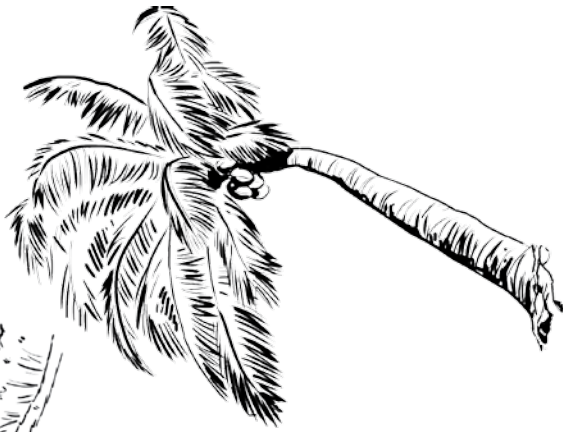
9 inati _____



5 nuku _____



3 atu _____



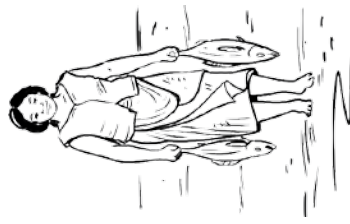
2 hua _____



6 faitau _____



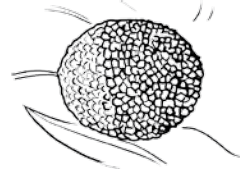
10 malae _____



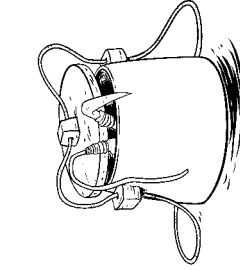
8 vāega _____



1 faitai _____



12 tuluma _____



13 fuāulu _____



7 fonu _____



4 ika hā _____



- He ika ā tēia?* What kind of fish is it?
- Tātou faitau nā ika.* Let's count the fish.
- E lua hefulu fā ia ika.* There are twenty-four fish.
- E fia ia hua i kinā?* How many coconuts are there?
- E fia ia hua a Mālia?* How many coconuts for Mālia?



UNIT 12 *FAKAPUTUGA O NĀ MEAKAI*

GATHERING FOOD

LESSON B



Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- show social awareness when relating to others.

Resources

Unit 12 audio CD and transcript

Unit 8 audio CD

RS 5

RS 6

Unit 8 DVD and transcript

Unit 12 DVD and transcript

RS 7

You supply:

The words of “Ko Taku Kea nei” and the *Songs to Celebrate Pasifika Languages & Cultures* CD

The *alagā kupu* card from Lesson A

A poster of the *lotu* from Unit 8

Copies of RS 5

Copies of the Unit 12 DVD transcript cut up into strips (in envelopes, one per pair of students)

Resources for the research task

Copies of RS 7

Lesson Outline

Introduction

- Exchange greetings.
- Play the *Songs to Celebrate Pasifika Languages & Cultures* CD with the students singing the *hiva fātele* action song “Ko Taku Kea nei”. Display the words and encourage your students to sing along.

Looking Back

- Recall the *alagā kupu* from Lesson A. Point to the card. Play CD 2 track 2 and ask the students to repeat the *alagā kupu* along with the CD. Ask whether any of the students can say it by heart. Praise their efforts.

- Recall the *lotu* from Unit 8 with the students. Display a poster of the *lotu* and play CD 1 track 52.

Learning Experiences

- Discuss the learning outcomes for this lesson.
- Hand out RS 5. This task will help the students to recall the food vocabulary from Unit 8. Play CD 2 track 12. As the students listen, have them circle the amounts on their resource sheet that match what they hear spoken on the CD. Each sentence will be spoken twice. Tell the students to focus on listening for the numbers because some of the vocabulary will be unfamiliar to them. Verify their responses using RS 6. Play the first seven items only and reserve the last seven items to use as a warm-up listening activity in Lesson C.
- Show the DVD Unit 8 language section for the students to recall the structures and expressions that they used when sharing a meal.
- Play the DVD studio section, in which some students offer and refuse things. Hand out RS 7. Ask your students to mark the sentences they hear. Confirm these by playing the DVD studio section again. Then play CD 2 track 10 to model the pronunciation and rhythms of the spoken language. The students can practise saying the sentences along with the CD.
- Put the students into pairs. Hand out the envelopes containing the DVD transcript cut into strips, one envelope to each pair. Get the students to place the strips of paper face up in front of them.

Play the Unit 12 language scenario. Ask the students to watch the scene and focus on remembering the dialogue sequence. When they have finished, get them to assemble the strips of paper into the sequence that matches the dialogue in the scene. Each pair then checks with another pair to see whether their sequences match.

Replay the scene so that they can focus once more on the sequence of the dialogue. Give them time to review their sequencing. Then ask whether they have made any changes to their sequence as a result of seeing the dialogue again. Hand out or project a copy of the Unit 12 transcript so that they can check the accuracy of their sequencing.

Play the Unit 12 language scenario again. Ask them whether they now understand better what is being communicated. Replay the scene several times and keep checking their understanding. Have the students collect the strips of paper and put them back in the envelopes. Save these to use again.

- Have the students practise the Unit 12 language scenario as a role-play, using the transcript for support. Challenge them to practise the role-play sufficiently to be able to perform the scene without looking at the script. You may have to show the scene several more times to help them perfect their pronunciation, their fluency, and the social skills they need to communicate effectively when they present their performances in Lesson C.
- Set up a research task involving finding out the names and making pictures of the many different varieties of fish found in the waters around Tokelau. Each student is to find five different fish and illustrate them. Have them place their coloured drawings on large sheets of paper and display them on the classroom wall as a mural.

Organise the students into groups and provide them with the resources they will need. This activity could take place in your school's library or information centre, where your students could research the information themselves. One source of information about the fish found in Tokelau is websites that include illustrations of Tokelau's postage stamps. A number of issues show fish.



Tell your students to look at their copies of RS 7. Play CD 2 track 10 for them to practise the sentences in the pauses after the speaker. Tell them they are to share the resources among the members of their group and use the language on RS 7 as they do so. Remind them that sharing the resources in this way is in the spirit of *inati* and the principles of *māopoopo* (inclusion) and *fakahoa lelei* (equity).















Looking Ahead















- Lesson C, as usual, consolidates the students' learning, assessing how well they can meet this unit's learning objectives. Tell them that they will participate in a (virtual) shared lunch after they have performed their role-plays, using the Unit 12 language scenario transcript. At the lunch, they have to all be prepared to:
 - offer things;
 - accept and refuse things;
 - show social awareness when interacting with others;
 - identify food items.

If you have organised an actual shared lunch, Lesson C can be an authentic situation rather than a simulation. In this case, discuss with the students what they will need to bring and tell them where they will need to meet for Lesson C.

Close

- Play the *Songs to Celebrate Pasifika Languages & Cultures* CD, with the students singing the *hiva fātele* action song “Ko Taku Kea nei” along with the CD.
- Exchange farewells.

1.	<i>apu</i>		3	13	33
2.	<i>inu</i>		6	16	14
3.	<i>moa</i>		11	1	8
4.	<i>falaoa</i>		2	22	12
5.	<i>fuāfai</i>		42	61	24
6.	<i>fuāmoa</i>		12	24	48
7.	<i>huhu</i>		8	18	28
8.	<i>ika</i>		49	94	44
9.	<i>hihi</i>		15	10	5
10.	<i>lātihi</i>		17	22	27
11.	<i>tiuhi</i>		19	9	7
12.	<i>tamato</i>		80	18	68
13.	<i>vai</i>		100	10	40
14.	<i>keke</i>		30	5	35

1. <i>apu</i>		3	(13)	33
2. <i>inu</i>		6	(16)	14
3. <i>moa</i>		(11)	1	8
4. <i>falaoa</i>		2	(22)	12
5. <i>fuāfai</i>		42	(61)	24
6. <i>fuāmoa</i>		12	(24)	48
7. <i>huhu</i>		8	(18)	28
8. <i>ika</i>		49	(94)	44
9. <i>hihi</i>		(15)	10	5
10. <i>lātihi</i>		17	22	(27)
11. <i>tiuhi</i>		19	9	(7)
12. <i>tamato</i>		(80)	18	68
13. <i>vai</i>		(100)	10	40
14. <i>keke</i>		30	5	(35)

E ā koe iēnā.

Here you are.

E ā koe nā mea iēnei.

These are for you.

Te lahi.

That's a lot.

Kua lahi ātili.

That's too many./That's too much.

Kua lava.

That's enough.

E hē lava.

That's not enough.

Tēnei tētahi mea.

Here's another one.

Ko tō vāega tēnei.

This is your share.



UNIT 12 *FAKAPUTUGA O NĀ MEAKAI*

GATHERING FOOD

LESSON C



Learning Outcomes

Students will:

- offer things;
- accept and refuse things;
- identify food items;
- understand and recite an *alagā kupu* (saying);
- show social awareness when relating to others.

Resources

Unit 12 audio CD and transcript

RS 5

RS 6

Unit 12 Student Achievement Checklist

Unit 12 DVD and transcript

Unit 8 DVD and transcript

You supply:

Copies of RS 5

Copies of the DVD transcript

Copies of the Unit 12 Achievement Checklist

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Hand out RS 5. Play the last seven items on CD 2 track 12 as a warm-up listening activity. As the students listen, get them to circle the amounts on their worksheet that match what they hear spoken on the CD. Verify their responses using RS 6. You may choose to replay the first seven items that you played in Lesson B because this will further assist their recall of the food vocabulary from Unit 8.



Learning Experiences

- Remind the students of the Unit 12 learning outcomes. Discuss the Unit 10 assessment criteria with them and ask them to look up their notes about what they individually need to improve.

In our teaching, we need to acknowledge and respond appropriately to diverse learners and learning contexts so that all our learners can continue to progress.

- Establish with your students what process they will use for their assessment and whether you will record their role-play performances on DVD for later viewing. Discuss ways in which they can achieve all the learning outcomes and give each other feedback on their progress.

Whenever they are in the role of being an audience, make sure that they can assess how well they understand the other students and how fluently they are speaking in *gagana Tokelau* so that they can give this kind of feedback. Remind them about ways of showing social awareness when interacting and how this involves body language (visual language) as well as spoken language.

Role-plays

- As a warm-up for their role-plays, play the Unit 12 language scenario. Have the students work in their groups to practise their dialogues using the Unit 12 transcript. Choose whether they are to perform their dialogues to other groups or to the whole class and whether they are free to make variations to the script.
- The students present their role-plays. Complete the assessment process you agreed on. If you record the role-plays, view and discuss these with the students afterwards, inviting their feedback on individual performances. The way they perform their dialogues will show you the strengths and weaknesses of particular students. Discuss how they felt when they were performing their dialogues. What did they find easy, and what did they find difficult?

Ensure that all the students receive some feedback on their progress and that they know what to focus on individually in order to progress their learning. Ask them what helps them to learn best. Discuss with them how well they feel they are progressing. Find out what they think they need to practise. Repeat some of the earlier tasks if necessary.

Involving the students in giving feedback is a way to develop their critical thinking and evaluation skills, and it helps them to take responsibility for their own learning.

These discussions will inform you, and your students, about how their learning is progressing and what steps you might need to take with your class to help them further in their learning.



Shared (Virtual) Meal

- Provide a fairly authentic context by setting up a meal and props. The props could include real items or pictures of food items.
- Ask the students to work in pairs to review the language they wish to use. Help them by playing selected items from the Unit 8 DVD and the Unit 12 DVD.
- Begin the shared lunch with a *lotu fakafetai*. Choose whether the *lotu fakafetai* is to be spoken by an individual student or by the whole class. Let the students enjoy their lunch together (if real) but make sure that they interact appropriately in *gagana Tokelau* for some of the time. If it is a virtual lunch, then you can be stricter about the use of *gagana Tokelau*, challenging them to speak the language throughout the activity.
- Because the focus of Unit 12 is on *inati*, which is central to the philosophy and the values of the Tokelau people, ask your students what more they have learnt about this.
- Hand out copies of the Unit 12 Achievement Checklist. Have each student work with a peer to complete these. Then they colour in band 12 on their *Muakiga* Progress Charts.
- Ensure that the students complete the research task you set in Lesson B and complete the wall mural.

Looking Ahead

- Unit 13 continues the theme of food, but now the focus is on preparing food. Ask the students to find out what dishes are part of *agānuku Tokelau*. Talk with them about how they might find out this information.

Close

- Show the DVD cultural section again and provide a focus for the students' observations.
- Sing along to "Ko Taku Kea nei" with your students.
- Exchange farewells.

Ko toku igoa ko _____.

Now I can:

- offer things
- accept and refuse things
- identify food items
- understand and recite an *alagā kupu* (saying)
- show social awareness when I relate to others

UNIT 12 DVD TRANSCRIPT



Tala:

Oka! Kikila ki te ika.

Kāleopa:

He ika ā tēia?

Tala:

E hē kō iloa.

Kāleopa:

Papa, he ika ā tēia?

Tiki:

He āheu. He ika ā tēia?

Kāleopa:

Atu!

Tiki:

Tama lelei.

Tala :

Ni ika vēhea te maua i Tokelau?

Tiki:

Nā itūkāigā ika uma. Āheu. Atu. Ni ā iētahi itūkāigā ika, Kāleopa?

Kāleopa:

Ko te kāmutu te...fakatali...nā hakulā.

Tiki:

Ko te hakulā he ika hā i Tokelau.

Tala:

He ā te ika hā?

Tiki:

Ko te ika hā e kave tufa ki te nuku i nā inati.

Tala:

E fāgota koe?

Tiki:

Io. Ko au e fāgota mō te kāiga. E fiafia koe ki nā ika?

Tala ma Kāleopa:

Io, ko au e fiafia ki nā ika.

Tiki:

Io, tātou olo lā kaumai nā ika.

Tala ma Kāleopa:

Io, tatau olo lā!

Tala:

Wow! Look at the fish.

Kāleopa:

What kind of fish is it?

Tala:

I don't know.

Kāleopa:

Grandpa, what kind of fish is it?

Tiki:

Trevally. What kind of fish is that?

Kāleopa:

Bonito!

Tiki:

Good boy.

Tala:

What kind of fish are there in Tokelau?

Tiki:

All kinds of fish. Trevally. Bonito. What other kinds of fish, Kāleopa?

Kāleopa:

Green parrot fish...hold on...and swordfish.

Tiki:

Swordfish are a sacred fish in Tokelau.

Tala:

What's a sacred fish?

Tiki:

A sacred fish is a fish to be shared with the village through *inati*.

Tala:

Do you fish?

Tiki:

Yes. I fish for the family. Do you like fish?

Tala and Kāleopa:

Yes, I love fish.

Tiki:

OK, let's get some fish.

Tala and Kāleopa:

OK, let's go!

UNIT 12 AUDIO TRANSCRIPT



Track 7 Vocabulary for Unit 12 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 12. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

alagā kupu

atu

faitau

fonu

fuāulu

hua

ika hā

inati

nuku

popo

tautai

tuluma

vāega

Track 8 The Alagā Kupu for Unit 12 Lesson A

You will hear the *alagā kupu* that you are to learn in Unit 12. Repeat it in the pause. It is spoken twice.

Tamaiti, ōmamai ki nā inati.

Track 9 Structures and Expressions for Unit 12 to Accompany Lesson A RS 4

You will hear some sentences that you are to learn in Unit 12. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

He ika ā tēia?

Tātou faitau nā ika.

E lua hefulu fā ia ika.

E fia ia hua i kinā?

E fia ia hua a Mālia?

Track 10 to Accompany Unit 12 Lesson B RS 7

You will hear the remaining sentences and expressions that you are to learn in Unit 12. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

E ā koe iēnā.

E ā koe nā mea iēnei.

Te lahi.

Kua lahi ātili.

Kua lava.

E hē lava.

Tēnei tētahi mea.

Ko tō vāega tēnei.

Track 11 to Accompany Unit 12 Lesson A RS 2

As you listen to the following words, write the number of the word that matches the item illustrated in the box. You will hear each word spoken twice.

tahi *tautai*

lua *hua*

tolu *atu*

fā *ika hā*

lima *nuku*

ono *faitau*

fitu *fonu*

valu *vāega*

iva *inati*

hefulu *malae*

hefulu tahi *popo*

hefulu lua *tuluma*

hefulu tolu *fuāulu*

As you listen to this list a second time, write the matching word on the line next to the box. Once again, you will hear each word spoken twice.

tahi *tautai*

lua *hua*

tolu atu
fā ika hā
lima nuku
ono faitau
fitu fonu
valu vāega
iva inati
hefulu malae
hefulu tahi popo
hefulu lua tuluma
hefulu tolu fuāulu

Track 12 Listening Comprehension to Accompany Unit 12 Lesson B RS 5

As you listen to the following statements, circle the number that matches the number of items mentioned by the speaker. You will hear each sentence spoken twice.

Tahi

E hefulu tolu ia apu i te ipu. (There are thirteen apples on the dish.)

Lua

Kitātou e fofou ki nā vaiinu e hefulu ono. (We need sixteen drinks.)

Tolu

Na fakatau e au nā moa e hefulu tahi mō te ōmoe. (I bought eleven chickens for dinner.)

Fā

E lava nā falaoa mō tagata uma – e lua hefulu lua ia falaoa. (We have enough bread for everyone – twenty-two loaves.)

Lima

Na faitau e au nā fuāfai. E ono hefulu tahi. (I counted the bananas. There are sixty-one.)

Ono

E fia ia fuāmoa e fofou kitātou ki ei? E lava i te lua hefulu fā? (How many eggs do we need? Will twenty-four be enough?)

Fitu

Fakamolemole fakatau mai ni fagu huhu e hefulu valu. (Please buy eighteen bottles of milk.)

Valu

E iva hefulu fā ia ika i to mātou faiva. Kai te gali! (We have a catch of ninety-four fish. Awesome!)

Iva

E hefulu lima ia itūkāiga hihī kehekehe. (There are fifteen varieties of cheese.)

Hefulu

E mafai e au oi faitau nā lātihi e lua hefulu fitu i te togālākau. (I can count twenty-seven lettuces in the garden.)

Hefulu tahi

E lava i nā fagu tiuhi e fitu. (Seven bottles of juice will be enough.)

Hefulu lua

Fehoahoani mai ke hāoni nā tomato, fakamolemole. E valu hefulu. (Help me prepare the tomatoes, please. There are eighty.)

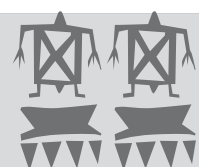
Hefulu tolu

E manakomia e kitātou ni vai mō tagata uma. E lava i nā fagu e helau. (We need water for everyone. A hundred bottles will do.)

Hefulu fā

E lava nā keke? Io, e tolu hefulu lima ia meakeke. E lava mō tagata uma. (Is there enough cake? Yes, thirty-five pieces. Enough for everyone.)





UNIT 13 TĀPENAGA O NĀ MEAKAI

PREPARING FOOD



OVERVIEW

Learning Outcomes

Students will:

- communicate interest and enjoyment;
- express amounts;
- make requests and give instructions;
- respond to requests and instructions.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 60)
 - 2.3 communicate interest, enjoyment, and need;
 - 2.6 recognise and express concepts of amount, quality, and state;
 - 2.7 make requests, give instructions, and respond to requests and instructions;
- Language (pages 60–62);
- Culture (pages 60 and 63).

Language Knowledge

Vocabulary

<i>agiagi</i>	onion	<i>makoi</i>	favourite
<i>apa lolo</i>	(tinned) coconut cream	<i>mea e gaohi ai</i>	ingredients
<i>faiga o te meakai</i>	recipe	<i>ota</i>	raw fish
<i>fakaopoopo</i>	to add	<i>pēhini</i>	bowl, basin
<i>fehoahoani</i>	to help	<i>tipi</i>	to cut
<i>gaohi</i>	to make, to prepare	<i>tīpolo</i>	lemon
<i>hakeu</i>	to stir, to mix	<i>tuku</i>	to put
<i>hāuni</i>	ready		
<i>kilo</i>	kilogram		
<i>liligi</i>	to pour		
<i>māhima</i>	salt		

This vocabulary is on CD 2 track 13.



Recipe for Ota

Ko te faiga o te ota

Mea e gaohi ai: ika, tamato, agiagi, tīpolo, māhima ma te apa lolo

Tipi te ika.

Tuku te ika ki loto i te pēhini.

Tipi te agiagi.

Tuku te agiagi ki loto i te pēhini.

Fakaopoopo ki ei te tīpolo.

Hakeu fakalelei.

Tuku mō he lua itūlā.

Fakaopoopo te māhima ki te lolo.

Liligi te lolo ki te pēhini.

Tipi nā tamato.

Tuku nā tamato ki loto i te pēhini.

Hakeu fakalelei.

Kua hāuni ke kai.

This recipe is on CD 2 track 14.

Proverb

E malie te mama kāfai e kai fakatahi.

This proverb is on CD 2 track 15.

Structures and Expressions

Tēfea te ika?

Tēnei.

Āfa kilo agiagi.

Lua tīpolo.

Fehoahoani mai, fakamolemole.

Ko te meakai kua hāuni.

Fakafetai te fehoahoani.

Hē āfāina.

Ko au e fiafia ki te ika ota!

Ko toku makoi ia!

These sentences and expressions are on CD 2 track 16.

How ota is made

The ingredients: fish, tomatoes, onions, lemons, salt, and coconut cream

Cut up the fish.

Put the fish into a bowl.

Chop the onions.

Put the onions into the bowl.

Add the lemon juice.

Mix it well.

Leave it for two hours.

Add salt to the coconut cream.

Pour the coconut cream into the bowl.

Dice the tomatoes.

Put the tomatoes into the bowl.

Mix it well.

Now it's ready to eat.

The food tastes delicious if we eat together.

Where's the fish?

Here it is.

Half a kilo of onions.

Two lemons.

Help me, please.

The food's ready.

Thank you for helping.

You're welcome.

I love raw fish!

It's my favourite!

Language Notes

The prefix *faka-* carries the meaning of “to make, to do”. The word *lelei* expresses the idea of “good, well done”. *Fakalelei* is a verb that means “to make it well” or “to do it properly”.

In Unit 5, your students met *fiāfiāga* as a word for “favourite” when describing their favourite sport. *Makoi* is the word for “favourite” when you’re talking about food.

Even though you and your students have learned that *hē* makes a sentence negative, *Hē āfāina* (You’re welcome) is a formulaic expression and, as such, doesn’t have a fixed meaning. This phrase is used in the context of replying to someone who has expressed their thanks or appreciation.

Ki loto i is the equivalent of the preposition “into” in English, as in *Tuku te ika ki loto i te pēhini* (Put the fish into the bowl).

Mama is another word for food.

Cultural Knowledge

Ota (raw fish) and *fekei* (sweet taro) are typical Tokelau dishes.

As with many other cultures, Tokelau food preparation is influenced by the cultures around it. The recipe for *ota* in this unit shows this kind of influence as raw fish dishes are found throughout the Pacific, prepared in various ways. In Tokelau, people usually add salt to the raw fish and eat it with slices of coconut flesh and *pulaka* (a variety of taro). The recipe in Unit 13 uses ingredients that you can buy here in New Zealand.

Bananas, coconuts, pawpaw, and *fala* (pandanus) are fruits that grow well in Tokelau. You can eat *fala* raw or cooked. *Fala* are succulent and sweet, although not all pandanus varieties have edible fruit. Coconuts are considered to be fruit in Tokelau, and there are many different varieties. One variety is sweet and you can remove the outer skin and chew the husk. You can also remove the centre of a young coconut seedling and eat it. It has a sweet, apple-like taste. Pineapples and mangoes do not grow in Tokelau as the ground is too salty.

In Tokelau, you offer someone a *hua* (drinking coconut) the way we offer tea or coffee here in New Zealand.

Drying and salting are commonly used preservation methods, especially when there is an abundance of food.

Fekei

Fekei is made with *pulaka*, which grows in Tokelau but is not normally available in New Zealand. Other varieties of taro are commonly used to make this dish here. Unit 13 has a recipe for *fekei* as an additional resource (see RS 5 and CD 2 track 17) as it is a dish that you could also make with your students. There are many ways to prepare this dish. Members of your community, or some of your students, may be used to preparing *fekei* in different ways.

Kaleve is the sweet sap extracted from the bud of a coconut palm. It can be replaced with golden syrup. If you are not able to find a taro that is large enough to cut into five pieces, use several smaller ones.

Proverbs

Proverbs form an integral part of *agānuku Tokelau*. They are sayings that express many ideas in just a few words. They are often used in particular settings. They can have both literal and figurative meanings. *E malie te mama kāfai e kai fakatahi* (The food tastes delicious if we eat together) is a proverb that expresses the strong sense of community and inclusion that is so important to Tokelau people.

Fakaaloalo (Respect)

Respect for older people, both in the family and in community settings, remains strong in *agānuku Tokelau*. The elders of the community are served with food first as a mark of respect.

Eating while standing up is considered to be bad manners.

The strong sense of community and inclusion in *agānuku Tokelau*, expressed in the proverb *E malie te mama kāfai e kai fakatahi*, arises from the need to co-operate for long-term survival on an isolated atoll. Living on an atoll, you develop a deep understanding of the ecosystem because you are dependent on it. Because of this, Tokelau people act respectfully towards their environment, taking only what they need for the day and leaving the rest for another day and for future generations.

Teachers' Notes

Food Preparation

Unit 13 is about preparing food. In line with other messages that are concerned with student health and safety, you could make a sign for your classroom wall that says *Fafano ō lima* (Wash your hands).



Using Recipes

The ingredients for *ota* are easily found in New Zealand, and you don't need an oven to make this dish. Note that the fish needs to be absolutely fresh, though, and that it must be safely stored before use.

At this level, your students cannot be expected to write out the recipe in full, from memory, and with complete accuracy and understanding of the language structures. This depth of knowledge, skill, and understanding comes at a later stage of language learning. Recipes are useful, though, for helping to develop comprehension skills, especially recipes that have illustrations that will help the students to recall the *gagana Tokelau* words and sentence patterns, thus building and strengthening their store of picture–word associations.

Because recipes include lots of formulaic patterns of language, you can use them to help your students to build their comprehension skills (especially their listening and reading comprehension skills). This kind of skill development lays a solid foundation of familiar vocabulary and patterns of language for their speaking and writing skills to draw upon.

You may decide to use the *ota* recipe with your students and have them follow the instructions in *gagana Tokelau* as they help to prepare the dish. Or you may have community members who would like to present a recipe or make a dish of their choice with your students.

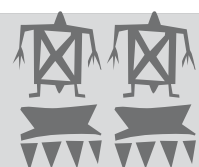


Extended Texts

Muakiga! An Introduction to Gagana Tokelau provides activities that will help your students to master the vocabulary as separate words. They also need to learn to listen to and read *gagana Tokelau* in extended texts that may include more complex language than that they can produce themselves, for example, the language in the DVD language scenarios. In this way, they will learn to work out the meaning(s) of words from the context, using their stock of knowledge to make guesses about what they don't yet know. These are important skills to develop in language work.

Recall

You will have noticed that many of the activities ask the students to recall their previous learning in quite specific ways. Recall and memory searches are critical to effective language learning. When communicating in a new language, your students are actively searching their memory for words, expressions, and gestures to match the situation. The more they practise, the faster their recall – and their responses – will be.



UNIT 13 TĀPENAGA O NĀ MEAKAI

PREPARING FOOD

LESSON A



Learning Outcomes

Students will:

- communicate interest and enjoyment.

Resources

Unit 13 DVD and transcript

Unit 13 audio CD and transcript

RS 1

RS 2

RS 3

You supply:

Some A4 sheets of paper

A poster of the proverb *E malie te mama kāfai e kai fakatahi.*

Copies of RS 2

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

The words of “Ika, Ika he Manu” from page 49 in *Songs to Celebrate Pasifika Languages & Cultures*

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Help the students to recall the *gagana Tokelau* words for different foods to link with the learning in Unit 13. Divide them into two or three groups of equal number. Choose a leader for each group. The leader writes the name of a food in *gagana Tokelau* on an A4 sheet of paper and then passes it to the next student, who adds another food item to the list. Each student has a turn and adds a different item. The group with the highest number of items wins. Set a time limit.

This quick recall of previous learning helps to embed the vocabulary in the learner's stock of knowledge. Learners need to use vocabulary items frequently over a short period in different situations in order to be able to recall them when needed.

- Find out what the students know about the food associated with Tokelau. Ensure that they can see what you write as they search their memories.

Learning Experiences

- Display the learning outcomes for Unit 13 and discuss these with the students. Identify those that are the focus of Lesson A. Tell the students that they will be learning about some typical Tokelau food and how to follow the instructions in a recipe.
- Show the poster with the proverb written on it. Explain the proverb's meaning and highlight the importance of proverbs in *agānuku Tokelau*. Play CD 2 track 15. The students practise saying the proverb after the speaker. Put the poster on the classroom wall. The students copy the proverb into their workbooks, with another student checking the accuracy of their spelling.
- Show the DVD language scenario. Ask for the students' observations, which will give you insights into their thinking and experiences. Ask them to tell you what they can understand.
- Show RS 1. Check with the students what they think each word means in English.

This ensures that they make the correct connection between the word and its matching illustration.

- Play CD 2 track 13. The students repeat the words in the pauses, being careful about the pronunciation and looking at the illustrations in order to link sound, written form, and meaning.
- Hand out RS 2. Play CD 2 track 13 again. As they listen, the students write the *gagana Tokelau* words in the spaces on their worksheets. Then they swap their worksheet with a partner and check each other's accuracy using RS 1. Ask them to sign off their partner's worksheet when it's correct.
- Display RS 3, showing only the expressions below. Play CD 2 track 16, selecting just the following sentences for the students to practise their pronunciation.

Ko au e fiafia ki te ika ota!

I love raw fish!

Ko toku makoi ia!

It's my favourite!

The students now work in pairs, taking turns to identify a different food item and express their enjoyment so that they develop their fluency.

- Show the DVD language scenario again. Ask the students whether they now recognise and understand more of the words.
- Ask the students to repeat the proverb with you a few times as you play CD 2 track 15 again.
- Have each student tell their partner three things they have learned from the lesson that particularly interested them.

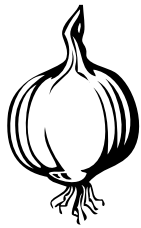


Looking Ahead

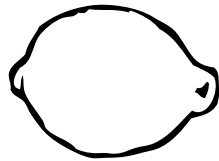
- Ask the students to practise saying the vocabulary associated with food until they know the meanings of the words, know how to spell them, and understand the words when they hear them spoken. Practising with each other before the next lesson will help a lot. Challenge them to memorise the proverb.

Close

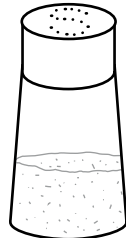
- Play “Ika, Ika he Manu” and display the words. Encourage the students to sing along.
- Exchange farewells.



agiagi



tīpolo



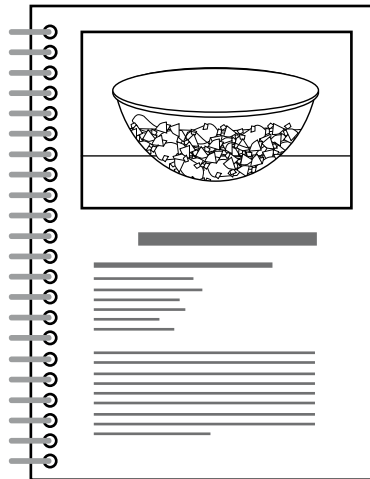
māhima



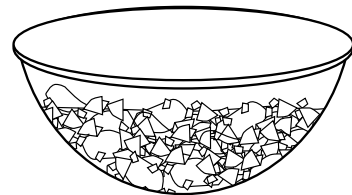
apa lolo



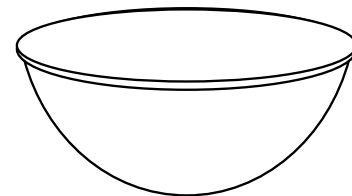
kilo



faiga o te meakai



ota



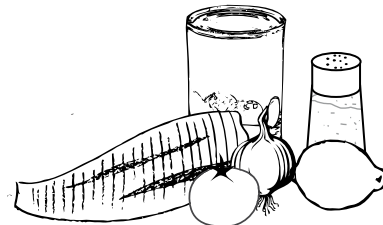
pēhini



gaohi



fakaopopo



mea e gaohi ai



hakeu



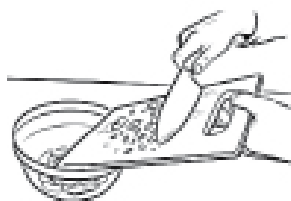
fehoahoani



liligi



tipi



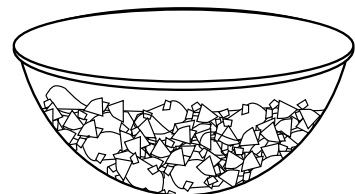
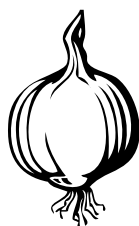
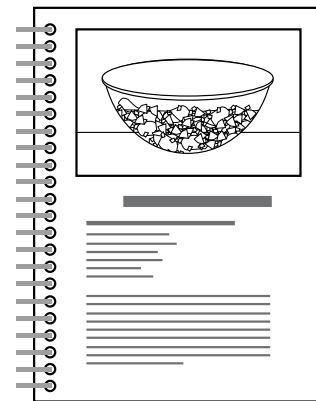
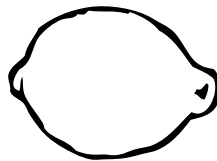
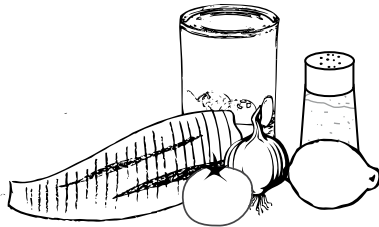
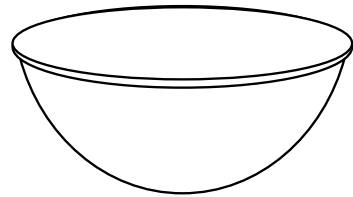
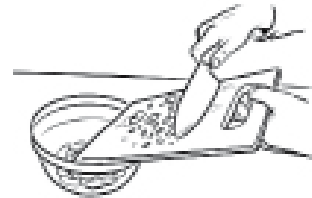
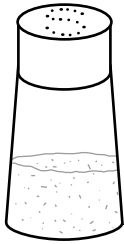
tuku



makoi



hāuni



Tēfea te ika?

Where's the fish?

Tēnei.

Here it is.

Āfa kilo agiagi.

Half a kilo of onions.

Lua tīpolo.

Two lemons.

Fehoahoani mai, fakamolemole. Help me, please.

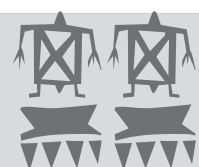
Ko te meakai kua hāuni. The food's ready.

Fakafetai te fehoahoani. Thank you for helping.

Hē āfāina. You're welcome.

Ko au e fiafia ki te ika ota! I love raw fish!

Ko toku makoi ia! It's my favourite!



UNIT 13 *TĀPENAGA O NĀ MEAKAI*

PREPARING FOOD

LESSON B



Learning Outcomes

Students will:

- communicate interest and enjoyment;
- express amounts;
- make requests and give instructions;
- respond to requests and instructions.

Resources

RS 2

Unit 13 audio CD and transcript

Unit 13 DVD and transcript

RS 4

RS 3

You supply:

Copies of RS 4

Copies of RS 3

Envelope sets of RS 4 cut into sections

Copies of the DVD transcript

The words of “Ika, Ika, he Manu”

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Recall the vocabulary from Lesson A. Show RS 2. Point to each illustration and ask *Ko he ā tēnei?* (What is this?). The students respond with the *gagana Tokelau* word or phrase. This activity will give you a quick measure of their level of recall.
- Follow the recall activity with some quick reinforcement. Uncover the *gagana Tokelau* words. The students repeat the words in the pauses as they listen to CD 2 track 13 and look at the words and illustrations that match what they hear.
- Find out whether your students have memorised the proverb *E malie te mama kāfai e kai fakatahi* (The food tastes delicious if we eat together). If they haven't, challenge them to memorise it by the end of the lesson. Play CD 2 track 15 again for them to practise saying the proverb.

Learning Experiences

- Identify the learning outcomes that are the focus of Lesson B.
- Play the DVD language scenario. Hand out RS 4. Go through each line, asking the students to pick out the *gagana Tokelau* words they know and look at the illustration to help them build the meaning of each step in the recipe.

Play CD 2 track 14. Reassure the students that they do not need to know, or learn, all the sentences at once. As they listen to the recipe, they look at the illustrations. This will help them to make associations with meaning that will build their understanding and recall. Repeat this a few times if necessary.

Play the DVD language scenario again as this will reinforce the vocabulary and the instructions that are used when making a recipe. Hand out the envelopes containing the illustrations and recipe instructions cut up from RS 4. Play CD 2 track 14. As they listen, the students assemble the *gagana Tokelau* instructions and their matching illustrations in the correct order. Play the track as many times as needed to complete this activity. The students then check their accuracy using RS 4.

- Optional activity: Repeat the envelope activity, but this time the students don't have the CD to guide them. They check their matching with RS 4. Ask how many students completed the activity successfully.

This will be useful monitoring for you to see their level of recall of the *gagana Tokelau* instructions – both the speed of recall and their accuracy with the recipe order.

- Remind the students about the proverb and have them practise saying it.
- Display RS 3. Play CD 2 track 16 and have the students repeat the sentences in the pauses. Hand out copies to the students.
- Depending on how well your students are progressing with their learning, help them to select one task from the tasks that are listed below. This task will form part of their assessment in Lesson C. Explain to them that they need to keep developing their fluency using *gagana Tokelau*. At the same time, they need to focus on their ability to give appropriate responses to others in the situations they are role-playing. In this way, they will further develop their social awareness skills when interacting with others.
 - (a) Hand out the Unit 13 DVD transcript. The students practise saying the dialogue.
 - (b) The students use the Unit 13 DVD transcript and adapt the dialogue.
 - (c) The students work in pairs to prepare a cooking demonstration. They imagine that they are presenting their cooking demonstration on TV to entertain viewers. Challenge them to use as many of the structures and expressions from Unit 13 as they can in their demonstration.

Allow the students to choose the activity they prefer. Students progress at different rates. Some of them may prefer the more creative challenge of the third activity.

Looking Ahead

- Tell the students that they will be giving their presentations in Lesson C. They will also need to be familiar with the steps in the recipe in order to match the steps with the illustrations. Tell them to share their learning about how to make *ota* with their families.
- If you are planning to make *ota*, tell the students what they need to do to prepare for this activity.

Close

- Sing “Ika, Ika he Manu”.
- Exchange farewells.

Ota

Mea e Gaohi ai

ika
tīpolo

tamato
māhima

agiagi
apa lolo

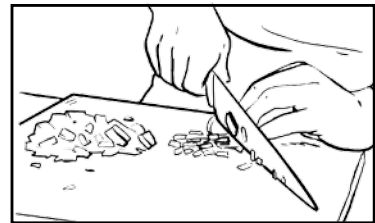
Faiga



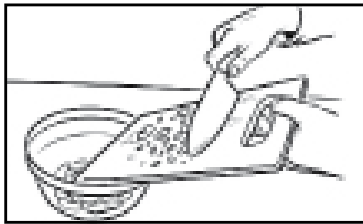
Tipi te ika.



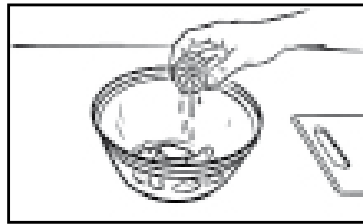
Tuku te ika ki loto i te pēhini.



Tipi te agiagi.



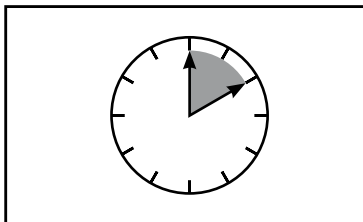
Tuku te agiagi ki loto i te pēhini.



Fakaopoopo ki ei te tīpolo.



Hakeu fakalelei.



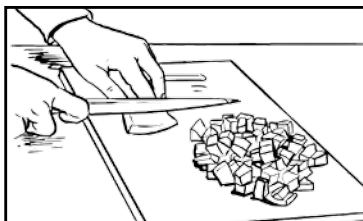
Tuku mō he lua itūlā.



Fakaopoopo te māhima ki te lolo.



Liligi te lolo ki te pēhini.



Tipi nā tamato.

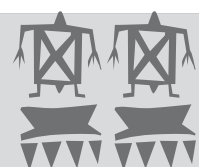


Tuku nā tamato ki loto i te pēhini.



Hakeu fakalelei.

Kua hāuni ke kai.



UNIT 13 TĀPENAGA O NĀ MEAKAI

PREPARING FOOD

LESSON C



Learning Outcomes

Students will:

- communicate interest and enjoyment;
- express amounts;
- make requests and give instructions;
- respond to requests and instructions.

Resources

Unit 13 audio CD and transcript

RS 4

Unit 13 DVD and transcript

RS 5

Unit 13 Student Achievement Checklist

You supply:

Copies of the Unit 13 Achievement Checklist

The envelope sets from Lesson B

The *Muakiga* Progress Charts

Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Briefly recall with the students what they have learnt about Tokelau food.

Learning Experiences

- The students will assess their progress across the outcomes to be achieved. Discuss the Unit 13 learning outcomes with them. Use the assessment criteria from Unit 10 and discuss how they will complete the assessment.
- Hand out the envelope sets. The students work in pairs to match the recipe instructions with what they hear in CD 2 track 14. They place their slips face up on the desk with the text and illustrations showing. As they listen, they assemble the slips to make up the instructions for making the recipe. They check their accuracy using RS 4.



- The students prepare the presentation that they have chosen from these options:
 - (a) the language scenario from the Unit 13 DVD using the transcript;
 - (b) the language scenario from the Unit 13 DVD with variations;
 - (c) a cooking demonstration in pairs as if they are on TV, educating and entertaining the viewers.

Arrange for them to perform their role-plays either to another group or to the whole class.

As a warm-up activity, show the DVD language scenario with the students paying close attention.

They practise their presentations. You can circulate and listen to them as they engage with the dialogues.

When the students are ready, make sure they have any props they need. For example, they might use a desk to represent a table or they could use drawings to give added meaning to what they are trying to communicate using *gagana Tokelau*. Keep the props simple.

They make their presentations. Where feasible, record their performances for assessment purposes and to compare them with their earlier efforts at role-playing to see how they have improved and what specific areas they need to focus on to make further improvements.

This process takes account of the learners' individual differences and gives them the specific feedback they need to improve their personal knowledge, skills, and performance.

- Optional activity: Prepare a dish together and share in tasting it. You have the recipes for both *ota* and *fekei*. The recipe for making *fekei* is on RS 5 and CD 2 track 18. Use the appropriate protocols, for example, saying a blessing before eating the food (see Unit 8).
- The students complete their Unit 13 Achievement Checklist and colour in band 13 on their *Muakiga* Progress Charts.

Looking Ahead

- In Unit 14, the students will learn to make a craft item that is associated with *agānuku Tokelau*. Discuss with your students some research strategies they could use to find information about Tokelau crafts, equipment, and technologies. Play the DVD cultural section to spark their interest.

Close

- Finish with “Ika, Ika he Manu” or a song of your choice.
- Exchange farewells.

Fekei

Mea e Gaohi ai

tahi talo

tahi ipu lolo

āfa ipu kuka

kaleve

Faiga

1. *Valu te talo.*
2. *Titipi ni vāega e lima.*
3. *Olo kātoa te talo.*
4. *Palu nā talo olo i ni mea vai
vevela ma ni mea kaleve.*
5. *Afi nā talo olo i he pepa gigila.*
6. *Liligi ni vai ki te ulo kae tuku ki
loto nā kofu talo.*
7. *Heti te ogāumu ki te helau valu hefulu
tīkelī.*
8. *Tao mō he lua itūlā.*
9. *Fakaliu te huka i he ulo ma hakeu.*
10. *Liligi te lolo kae hakeu.*
11. *Tuku nā kofu talo ki te pēhini.*
12. *Hakeu fakatahi ma te lolo huka.*
13. *Hakeu kē tau.*
14. *Kua hāuni ke laulau.*

Sweet Taro

Ingredients

1 taro

1 cup of coconut cream

$\frac{1}{2}$ cup of sugar

golden syrup

Method

Peel the taro.

Cut it into 5 pieces.

Grate the taro.

Mix the grated taro with warm water and *kaleve* (golden syrup).

Wrap the grated taro with foil.

Put some water and the wrapped taro in a pot.

Set the oven to 180 degrees.

Bake the taro for 2 hours.

Melt the sugar in a pot, stirring constantly.

Pour in the coconut cream and stir the mixture.

Put the taro mixture into the bowl.

Mix in the boiled coconut cream and sugar mixture.

Stir well.

It's ready to serve.

UNIT 13 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- communicate interest and enjoyment
- express amounts
- make requests and give instructions
- respond to requests and instructions

UNIT 13 DVD TRANSCRIPT



Lēhina:

Tōkehega, fehoahoani mai, fakamolemole.

Tōkehega:

Ah ...

Lēhina:

Ko au e fai te ota.

Tōkehega:

Gali! Ko au e fiafia ki te ota. Tēfea te ika?

Lēhina:

Tēnei. Ko he atu. Na fakatau ē Papa.

Tōkehega:

Malie. Ko au e fiafia ki te atu.

Lēhina:

Lelei. Tipitipi lā te ika. Tuku ki loto o he pēhini.

Tōkehega:

Tēnei.

Lēhina:

Lelei. Ko he agiagi tēnei kua uma te tipitipi.

Tuku ki loto o te pēhini. Tipi mai nā tīpolo.

Tōkehega:

Io. E lua?

Lēhina:

Io.

Tōkehega:

E mafai kē tuku e au te tīpolo ki loto?

Lēhina:

Io, fakamolemole. Palu fakalelei. Kae tuku mō ni itūlā e lua.

Tōkehega:

lēnei nā tamato.

Lēhina:

Lelei. Tipitipi lā nā tamato. Kae tuku ki loto o te pēhini.

Kāleopa:

Ko he ā tā kolua e fai?

Tōkehega:

Ko kimāua e fai te ota.

Kāleopa:

Malie. Ko au e fiafia ki te ota! Kua uma?

Lēhina:

Hēai. Tēnei te apa lolo. Liligi ki loto o te pēhini. Kae palu fakalelei.

Lēhina:

Tōkehega, help me, please.

Tōkehega:

But ...

Lēhina:

I'm making ota.

Tōkehega:

Cool! I love ota. Where's the fish?

Lēhina:

Here it is. It's bonito. Grandpa bought it.

Tōkehega:

Yum. I love bonito.

Lēhina:

Great. I've cut it up. Put the fish into a bowl.

Tōkehega:

Here it is.

Lēhina:

Good. Here are the chopped onions. Put the onions into the bowl. Cut the lemons.

Tōkehega:

OK. Two?

Lēhina:

Yeah.

Tōkehega:

Can I add the lemons to it?

Lēhina:

Yes, please. Mix it well. Leave it for two hours.

Tōkehega:

Here are the tomatoes.

Lēhina:

Good. Dice the tomatoes. Put them into the bowl.

Kāleopa:

What are you making?

Tōkehega:

We're making ota.

Kāleopa:

Yum. I love ota! Are you finished?

Lēhina:

No. Here's the coconut cream. Pour it into the bowl. Mix it well.

Tōkehega:

Kua uma.

Lēhina:

Na palu fakalelei e koe?

Tōkehega:

Io.

Lēhina:

Lelei. Nei ka hāuni ke kai.

Kāleopa:

Ko toku makoi! Kai te malie.

Lēhina:

*E kō iloa. Fano fafano ō lima. Fakafetai,
Tōkehega, mō tō fehoahoani.*

Tōkehega:

E hē āfāina.

Tōkehega:

It's ready.

Lēhina:

Did you mix it well?

Tōkehega:

Yes.

Lēhina:

Good. Now it's ready to eat.

Kāleopa:

It's my favourite! It's yummy.

Lēhina:

*I know. Go wash your hands. Thanks,
Tōkehega, for helping.*

Tōkehega:

You're welcome.



UNIT 13 AUDIO TRANSCRIPT



Track 13 Vocabulary for Unit 13 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 13. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

agiagi
apa lolo
faiga o te meakai
fakaopoopo
fehoahoani
gaohi
hakeu
hāuni
kilo
liligi
māhima
makoi
mea e gaohi ai
ota
pēhini
tipi
tīpolo
tuku

Track 14 Recipe for Making Ota to Accompany Unit 13 Lesson B RS 4

Ko te faiga o te ota

Mea e gaohi ai:

ika
tamato
agiagi
tīpolo
māhima
apa lolo

Faiga:

Tipi te ika.
Tuku te ika ki loto i te pēhini.
Tipi te agiagi.
Tuku te agiagi ki loto i te pēhini.
Fakaopoopo ki ei te tīpolo.
Hakeu fakalelei.
Tuku mō he lua itūlā.
Fakaopoopo te māhima ki te lolo.
Liligi te lolo ki te pēhini.
Tipi nā tamato.
Tuku nā tamato ki loto i te pēhini.
Hakeu fakalelei.

Kua hāuni ke kai.

Track 15 Proverb

Here is a proverb. It is spoken twice. Listen carefully and repeat it in the pauses.

E malie te mama kāfai e kai fakatahi.

Track 16 Structures and Expressions for Unit 13

You will hear some sentences and expressions that you are to learn in Unit 13. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Tēfea te ika?

Tēnei.

Āfa kilo agiagi.

Lua tīpolo.

Fehoahoani mai, fakamolemole.

Ko te meakai kua hāuni.

Fakafetai te fehoahoani.

Hē āfāina.

Ko au e fīafīa ki te ika ota!

Ko toku makoi ia!

**Track 17 Listening Comprehension to Accompany Unit 13 Lesson A RS 2**

You will hear a word or expression that matches each picture. As you listen, write the word or expression that you hear alongside its matching picture. Each word or expression is spoken twice.

hāuni

ota

hakeu

tipi

agiagi

mea e gaohi ai

fakaopopo

māhima

gaohi

kilo

liligi

makoi

fehoahoani

pēhini

tīpolo

faiga o te meakai

apa lolo

tuku

Track 18 Instructions for Making Fekei to Accompany Unit 13 Lesson C RS 5

You will hear the instructions for making fekei.

Tahi

Valu te talo.

Lua

Titipi ni vāega e lima.

Tolu

Olo kātoa te talo.

Fā

Palu nā talo olo i ni mea vai vevela ma ni mea kaleve.

Lima

Afī nā talo olo i he pepa gigila.

Ono

Liligi ni vai ki te ulo kae tuku ki loto nā kofu talo.

Fitu

Heti te ogāumu ki te helau valu hefulu tīkelī.

Valu

Tao mō he lua itūlā.

Iva

Fakaliu te huka i he ulo ma hakeu.

Hefulu

Liligi te lolo kae hakeu.

Hefulu tahi

Tuku nā kofu talo ki te pēhini.

Hefulu lua

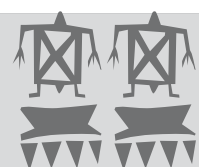
Hakeu fakatahi ma te lolo huka.

Hefulu tolu

Hakeu kē tau.

Hefulu fā

Kua hāuni ke laulau.



UNIT 14 *GĀLUEGA*

CRAFTS

OVERVIEW



Learning Outcomes

Students will:

- express size;
- make requests and give instructions;
- respond to requests and instructions;
- communicate about things they have made.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (page 60)
 - 2.6 understand and express concepts of amount, quality, and state;
 - 2.7 make requests, give instructions, and respond to requests and instructions;
- Language (pages 60–62);
- Culture (pages 60 and 63).

Language Knowledge

Vocabulary

<i>fakauma</i>	to finish	<i>pale</i>	headband
<i>fenū</i>	strip	<i>pito</i>	end
<i>fifili</i>	to plait	<i>tofi</i>	to cut into strips
<i>fua</i>	to measure	<i>ulu</i>	head
<i>henitimita</i>	centimetre		
<i>ili</i>	fan		This vocabulary is on CD 2 track 19.
<i>ipu</i>	cup		
<i>lalaga</i>	to weave		
<i>lau</i>	leaf		
<i>loa</i>	long		
<i>mea</i>	materials		
<i>nonoa</i>	to tie		



Faiga o te Pale (Making a Headband)

- | | |
|--|-----------------------------------|
| 1. <i>Kaumai he lau.</i> | Take one leaf. |
| 2. <i>Tofi ki nā fenū.</i> | Cut it into strips. |
| 3. <i>Nonoa nā fenū e tolu.</i> | Tie three strips together. |
| 4. <i>Fifili nā fenū.</i> | Plait the strips. |
| 5. <i>Fua te ulu.</i> | Measure the head. |
| 6. <i>Fakatolu henitimita e hilia ai te loa.</i> | Make it three centimetres longer. |
| 7. <i>Nonoa he fenū ki te pito.</i> | Tie a strip around the end. |
| 8. <i>Tipi kehe nā pito.</i> | Cut off the extra pieces. |
| 9. <i>Nonoa fakatahi nā pito.</i> | Tie the ends together. |
| 10. <i>Kua uma te pale.</i> | The headband is finished. |

These instructions are on CD 2 track 20.

Structures and Expressions

<i>Kikila!</i>	Look!
<i>Kua fai tau pale.</i>	You've (just) made a headband.
<i>Kua fai taku pale.</i>	I've (just) made a headband.
<i>Na kaumai e au te lau.</i>	I took one leaf.
<i>Na tofi e au ki nā fenū e tolu.</i>	I made three strips.

These sentences are on CD 2 track 21.

Language Notes

Na is the verbal particle you use to indicate that an action has been completed sometime in the past. Use the verbal particle *kua* to indicate an action in the immediate past that has just been completed. Consider these examples:

<i>Kua fai tau pale.</i>	You've (just) made a headband.
<i>Na kaumai e au te lau.</i>	I took one leaf.

The *gagana Tokelau* words for “weave” differ according to the weaving technique you use. You use *lalaga* for weaving such items as mats, fans, and hats. You use *fifili* for weaving headbands and making sennit, among other things, that is, where plaiting is a feature of the weaving process.

Cultural Knowledge

Gāluega (Crafts)

Both men and women produce craft items in Tokelau.

Men tend to be more involved with the *meatalatalai* (carved objects). This includes a wide range of artefacts from full-sized *vaka* (canoes), which can carry eight to ten people, to smaller models up to sixty centimetres long. Included in this category of carved objects are *tuluma* (watertight wooden boxes for fishing tackle); models of turtles, fish, and birds; and *tokotoko* (walking sticks).

Tokotoko are not used like ordinary walking sticks. They are elaborately carved, are offered as gifts, and are intended for display. The carvings on them include snakes and birds as symbols of wisdom and freedom.

Among the *mealalaga* (woven objects) women weave are *moega* (mats), *takapau* (floor mats), *ili* (fans), *ato* (bags), *titi* (dance skirts), *pūlou* (hats), and *pola* (blinds). Different kinds of shells and the leaves, bark, and fibre of various plants, for example, pandanus and coconut, are also included in the weaving. For example, *titi* are made from pandanus and coconut leaves and the outer bark of a young *kānava* tree. You need to prepare these materials before you use them for weaving to ensure that they are pliable and durable. This can be a long process.

Other craft items include *pā* (fishing lures made from *tifa* [pearl shell] worn as pendants), a range of other *kahoa* (necklaces), and *tautaliga* (earrings).

Tokelau craft items once reflected a fairly restricted colour palette. Mats were woven from pandanus and coconut leaves to produce a subdued texture and pattern since the natural colour of a coconut leaf is brown and a pandanus leaf is cream. To highlight the pattern, people dyed coconut leaves black using dyes they made from *gāuga* (charcoal), which they produced by burning coconut fibres. With access to modern, commercial dyes, Tokelau people are introducing a wider range of colours into the design of their mats, for example, blue, orange, red, and green. This allows them to create more intricate patterns. They use commercial dyes on pandanus leaves, dyeing them before they use them for weaving so that they can create more colourful patterns as they work on mats.

Rather than pictorial representations of events or scenes, the patterns Tokelau weavers use on mats are based on geometric shapes, although names are sometimes woven into a mat.

Both men and women wear headbands, especially during a performance. Headbands are made in many different ways, using a variety of materials. Some are made with flowers and leaves strung together. A variety of materials is used, including both natural fibres and synthetics. Raffia is popular because it is soft and strong.

A special kind of coconut is used for making sennit. You remove the husk, beat the fibres, and leave them out in the sun to dry. Once they have dried, the fibres can be plaited to make sennit. Sennit has many uses. For example, you can use it to tie coconut leaf midribs together to make a broom.

Teachers' Notes

Cross-curricular Links

The content of Unit 14 links to the intentions of the technology learning area in the New Zealand Curriculum. You may wish to integrate both learning areas into the outcomes to be achieved in this unit.

Making Craft Items

This unit includes two worksheets for making craft items. They describe plaiting leaf strips to make a headband, which is integral to the unit, and making a cup from half a coconut shell, which is an optional activity.

The DVD shows the sequence and the language for making a wristband. The instructions for making a cup are on CD 2 track 22. As making a cup is an optional activity, the vocabulary needed for this is not included in the Unit 14 vocabulary list.

Plaiting is a simple activity for students in years 7–8, but the objective is for them to learn the language associated with this activity. Making cups can be done as a group activity, depending on how many coconut halves you can acquire. Remember that you can only use one of the halves from each whole coconut because the part that has the “eyes” will not hold liquids.

If you decide to use harakeke (flax) in a learning activity, for example, to make *pale*, you should respect the Māori protocol for cutting and using it. Be respectful of the tikanga Māori involved, which includes the concept of Papatūānuku (Mother Earth). Cut the leaves from the outside at the bottom of the plant and make a cut in a downward slant. Leave enough of the base of each leaf so that it can help to hold up the plant. This will also allow the plant to catch and store rainwater, especially during long, dry spells. When working with harakeke, make sure that leaves are not left on the floor where people might walk over them. Don't put leftover pieces in a rubbish bin. Keep them tied together and put them back under the plant you took the leaves from.

Visual Language

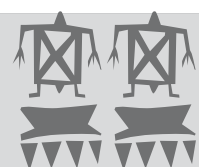
Visual language (including symbolism, imagery, and body language) is an important aspect of language. The poster activity in Unit 14 has a focus on visual language. As your students create their posters, they will explore ways in which words and images combine visually to express cultural meanings important to *agānuku Tokelau*. See pages 44–45 in *Gagana Tokelau: The Tokelau Language Guidelines* for more information about visual language.

Other Forms of Support

The Tupu story *He Meaalofo mā te Faimātua ko Lihe* by Vaitoa Baker is suitable for inclusion in this unit. It tells the story of a girl who collects shells at Tītahi Bay and makes a necklace for her *faimātua* (aunt). An English translation is in the teachers' notes and on the accompanying bilingual CD. For more information about these resources, see page 19.

Having written texts in *gagana Tokelau* available in the classroom to support the students' learning is important. Students progress at different rates, and many like the individual challenge of reading texts in order to make meaning of what they read. You could also consider using other *gagana Tokelau* Tupu books (where available) in other units to extend the students' interest and learning. The illustrations, as visual texts, will contribute to student learning. Audio versions are often available on audio cassette or, for recent titles, CD. English translations are typically provided in the accompanying teacher's notes – and they are sometimes also available as a recording.

Moega and *takapau* have many different patterns. You and your students could do your own research into making and designing mats. Your school may have Tokelau community members who might be willing to bring along some from their own examples to show to the students.



UNIT 14 *GĀLUEGA*

CRAFTS

LESSON A



Learning Outcomes

Students will:

- express size;
- respond to requests and instructions.

Resources

Unit 14 DVD and transcript

RS 1

Unit 14 audio CD and transcript

RS 2

You supply:

The *Songs to Celebrate Pasifika Languages & Cultures* CD

Envelope sets of RS 2 cut into sections

Copies of RS 2

Lesson Outline

Introduction

- Play Tokelau songs from the *Songs to Celebrate Pasifika Languages & Cultures* CD quietly in the background to welcome the students to the lesson. Exchange greetings.

Looking Back

- Find out what the students know – or have found out – about Tokelau arts and crafts. Have the students show and talk about arts and crafts items – or about a photograph of one that they have brought from home or found in a book. If possible, place these in the *Agānuku Tokelau* corner and ensure that they are safe while on display.

Learning Experiences

- Display the learning outcomes for this unit and identify those that are the focus of Lesson A.
- Tell the students that they will be learning more about traditional Tokelau crafts in this unit. They will also learn how to make some craft items and how to give instructions that others can follow in *gagana Tokelau*.
- Show the DVD cultural section and discuss this with the students. Some of your students' families may make these items. Other students will be able to make connections with similar things their families make that form part of their culture(s). Ask them whether they

can see a difference between the *fifili* (plaited) items and the *lalaga* (woven) ones. Can they distinguish between the items made from traditional and contemporary materials? Discuss what the students observe.

- Now show the DVD language section. Play it through several times so that the students can pick out words and meanings they know.
- Show RS 1. Play CD 2 track 19. Get the students to look at the illustrations and repeat the name of each thing in the pause. Cover or remove the words, leaving only the illustrations showing. Play the track again and have the students say the words along with the CD. Get them to test each other's vocabulary knowledge by taking turns to point to an illustration and having their partner name the item.
- Organise the students into pairs and hand out an envelope to each pair. Ask the students to take out the contents of the envelope and spread the slips face up on the desk. Explain that the slips have sentences in *gaganau Tokelau* that form the instructions for making a headband and illustrations for each sentence. For this task, they will focus on the sentences. Play CD 2 track 20. As the students listen to the sentences – each of which is said twice – they place the slips of paper in sequence, one below the other.

Some of the students may not be able to complete this activity in one go. It is quite challenging because it demands a simultaneous focus on listening, scanning, and reading. Ask your students how they have managed the task. You may decide to play track 20 once more so that they can check what they have done so far and complete what they didn't manage to finish in the first round.

When they have all their sentences lined up one under the other, play track 20 again. Let the students verify their responses using RS 2 (with the illustrations covered). This time, have them focus on reading, listening to the pronunciation, and getting a sense of the order. They may not yet have a full understanding of the sentences and what they mean in English. Encourage the students to say the sentences along with the speaker on the audio CD.

Then ask them to choose an illustration and place it beside the matching sentence and carry on until they've placed all the illustrations. They then check their responses against RS 2.

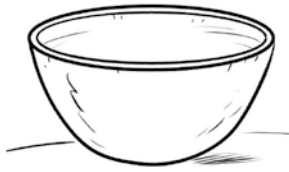
- Optional activity: Ask the students to mix up the illustrations and sentences and place them face up in a random order on their desks. Ask them to work in pairs to put the sentences into sequence beside the matching illustrations, raising their hands as they finish. Hand out copies of RS 2 for them to verify their accuracy. Afterwards, get the students to gather up the strips of paper and put them back in the envelopes for you to collect. Each student keeps a copy of RS 2.
- Show the DVD cultural section again. Ask the students what they learned from the lesson. Focus on new learning. Ask them what helped them to learn these things.

Looking Ahead

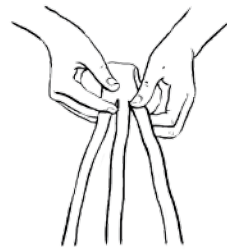
- Tell the students that they will be making a headband in Lesson B, using the instructions on RS 2. Challenge them to find out more about traditional Tokelau crafts. Explain that they will work in pairs/groups in Lesson C to prepare a poster that presents a particular Tokelau craft item in an informative way to highlight its cultural significance.

Close

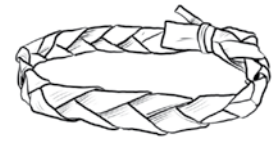
- Choose a Tokelau song from *Songs to Celebrate Pasifika Languages & Cultures* to sing together.
- Exchange farewells.



ipu



ili



pale



mea



fenū



lau



ulu



pito



fifili



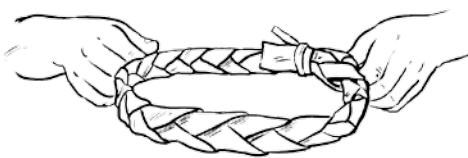
lalaga



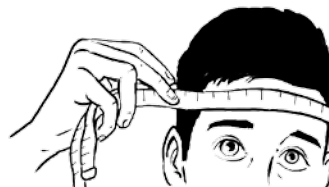
tofi



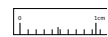
nonoa



fakauma



fua



henitimita

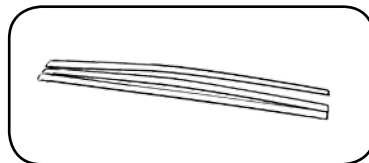


loa

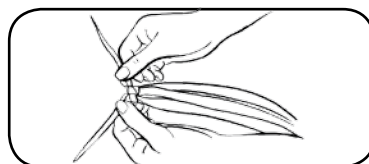
1. *Kaumi he lau.*



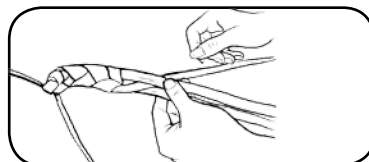
2. *Tofi ki nā fenū.*



3. *Nonoa nā fenū e tolu.*



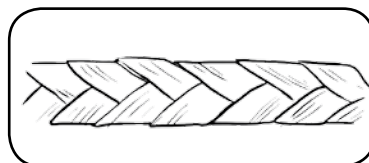
4. *Fifili nā fenū.*



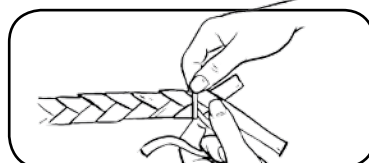
5. *Fua te ulu.*



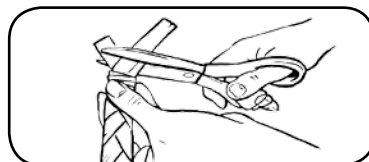
6. *Fakatolu henitimita e hilia ai te loa.*



7. *Nonoa he fenū ki te pito.*



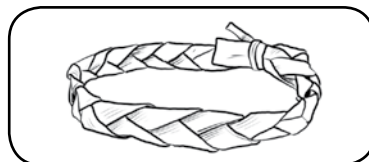
8. *Tipi kehe nā pito.*

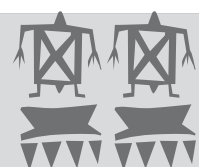


9. *Nonoa fakatahi nā pito.*



10. *Kua uma te pale.*





UNIT 14 *GĀLUEGA*

CRAFTS

LESSON B



Learning Outcomes

Students will:

- express size;
- make requests and give instructions;
- respond to requests and instructions.

Resources

Unit 14 DVD and transcript

Unit 14 audio CD and transcript

RS 2

RS 3

RS 4 (optional)

You supply:

Envelope sets of RS 2 cut into sections (optional)

Materials for making a headband (flax, raffia, or other materials as available)

The *Songs to Celebrate Pasifika Languages & Cultures* CD

Copies of the DVD transcript

Materials for making coconut cups (optional)

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- View the DVD cultural section to help the students recall the Tokelau craft items.
- Find out whether the students have brought more information about Tokelau crafts and discuss what they have found out.
- Repeat the envelope activity for Lesson A to recall the instructions for making a headband.

Learning Experiences

- Show the learning outcomes for Lesson B and discuss these with your students.
- Show the DVD language scenario. Tell the students to observe carefully and to focus on the language as well as making the wristband. Discuss what they observe with the students.

- Hand out the materials. The students make their own individual headbands. They listen to the instructions on CD 2 track 20 and look at the illustrations that show the details of the steps involved in making the headband. Play Tokelau songs on the *Songs to Celebrate Pasifika Languages & Cultures* CD and ask the class to sing along with the songs they know as they do their plaiting. When they've finished their headband, they wear it for the rest of the lesson.
- Optional activity: Organise the students into groups and give each student a number. Hand out the envelope sets from Lesson A. Each group places the slips of paper with the instructions and illustrations face up on a table. A caller calls out an instruction and a number. The student with that number must pick up the two matching cards (a sentence and its matching illustration). The group that completes this task first gets a point. The activity continues until all the cards have been picked up and the winning group declared.
- Show RS 3. Play CD 2 track 21 a few times. As the students listen, they repeat the sentences in the pauses.

Now ask the students to work together in their groups to practise describing how they made a headband by rephrasing the instructions according to the sentence models on RS 3. Have them listen to CD 2 track 23 for a model to follow. If necessary, project the audio transcript for them to follow as they listen to the transformed sentences. For example, where the instruction is *Kaumai he lau* (Take one leaf) it becomes *Na kaumai e au te lau* (I took one leaf) when expressed as a first-person narrative in the past tense.

- Play the DVD language scenario. Hand out copies of the DVD transcript. The students work in pairs. Show the DVD again. Get the students to practise their roles. Give them plenty of time to practise the role-play. They need to take time to practise their speaking skills.
- Optional activity: The students work in groups to make a cup from half a coconut shell, following the instructions on RS 4. Play CD 2 track 22 and have the students repeat the sentences in the pauses, looking at the matching illustration to help them understand their meaning. Have them complete the task according to the instructions.
- Invite the students to tell you what interested them the most about their learning in this lesson and what really helped them to learn. Help them to reflect on the learning outcomes and consider whether they have achieved these through their engagement in the tasks in lessons A and B and how well they have managed these.

Looking Ahead

- Confirm with your students the group arrangements and items for the posters that they will work on in Lesson C. Make sure that they have a plan for anything further they need to find out in order to complete this project. Discuss the materials they need to bring to class and tell them what you will supply.

Close

- Show the DVD cultural section to your students to stimulate further reflection on their learning.
- Exchange farewells.

Kikila!

Look!

Kua fai tau pale.

You've (just) made a headband.

Kua fai taku pale.

I've (just) made a headband.

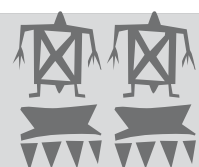
Na kaumai e au te lau.

I took one leaf.

Na tofi e au ki nā fenū e tolu.

I made three strips.

		
1. Kaumai he āfa ipu popo.	2. Haluhalu ia fafo i te fīgota.	3. Haluhalu ia loto i te fīgota.
		
4. Pōlehi ia loto i te hānipepa.	5. Pōlehi ke gigila ma uliuli.	6. Pōlehi ia fafo i te hānipepa.
		
7. Pōlehi ke uliuli ma gigila.	8. Fakahuā te ipu.	9. Ko te ipu kua uma.



UNIT 14 *GĀLUEGA*

CRAFTS

LESSON C



Learning Outcomes

Students will:

- express size;
- make requests and give instructions;
- respond to requests and instructions;
- communicate about things they have made.

Resources

Unit 14 DVD and transcript
Unit 14 Student Achievement Checklist
Unit 14 CD and transcript
RS 5

You supply:

Copies of the Unit 14 Achievement Checklist
The *He Mealofoa mō te Faimātua ko Lihe* book and CD (optional)
Materials for making posters
Copies of the DVD transcript (optional)
The *Muakiga* Progress Charts
Copies of RS 5

Lesson Outline

Introduction

- Play the DVD cultural section to create the right mood for the lesson.
- Exchange greetings.

Looking Back

- Review the learning outcomes for Unit 14. Discuss with the students what they find particularly interesting about Tokelau craft items. How are language and culture interrelated? What comparisons can they make with their own culture(s)? Use this discussion as preparation for the poster activity.



Learning Experiences

- Optional activity: Read the English version of *He Meaalofa mō te Faimātua ko Lihe* to the class. It tells the story of a girl who collects some shells at Titahi Bay and makes a necklace for her *faimātua* (aunt). Once they have become familiar with the story, play the *gagana Tokelau* version for the students to listen to. Show them the illustrations as they listen. Ask them whether they could understand any of the *gagana Tokelau* text. Discuss the illustrations as visual texts with them, drawing out what they notice.
- The students work in groups to create their posters, with a focus on visual language and the connections that they can make between *gagana Tokelau* and *agānuku Tokelau*. Place the posters on the wall and then have each group present their poster, talking about the meanings contained within the poster and what others can learn about *gagana Tokelau* and *agānuku Tokelau* as they view it.

This task will deepen your students' understanding of the ways that language and culture are interrelated in visual texts. As you observe them making their presentations, you will be able to assess their developing competencies holistically.

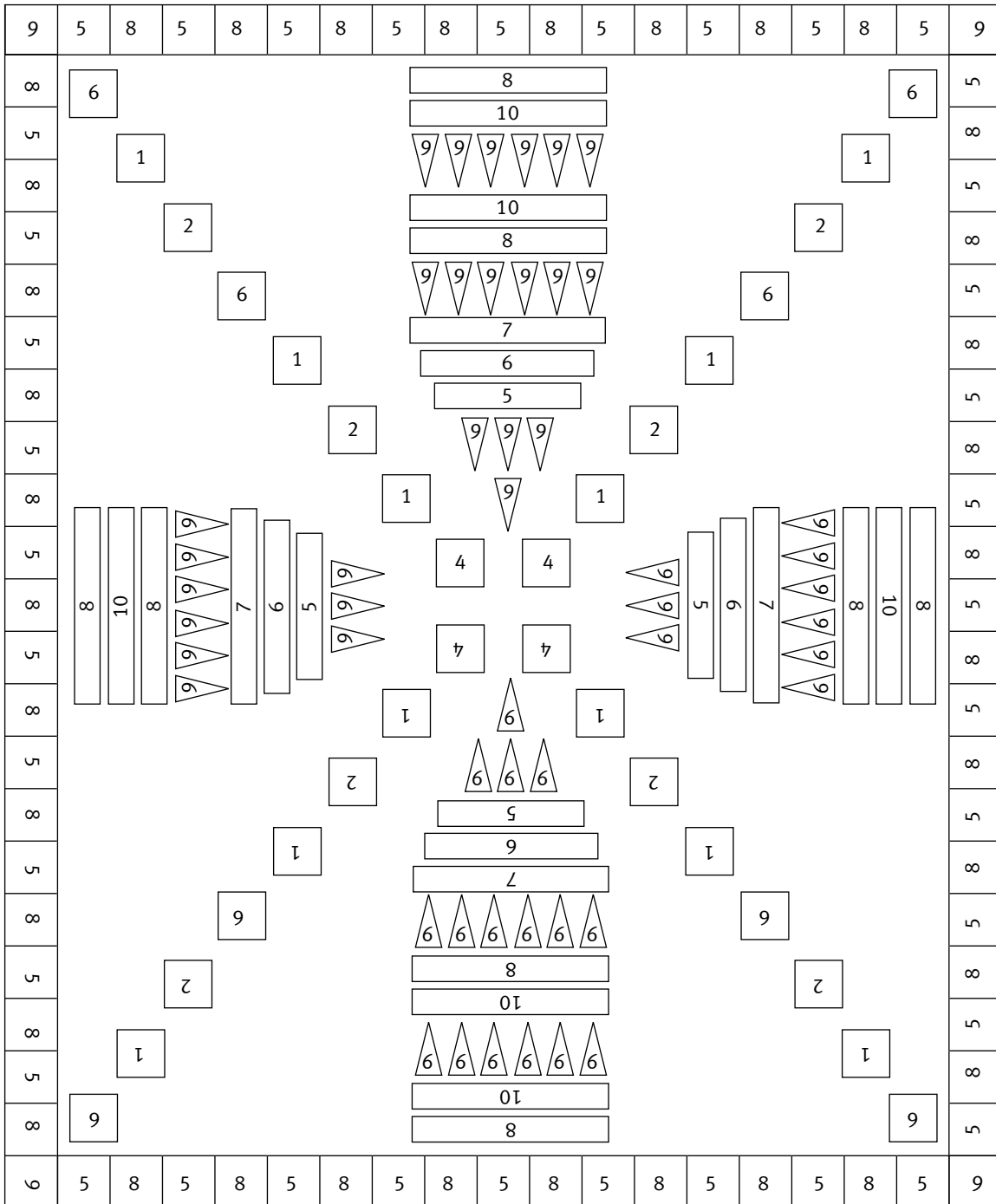
- Play CD 2 track 23. Using their copy of RS 2 as a stimulus, the students work in pairs and describe to each other how they made a headband. Depending on how confident they are with this task, you could provide further support by displaying the track 23 transcript for them to follow.
- Optional activity: Play the DVD language scenario. Hand out copies of the DVD transcript. The students work in pairs. Show the DVD again. The students practise their parts and then take turns to present their role-plays to another group or the class. By now, your students should be able to perform these with a good level of accuracy and fluency.
- The students complete their Unit 14 Achievement Checklist and colour in band 14 on their *Muakiga* Progress Charts.

Looking Ahead

- In Unit 15, the students will learn the words for items of clothing and some *gagana Tokelau* words for colours. Hand out copies of RS 5 and ask the students to colour in the resource sheet using the colour coding. They will need to find out for themselves the English meanings of the *gagana Tokelau* words for the colours. Ask them to bring it to the next lesson.

Close

- Play the DVD cultural section and review it further with the students.
- Exchange farewells.



- | | | |
|------------------|----------------|----------------|
| 1. lanu hehega | 5. lanu moana | 8. lanu paepae |
| 2. lanu kenakena | 6. lanu moli | 9. lanu uliuli |
| 3. lanu kukula | 7. lanu pīniki | 10. lanu violē |
| 4. lanu meamata | | |

UNIT 14 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- express size
- make requests and give instructions
- respond to requests and instructions
- communicate about things I've made

UNIT 14 DVD TRANSCRIPT



Lēhina:

Ko au e fai taulima. E mafai koe ke fehoahoani mai?

Tōkehega:

Io, ko au e fiafia ki ei.

Paula:

Vē foki au.

Lēhina:

Kaumai he fenū. Fai he liko.

Tōkehega:

Kua fai taku liko.

Paula:

Vē foki au.

Lēhina:

Toe fai.

Paula:

Vēia?

Lēhina:

Io. Nonoa lā kē mau. Kikila mai?

Tōkehega:

Kikila, ko au kua uma.

Paula:

E mafai lā koe ke fehoahoani mai?

Tōkehega:

Io. Kikila mai.

Lēhina :

Kua uma koe? Lelei. Filifili lā he lanu.

Paula:

Lanu moli.

Tōkehega:

Lanu violē.

Lēhina:

Lelei lahi. Fakatakamilo.

Tōkehega:

Kikila, ko au kua uma.

Paula:

Fakatali, ko au kua tali uma.

Lēhina :

Mālō nī. Koe lā ka kāmata lalaga.

Paula:

Fakafetai. E mafai lā au ke fakaauau?

Lēhina:

Io. E mafai ia Tōkehega (lā) fakaako koe.

Lēhina:

I'm making wristbands. Would you help me?

Tōkehega:

Sure, I'd love to.

Paula:

Me, too.

Lēhina:

Take one strip. Make a circle.

Tōkehega:

I've made a circle.

Paula:

Me, too.

Lēhina:

Do it again.

Paula:

Like this?

Lēhina:

Yes. Wrap the strips around. See?

Tōkehega:

Look, I've finished.

Paula:

Can you help me?

Tōkehega:

Sure. Watch me.

Lēhina:

Have you finished? Good. Choose a colour.

Paula:

Orange.

Tōkehega:

Purple.

Lēhina:

Very good. Wrap it around.

Tōkehega:

Look, I've finished.

Paula:

Wait, I've nearly finished.

Lēhina:

Well done. You're ready to start weaving.

Paula:

Thanks. Should I carry on?

Lēhina:

Sure. Tōkehega can teach you.



UNIT 14 AUDIO TRANSCRIPT



Track 19 Vocabulary for Unit 14 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 14. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

ipu

ili

pale

mea

fenū

lau

ulu

pito

fifili

lalaga

tofi

nonoa

fakauma

fua

henitimita

loa

Track 20 Instructions for Making a Headband to Accompany Unit 14 Lesson A RS 2

You will hear the instructions for making a headband.

Faiga o te Pale

Tahi

Kaumai he lau.

Lua

Tofi ki nā fenū.

Tolu

Nonoa nā fenū e tolu.

Fā

Fifili nā fenū.

Lima

Fua te ulu.

Ono

Fakatolu henitimita e hilia ai te loa.

Fitu

Nonoa he fenū ki te pito.

Valu

Tipi kehe nā pito.

Iva

Nonoa fakatahi nā pito.

Hefulu

Kua uma te pale.

Track 21 Structures and Expressions for Unit 14 to Accompany Lesson B RS 3

You will hear the sentences and expressions that you are to learn in Unit 14. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kikila!

Kua fai tau pale.

Kua fai taku pale.

Na kaumai e au te lau.

Na tofi e au ki nā fenū e tolu.

Track 22 to Accompany Unit 14 Lesson B RS 4

Faiga o te Ipu

As you listen to the instructions for making a cup from a coconut shell, look at the picture above each sentence, which illustrates its meaning.

Tahi

Kaumai he āfa ipu popo.

Lua

Haluhalu ia fafo i te fīgota.



Tolu
Haluhalu ia loto i te figota.

Fā
Pōlehi ia loto i te hānipepa.

Lima
Pōlehi ke gigila ma uliuli.

Ono
Pōlehi ia fafo i te hānipepa.

Fitu
Pōlehi ke uliuli ma gigila.

Valu
Fakahuā te ipu.

Iva
Ko te ipu kua uma.

Valu
Na tipi kehe e au nā pito.

Iva
Na nonoa fakatahi e au nā pito.

Hefulu
Na uma ia te au te pale.

Track 23 Narrative to Accompany Unit 14 Lesson B

You will hear Lagi talking about how she made a headband.

Tahi
Na kaumai e au te lau.

Lua
Na tofi e au nā fenū.

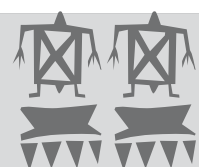
Tolu
Na nonoa e au nā fenū.

Fā
Na fifili e au nā fenū.

Lima
Na fua e au te ulu.

Ono
Na fakatolu henimita na hilia ai e au te loa.

Fitu
Na nonoa e au he fenū ki te pito.



UNIT 15 *KOFU*

CLOTHES

OVERVIEW



Learning Outcomes

Students will:

- recognise and express colours;
- communicate about clothes;
- give and respond to personal information.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (pages 54 and 60)
 - 2.1 communicate about people, places, and things;
 - 1.2 give and respond to personal information;
- Language (pages 54–56 and 60–62);
- Culture (pages 54, 57, 60, and 63).

Language Knowledge

Vocabulary

<i>hēvae</i>	shoes, sandals	<i>lanu</i>	colour
<i>kofu</i>	clothes, dress, to wear	<i>lanu tahi</i>	all one colour
<i>kofumāfanafana</i>	jersey	<i>lanu hehega</i>	yellow
<i>kofutino</i>	shirt	<i>lanu kenakena</i>	brown
<i>kofuvae</i>	trousers, jeans	<i>lanu kukula</i>	red
<i>kofuvae pupuku</i>	shorts	<i>lanu kefukefu</i>	grey
<i>laulāvalava</i>	skirt	<i>lanu meamata</i>	green
<i>lāvalava</i>	wraparound	<i>lanu moana</i>	blue
<i>mitiafu</i>	T-shirt	<i>lanu moli</i>	orange
<i>pā</i>	pendant made of mother-of-pearl shell	<i>lanu pīniki</i>	pink
<i>peleue</i>	jacket, coat	<i>lanu paepae</i>	white
<i>potukofu</i>	top	<i>lanu uliuli</i>	black
<i>pūlou</i>	hat	<i>lanu violē</i>	purple
<i>tōgiga</i>	uniform		
<i>tōtini</i>	socks		

This vocabulary is on CD 2 track 25.

This vocabulary is on CD 2 track 24.



Structures and Expressions

Ko he ā te lanu?

What colour is it?

Ko he ā te lanu o te kofu?

What colour is the dress?

Ko te kofu e lanu kukula.

The dress is red.

These sentences are on CD 2 track 26.

Kua maua hō kofu mō te Aho Tonai?

What are you wearing on Saturday?

Io, kua i ei toku kofu lanu kukula

I'm wearing a red shirt and blue trousers.

ma nā kofuvae lanu moana.

Ko he kofu vēhea tō koe e fai ki te ākoga?

What do you wear to school?

E fai tona kofu hehega.

She's wearing a yellow dress.

Ko toku fiafiaga ko te lanu kukula.

My favourite colour is red.

E fiafia koe ki toku potukofu?

Do you like my top?

Kai te kaulelei!

It's really, really nice!

Kai te mānaia ō ia, ni?

He looks great, doesn't he?

These sentences are on CD 2 track 27.

Language Notes

Kofu refers to everyday clothes. *Lakei* refers to clothes of all kinds, both traditional and modern. *Kofu* is also used as a verb to mean “to wear”, as in *E fai tona kofu hehega* (She's wearing a yellow dress). In addition, you can prefix *kofu* to other words to describe the type of clothing. For example, *kofumāfanafana* (jersey) literally means “clothing that keeps you warm”, *kofutino* (shirt) means “clothing for the body”, and *kofuvae* (trousers) means “clothing for the legs”. Note also *potu kofu*, which literally means “piece to wear”. It has come to be used in the sense of “top”.

In Tokelau, *lāvalava* are traditional wraparound skirts and *laulāvalava* are tailored skirts. However, there is never a one-to-one correspondence with clothing items across cultures, either in terminology or in types of clothing.

Mitiafu is the word for “singlet” and “vest”. It is now commonly used to mean “T-shirt”, too.

Lanu means “colour”. You often combine *lanu* with the name of a colour, for example, *lanu kukula* means “red”. In this resource, we write these names as two words. You may see these names written as one word in other resources, for example, *lanukukula*.

Kai makes the meaning of a statement more emphatic.

Note that the colour adjective comes after the noun in *gagana Tokelau*, whereas it is usual for the colour adjective to precede the noun in English sentences. Compare these examples:

E fai tona kofu hehega.

She's wearing a yellow dress.

Cultural Knowledge

Colours

In the past, colours were derived from natural sources, and so the colours of black, brown, and white were predominant. Through the influence of other cultures and with the availability of synthetic dyes, a wider colour palette is now available in the materials that Tokelau people use for clothing and crafts, among other things.

In *agānuku Tokelau*, blue is associated with the sea, green with plants and plantations, and yellow with the sun.

Clothing

The tropical climate and Christianity have influenced the way people dress in Tokelau. At the time that Christian missionaries arrived in the 1860s and began to have an influence, traders also arrived with cloth that could be made into clothing.

Traditionally, women mostly wear *puletahi* and *mūmū*. A *puletahi* consists of a *lāvalava* with a dress over the top. Men wear *kiefaitaga*, which is a Fijian-style, wraparound garment that is commonly worn in Tokelau and Tūvalu. A *mūmū* is a one-piece, loose-fitting, long dress.

Ceremonial costumes and accessories are still worn today. A *kiekie* is finely woven mat made from specially treated pandanus leaves. These are often worn by women as a wraparound garment on ceremonial occasions. A *malo* is a finely woven wrap-around worn by men on special or ceremonial occasions. A *titi* is a decorative skirt made from the leaves of several different trees. *Tauvae* are ankle bands made with dried seeds or bottle tops that rattle as the performer is moving. *Taulima* are decorative wristbands that accentuate your hand movements. *Pale* are colourful headbands that are often made with flowers and leaves.

When attending a Tokelau family or community cultural event, it is considered polite for women to wear a *puletahi* or a *lāvalava* with a blouse and for men to wear a *kiefaitaga* or a *lāvalava* with a shirt.

Tokelau people in New Zealand sometimes wear the same clothes and costumes as people on the atolls do. For example, a Tokelau woman might wear a *puletahi* to church or to a wedding, much like a woman would do in Tokelau. However, the weather also determines the kind of clothes that a Tokelau person in New Zealand usually wears. For example, a *kiefaitaga* is more suitable for wearing in the summer in New Zealand than in winter.

Teachers' Notes

Flashcards

Using flashcards is a technique that can help your students to recall vocabulary items and to reinforce their *gagana Tokelau* sound–word–picture associations. Make flashcards from coloured card to match the colours that are introduced in Unit 15. Make flashcards of clothing items by enlarging the illustrations on RS 2 on page 354 and photocopying these onto card. Write the matching *gagana Tokelau* word on the back of each flashcard to assist you when you are using these with your students.

Further Techniques

Here are some more techniques that you may wish to include in your lessons to assist your students with their *gagana Tokelau* vocabulary learning and retention.

- Have a quick-fire challenge. Divide the class into two teams and have a judge from each team keep the score. Hold up the flashcards with the clothes and colours one at a time. The first student who puts up their hand and says the correct *gagana Tokelau* word wins a point for their team. For an extra level of difficulty, combine two flashcards to show both an item of clothing and a colour. The students need to say a sentence correctly to get the point.
- Play Twenty Questions. First play this as a class. Appoint a judge (or two judges). Think of an object, for example, a red book. You can restrict the vocabulary range by confining it, in the first instance, to classroom objects and colours.

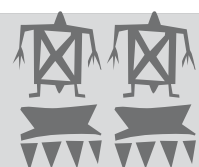
The students put their hands up when they have a question. They can only ask closed questions (that is, those that have “yes” or “no” answers). For example, they can ask questions like *Ko he tuhi?* (Is it a book?) or *E lanu kukula?* (Is it red?) – and so on – until someone gets it right. Then that person becomes the leader. As the students get used to Twenty Questions, you can widen the vocabulary range. This can also be a group activity, with two groups playing competitively against each other, or it may simply involve turn taking within one group.

Ensuring that all the students are engaged and asking questions is important because their active participation improves their recall of vocabulary, a vital skill in language learning.

- Divide the students into groups of five or six. Hand out a set of family cards (from Unit 2) to each group and a set of envelopes with the coloured cards. Play Guess Who. They take turns to choose one of the family members and describe their clothing and the colours of particular items of clothing. The others guess who that person is by picking up the card of the family member and the colour cards that match the clothes described.
- Have the students place all the cards from the previous task face down. One player turns a card face up. That player then says four sentences about the person illustrated on the card in *gagana Tokelau* while the others slowly count to ten (in *gagana Tokelau*). If the player hasn't said four sentences by the count of ten, the other students support the student's learning until they have completed the task.

The focus of this task is on individual improvement through peer-assisted learning.

- Have one student describe a person's clothes and the other students draw and colour the clothes described. Then they check their understanding by showing their drawings to each other and to the person who gave the description.



UNIT 15 *KOFU*

CLOTHES

LESSON A



Learning Outcomes

Students will:

- recognise and express colours.

Resources

Unit 15 DVD and transcript

RS 1

Unit 15 audio CD and transcript

RS 2

RS 3

RS 4

RS 5

You supply:

Copies of RS 2

The sets of colour flashcards and cards in envelopes

The clothing flashcards

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Ask whether the students have completed RS 5 from Unit 14. Display the completed worksheets in a suitable place in the classroom.

Learning Experiences

- Display the learning outcomes for Unit 15 and identify those that are the focus of this lesson.
- Play the DVD language scenario. Ask the students what they can understand. Repeat the viewing as reinforcement and to challenge them to see whether they can understand more now they have discussed it.
- Display RS 1. Check the students' understanding of the picture–word match in *gagana Tokelau*. Play CD 2 track 24. Ask the students to repeat the words in the pauses as they view the *gagana Tokelau* words and the matching illustrations.



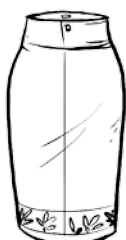
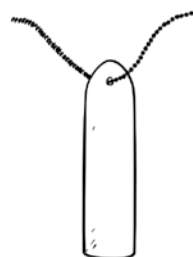
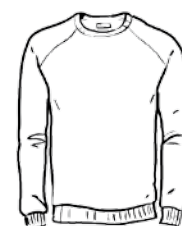
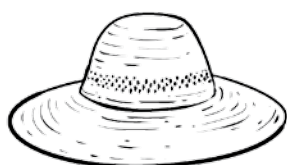
- Hand out copies of RS 2. Play CD 2 track 24 again. As the students listen to the CD this time, get them to write the *gagana Tokelau* word(s) for the vocabulary that they hear just below the matching illustration. Play track 24 again to let them check their responses and then show RS 3 for them to check their and their partner's work.
- Display RS 4. Play CD 2 track 25 and have the students repeat the words for the colours after the speaker.
- Hand each student a set of coloured cards in an envelope. The students place the cards on their desks. As they hear a colour said on CD 2 track 25, you show a colour flashcard, and they pick up the card that has that colour. Then they repeat the name of the colour in the pause as they continue to listen to track 25.
- Display RS 5. Play CD 2 track 26 and have the students repeat the sentences in the pauses after the speaker. With the students using their copies of RS 2, get them to work in pairs and ask each other the questions. One points to an item of clothing, and the other gives a response, using a colour of their choice.
- Play the DVD cultural section and then discuss with the students their observations and the connections they can make with their own language(s) and culture(s).

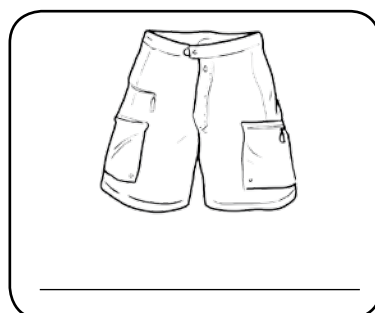
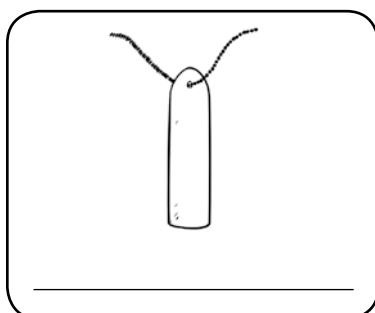
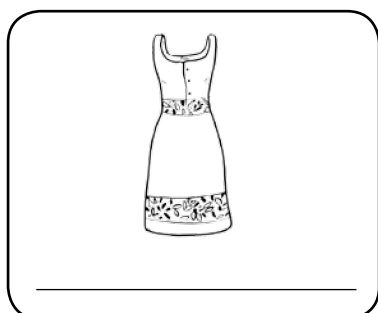
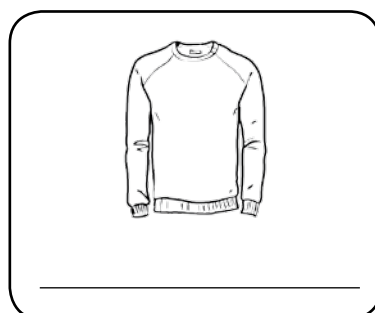
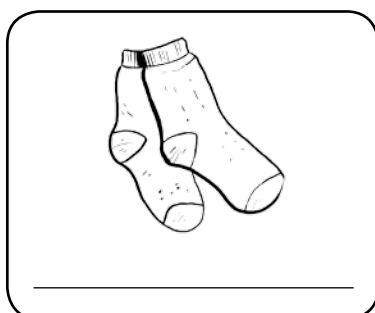
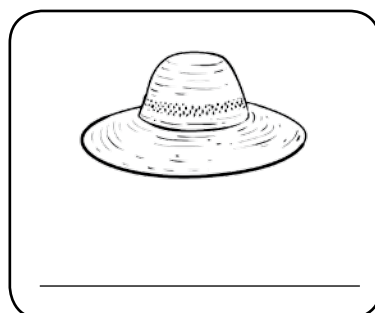
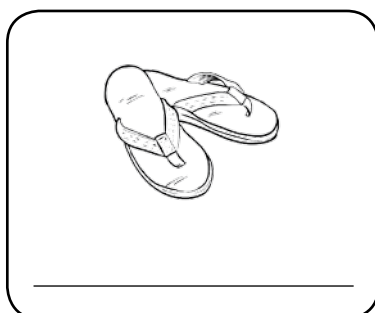
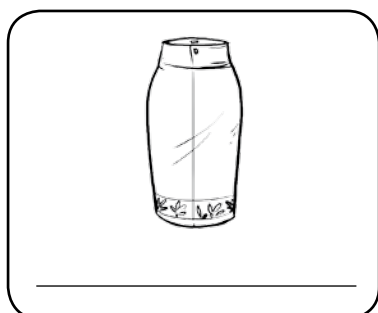
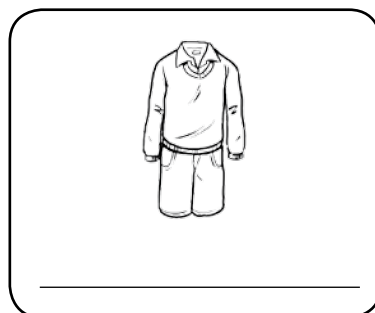
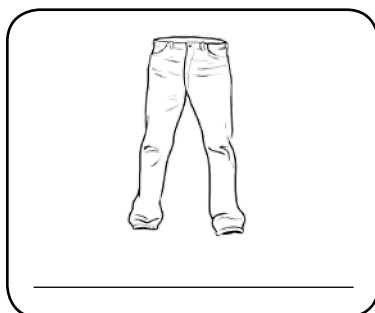
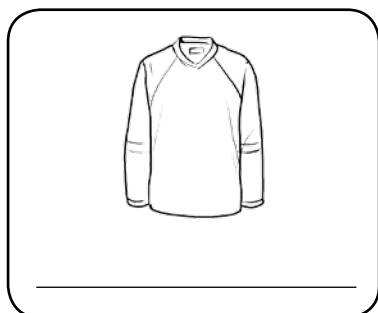
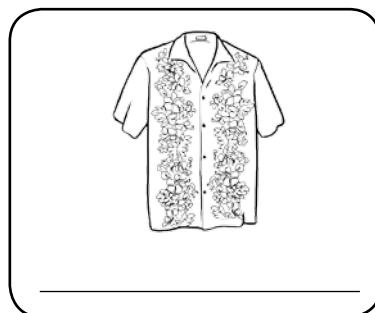
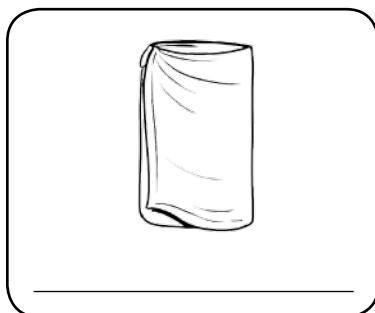
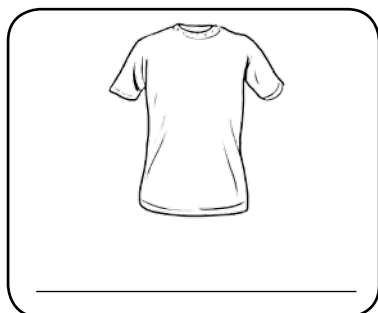
Looking Ahead

- Ask the students to keep practising the words and phrases they have been learning in Lesson A. Encourage them to try them out with their families.

Close

- Exchange farewells.

hēvae*kofu**kofumāfanafana**kofutino**kofuvae**kofuvae pupuku**laulāvalava**lāvalava**mitiafu**pā**peleue**potukofu**pūlou**tōgiga**tōtini*





mitiafu



lāvalava



kofutino



kofumāfanafana



kofuvae



tōgiga



laulāvalava



hēvae



pūlou



peleue



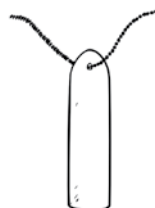
tōtini



potukofu



kofu



pā



kofuvae pupuku

<i>lanu tahi</i>	all one colour
<i>lanu hehega</i>	yellow
<i>lanu kenakena</i>	brown
<i>lanu kukula</i>	red
<i>lanu kefukefu</i>	grey
<i>lanu meamata</i>	green
<i>lanu moana</i>	blue
<i>lanu moli</i>	orange
<i>lanu pīniki</i>	pink
<i>lanu paepae</i>	white
<i>lanu uliuli</i>	black
<i>lanu violē</i>	purple

Ko he ā te lanu?

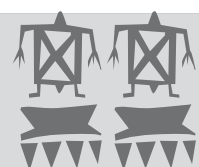
What colour is it?

Ko he ā te lanu o te kofu?

What colour is the dress?

Ko te kofu e lanu kukula.

The dress is red.



UNIT 15 *KOFU*

CLOTHES

LESSON B



Learning Outcomes

Students will:

- recognise and express colours;
- communicate about clothes;
- give and respond to personal information.

Resources

RS 1

Unit 15 audio CD and transcript

Unit 15 DVD and transcript

RS 4

RS 6

You supply:

The clothing and colour flashcards

Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Using both sets of flashcards, show each flashcard in turn and ask *Ko he ā tēnei?* (What is this?). The students respond with the *gagana Tokelau* word(s).

This activity will give you a quick measure of their level of recall.

- Follow the above recall activity with quick reinforcement. Show RS 1. Play CD 2 track 24. Tell the students to repeat the word(s) in the pauses as they look at the matching *gagana Tokelau* word(s) and illustrations.
- Play the DVD studio section with the colours and have the students say the colours along with the presenters. If they need support, display the words using RS 4.

Learning Experiences

- Identify the learning outcomes for this lesson.
- Play the DVD language scenario and ask the students how much they understand.

Seeing people communicating normally in *gagana Tokelau* in different situations is part of your students' language learning experience. This experience will help them to develop strategies to make meaning across a range of contexts and to communicate more proficiently in *gagana Tokelau*.

- Display RS 6. Play CD 2 track 27. Get the students to practise saying the sentences in the pauses after the speaker. Ask them to work in pairs and to take turns to practise the sentence patterns, supporting each other's efforts.
- The students may need more time to master the vocabulary and feel comfortable with using the sentence patterns. If so, repeat the viewing of the DVD language section and revisit some of the activities from Lesson A or use some of the techniques described in the teachers' notes on page 350.
- Now play CD 2 track 28. This time, the students listen to five statements/exchanges in *gagana Tokelau*. As they listen, get them to write down the clothing mentioned in English. Decide whether to play all the sentences/exchanges one after the other or to stop after each one so that the students can check their responses. If the students find this task challenging, reassure them that they are not expected to be perfect. If they get most of them right, tell them "Kaulelei!".

Use the English version of the sentences/exchanges below to check their responses. Project the audio transcript and replay track 28 so that they can follow the text and mentally check their responses.

1. I'll wear the brown top, the jeans, and these shoes.
2. I love this necklace. It's made of mother-of-pearl.
3. I'm wearing a red shirt and blue jeans.
4. Do you like this top? Yes, it's really nice. Yellow is my favourite colour.
5. I don't like the school uniform. The skirt is OK. I don't like the shirt!

As the students grow in their knowledge and confidence, sustained opportunities for listening comprehension will help them to learn. However, in the early stages, they need support to develop that confidence.

- Play the Unit 15 DVD language scenario. Ask the students whether they can now understand more of the language. Find out what helped them to understand more. Hand out copies of the DVD transcript now. Play the DVD language scenario again. Tell the students to work in pairs to role-play the scenario. Challenge them to make five changes to the scenario to individualise their role-play, using vocabulary they know but keeping the sentence patterns the same.

- Repeat the listening activity from earlier in the lesson using your copy of the audio transcript and CD 2 track 28. Ask them whether they were more successful this time.

This technique is a way to build their listening skills through risk taking. First you give the students a challenge that moves them out of their comfort zone. Then you offer support to help them feel secure in their learning.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C. Tell them that they will be performing their adjusted role-plays.

Close

- Chant the names of the colours together using RS 4.
- Exchange farewells.



Kua maua hō kofu mō te Aho Tonai?

What are you wearing on Saturday?

*Io, kua i ei toku kofu lanu kukula ma nā
kofuvae lanu moana.*

I'm wearing a red shirt and blue trousers.

Ko he kofu vēhea tō koe e fai ki te ākoga?

What do you wear to school?

Ē fai tona kofu hehega.

She's wearing a yellow dress.

Ko toku fiafiaga ko te lanu kukula.

My favourite colour is red.

E fiafia koe ki toku potukofu?

Do you like my top?

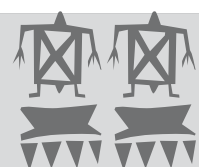
Kai te kaulelei!

It's really, really nice!

Kai te mānaia ō ia, ni?

He looks great, doesn't he?





UNIT 15 *KOFU*

CLOTHES

LESSON C



Learning Outcomes

Students will:

- recognise and express colours;
- communicate about clothes;
- give and respond to personal information.

Resources

Unit 15 DVD and transcript

Unit 15 Student Achievement Checklist

You supply:

Copies of the Unit 15 Achievement Checklist

Copies of the DVD transcript

Used fashion magazines (optional)

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Play the DVD cultural section as the students prepare for the lesson.
- Exchange greetings.

Looking Back

- With the students, recall the learning outcomes for Unit 15. Discuss their observations relating to the DVD cultural section with them. What connections and comparisons can they make with their own language(s) and (cultures)?

Learning Experiences

- The students will assess their own and each other's progress. Use the assessment criteria for Unit 10 and decide on the process you and your students will use to complete the assessment.
- Show the DVD language section as a warm-up reminder for the students.



- The students now prepare and practise their presentations. Depending on their level of confidence with the new vocabulary and sentence patterns, choose from the following options. These range from controlled use of language to “free production”, that is, when the students create the content based on the language they have been learning.
 - They role-play the DVD language scenario, making changes in the items of clothing. Hand out copies of DVD transcript for them to use as support while they are watching the video and practising.
 - They make up a role-play about what they are going to wear to a party. This could be a phone conversation.
 - They make plans for a video they are producing. As part of their planning, they describe the clothes that three of the characters will be wearing in particular scenes.
 - They stage a fashion parade, taking turns to provide a commentary.
 - They create a fashion poster on which they draw or, using the magazines, make a collage of different colour and clothing combinations. Using what they have illustrated on the poster, they make up a description that they present to the rest of the class.

Have them make their presentations. The difference in the presentations will make each performance unique and fresh.

Record, view, and discuss these with the students for feedback on individual and class performance using the agreed criteria.

- The students complete their Unit 15 Achievement Checklist and colour in band 15 on their *Muakiga* Progress Charts.
- Show the DVD cultural section again. Ask the students whether their learning is helping them to notice more similarities and differences between *agānuku Tokelau* and other cultures that they are familiar with.

Looking Ahead

- In Unit 16, the students will be learning about how to buy goods using *gagana Tokelau*. Ask them to find out what they can about the use of New Zealand currency in Tokelau and where people buy their goods.

Close

- Sing a song of your choice energetically together.
- Exchange farewells.

UNIT 15 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- recognise and express colours
- communicate about clothes
- give and respond to personal information

UNIT 15 DVD TRANSCRIPT



Tōkehega:

Ko kitātou e hē fai nā tōgiga tāeao.

Paula:

E kō iloa. Te lelei, ni!

Tōkehega:

Io. Ko au e hē fiafia ki te tōgiga.

Paula:

Ko te laulāvalava e lelei. Ko au e hē fiafia ki te kofutino.

Tōkehega:

Ko au e fiafia ki te kofutino. Ko au e fiafia ki te lanu tēnei. Ko he ā te lanu e fiafia koe ki ei?

Paula:

Kukula. Ka ko koe?

Tōkehega:

Lanu moana. Kua maua hō kofu tāeao?

Paula:

Heilo. E, ko au e fiafia ki te laulāvalava tēnā.

Tōkehega:

Fakafetai. Ko he kie lāvalava. E kofu e au tāeao.

Paula:

Ko tāeao e matagi!

Tōkehega:

Mōni? E hē kofu e au tāeao! Kua maua hō kofu mō te ākoga tāeao?

Paula:

Ko au e kofuvae lanu kukula, kae kofu lanu moana.

Tōkehega:

E gali. E fiafia koe ki te potukofu tēnei?

Paula:

Io, e gali ma ō kofuvae e gali.

Tōkehega:

Fakafetai. Kā kofu e au te potukofu ma nā hēvae.

Paula:

Kai te mānaia! Ko au e fiafia ki te kahoa tēnei.

Tōkehega:

E fai mai i te tifa.

Paula:

E mafai ke kahoa e au tāeao?

Tōkehega:

Io. Kai te mānaia ō koe!

Tōkehega:

We don't have to wear uniforms tomorrow.

Paula:

I know. Isn't it great!

Tōkehega:

Yeah. I don't like the school uniform.

Paula:

The skirt is OK. I don't like the shirt, though.

Tōkehega:

I love the shirt. I love this colour. What's your favourite colour?

Paula:

Red. What's yours?

Tōkehega:

Blue. What're you wearing tomorrow?

Paula:

I don't know. Hey, I like that skirt.

Tōkehega:

Thanks. It's a wraparound. I'll wear it tomorrow.

Paula:

Tomorrow's going to be windy!

Tōkehega:

Really? I won't wear it tomorrow then! What're you wearing to school tomorrow?

Paula:

I'm wearing red pants and a blue shirt.

Tōkehega:

Cool. Do you like this top?

Paula:

Yes, it's really nice and the jeans are cool.

Tōkehega :

Thanks. I'll wear the top and these shoes.

Paula:

That's great! I love this necklace.

Tōkehega :

It's made of mother-of-pearl.

Paula:

Could I wear it tomorrow?

Tōkehega:

Sure. You look great!



UNIT 15 AUDIO TRANSCRIPT



Track 24 Vocabulary for Unit 15 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 15. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

hēvae

kofu

kofumāfanafana

kofutino

kofuvae

kofuvae pupuku

laulāvalava

lāvalava

mitiafu

pā

peleue

potukofu

pūlou

tōgiga

tōtini

Track 25 Colour Vocabulary for Unit 15

Here is the vocabulary for colours. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

lanu

lanu tahi

lanu hehega

lanu kenakena

lanu kukula

lanu kefukefu

lanu meamata

lanu moana

lanu moli

lanu pīniki

lanu paepae

lanu uliuli

lanu violē

Track 26 Structures and Expressions for Unit 15 to Accompany Lesson A RS 5

You will hear two questions and a response that you are to learn in Unit 15. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā te lanu?

Ko he ā te lanu o te kofu?

Ko te kofu lanu kukula.

Track 27 Further Structures and Expressions for Unit 15 to Accompany Lesson B RS 6

You will hear the rest of the sentences and expressions that you are to learn in Unit 15. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Kua maua hō kofu mō te Aho Tonai?

Io, kua i ei toku kofu lanu kukula ma nā kofuvae lanu moana.

Ko he kofu vēhea tō koe e fai ki te ākoga?

E fai tona kofu hehega.

Ko toku fiafiaga ko te lanu kukula.

E fiafia koe ki toku potukofu?

Kai te kaulelei!

Kai te mānaia ō ia, ni?



Track 28 Listening Comprehension Unit 15 Lesson B

You will hear some sentences that include descriptions of items of clothing. As you listen to the descriptions, write down the items of clothing that are mentioned and the colour of the item where it is given. Each description is spoken twice.

Tahi

Ko au kā kofu i te potukofu, nā kofuvae ma nā hēvae iēnei.

Lua

Ko au e fofou ki te kahoa tēnei. E fai mai i te tifa.

Tolu

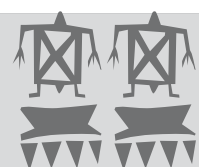
Ko au e kofu i he kofu lanu kukula ma nā hēvae lanu moana.

Fā

E fofou koe ki te potukofu tēnei? Io, e gali lahi. Ko te lanu hehega ko toku fiafiaga ia.

Lima

Ko au e hē fiafia ki te tōgiga. Ko te laulāvalava e lelei. Ko au e hē fiafia ki te kofutino.



UNIT 16 FAKATAU

SHOPPING

OVERVIEW



Learning Outcomes

Students will:

- communicate about the cost of items;
- communicate about their desires, needs, and preferences;
- make purchases.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (pages 54 and 60);
2.6 understand and express concepts of amount, quality, and state;
1.7 express and respond to desires, needs, and preferences;
- Language (pages 54–56 and 60–62);
- Culture (pages 54, 57, 60, and 63).

Language Knowledge

Vocabulary

<i>ātili</i>	too much	<i>taugōfie</i>	cheap
<i>fakatau</i>	to shop	<i>tēfea</i>	which
<i>fakatau atu</i>	to sell	<i>totogi</i>	pay
<i>fakatau mai</i>	to buy	<i>tupe</i>	money
<i>fōu</i>	new		
<i>fuaefa</i>	big		
<i>gatu</i>	old		
<i>hene</i>	cent		
<i>lava</i>	enough		
<i>nafatia</i>	to afford		
<i>taigole</i>	small		
<i>tālā</i>	dollar		
<i>tau</i>	price, cost		
<i>taugatā</i>	expensive		

This vocabulary is on CD 2 track 29.



Structures and Expressions

Discussing Needs

Ko au e fofou ki ni oku kofuvae fōu.

I need some new jeans.

Ko oku kofuvae kua gatu.

My jeans are old.

Ko au e fia fano fakatau.

I need to go shopping.

Ko au e fofou ke fakatau he tahi potukofu.

I want to buy another top.

These sentences are on CD 2 track 30.

Communicating about Preferences

Ko he ā te fofou koe ki ei?

What do you like?

Ko tēnei.

This one.

Ko iēnei.

These ones.

E fuaefa ātili.

These are far too big.

E kave e au te pea tēnei.

I'll take this pair.

E kō nafatia nā mea iēnei.

I can afford these ones.

These sentences are on CD 2 track 31.

Communicating about Costs

Ko nā apu iēnei e taugatā ātili!

These apples are really expensive!

E mānaia te tau.

It's a good price.

E tolu hefulu tālā lima hefulu hene te tau.

It costs thirty dollars fifty.

E hē lava taku tupe.

I don't have enough money.

E totogi e au i te EFTPOS.

I'm paying by EFTPOS.

These sentences are on CD 2 track 32.

Language Notes

Fakatau means “to shop”. *Mai* is the movement towards oneself and *atu* is the movement away from oneself. Adding these particles to *fakatau* refines the meaning to “to buy” and “to sell”.

In Unit 11, your students learnt that *tau* means “season”. *Tau* is used in many contexts with a wide range of meanings. In Unit 16, you will be introducing them to *tau* with the sense of “price, cost”.

Ātili expresses the idea of being excessive, or too much, as in *E fuaefa ātili* (These are far too big).

The word *kofuvae* (trousers, jeans) is a plural noun and therefore takes the plural possessive *oku* (my), for example, *Ko au e fofou ki ni oku kofuvae fōu* (I need some new jeans).

lēnei is a plural and means “these”. Note that other words for “these”, for example, *iēia* and *iēnā*, are in the DVD script.

Note the word order in *gagana Tokelau* when expressing the price of an item. The cost is stated first, as in *E tolu hefulu tālā lima hefulu hene te tau* (It costs thirty dollars fifty).

Cultural Knowledge

In the past, Tokelau did not have shops. There are a few now, and some people also operate small businesses from their homes that specialise in particular commodities or services, for example, bread. Most of the supplies that cannot be found or made in Tokelau are brought in by ship.

The coconut tree is called “the tree of life” because it customarily provides clothing, medicine, food, building materials, and shelter. People living on an atoll use whatever is around them on the land and in the sea for food, clothing, and shelter.

With no port facilities or airports, Tokelau is able to conserve its culture, way of life, community feeling, and philosophy. Yet Tokelau now has an economy based on money just like most other countries in the world. At first, Tokelau used the British currency, so *pauni* (pounds), *hēleni* (shillings), and *pene* (pennies) were borrowed and transliterated into *gagana Tokelau*. As a New Zealand protectorate, Tokelau now uses the New Zealand dollar as its currency, and *gagana Tokelau* has borrowed and transliterated the words *tālā* (dollar) and *hene* (cents) from English.

Teachers’ Notes

Pressure to Perform

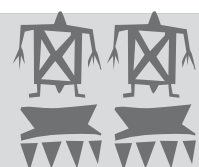
When communicating using another language, there is always pressure on the participants to perform. Providing the students with these moments of tension from time to time, for example, when they role-play dialogues in front of others, is very important.

These moments of tension need to be followed by forms of support that help the students to remain motivated and engaged. Support includes, for example, modelling accurate use of language, prompting, and allowing your students to have the written text readily available. These are some of the ways that you and the students can help each other on the language-learning journey.

Transliteration

You will already have seen many examples of transliteration in this resource. Transliteration occurs when words are borrowed from another language, for example, from English into *gagana Tokelau*, to express concepts that are not already part of the culture. With the change to a money-based economy, *gagana Tokelau* found ways to express the concepts associated with the new way of thinking by adopting currency terms from another language. When a language borrows words in this way, it often changes them to fit within its sound and writing system.

Borrowing words from other languages is a feature of all languages as they respond to the need to develop and change.



UNIT 16 FAKATAU

SHOPPING

LESSON A



Learning Outcomes

Students will:

- communicate about the cost of items;
- communicate about their desires, needs, and preferences.

Resources

Unit 16 DVD and transcript

RS 1

Unit 16 audio CD and transcript

RS 2

RS 3

You supply:

The calendar poster (from Unit 7)

The number flashcards (from Unit 2 and Unit 3)

The clothing flashcards (from Unit 15)

Copies of RS 2

Lesson Outline

Introduction

- Exchange greetings.
- With the students, recall how to say the date in *gagana Tokelau*. Ask for a volunteer to write today's date on the board and to change the cards on the wall poster you made for Unit 7.

Looking Back

- Use the number flashcards to revise the numbers with the students or select a number activity from an earlier unit (see Units 2, 3, 6, and 7) to recall the numbers and number patterns with your students.
- Use the clothing flashcards from Unit 15 to recall clothing vocabulary with the students.

Learning Experiences

- Display the Unit 16 learning outcomes. Discuss these with the students and identify the learning outcomes for Lesson A.
- Play the DVD cultural section and respond to the students' observations and questions. Talk with your students about the use of money in different societies and the currencies

they use. This is another opportunity to discuss transliteration as a linguistic practice. The information in the teachers' notes in the overview will help you with this.

- Play the DVD language scenario and see whether the students can work out which items are being bought and how much they cost. Discuss with the students what they manage to understand. Show the DVD language scenario again. The DVD transcript will help you to respond to the students' questions.
- Play the DVD studio section. Repeat this so that the students become familiar with the names of the items shown. Display RS 1. Play CD 2 track 29, with the students repeating the words in the pauses to familiarise themselves with the vocabulary.
- Display RS 2. Play CD 2 track 33 and have the students practise saying the sentences after the speaker. Hand out copies of RS 2 to the students. Working in pairs and taking turns, they choose an item from the resource sheet and express their need and a cost, modelling what they say on the sentence patterns at the top of the sheet. Their partner then points to the relevant item and states the cost in English. The speaker verifies or corrects their understanding.
- Play CD 2 track 30. Challenge the students to write down the sentences that they hear in their workbooks. Play track 30 again if this support is needed. Ask them to check the accuracy of their partner's work. Now display RS 3 and have them check their work again against the model shown. Tell the students that they need to take careful note of the spelling and, if necessary, correct what they have written. Now play track 30 once more for them to strengthen their sound–spelling link.

This activity has a focus on noticing the written patterns of *gagana Tokelau* and reproducing them accurately when they hear them spoken.

- Using the sentence patterns from RS 3 that they have written in their workbooks, the students work in pairs to have a conversation about what they need or want and what the cost is. Monitor their engagement as you walk around the class.
- Optional activity: In a round robin activity, the first student says *Ko au e fofou ki ni oku kofuvae fōu* (I need some new jeans). The whole class then says *Ko he ā te fofou koe ki ei, (person's name)?* (What do you need, [person's name]?), addressing the next student. The student responds with something like *Ko au e fofou ki he potukofu lanu hehega* (I need a yellow top). Continue this sequence, moving around the class. The rule is that if a student repeats any item that has already been mentioned, they are *mate* (out). Tell them that they can extend the description by, for example, adding a colour, to make their item unique.

Looking Ahead

- In Lesson B, the students will learn more about how to express their needs, wants, and preferences in relation to shopping. Ask them to practise the language from this lesson, using the expressions they have just learnt.

Close

- Choose a song from an earlier unit that the students enjoyed singing or replay the DVD language or cultural section.
- Exchange farewells.

<i>fakatau</i>	to shop
<i>fakatau atu</i>	to sell
<i>fakatau mai</i>	to buy
<i>nafatia</i>	to afford
<i>ātili</i>	too much
<i>lava</i>	enough
<i>tēfea</i>	which
<i>tau</i>	price, cost
<i>totogi</i>	pay
<i>tupe</i>	money
<i>tālā</i>	dollar
<i>hene</i>	cent
<i>fuaefa</i>	big
<i>taigole</i>	small
<i>taugatā</i>	expensive
<i>taugōfie</i>	cheap
<i>fōu</i>	new
<i>gatu</i>	old

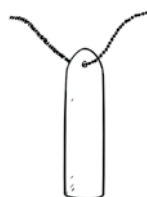
Ko au e fofou ki ni oku kofuvae fōu.

I need some new jeans.

Ko au e fofou ki he potukofu fōu.

I need a new top.

E tolu hefulu tālā lima hefulu hene te tau. They cost/It costs thirty dollars fifty.



Ko au e fofou ki ni oku kofuvae fōu.

I need some new jeans.

Ko oku kofuvae kua gatu.

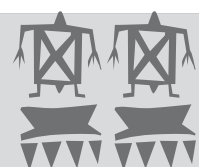
My jeans are old.

Ko au e fia fano fakatau.

I need to go shopping.

Ko au e fofou ke fakatau he tahi potukofu.

I want to buy another top.



UNIT 16 *FAKATAU*

SHOPPING

LESSON B



Learning Outcomes

Students will:

- communicate about the cost of items;
- communicate about their desires, needs, and preferences;
- make purchases.

Resources

RS 3

Unit 16 audio CD and transcript

Unit 16 DVD and transcript

RS 4

RS 5

RS 6

You supply:

Copies of the DVD transcript

Copies of RS 4

Copies of RS 6

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Show RS 3 from Lesson A and play CD 2 track 30, with the students repeating the sentences in the pauses. This will assist their recall of the sentence patterns.

Learning Experiences

- Identify the learning outcomes for Lesson B and discuss these with the students.
- Play the Unit 16 DVD language scenario. Let the students watch the DVD several times. Each time they view the DVD, give them a different focus for what they are to notice. For example, on their first viewing they notice how people express preferences and, on their second viewing, how people express their needs. When they view the DVD for the third time, they focus on how costs are expressed.

- Have the students practise role-playing the scene on the DVD. Play the scene many times to ensure that they have a good model to follow as they develop their fluency in role-playing this situation.
- Optional activity: Ask the students to change the amounts of money in their dialogues and see whether others can work out the amounts when they hear the dialogue spoken.
- Hand out RS 4. Play CD 2 track 33. As the students listen, they circle the amounts on their worksheet that match what they hear spoken on the CD. Verify their responses using RS 5. You may choose to play the first five items only and reserve the last five items to use as a warm-up listening activity in Lesson C.

Don't worry that the statements seem more complex than those in earlier units. Students need to have a lot of experience with listening to *gagana Tokelau* so that they can use the vocabulary and grasp the meaning of what they hear in context.

- Hand out copies of RS 6, one per student. Play CD 2 tracks 31 and 32 to model the pronunciation and rhythms of the spoken language. The students can practise saying the sentences along with the CD.
Using this information, the students now make up dialogues that include describing the items, asking about costs, expressing their feelings, and making a purchase.
- Optional activity: Set up a pretend shop or market in the classroom, ready for the role-plays in Lesson C.

Looking Ahead











- Lesson C will consolidate the learning in this unit and assess how well the students can meet the learning outcomes. Tell them to practise their role-plays so that they can perform them as well as they can in Lesson C. Remind them that they can make adjustments to the vocabulary as they wish.

Close

- Choose a song that the students know and enjoy singing. This will help release the tension that builds up when the students are trying to remember, pronounce, and communicate lots of new language easily and well.
- Exchange farewells.

You will hear ten statements. Each statement mentions an item of clothing and the price. Circle the price that matches what you hear for each item. You will hear each statement twice.

- | | | | | |
|-----|---------|---------|---------|---|
| 1. | \$45 | \$54 | \$50 |  |
| 2. | \$40 | \$14 | \$44 |  |
| 3. | \$19 | \$91 | \$99 |  |
| 4. | \$26 | \$62 | \$82 |  |
| 5. | \$33 | \$30 | \$3.30 |  |
| 6. | \$64 | \$54 | \$34 |  |
| 7. | \$11.50 | \$71 | \$21 |  |
| 8. | \$83 | \$8 | \$38 |  |
| 9. | \$5.50 | \$56.50 | \$65.50 |  |
| 10. | \$12 | \$19 | \$17 |  |

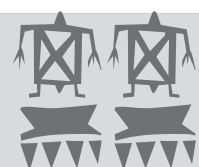
1.	\$45	\$54	\$50	
2.	\$40	\$14	\$44	
3.	\$19	\$91	\$99	
4.	\$26	\$62	\$82	
5.	\$33	\$30	\$3.30	
6.	\$64	\$54	\$34	
7.	\$11.50	\$71	\$21	
8.	\$83	\$8	\$38	
9.	\$5.50	\$56.50	\$65.50	
10.	\$12	\$19	\$17	

Communicating Needs and Preferences

<i>Ko he ā te fofou koe ki ei?</i>	What do you like?
<i>Ko tēnei.</i>	This one.
<i>Ko iēnei.</i>	These ones.
<i>E fuaefa ātili.</i>	These are far too big.
<i>E kave e au te pea tēnei.</i>	I'll take this pair.
<i>E kō nafatia nā mea iēnei.</i>	I can afford these ones.

Communicating about Costs

<i>Ko nā apu iēnei e taugatā ātili!</i>	These apples are really expensive!
<i>E mānaia te tau.</i>	It's a good price.
<i>E tolu hefulu tālā lima hefulu hene te tau.</i>	It costs thirty dollars fifty.
<i>E hē lava taku tupe.</i>	I don't have enough money.
<i>E totogi e au i te EFTPOS.</i>	I'm paying by EFTPOS.



UNIT 16 *FAKATAU*

SHOPPING

LESSON C



Learning Outcomes

Students will:

- communicate about the cost of items;
- communicate about their desires, needs, and preferences;
- make purchases.

Resources

Unit 16 audio CD and transcript

RS 5

Unit 16 DVD and transcript

Unit 16 Student Achievement Checklist

You supply:

Copies of the DVD transcript

Copies of the Unit 16 Achievement Checklist

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Ask the students to take out their copies of RS 4 from Lesson B. Play CD 2 track 33 and have the students review the first five prices and then select the remaining five prices from those listed on the worksheet. The students verify their responses with RS 5.
- Play the DVD language section for the students to recall their learning.

Learning Experiences

- Remind the students of the Unit 16 learning outcomes. Your students will perform role-plays to demonstrate their ability to communicate about costs, needs, and preferences when they are describing and buying things. Discuss ways in which they can achieve all the learning outcomes.

Choose whether the students are to perform their dialogues to other groups or to the whole class. Have them use the assessment criteria from Unit 10 and agree on the process they will use.



- Provide a fairly authentic context by setting up a “shop” with props. The props could include real items or pictures of the items for sale.
- Discuss how your students feel they are progressing and what they still need to practise. Repeat some of the tasks used in previous activities if necessary. Play the DVD language scenario several times so that the students continue to have opportunities to see *gagana Tokelau* being used in context.
- Give the students time to prepare their role-plays and to practise them.
- Tell your students that they are to work out which items are being bought and what they cost as they watch each role-play. At the end of each performance, have them check their comprehension with the presenters. Whenever they are in the role of being an audience, make sure that your students can assess how well they understand the other students and how fluently they are speaking when they speak *gagana Tokelau* so that they can give this kind of feedback as well.

The students present their role-plays. Complete the assessment process you agreed on. Ensure that all the students receive some feedback and that they know what to focus on individually in order to progress their learning.

Involving the students in giving feedback is a way to develop their critical thinking and evaluation skills, and it helps them to take responsibility for their own learning.

- Play the DVD cultural section and discuss their observations with the students.
- Hand out copies of the Unit 16 Achievement Checklist. The students work with a peer to complete these, and then they colour in band 16 on their *Muakiga* Progress Charts.

Looking Ahead

- Tell your students that they will be extending their knowledge of number patterns in *gagana Tokelau* through learning about different ways of measuring things in Unit 17.

Close

- Exchange farewells.

Ko toku igoa ko _____.

Now I can:

- communicate about the cost of items
- express my desires, needs, and preferences
- respond to the desires, needs, and preferences of others
- make purchases



UNIT 16 DVD TRANSCRIPT



Paula:

Ko au e fofou ki ni oku kofuvae fōu.

Tōkehega:

Ko au foki e fofou ki ni kofuvae fōu. Ko oku kofuvae kua gatu lele.

Paula:

Ko ni kofuvae vēhea te fofou koe ki ei?

Tōkehega:

lēia.

Paula:

E helau iva hefulu lima tālā te tau!

Tōkehega:

lo, e taugatā.

Paula:

E taugatā ātili!

Tōkehega:

E kō iloa. Ko au e fiafia ki ei!

Paula:

E fiafia koe ki nā kofuvae iēia?

Tōkehega:

Ko au e hē fofou ki te lanu. Ko au e fofou ki nā kofuvae uliuli.

Paula:

Ko nā kofuvae iēia e uliuli.

Tōkehega:

Ko au e fofou ki ei.

Paula:

E ono hefulu tālā te tau. E lelei te tau.

Tōkehega:

E! Lelei! E kō nafatia nā mea iēnā. Tā olo fakatau.

Paula:

Lelei. Ko au foki e fofou ki ni oku kofuvae fōu ma he potukofu.

Tōkehega:

Ko au e fofou ki ni kofuvae fōu ma he potukofu.

Paula:

E lava tau tupe?

Tōkehega:

lo.

Paula:

Lelei. Tā taukikila atu pea!

Paula:

I need some new jeans.

Tōkehega:

I need some new jeans, too. My jeans are really old.

Paula:

Which jeans do you like?

Tōkehega:

These.

Paula:

They cost a hundred and ninety-five dollars!

Tōkehega:

Yeah, they're expensive.

Paula:

They're too expensive!

Tōkehega:

I know. I love them though!

Paula:

Do you like these jeans?

Tōkehega:

I don't like the colour. I like black jeans.

Paula:

These ones are black.

Tōkehega:

I like them.

Paula:

They're sixty dollars. That's a good price.

Tōkehega:

Hey! Great! I can afford these ones. Let's keep shopping.

Paula:

OK. I need some new jeans, too, and I want to buy a top.

Tōkehega:

Great. I need new jeans and a new top.

Paula:

Do you have enough money?

Tōkehega:

Yes.

Paula:

Cool. Let's keep looking, then!



UNIT 16 AUDIO TRANSCRIPT



Track 29 Vocabulary for Unit 16 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 16. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fakatau

fakatau atu

fakatau mai

nafatia

ātili

lava

tēfea

tau

totogi

tupe

tālā

hene

fuaefa

taigole

taugatā

taugōfie

fōu

gatu

Track 30 Structures and Expressions (Discussing Needs) for Unit 16 to Accompany Lesson A RS 3

You will hear some sentences and expressions that you are to learn in Unit 16. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko au e fofou ki ni oku kofuvae fōu.

Ko oku kofuvae kua gatu.

Ko au e fia fano fakatau.

Ko au e fofou ke fakatau he tahi potukofu.

Track 31 Structures and Expressions (Communicating about Preferences) for Unit 16 to Accompany Lesson B RS 6

You will hear some sentences and expressions that you are to learn in Unit 16. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko he ā te fofou koe ki ei?

Ko tēnei.

Ko iēnei.

E fuaefa ātili.

E kave e au te pea tēnei.

E kō nafatia nā mea iēnei.

Track 32 Structures and Expressions (Communicating about Costs) for Unit 16 to Accompany Lesson B RS 6

You will hear some sentences and expressions that you are to learn in Unit 16. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko nā apu iēnei e taugatā ātili!

E mānaia te tau.

E tolu hefulu tālā lima hefulu hene te tau.

E hē lava taku tupe.

E totogi e au i te EFTPOS.



Track 33 Listening Comprehension for Unit 16 to Accompany Lesson B RS 4

You will hear ten statements that mention an item of clothing and the cost. As you listen to each statement, circle the price on your resource sheet that matches the price that you hear. Each statement is spoken twice.

Tahi

*Ko te puletahi e fā hefulu lima tālā te tau.
E hē taugatā.*

(The puletahi costs forty-five dollars. It's not expensive.)

Lua

*Ko te potukofu e hefulu fā tālā te tau.
E taugōfie.*

(The top costs fourteen dollars. It's cheap.)

Tolu

*Ko nā kofuvae e iva hefulu tahi tālā te tau.
E taugatā ātili. E hē lava taku tupe.*

(These jeans cost ninety-one dollars. They're really expensive. I don't have enough money.)

Fā

*Ko te laulāvalava e lua hefulu ono tālā te tau.
E totogi e au i te EFTPOS.*

(The skirt costs twenty-six dollars. I'll pay by EFTPOS.)

Lima

*Ko te mitiāfu e taugōfie. E tolu tālā tolu
hefulu hene te tau. E kō nafatia nā mea iānei.*

(The T-shirts are very cheap. They cost three dollars thirty. I can afford these ones.)

Ono

*Ko nā hēvae iēnā e fuaefa ātili. E kave e au te
pea tēnei. E lima hefulu fā tālā te tau.*

(Those shoes are far too big. I'll take this pair. They cost fifty-four dollars.)

Fitu

*Ko au e fia fano fakatau. E lelei te tau o nā
kofu. E lua hefulu tahi tālā te tau.*

(I need to go shopping. Shirts are a good price. They are twenty-one dollars.)

Valu

*Ko te kofu māfanafana e tolu hefulu valu tālā
te tau. E hē lava taku tupe.*

(The jersey costs thirty-eight dollars. I don't have enough money.)

Iva

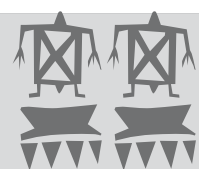
*Ko nā tōtini e lima tālā lima hefulu hene te
tau. E kō nafatia nā pea e lua.*

(These socks cost five dollars fifty. I can afford two pairs.)

Hefulu

*Kikila ki te kie lāvalava tēnei! E lelei te tau.
E hefulu iva tālā te tau. E gali!*

(Look at this lāvalava! It's a good price. It's nineteen dollars. It's very pretty!)



UNIT 17 FUAFUAGA O NĀ MEA

MEASURING THINGS



OVERVIEW

Learning Outcomes

Students will:

- describe people and things;
- communicate about the size of things;
- recognise and express shape.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (pages 54 and 60)
 - 1.5 recognise and express shape, size, weight, and colour;
 - 2.1 communicate about people, places, and things;
- Language (pages 54–56 and 60–62);
- Culture (pages 54, 57, 60, and 63).

Language Knowledge

Vocabulary

<i>aga</i>	hand span	<i>māualuga</i>	tall
<i>fale</i>	house	<i>milimita</i>	millimetre
<i>fātoaga</i>	plantation, garden	<i>mita</i>	metre
<i>fenua</i>	land	<i>moega</i>	mat
<i>gafa</i>	arm span, fathom	<i>motu</i>	island
<i>hikuea</i>	square	<i>pukupuku</i>	short
<i>kilomita</i>	kilometre	<i>tāfafā fualoa</i>	rectangle
<i>laka</i>	step	<i>tafatolu</i>	triangle
<i>lāpotopoto</i>	round		
<i>lauefa</i>	wide		
<i>loloto</i>	deep		
<i>malaē lakapī</i>	rugby field		
<i>māualalo</i>	low		

This vocabulary is on CD 2 track 34.



Structures and Expressions

Comparing

Ko te fale tēnei e fuaefa.
E fuaefa atu te fale tēnā.
E hili atu te fuaefa o te fale tēnei.

This house is big.
That house is bigger.
This house is the biggest.

Ko ai te tino e pito loa?
E loa atu au ia te koe.
E hili atu te pukupuku ō Hale.

Who's the tallest?
I'm taller than you.
Hale is the shortest.

These sentences are on CD 2 track 35.

Size and Shape

E fia te loa o te moega?
Lima ma te āfa aga.

How long is the mat?
Five and a half hand spans.

E fia te loa o te malae?
Helau lima hefulu laka.
Helau hefulu mita.

How long is the field?
One hundred and fifty steps.
One hundred and ten metres.

Ko te motu e lāpotopoto.
Ko te fale e fakatāfafā fualoa.
Ko te malae e hikuea.

The island is round.
The house is rectangular.
The field is square.

These sentences are on CD 2 track 36.

Language Notes

You put the word *pito* before an adjective to indicate a superlative, as in the following example:

Ko ai te tino e pito loa?

Who's the tallest (person)?

You introduced your students to *loa* (long) in Unit 14 and *taigole* (small) in Unit 16.

Cultural Knowledge

People use traditional forms of measurement in Tokelau as well as the modern ones that are used internationally, such as *mita* (metres).

A *aga* (hand span) is the tip of your thumb to the tip of your second (longest) finger when you spread out your hand. Tokelau people typically use this measurement to measure the length of a mat.

A *laka* (stride) is used to measure something where some walking is involved, for example, a rugby field or a plantation.



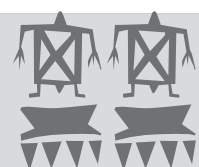
A *gafa* is a measure for such items as rope and string. It is also used to measure the depth of water in the sense of the English word “fathom”.

Because of their geographical isolation, the inhabitants of Tokelau have been quick to adopt modern communications technologies. These days, Tokelau Telecommunication (Teletok) connects Tokelau to the rest of the world by telephone and email. Computer technology and media such as email, the Internet, and social networking sites are popular.

Teachers’ Notes

There are interesting connections for the students to make with their own culture(s) and experiences, including the forms of measurements they are familiar with and what they may have learned from earlier generations. For example, New Zealand changed to the metric system many years ago, but some people still remember measuring things in feet and inches.

Although they still use traditional ways of measuring, Tokelau people, as New Zealanders, have converted to the metric system, which they routinely use. However, it’s still important for students to learn about traditional forms of measurement because this helps them to gain a more comprehensive understanding of Tokelau people and of the concepts of measurement that remain fundamental to *agānuku Tokelau*.



UNIT 17 *FUAFUAGA O NĀ MEA*

MEASURING THINGS

LESSON A



Learning Outcomes

Students will:

- recognise and express shape and size.

Resources

Unit 17 DVD and transcript

RS 1

Unit 17 audio CD and transcript

RS 2

RS 3

RS 4

You supply:

The *Songs to Celebrate Pasifika Languages & Cultures* CD

Lists of numbers

Copies of RS 3

Balls of yarn

Lesson Outline

Introduction

- Play the Tokelau songs on the *Songs to Celebrate Pasifika Languages & Cultures* CD quietly in the background to welcome the students to the lesson. Exchange greetings.

Looking Back

- Prepare lists of numbers written in *gagana Tokelau*. Read them aloud, one by one, with the students writing the equivalent numerals. Maintain a steady pace. Read the English for the numbers for the students to check their responses at the end.

You could prepare several lists and repeat this activity until you feel that the students are gaining in their number fluency. You could also appoint a student to call out the numbers.

Learning Experiences

- Display the learning outcomes for Unit 17 and identify those that are the focus of this lesson. Tell the students that they will be learning more about numbers and number patterns as they relate to measurement. This will include some of the traditional Tokelau ways of measuring things. Ask them to reflect on the connections they can make to their learning in other learning areas, for example, mathematics, as they progress their learning.



- Show the DVD cultural section and discuss what they observe with the students.
- Show the DVD language scenario. Discuss the students' observations. Ask how much they could understand after the first viewing. Play the language scenario again.
- Now play the DVD studio section. Show RS 1. Play CD 2 track 34 and have the students repeat the vocabulary in the pauses. Play the DVD studio section again.
- Show RS 2. Find out whether the students can recall any of these expressions from what they saw on the DVD. Play the DVD sections they mention. Then play CD 2 track 36 and have them practise saying the expressions in the pauses.
- Hand out RS 3. Play CD 2 track 37. As the students listen to the CD, get them to write the number of the phrase they hear in the circle beside the matching picture on their worksheet.

Play track 37 again. This time, get the students to write the *gagana Tokelau* for what they hear on the line beside the matching picture.

Use RS 4 for the students to verify their responses and to check the accuracy of their written *gagana Tokelau*.

- With the students, recall what they learned about measurements from the DVD. Show the DVD cultural section again. Ask the students whether they can recall the traditional way of measuring string and similar materials. Some may recall *gafa* (arm span, fathom), which is the measurement from one fingertip to the other when the arms are spread wide. Hand out a ball of yarn to each group. As one student does the measuring, the others count the *gafa*. They each take a turn to measure the yarn. They will discover that their arm spans differ in width.

Looking Ahead

- Ask the students to practise the vocabulary they have been learning, especially the phrases they have written on RS 3. They need to be able to say them fluently and know what they mean.

Close

- Exchange farewells.

<i>fale</i>	house
<i>fātoaga</i>	plantation
<i>fenua</i>	land
<i>malaē lakapī</i>	rugby field
<i>moega</i>	mat
<i>motu</i>	island
<i>aga</i>	hand span
<i>gafa</i>	arm span, fathom
<i>laka</i>	step
<i>mita</i>	metre
<i>kilomita</i>	kilometre
<i>milimita</i>	millimetre
<i>hikuea</i>	square
<i>tafatolu</i>	triangle
<i>tāfafā fualoa</i>	rectangle
<i>lāpotopoto</i>	round
<i>lauefa</i>	wide
<i>loloto</i>	deep
<i>māualuga</i>	tall
<i>pukupuku</i>	short
<i>māualalo</i>	low

E fia te loa o te moega?

How long is the mat?

Lima ma te āfa aga.

Five and a half hand spans.

E fia te loa o te malae?

How long is the field?

Helau lima hefulu laka.

One hundred and fifty steps.

Helau hefulu mita.

One hundred and ten metres.

Ko te motu e lāpotopoto.

The island is round.




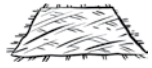
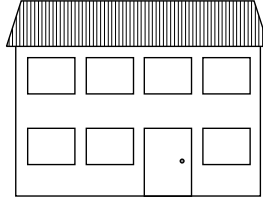

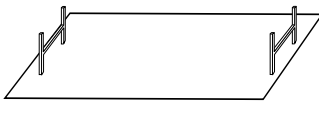
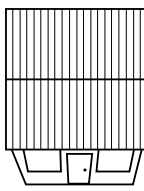

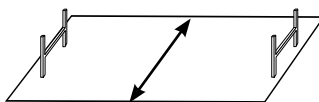
Ko te fale e fakatāfafā fualoa.

The house is rectangular.

Ko te malae e hikuea.

The field is square.

To begin with, as you listen to each sentence spoken on the CD, write the number of the sentence against the picture that it matches. Then follow the additional instructions on the CD.

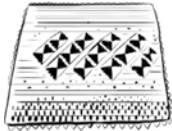
<input type="radio"/>		_____
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9



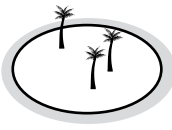
Ko te tama e māualuga. _____

7



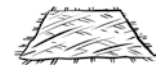
Ko te loa o te moega e ono ma te āfa aga. _____

2



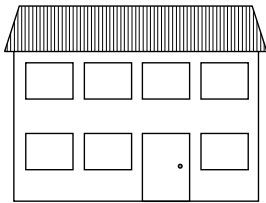
Ko te motu e lāpotopoto. _____

1



Ko te loa o te moega e tolu ma te āfa aga. _____

8



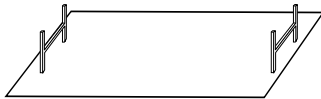
Ko te fale tēnei e fuaefa. _____

10



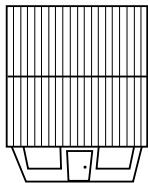
Ko te motu e loa. _____

5



Ko te malae e fakatāfafā fualoa. _____

4



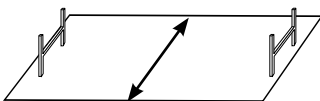
Ko te fale e hikuea. _____

6

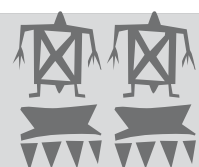


Ko te tama e pukupuku. _____

3



Ko te lauefa o te malae e lima hefulu mita. _____



UNIT 17 *FUAFUAGA O NĀ MEA*

MEASURING THINGS

LESSON B



Learning Outcomes

Students will:

- describe people and things;
- communicate about the size of things;
- recognise and express shape.

Resources

Unit 17 DVD and transcript

RS 1

RS 2

Unit 17 audio CD and transcript

RS 5

You supply:

Copies of RS 5

Copies of the DVD transcript

Lesson Outline

Introduction

- Play the cultural section of the DVD quietly in the background to welcome the students to the lesson. Exchange greetings.

Looking Back

- Show RS 1. With the *gagana Tokelau* words covered, point to a term in English and ask the class to respond by saying the *gagana Tokelau* term. This will give you a measure of their level of recall from the previous lesson.
- Play the DVD studio section.

Learning Experiences

- Identify the learning outcomes for this lesson.
- Show RS 2. Play CD 2 track 36 and get the students to repeat the sentences in the pauses.
- Ask the students to work in pairs. They identify and describe six objects in the classroom using the sentence patterns on RS 2 as models. Then they join with another pair and take turns to share what they found out.

- Play the DVD language scenario. Ask the students to write down the objects that they see and the measurements that are given in the scenario. Afterwards, discuss with them what they noted. You have a copy of the DVD transcript to help you lead this discussion. Then replay the DVD and ask them whether they can follow the dialogue more easily as a result of the discussion.
- Hand out RS 5. Organise the students to work in groups, each group starting at a different location. They report back to the classroom when they have completed the task. Give them a time limit. When they return to the classroom, they can compare their measurements with those of the other groups.
Alternatively, you could hand this out as a homework worksheet to be brought back to the next lesson.
- Play the DVD cultural section and discuss what they notice with the students. Invite them to tell you some of the things they have learned so far in this unit and what they have found particularly interesting.

It is always fruitful to expose student thinking about their learning.

- To help the students consolidate their learning, revisit some of the activities from Lesson A. Ask the students which of these would help them to feel more confident in their learning.
- Hand out copies of the DVD transcript. Play the DVD language scenario and have the students role-play the scene along with the presenters.

Looking Ahead

- Remind the students that they will be assessing their learning in Lesson C. Tell them that their best preparation would be to practise the vocabulary and sentence patterns they have been learning in Lessons A and B.

Close

- Play the DVD cultural section again.
- Exchange farewells.

<i>E fia te loa o te fātoaga?</i>	How long is the garden?
<i>Lua hefulu laka.</i>	Twenty steps.
<i>E fia te lauefa o te tuhi?</i>	How wide is the book?
<i>E hefulu henitimita te lauefa.</i>	It's ten centimetres wide.
<i>E fia te loa o te malae?</i>	How long is the field?
<i>Lima hefulu laka.</i>	Fifty strides.
<i>E fia te loa o te malae lakapī?</i>	How long is the rugby field?
<i>Lua afe laka.</i>	Two thousand strides.

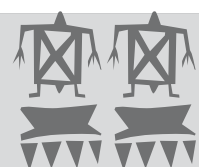
1. *E fia te loa o te malae netipolo?* (netball court)

2. *E fia te loa o te malae tākalo?* (playground)

3. *E fia te loa o te malae lakapī?* (rugby field)

4. *E fia te loa o te potu vahega?* (classroom)

5. *E fia te loa o te fale tuhi?* (library)



UNIT 17 *FUAFUAGA O NĀ MEA*

MEASURING THINGS

LESSON C



Learning Outcomes

Students will:

- describe people and things;
- communicate about the size of things;
- recognise and express shape.

Resources

Unit 17 Student Achievement Checklist

Unit 17 DVD and transcript

RS 6

RS 7

You supply:

Copies of RS 7

Copies of RS 6

Copies of the DVD transcript

Copies of the Unit 17 Achievement Checklist

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Play the DVD cultural section quietly in the background as the students get ready for the lesson.
- Exchange greetings.

Looking Back

- Show the DVD language scenario to recall the language focus with the students. Play the DVD studio section. Discuss forms of measurements and what they have learnt about measurement in *agānuku Tokelau*.
- Play the DVD cultural section and discuss any further observations the students wish to make.



Learning Experiences

- Ask the students to take out RS 3 from Lesson A. Ask them to practise saying the expressions, pointing to the matching illustration as they do so. Play CD 2 track 36 as a model for their pronunciation.
- Display RS 6. Play CD 2 track 35 and ask the students to repeat the sentences in the pauses. Repeat this. Leave RS 6 on display as the students engage in the next task.
- Hand out copies of RS 7. Tell them to complete their worksheets by measuring their own height and that of five other students and filling in the gaps. When they have completed this task, ask them to work in pairs to identify who is the tallest, or is taller than someone else, using the models of *gagana Tokelau* on RS 6. Hand out copies of RS 6 to the students for their reference.
- Optional activity: The students each write their name and their height in *gagana Tokelau* on a slip of paper. Appoint two group leaders to collect the slips of paper and range them by height. Then they can glue them onto a chart to put on the classroom wall. In pairs, the students can compare the heights of different students in *gagana Tokelau* and find out who is the tallest.
- Using their copies of the DVD transcripts, the students role-play the language scenario. Play the DVD language scenario several times so that they have a model to follow as they develop their fluency.
- Ask the students to reflect on and discuss their learning as they work with a peer to complete their Unit 17 Achievement Checklist. They then colour in band 17 on their *Muakiga* Progress Charts.

Looking Ahead

- In Unit 18, the students will learn about the performing arts in *agānuku Tokelau* and ways of celebrating events and occasions. Ask them to reflect on what they have already seen on the DVD, especially in the cultural sections of each unit, as they may have already learnt a great deal about this topic without realising it.

Close

- Play the DVD cultural section again to stimulate their thinking and reflection.
- Exchange farewells.

Ko te fale tēnei e fuaefa.

This house is big.

E fuaefa atu te fale tēnā.

That house is bigger.

E hili atu te fuaefa o te fale tēnei.

This house is the biggest.

Ko ai te tino e pito loa?

Who's the tallest?

E loa atu au ia te koe.

I'm taller than you.

E hili atu te pukupuku ō Hale.

Hale is the shortest.

RS 7

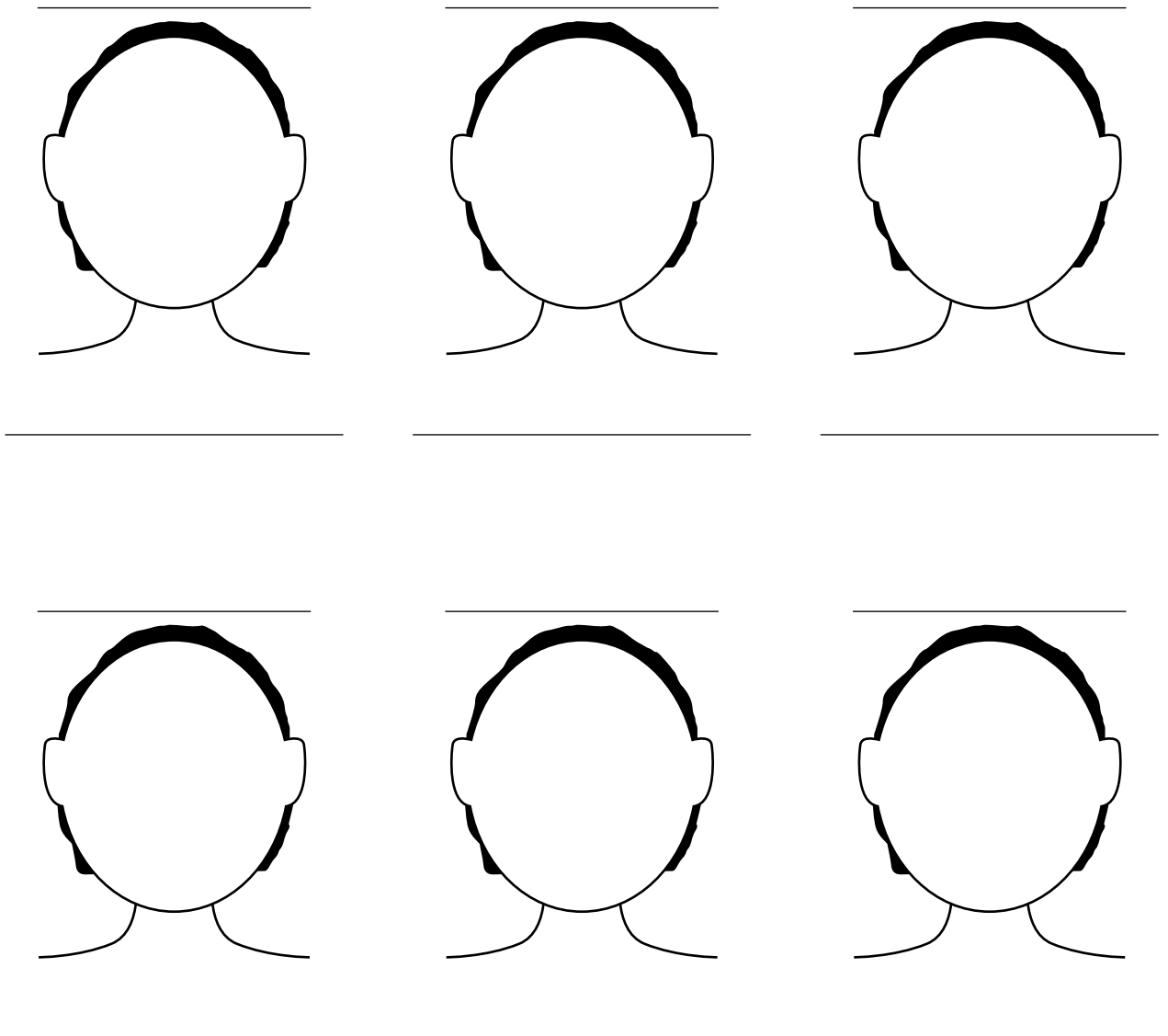
Using these sentences as models, find out your own height and write it in underneath one of the faces. Then measure the height of five other students and write their heights in *gagana Tokelau* under each of the other five faces. Put their names above the faces.



E fia te loa ō koe?
How tall are you?

Ko au e fokotahi te mita ono hefulu valu henitimita te loa.
I'm one metre sixty-eight centimetres tall.

Ko ia e fokotahi te mita tolu hefulu iva henitimita te loa.
He's/She's one metre thirty-nine centimetres tall.



UNIT 17 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- describe people and things
- communicate about the size of things
- recognise and express shape

UNIT 17 DVD TRANSCRIPT



Tōkehega:

Kai te mānaia o te moega! E fia te loa?

Tiki:

Ah...tahi...lua...e lua ma te āfa aga.

Tōkehega:

E lahi atu te mea tēnei. E hikuea.

Tiki:

E lua ia aga. Kae e hili atu te lauefa o te mea tēnei.

Tōkehega:

Kai te mānaia. Ko au e fiafia ki nā lanu.

Tiki:

Tēfea te mea e hili atu tō fiafia ki ei?

Tōkehega:

Ko au e fofou ki te mea tēnei. E hikuea.

Tiki:

Ko au e fofou ki te mea tēnei. E fakatāfafā. (Ma) he meaalofo mā ō mātua.

Tōkehega:

Mōni? E mānaia.

Tiki:

E hili atu te fuaefa o te mea tēnei.

Tōkehega:

E fia te loa?

Tiki:

E tahi ma te āfa mita.

Tōkehega:

Oka, kai te mānaia!

Tiki:

Ko he tuluma tēnei. E ō tō mātua.

Tōkehega:

Ko he ā te lahi?

Tiki:

E hefulu fā henitimita te loa. Kae e hili atu te taigole tēnei i te mea tēnā.

Tōkehega:

Ko he ā te fuaefa o te mea pito fuaefa?

Tiki:

E tolu hefulu henitimita te fuaefa.

Tōkehega:

E fuaefa ātili. Ko te mea (tēia) e taigole ma mānaia!

Tiki:

Ko te pale lā tēnei e ō koe!

Tōkehega:

Ā! Fakafetai, te Tamana!

Tiki:

Mālō nī. Mālō.

Tōkehega:

What a beautiful mat! How long is it?

Tiki:

Ah...one...two...it's two and a half hand spans.

Tōkehega:

This one's bigger. It's square.

Tiki:

It's two hand spans. This one's wider.

Tōkehega:

It's beautiful. I love the colours.

Tiki:

Which one do you like best?

Tōkehega:

I like this one. It's square.

Tiki:

I like this one. It's rectangular. It's a gift for your parents.

Tōkehega:

Really? It's beautiful.

Tiki:

It's the biggest.

Tōkehega:

How long is it?

Tiki:

It's one and a half metres.

Tōkehega:

Wow, it's beautiful!

Tiki:

This is a *tuluma*. It's for your mother.

Tōkehega:

How big is it?

Tiki:

Fourteen centimetres. It's the smallest.

Tōkehega:

How big's the biggest one?

Tiki:

Thirty centimetres.

Tōkehega:

That's too big. This one is small and beautiful!

Tiki:

And this *pale* is for you!

Tōkehega:

Oh! Thank you, Grandpa!

Tiki:

You're welcome.

UNIT 17 AUDIO TRANSCRIPT



Track 34 Vocabulary for Unit 17 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 17. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fale

fātoaga

fenua

malae lakapī

moega

motu

aga

gafa

laka

mita

kilomita

milimita

hikuea

tafatolu

tāfafā fualoa

lāpotopoto

lauefa

loloto

māualuga

pukupuku

māualalo

Track 35 Structures and Expressions for Unit 17 to Accompany Lesson C RS 6

You will hear some sentences and expressions that you are to learn in Unit 17. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Ko te fale tēnei e fuaefa.

E fuaefa atu te fale tēnā.

E hili atu te fuaefa o te fale tēnei.

Ko ai te tino pito loa?

E loa atu au ia te koe.

E hili atu te pukupuku ō Hale.

Track 36 to Accompany Unit 17 Lesson B RS 2

You will hear the remaining sentences and expressions that you are to learn in Unit 17. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

E fīa te loa o te moega?

Lima ma te āfa aga.

E fīa te loa o te malae?

Helau lima hefulu laka.

Helau hefulu mita.

Ko te fenua e lāpotopoto.

Ko te fale e fakatāfafā fualoa.

Ko te malae e hikuea.

Track 37 to Accompany Unit 17 Lesson A RS 3

You will hear some sentences that describe some pictures. Each statement is spoken twice. As you listen to the descriptions, write the number of the description in the circle beside the matching picture.

Tahi

Ko te loa o te moega e tolu ma te āfa aga.

Lua

Ko te motu e lāpotopoto.

Tolu

Ko te lauefa o te malae e lima hefulu mita.



Fā

Ko te fale e hikuea.

Lima

Ko te malae e fakatāfafā fualoa.

Ono

Ko te tama e pukupuku.

Fitu

Ko te loa o te moega e ono ma te āfa aga.

Valu

Ko te fale tēnei e fuaefa.

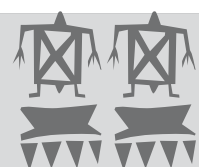
Iva

Ko te tama e māualuga.

Hefulu

Ko te motu e loa.

Now you will hear the sentences again.
This time in the pause, write the sentence
in *gagana Tokelau* on the line beside the
matching picture.



UNIT 18 *HIVA MA NĀ FAKAFIAFIAGA* PERFORMING ARTS

OVERVIEW



Learning Outcomes

Students will:

- use language, positioning, and movement when performing;
- give and respond to instructions.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (pages 54 and 60)
 - 2.7 make requests, give instructions, and respond to requests and instructions;
 - 1.8 use language, positioning, and movement to show respect;
- Language (pages 54–56 and 60–62);
- Culture (pages 54, 57, 60, and 63).

Language Knowledge

Vocabulary

<i>agaia</i>	graceful
<i>fakavave</i>	faster
<i>fano</i>	to go
<i>fātele</i>	action dance
<i>hiva</i>	dance
<i>mālie</i>	slow
<i>matafiafia</i>	to smile
<i>mimilo</i>	to turn
<i>ōnomea</i>	nice, gentle
<i>pati</i>	to clap
<i>pehe</i>	to sing
<i>tū</i>	to stand
<i>vave</i>	quickly
<i>vave mālie</i>	a bit faster

This vocabulary is on CD 2 track 38.

Structures and Expressions

<i>Fano mālie!</i>	Go slow!
<i>Fakavave!</i>	Go faster!
<i>Fano i te kātoa!</i>	Go really fast!
<i>Ko au.</i>	It's my turn.
<i>Ko koe.</i>	It's your turn.
<i>Kua hāuni kimātou.</i>	We're ready.
<i>Hōhō ki mua.</i>	Move forwards.
<i>Hōhō ki tua.</i>	Move back.
<i>Ki luga.</i>	Up.
<i>Ki lalo.</i>	Down.
<i>Mimilo ki te taumatau.</i>	Turn right.
<i>Matafiāfiā mai!</i>	Smile!
<i>Vēnei.</i>	Like this.
<i>Vēnā.</i>	Like that.
<i>Kikila mai.</i>	Watch me.
<i>Fakatakitaki.</i>	Practise. You try it.
<i>E hako!</i>	That's right!
<i>Kua maua e koe!</i>	You've got it!
<i>E ōnomea.</i>	It's beautiful. It's graceful.

These sentences are on CD 2 track 39.

Language Notes

Tokelau people often use the expression *E ōnomea* (It's beautiful/graceful) when they're watching performances and admire the gracefulness of the movements of the dancers.

Vave means “quickly”. *Mālie* means “slow” or “slowly”. *Vave mālie* therefore means “Go just a little bit faster”.

Matafiāfiā (to smile) is made up of two words. *Mata* is the word for “face”, and *fiāfiā* means “happy look”.

Cultural Knowledge

A *fiāfiā* is an entertainment or party where everyone joins in singing, dancing, and storytelling. Song is an important art form in *agānuku Tokelau*. Songs record the history of the Tokelau people. Song and dance are combined in one performance. Men and women perform the same actions, which include clapping, stomping, head movements, and finger rolls, which emphasise the rhythm and the meaning of the song.

Tokelau songs and dances usually start out slowly so that everyone can learn the words and the steps. Drums set the speed and keep the beat. Gradually, the tempo increases as people gain confidence and get involved in the excitement of the performance. The tenor singer(s) usually leads the singing and initiates key changes with a whistle or conch. The *tō pehe* is the person who provides the tune.

Instruments include *pātē* (slit drums), *pōkihi* (square bass drums), *apa* (drums made from empty biscuit tins), *papa* (slabs of wood used as drums that are played using sticks), and tuned conch shells. The larger drums are used for signalling, and the smaller drums accompany the dances. A *pō pōkihi* is a person who beats a drum.

There are a number of different *hiva Tokelau* (traditional Tokelau dances).

Fātele

The *fātele* is very popular and is the easiest Tokelau dance to perform. A group sings a song accompanied by the drumming of *pōkihi* and *apa*, which provide the rhythm. The *fātele* starts off slowly and softly, repeating itself two or three times, with the tempo gradually increasing. The song is transposed (changed into a different key) several times. Each time this happens it adds a level of excitement to the dancers and spectators. In Tokelau, they say “*Ko te kaumātamata kua hioa*” (The spectators stare in amazement). One of the men playing the *pōkihi* signals the end of the *fātele* with a whistle.

A *tuku* is a brief and fast performance of singing and dancing that is performed separately, immediately at the end of a *fātele*, to signal the end. It incorporates a *luki* (challenge) to intimidate the other *kauhiva* (teams of dancers). It is similar in some respects to the Māori haka. At the end of the performance, the dancers say “*Ō fanatu e!*” This means “It’s over to you” or “It’s your turn”.

Tafoe

The *tafoe* is a dance where men use paddles to symbolise the boat journey to the uninhabited islands to work in the plantations there or to follow a fast-moving flock of birds signalling the presence of tuna in the ocean. Wind and manpower were once the only forms of energy available to drive the traditional *vaka ātafaga* (boats). The *tafoe* is a very powerful expression of the men’s energy and strength as they sing, move, and dance to the rhythmic beat of the drums.

Other Songs and Dances

The *hiva hahaka* is a dance traditionally performed by *toeaina* (male elders). It is very graceful and slower than the *fātele*.

The *haumate* is a song reserved for funerals.

The *fakanau* is a fishing chant. The fishermen use formulaic words to call to the fish to come and take the line.

The *momoko* is another form of chant. It expresses a wish or a hope, for example, when the men need wind for their *vaka* (boats).

A *taualuga* is the last dance of the evening. It is reserved for guests and dignitaries, such as a *faifeau* (minister), *faletua* (minister’s wife), or a *pātele* (priest).

The tradition of composition and music making thrives in Tokelau communities. Music, songs, and dances continue to develop to express contemporary ideas that are important to the people. For example, Tokelau songs and dances are performed at the Pasifika Festivals, which are annual cultural and performing arts events celebrated by schools and Pasifika communities in Auckland and Wellington.

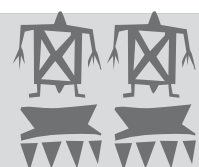
Teachers' Notes

In this unit, your students will be introduced to some simple *hiva Tokelau* dances and rhythms and will learn to perform one as a group. The DVDs show examples in Units 7, 18, and 19.

The *Songs to Celebrate Pasifika Languages & Cultures* book and CD are also useful resources. (See page 19 of the preface for more details.) The book contains information on Tokelau songs. Playing the CD frequently will enable your students to focus on the lyrics and rhythms of the music. The *Muakiga! An Introduction to Gagana Tokelau* DVDs will add the visual component of the movements they need to make to perform the *hiva*.

Bringing all these performance requirements together can be a frustrating experience for some students because it asks them to learn so many things at once. Ask your students to help and support each other as they learn. For example, you could consider placing the more confident students in the front row so that those behind them will have models to follow for the movements they need to make.





UNIT 18 *HIVA MA NĀ FAKAFIIFIAGA*

PERFORMING ARTS

LESSON A



Learning Outcomes

Students will:

- give and respond to instructions.

Resources

Units 1–9 and Units 11–17 DVDs (as required)

Unit 18 DVD and transcript

RS 1

Unit 18 audio CD and transcript

RS 2

You supply:

Copies of RS 2

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Briefly discuss what the students have learnt about *hiva* from the previous units. Discuss what they have already noticed about these *hiva*. On reflection, they may be surprised at how much they have already learnt.

If you have Tokelau students or other students who know about *hiva* in your class, they may have information to add here.

Learning Experiences

- Discuss the learning outcomes for Unit 18 and identify those that are the focus of lesson A.
- Play the DVD cultural section and connect it with your earlier discussion. What do the students notice? Do they have any comments? What connections can they now make to celebrations and customs in their own culture(s)? Use inquiry strategies to help them to reflect on their own lives in the communities they belong to. Discuss with them how they could find out more about the significance of the events they have described. For example, they could ask members of their family or do a search on the Internet.



- Use the information in the unit overview to extend the students' thinking and knowledge about *hiva* and the performing arts in *agānuku Tokelau*. Play the DVD cultural section again. Foster your students' reflection and sense of inquiry. If they ask questions that you cannot answer, turn these into research questions for them to explore either in class or later. Discuss their findings with them afterwards and use their suggestions for how they could present the information. For example, your students could teach a *hiva* to another class or could give presentations that include information they have learnt about the performing arts in *agānuku Tokelau*. If you choose these kinds of tasks, make sure that your students have enough time to prepare so that they can present well.
- Explain to the students that performing a *hiva* is part of their learning for Unit 18. Help them to choose which *hiva* they wish to learn and perform as a group. Tell them that they will have many opportunities to view and practise the *hiva* so that they can perform it confidently. As part of their preparation for this performance, they will learn how to give and follow instructions using *gagana Tokelau*.
- Play the DVD studio section. Show RS 1 and play CD 2 track 38. Replay the track several times to help them to learn the vocabulary. Have the students repeat the words in the pauses.
- Display RS 2. Play CD 2 track 39. Replay this track several times. In this way, your students can practise the sentence patterns by following the models on the audio CD. Hand out copies of RS 2 for the students to keep for their reference.
- Play the DVD language section and find out from the students how much they understand. Use your copy of the DVD transcript to guide the discussion.

Looking Ahead

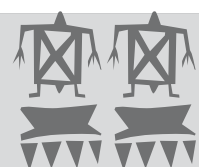
- Ask the students to practise the language on RS 2 so that they can say the sentences fluently by the next lesson.

Close

- Play the DVD section with the *hiva* the students have chosen to perform.
- Exchange farewells.

<i>fātele</i>	action dance
<i>hiva</i>	dance
<i>agaia</i>	graceful
<i>ōnomea</i>	nice, gentle
<i>mālie</i>	slow
<i>vave</i>	quickly
<i>fakavave</i>	faster
<i>vave mālie</i>	a bit faster
<i>fano</i>	to go
<i>matafiafia</i>	to smile
<i>mimilo</i>	to turn
<i>pati</i>	to clap
<i>pehe</i>	to sing
<i>tū</i>	to stand

<i>Fano mālie!</i>	Go slow!
<i>Fakavave!</i>	Go faster!
<i>Fano i te kātoa!</i>	Go really fast!
<i>Ko au.</i>	It's my turn.
<i>Ko koe.</i>	It's your turn.
<i>Kua hāuni kimātou.</i>	We're ready.
<i>Hōhō ki mua.</i>	Move forwards.
<i>Hōhō ki tua.</i>	Move back.
<i>Ki luga.</i>	Up.
<i>Ki lalo.</i>	Down.
<i>Mimilo ki te taumatau.</i>	Turn right.
<i>Matafiafia mai!</i>	Smile!
<i>Vēnei.</i>	Like this.
<i>Vēnā.</i>	Like that.
<i>Kikila mai.</i>	Watch me.
<i>Fakatakitaki.</i>	Practise. You try it.
<i>E hako!</i>	That's right!
<i>Kua maua e koe!</i>	You've got it!
<i>E ōnomea.</i>	It's beautiful./It's graceful.



UNIT 18 *HIVA MA NĀ FAKAFIAFIAGA*

PERFORMING ARTS

LESSON B



Learning Outcomes

Students will:

- use language, positioning, and movement when performing;
- give and respond to instructions.

Resources

Unit 18 DVD and transcript
Unit 18 audio CD and transcript
RS 2

You supply:

A poster of RS 2
The *Songs to Celebrate Pasifika Languages & Cultures* book and CD (if required)
Envelope sets of the DVD transcript cut into strips (enough for one per pair)
Copies of the DVD transcript

Lesson Outline

Introduction

- Play the cultural section of the DVD as the students enter the room.
- Exchange greetings.

Looking Back

- Play the DVD studio section. The students look at their copies of RS 2 from Lesson A. Play CD 2 track 39 with the students listening to the instructions and repeating these in the pauses after the speaker. Place the poster of RS 2 on the wall where all the students can see it. Tell them to use the instructions on the poster as much as they can during the lesson, especially when they are practising their *hiva*.

Learning Experiences

- Identify the learning outcomes that are the focus of Lesson B.
- Play the DVD section with the *hiva* the students have chosen to perform. Encourage them to sing and dance along with the presenters. Replay the DVD many times to help build their familiarity with the lyrics, rhythms, and movements of the *hiva*. Make sure that your students have a copy of the words so that they can practise these in their own time.

- Make enough copies of the DVD transcript for one copy per pair of students. Cut the dialogue into strips and put the strips in an envelope. Hand out one envelope to each pair. Get the students to place the strips of paper face up in front of them.

Play the DVD language scenario. Ask the students to watch the scene and focus on remembering the dialogue sequence. When they have finished, get them to assemble the strips of paper into the sequence that matches the dialogue in the scene. Each pair then checks with another pair to see whether their sequences match.

Replay the scene so that they can focus once more on the sequence of the dialogue. Give them time to review their sequencing. Then ask whether they have made any changes to their sequence as a result of seeing the dialogue again.

Hand out or project a copy of the DVD transcript so that they can check the accuracy of their sequencing.

Play the DVD language scenario again. Ask them whether they now understand what is being communicated better. If you need to, replay the scene several times and keep checking their understanding. Have the students collect the strips of paper and put them back in the envelopes. Save these to use again.

- Have the students practise role-playing the language scenario, using the transcript for support. Challenge them to practise the role-play as many times as they need to be able to perform the scene without looking at the script.

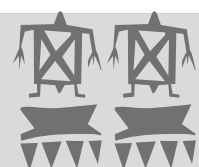
Monitor the students' performances as they carry out this activity by walking around the room listening to them as they engage with this activity.

Looking Ahead

- Give the students time to view the DVD and practise the *hiva* they are to present in Lesson C.

Close

- Exchange farewells.



UNIT 18 *HIVA MA NĀ FAKAFIIFIAGA*

PERFORMING ARTS

LESSON C



Learning Outcomes

Students will:

- use language, positioning, and movement when performing;
- give and respond to instructions.

Resources

Unit 18 DVD and transcript
Unit 18 Student Achievement Checklist

You supply:

Copies of the Unit 18 Achievement Checklist
The *Muakiga* Progress Charts
Collage material (optional)

Lesson Outline

Introduction

- Play the DVD quietly as the students enter the room. Exchange greetings.

Looking Back

- Replay the DVD language scenario. Ask the students whether their understanding has improved since the first time they heard the dialogue.

Learning Experiences

- Hand out copies of the Unit 18 Achievement Checklist and discuss it with your students.
- Play the DVD section with the *hiva*. Have the students practise their performance.
- When they are ready, they perform their *hiva*. Video their performance and replay the recording to your students. Invite their feedback on their performance as a group. Then ask each student to quietly reflect on their own performance, considering what they did well and what aspect they need to improve. Encourage them to discuss their reflections on their own learning and performance with a peer, inviting their feedback.

This process takes account of individual differences in learners and gives them time to reflect on their own performance and gain the specific feedback they need to improve their personal knowledge, skills, and performance.

- Ask your students what helped them to perform well and what could have helped them to perform better. You'll find this information useful as you prepare your students for presenting their work in Unit 19 and Unit 20.



We need to acknowledge and respond appropriately to diverse learners and learning contexts in our teaching so that all our learners can continue to progress.

- When ready, the students complete their Unit 18 Achievement Checklist and colour in band 18 on their *Muakiga* Progress Charts.
- Optional activity: Make a large collage mural of a Tokelau celebration using drawings, paintings, photographs from magazines, and information from the Internet. Use captions and string to label the items. Include descriptive terms in *gagana Tokelau*. This can challenge the students to go through their workbooks and find words and expressions to use on the mural.

Looking Ahead

- Encourage the students to find out more things about celebrations in *agānuku Tokelau*.

Close

- Exchange farewells.

UNIT 18 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

- use language, positioning, and movement when performing

I can do this well:

I need to improve this:

- give and respond to instructions



UNIT 18 DVD TRANSCRIPT



Hililo:

*Ko te aho nei, ko tātou ka ako fātele.
Fakamolemole, kikila.*

Eline:

Lelei. E gali!

Paula:

E mānaia!

Hililo:

Ko koulua.

Eline:

Ko kimāua kua hāuni.

Hililo:

Fakagāoioi lā ō tātou lima, e vēia he ika.

Eline:

Vēia?

Hililo:

Io. Nā lima ki luga. Vēnei.

Eline:

Kikila mai. Nā lima ki luga. Vēnei.

Paula:

Vēnei?

Eline:

Hōvē.

Hililo:

E hako. Ka toe kāmata kitātou.

Paula:

Vēnei?

Eline:

Vēnei?

Hililo:

E hako. Kua maua e koutou. Tātou toe fakatakitaki.

Paula:

E lelei!

Eline:

Io, e mālie.

Hililo:

Today, we're learning the *fātele*.
Watch, please.

Eline:

Cool. It's great!

Paula:

It's beautiful!

Hililo:

It's your turn.

Eline:

We're ready.

Hililo:

Move your hands, like a fish.

Eline:

Like this?

Hililo:

Yes. Hands up. Like this.

Eline:

Watch me. Hands up. Like this.

Paula:

Like this?

Eline:

I think so.

Hililo:

That's right. Now do it really quickly.

Paula:

Like this?

Eline:

Like this?

Hililo:

That's right. You've got it. Now practise.

Paula:

This is great!

Eline:

Yeah, it's fun.



UNIT 18 AUDIO TRANSCRIPT



Track 38 Vocabulary for Unit 18 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 18. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fātele

hiva

agaia

ōnomea

mālie

vave

fakavave

vave mālie

fano

matafiafia

mimilo

pati

pehe

tū

Hōhō ki tua.

Ki luga.

Ki lalo.

Mimilo ki te taumatau.

Matafiafia mai!

Vēnei.

Vēnā.

Kikila mai.

Fakatakitaki.

E hako!

Kua maua e koe!

E ōnomea.

Track 39 Structures and Expressions for Unit 18 to Accompany Lesson A RS 2

You will hear some sentences and expressions that you are to learn in Unit 18.

Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Fano mālie!

Fakavave!

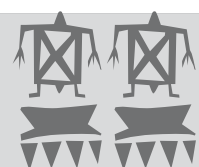
Fano i te kātoa!

Ko au.

Ko koe.

Kua hāuni kimātou.

Hōhō ki mua.



UNIT 19 HĀUNIUNIGA MŌ TE FAIGĀ HIVA PREPARING FOR A CELEBRATION

OVERVIEW



Learning Outcomes

Students will:

- prepare and give invitations;
- show social awareness when interacting with others.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of *Gagana Tokelau: The Tokelau Language Guidelines*.

The strands and achievement objectives are:

- Communication (pages 54 and 60)
 - 2.2 offer, accept, and refuse things;
 - 1.8 use language, positioning, and movement to show respect;
- Language (pages 54–56 and 60–62);
- Culture (pages 54, 57, 60, and 63).

Language Knowledge

Vocabulary

<i>fakafiafia</i>	celebrate
<i>hohoko</i>	next
<i>lāuga</i>	speech
<i>lāuga feiloaki</i>	welcome speech
<i>lāuga fakamāvae</i>	farewell speech
<i>muamua</i>	first
<i>mulimuli</i>	last
<i>polokalame</i>	programme
<i>valakaulia</i>	invitation
<i>valakau</i>	invite

This vocabulary is on CD 2 track 40.



Structures and Expressions

Fakafiafiaga o te mātou akoakoga

Ko ai?

Ko āfea? Ko anafea?

Ko he ā te taimi?

Ifea?

I te ākoga.

E kē mafaia oi hau?

These sentences are on CD 2 track 41.

Fakamolemole ōmamai oi kakai.

Ko te fakaikuga tēnei.

Ko taku gāluega tēnei

Ko te mātou gāluega tēnei.

These sentences are on CD 2 track 42.

Lauga Feiloaki (Welcome Speech)

(E fakatulou atu ki te tamana faifeau.)

(E fakatulou atu ki te afioga a pātele.)

*E vērā te mamalu o te uluhinā, mātua,
ma nā tamana. Vērā foki nā fānau.*

Tālofa nī!

E fakatālofa atu kia te koutou.

Fakafetai lava te ōmamai.

This welcome speech is on CD 2 track 43.

Lauga Fakamāvae (Farewell Speech)

*Kua pā mai nei ki te fakaikuga o te tātou
fakafiafiaga i te aho nei.*

Kia te koutou nā mālō fakaaloologia

Fakafetai mō te ōmamai.

Ke manuia te afiafi.

This farewell speech is on CD 2 track 44.

Celebration of our learning

Who?

When?

What time?

Where?

At school.

Can you come?

Please come and eat.

This is the end.

This is my work.

This is our work.

(We acknowledge the presence here of our minister.) (Protestant)

(We acknowledge the presence here of our father.) (Catholic)

We acknowledge our elders, parents, and children.

Welcome!

Greetings to you all.

Thank you for coming.

We have now come to the end of our celebration for today.

To all our honoured guests

Thank you for coming.

Have a good afternoon.

Lotu Fakafetai (Grace)

Fakafetai, te Atua

Ki nā meakai ma nā vaiinu.

Āmene.

Thank you, God

For the food and the drinks.

Amen.

This grace is on CD 2 track 45.

Language Notes

Both *ōmai* and *ōmamai* are plural forms of the verb *hau* (to come).

You will notice many words with the prefix *faka-*. When prefixed to a verb, *faka-* adds the meaning “to cause to be, to do, or to have something”. For example, *alofa* is “greeting”, whereas *fakatalofa* is “to greet someone”. *Fakatulou* means “to apologise, to say *tulou*” and *fakafafia* means “to entertain, to amuse”.

The priests and ministers in the different denominations have different titles. Protestants use *te tamana faifeau* (minister), and Catholics refer to a priest as *te afioga pātele* (father).

Cultural Knowledge

As in many cultures, it is usual in *agānuku Tokelau* to celebrate the end of a venture or undertaking. For example, a visit from a family or group is regarded as special, and so their departure is marked with a *fiafia* (party). The word *fiafia* literally means “happy”, so a *fiafia* is an opportunity for celebrating, dancing, and singing. This is also a way to acknowledge people and show appropriate forms of respect.

Speeches form part of any gathering, celebration, or event. It is not customary for Tokelau people to write thank-you letters. They give speeches to thank others and acknowledge their support at a gathering. To give a speech, you begin by paying respects to everyone, starting with the most distinguished people present, such as church ministers, priests, and elders. One of the elders will give a blessing to send the people on their way and invite them to help themselves to any leftover food.

A *fātele* (action song) is part of the *fiafia*. At times, the people split into two groups and challenge each other through their songs and dance. After each *fātele* performance, someone gets up and teases the other group, challenging them to do better. Then they will have a *tuku* (short, fast dance) to signal the end of their *fātele*. The *fātele* performances end with everyone joining in to sing a farewell song.

Sending written invitations is a modern custom copied from other cultures. Traditionally in *agānuku Tokelau*, information about an important celebration was either announced at a function or passed around by word of mouth. These were open invitations, and family and friends from near and far would come, sometimes arriving days beforehand to help with the preparations. They would bring gifts of food to add to the *fiafia*. They still do. In New Zealand, schools frequently use newsletters to keep their students’ families informed about school events and extend invitations to special occasions.

Teachers' Notes

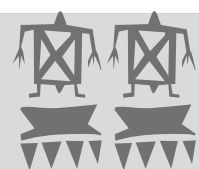
Lotu Fakafetai

A short Christian *lotu fakafetai* (grace) is included with Unit 19. You may wish to recall with your students the *lotu fakafetai* that they learnt in Unit 8. You will find these on page 201 and on CD 1 track 52.

Farewell Song

“Tōfā Koe, Tōfā Koe” is in *Songs to Celebrate Pasifika Languages & Cultures* on page 58 and is also recorded on the Unit 19 DVD. It is a well-known farewell song. The words are also on RS 6.





UNIT 19 HĀUNIUNIGA MŌ TE FAIGĀ HIVA PREPARING FOR A CELEBRATION

LESSON A



Learning Outcomes

Students will:

- prepare and give invitations.

Resources

Unit 7 DVD

Unit 7 audio CD and transcript

Unit 19 DVD and transcript

RS 1

Unit 19 audio CD and transcript

RS 2

RS 3

RS 4

RS 5

RS 6

You supply:

Flashcards of the months of the year (from Unit 7)

Copies of RS 2

Copies of the invitations from the template on RS 4

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Ask the students what they've found out about celebrations in *agānuku Tokelau*. If they've brought anything along for the *agānuku Tokelau* corner, make sure these objects are kept safe.
- Play the Unit 7 DVD version of “(Ke) Manuia tō Aho Fānau” as the students enter the room. Find out who has the nearest birthday to today's lesson. Tell the students to remain standing and sing “(Ke) Manuia tō Aho Fānau” to the birthday student. If needed, play CD 1 track 48 to accompany the singing.
- Show the flashcards of the months of the year, each one in turn, to recall these with your students.

Learning Experiences

- Display the learning outcomes for Unit 19 and discuss the one that is the focus of Lesson A. Tell the students that they will be preparing for a celebration of their learning in Unit 20. In this unit, they will learn how to make written invitations. They will also learn some speeches they can use during the celebration.
- Play the DVD cultural section and connect it with the discussion you have just had with your students. What do the students notice? What comments do they wish to make? What connections can they now make to celebrations and customs in their own culture(s)? Play the cultural section on the Unit 8 DVD to remind the students of their earlier learning about special days and celebrations in *agānuku Tokelau*.
- Play the DVD studio section. Show RS 1 and play CD 2 track 40. The students repeat the words in the pauses.
- Hand out copies of RS 2 to your students. Play CD 2 track 46. As the students listen to the CD, they enter the information onto their worksheets as directed. You may choose to do the first sequence (the information about Selina) and then check the students' responses before continuing. This will show you how they are responding individually and as a class to this kind of sustained listening activity. Use RS 3 to verify their responses.

In English, the information is:

My name is Selina Robertson. I will be thirteen years old on the fifth of October. Here's the invitation to my birthday celebration. It's on Saturday at two o'clock. My address is 22 Green Street. Can you come? Please telephone 835 7291.

My name is Jacob Kingi. I will be sixteen years old on the twenty-first of December. Here's the invitation to my birthday celebration. It's on Friday at six o'clock. My address is 98 Tūi Street. Can you come? Please telephone 469 8321.

My name is Neelam Singh. I will be fifteen years old on the thirty-first of March. Here's the invitation to my birthday celebration. It's on Wednesday at eleven o'clock. My address is 54 Pūriri Street. Can you come? Please telephone 667 0589.

- Photocopy RS 4 and cut it into four sections. Make enough copies for one section per student. Each student now writes their invitation on this template. Remind the students that they do not need to give their personal details – they can make up the information if they want to. Working in groups of four or five, the students take turns to present their invitation while the others in the group note down the details in English. They then check with the presenter to see whether they noted their details correctly.
As an extension to this activity, display RS 5. Play CD 2 track 41. The students repeat the sentences and expressions in the pauses. Still working in their groups of four or five, the students take turns to use the questions on RS 5 to gain responses from the students in their group, using the invitations they have each prepared.
- Play the DVD language scenario and discuss the content with the students. What did they understand?

Looking Ahead

- In Lesson B, the students will be learning more about celebrations in *agānuku Tokelau* by learning and practising speeches.

Close

- Play the DVD with the group singing the farewell song “Tōfā Koe, Tōfā Koe”. Show the words on RS 6 and have the students sing along.
- Exchange farewells.

<i>fakafiafia</i>	celebrate
<i>polokalame</i>	programme
<i>valakau</i>	invite
<i>valakaulia</i>	invitation
<i>lāuga</i>	speech
<i>lāuga feiloaki</i>	welcome speech
<i>lāuga fakamāvae</i>	farewell speech
<i>muamua</i>	first
<i>hohoko</i>	next
<i>mulimuli</i>	last



Listen to the CD and use the information you hear about each person to fill in the gaps. You will hear each person's information twice.

Name: Selina Robertson
 Age: _____
 When: _____
 Day: _____
 Time: _____
 Where: _____ Green Street
 Phone: _____

Name: Jacob Kingi
 Age: _____
 When: _____
 Day: _____
 Time: _____
 Where: _____ Tūi Street
 Phone: _____

Name: Neelam Singh
 Age: _____
 When: _____
 Day: _____
 Time: _____
 Where: _____ Pūiri Street
 Phone: _____

Name: Selina Robertson
 Age: 13
 When: 5 October
 Day: Saturday
 Time: 2 o'clock
 Where: 22 Green Street
 Phone: 835 7291

Name: Jacob Kingi
 Age: 16
 When: 21 December
 Day: Friday
 Time: 6 o'clock
 Where: 98 Tūi Street
 Phone: 469 8321

Name: Neelam Singh
 Age: 15
 When: 31 March
 Day: Wednesday
 Time: 11 o'clock
 Where: 54 Pūriri Street
 Phone: 667 0589

Ko koe e valakaulia ki toku aho fānau.

Igoa: _____
Māhina: _____
Aho: _____
Taimi: _____
Ki fea: _____
Telefoni: _____

Ko koe e valakaulia ki toku aho fānau.

Igoa: _____
Māhina: _____
Aho: _____
Taimi: _____
Ki fea: _____
Telefoni: _____

Ko koe e valakaulia ki toku aho fānau.

Igoa: _____
Māhina: _____
Aho: _____
Taimi: _____
Ki fea: _____
Telefoni: _____

Ko koe e valakaulia ki toku aho fānau.

Igoa: _____
Māhina: _____
Aho: _____
Taimi: _____
Ki fea: _____
Telefoni: _____



Fakafiafiaga o te mātou akoakoga

<i>Ko ai?</i>	Who?
<i>Ko āfea? Ko anafea?</i>	When?
<i>Ko he ā te taimi?</i>	What time?
<i>Ifea?</i>	Where?
<i>I te ākoga.</i>	At school.
<i>E kē mafaia oi hau?</i>	Can you come?

Tōfā Koe, Tōfā Koe

Tōfā koe, tōfā koe

Goodbye to you, goodbye to you

Taku pele taku fakapelepele

To my dearest one and only love

Kā ke lagi atu ko taku pehe

Allow me to sing to you, my darling

E fagufagu kia koe.

As a way to awaken you.



UNIT 19 *HĀUNIUNIGA MŌ TE FAIGĀ HIVA* PREPARING FOR A CELEBRATION LESSON B



Learning Outcomes

Students will:

- show social awareness when interacting with others.

Resources

Unit 19 DVD and transcript

RS 1

Unit 19 audio CD and transcript

RS 7

RS 8

RS 9

RS 4 (from Unit 8)

Unit 8 audio CD and transcript

RS 6

You supply:

Copies of RS 7

Copies of RS 8

Copies of the DVD transcript

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Play the DVD studio section. Display RS 1 and play CD 2 track 40. Have the students repeat the words in the pauses.

Learning Experiences

- Display the learning outcome for Lesson B. Talk with the students about the importance of learning how to show social awareness when interacting with others. Remind them that this includes gestures, body language, positioning, and movement as well as the language forms they use. Challenge them to give examples of this “social awareness” from their previous learning.

- Now show them examples of speeches that are used in “formulaic ways”. Explain that when people gather for events and eat food together in *agānuku Tokelau*, there is an expectation that words of welcome, farewell, and appreciation will be spoken ritually in ways that everyone can recognise. These speeches are usually formulaic in their expression. Remind them that saying thank you and showing appreciation is important in every culture. Tell them that knowing how to extend hospitality and say thank you in culturally appropriate ways is very important and helps to build good relationships in all cultures.
- For the next part of the lesson, display the resource sheets with the examples of the welcome (RS 7) and farewell (RS 8) speeches and play the accompanying tracks (CD 2 tracks 43 and 44). Hand out copies of these for the students to file in their workbooks. The students listen to the speeches and repeat the sentences in the pauses. Help them to practise saying these speeches, giving them time to gain fluency. They model their delivery on that of the speakers on the CD. Challenge them to see whether they can memorise the speeches, saying them to each other without looking at the words.
- Display RS 9. Have the students copy the *lotu fakafetai* (grace) into their workbooks. Ask them to find their copies of the *lotu fakafetai* from Unit 8. Display RS 4 from Unit 8 and play CD 1 track 53 to assist their recall. Ask them to choose one grace to practise so that they can say it well without looking at the words.
- Play the DVD language scenario. Hand out copies of the transcripts and have the students practise saying the dialogue along with the presenters.

Looking Ahead

- Remind the students that they will be assessing their learning outcomes in Lesson C. They are to learn the speeches that they have been practising during Lesson B.

Close

- Play the DVD with the group singing the farewell song “Tōfā Koe, Tōfā Koe”. Show RS 6 and have the students sing along.
- Exchange farewells.

(E fakatulou atu ki te tamana faifeau.)

(E fakatulou atu ki te afioga a pātele.)

*E vēnā te mamalu o te uluhinā, mātua,
ma nā tamana. Vēnā foki nā fānau.*

Tālofa nī!

E fakatālofa atu kia te koutou.

Fakafetai lava te ōmamai.

(We acknowledge the presence here of our minister.)

(Protestant)

(We acknowledge the presence here of our father.)

(Catholic)

We acknowledge our elders, parents, and children.

Welcome!

Greetings to you all.

Thank you for coming.

*Kua pā mai nei ki te fakaikuga o te tātou
fakafiafiaga i te aho nei.*

Kia te koutou nā mālō fakaaloologia

Fakafetai mō te ōmamai.

Ke manuia te afiafi.

We have now come to the end of our celebration for today.

To all our honoured guests

Thank you for coming.

Have a good afternoon.

Fakafetai, te Atua.

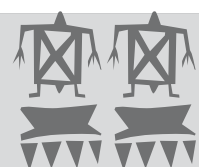
Ki nā meakai ma nā vaiinu.

Āmene.

Thank you, God

For the food and the drinks.

Amen.



UNIT 19 HĀUNIUNIGA MŌ TE FAIGĀ HIVA PREPARING FOR A CELEBRATION

LESSON C



Learning Outcomes

Students will:

- prepare and give invitations;
- show social awareness when interacting with others.

Resources

Unit 19 DVD and transcript

Unit 19 Student Achievement Checklist

RS 4

RS 10

You supply:

Copies of the DVD transcript

Copies of the Unit 19 Achievement Checklist

The *Muakiga* Progress Charts

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Play the DVD cultural section again to help the students become very familiar with the content. Discuss with the students any more observations they wish to make.

This discussion will let you compare what the students are now saying with what they offered as their knowledge at the beginning of the unit. It will also help the students to monitor their own learning.

Learning Experiences

- Hand out copies of the Unit 19 Achievement Checklist and discuss it with the students. Discuss the Unit 10 assessment criteria with them and ask them to look up their notes about what they individually need to improve.

In our teaching, we need to acknowledge and respond appropriately to diverse learners and learning contexts so that all our learners can continue to progress.



- Establish with your students what process they will use for their assessment. Tell them you will not be recording their presentations as Unit 20 will offer the opportunity for a more formal assessment. Discuss ways in which they can achieve the learning outcomes and give each other feedback on their progress.

Ensure that all the students receive some feedback on their progress and that they know what to focus on individually in order to progress their learning. Ask them what helps them to learn best. Discuss with them how well they feel they are progressing. Find out what they think they need to practise. Repeat some of the earlier tasks if necessary.

Involving the students in evaluating each other's performances and giving each other feedback is a way to develop their critical thinking and evaluation skills, and it helps them to take responsibility for their own learning.

Whenever they are in the role of being an audience, make sure that they can assess how well they understand the other students and how fluently they are speaking in *gagana Tokelau* so that they can give this kind of feedback. Remind them about ways of showing social awareness when interacting and how this involves body language (visual language) as well as spoken language.

These discussions will inform you and your students about how their learning is progressing and what steps you might need to take to help them further. This process will help them to prepare well for their presentations to celebrate their learning in Unit 20 and to give them confidently.

- Play the DVD language section. The students work in groups to role-play the scenario, modelling their behaviour on that of the presenters. You may need to play the language scenario several times to sharpen their observation.
- Arrange for the students to work in groups. Have the students practise saying their speeches. Then ask them to present their speech as if they were presenting it on a real occasion. You may decide that they need to make their presentation to the whole class. Have the relevant resource sheets ready to display, should they need this support.
- The students now prepare written invitations, using the model on RS 4 and adapting it to suit their own families. When they have completed their invitations, they work with a partner and practise reading out their invitation. Arrange for the students to take their invitations home to their families at a time that suits the requirements of your programme. That may mean storing these invitations until the time is right.
- Hand out the Unit 19 Achievement Chart for the students to complete. They then colour in band 19 of their *Muakiga* Progress Charts.
- Display RS 10. Play CD 2 track 42 and have the students repeat the sentences in the pauses. Have them copy the expressions into their workbooks, ready for use in Unit 20.
- Practise the farewell song “Tōfā Koe, Tōfā Koe” until the students can sing it easily without looking at the words.

Looking Ahead

- Tell your students that they will celebrate their learning in Unit 20. Reassure them that they have learned many things in Unit 19 that will enable them to do this in ways that are appropriate to *agānuku Tokelau*, which is an important part of their learning. Ask them to reflect on what they would like to present to demonstrate their learning and come to the next lesson prepared to share their ideas.

Close

- Exchange farewells.

Fakamolemole ōmamai oi kakai.

Please come and eat.

Ko te fakaikuga tēnei.

This is the end.

Ko taku gāleuga tēnei

This is my work.

Ko te mātou gāleuga tēnei.

This is our work.

Ko toku igoa ko _____.

Now I can:

- prepare and give invitations
- show social awareness when interacting with others

Examples of my social awareness:

UNIT 19 DVD TRANSCRIPT



Kāleopa:

Nā mātua, ko au e fakatakitaki taku lāuga fakamāvae. E mafai kolua ke kikila mai?

Viliamu:

Io.

Lēhina:

Io. Kimāua kua hāuni.

Kāleopa:

“Kua pā mai nei ki te fakaikuga o te tātou fakafiafiaga i te aho nei.”

Viliamu:

Tali, tali! E vave ātili! Fakagehegehe. Vēia: “Kua pā mai nei ki te fakaikuga o te ... fakafiafiaga i te aho nei.”

Lēhina:

E mālamalama koe?

Kāleopa:

Io, fakafetai.

Lēhina:

Lelei. Toe taumafai mai.

Kāleopa:

“Kua pā mai nei ki te fakaikuga o te tātou fakafiafiaga i te aho nei.” Vēnā?

Viliamu:

E hako! Lelei lahi.

Lēhina:

Lelei katoatoa!

Kāleopa:

“Ki a te koutou nā mālō fakaaloologia. Fakafetai mō te ōmai. Kae manuia te afiafi.”

Viliamu:

Lelei. Toe tahi ake.

Kāleopa:

“Ki a te koutou nā mālō fakaaloologia. Fakafetai mō te ōmai. Kae manuia te afiafi.”

Viliamu:

Lelei, Kāleopa!

Lēhina:

Ko tō papa nei ka fiafia lele.

Kāleopa:

E mafai kē hau?

Viliamu:

Io. Na foki e au ki ei te valakaulia.

Kāleopa:

Mum, Dad, I’m practising my farewell speech. Can you watch me?

Viliamu:

Sure.

Lēhina:

OK. We’re ready.

Kāleopa:

“We have now come to the end of our celebration for today.”

Viliamu:

Hold on! Too fast! Slower. Like this: “We have now come to the end of ... celebration for today.”

Lēhina:

Do you understand?

Kāleopa:

Yes, thank you.

Lēhina:

Good. You try it.

Kāleopa:

“We have now come to the end of our celebration for today.” Like that?

Viliamu:

That’s it! Very good.

Lēhina:

Excellent work!

Kāleopa:

“To all our honoured guests. Thank you for coming. Have a good afternoon.”

Viliamu:

Great. One more time.

Kāleopa:

“To all our honoured guests. Thank you for coming. Have a good afternoon.”

Viliamu:

Well done, Kāleopa!

Lēhina:

Your grandfather will be pleased.

Kāleopa:

Can he come?

Viliamu:

Yes. I gave him the invitation.

Kāleopa:

Ko au e popole. Ko taku lāuga fakamāvae muamua (ia).

Viliamu:

Fakamākeke! Ko koe te makopuna pito matua.

Lēhina:

Ko koe e hē popole. Ko koe e lelei.

Kāleopa:

Tālohia. Ko au nae fakatakitaki!

Lēhina:

Io, ko koe nae galue mālohi. Ko kimātou e fiafia lele kia te koe.

Viliamu:

Ka fiafia nei ia Papa ki a te koe!

Kāleopa:

I'm nervous. It's my first farewell speech.

Viliamu:

Be brave! You are the eldest grandson.

Lēhina:

Don't worry. You're good.

Kāleopa:

I hope so. I've been practising!

Lēhina:

Yes, you've worked very hard. We're proud of you.

Viliamu:

Grandfather will be proud of you!



UNIT 19 AUDIO TRANSCRIPT



Track 40 Vocabulary for Unit 19 to Accompany Lesson A RS 1

Here is the vocabulary for Unit 19. Listen to each word as it is spoken. Then repeat the word in the pause. You will hear the same word a second time. Say the word again, trying to improve your pronunciation.

fakafiafia

polokalame

valakau

valakaulia

lāuga

lāuga feiloaki

lāuga fakamāvae

muamua

hohoko

mulimuli

Track 41 Structures and Expressions for Unit 19

You will hear some sentences and expressions that you are to learn in Unit 19. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Fakafiafiaga o te mātou akoakoga

Ko ai?

Ko āfea? Ko anafea?

Ko heā te taimi?

Ifea?

I te ākoga.

E kē mafaia oi hau?

Track 42 to Accompany Unit 19 Lesson C RS 10

You will hear the remaining sentences and expressions that you are to learn in Unit 19. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Fakamolemole ōmamai oi kakai.

Ko te fakaikuga tēnei.

Ko taku gāluega tēnei

Ko te mātou gāluega tēnei.

Track 43 Welcome Speech for Unit 19 to Accompany Lesson B RS 7

You will hear a welcome speech. Listen carefully to how the speech is spoken and then say the speech as well as you can along with the speaker.

E fakatulou atu ki te tamana faifeau/afioga a pātele.

E vērā te mamalu o te uluhinā, mātua ma nā tamana. Vērā foki nā fānau.

Tālofa nī!

E fakatālofa atu ki a te koutou.

Fakafetai lava te ōmamai.

Track 44 Farewell Speech for Unit 19 to Accompany Lesson B RS 8

You will hear a farewell speech. Listen carefully to how the speech is spoken and then say the speech as well as you can along with the speaker.

Kua pā mai nei ki te fakaikuga o te tātou fakafiafiaga i te aho nei

Kia te koutou nā mālō fakaaloologia.

Fakafetai mō te ōmamai.

Ke manuia te afiafi.

Track 45 Grace for Unit 19 to Accompany Lesson B RS 9

You will hear a grace. Listen carefully to how the grace is spoken and then say it as well as you can along with the speaker.

Fakafetai, te Atua.

Ki nā meakai ma nā vaiinu.

Āmene.

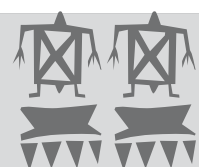
Track 46 Listening Comprehension to Accompany Unit 19 Lesson A RS 2

You will hear three people giving invitations to their birthday celebrations. As you listen, use the information that you hear about each person to fill in the gaps on your worksheet. You will hear each person's information twice.

Ko toku igoa ko Selina Robertson. Ko au e kātoa te hefulu tolu tauhaga i te aho lima o Oketopa. Ko te tuhi valakaulia tēnei ki te fakamanatuga o toku aho fānau. E fai i te Aho Tonai i te lua. Ko toku tuātuhi ko te lua hefulu lua Green Street. E mafai koe kē hau? Fakamolemole telefoni te valu tolu lima fitu lua iva tahi.

Ko toku igoa ko Jacob Kingi. Ko au e kātoa toku hefulu ono tauhaga i te aho lua hefulu tahi o Tēhema. Ko te tuhi valakaulia tēnei ki te fakamanatuga o toku aho fānau. E fai i te Aho Falaile i te ono. Ko toku tuātuhi ko te iva hefulu valu Tūi Street. E mafai koe kē hau? Fakamolemole telefoni te fā ono iva valu tolu lua tahi.

Ko toku igoa ko Neelam Singh. E kātoa toku hefulu lima tauhaga i te aho tolu hefulu tahi o Māti. Ko te tuhi valakaulia tēnei ki te fakamanatuga o toku aho fānau. E fai i te Aho Lulu i te hefulu tahi. Ko toku tuātuhi ko te lima hefulu fā Pūriri Street. E mafai koe kē hau? Fakamolemole telefoni te ono ono fitu helo lima valu iva.



UNIT 20 TŌFĀ NĪ

GOODBYE

OVERVIEW



Learning Outcomes

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

Communication Strand

To begin to achieve this, they will need to show that they can (with support and with a main focus on listening and speaking skills):

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others to communicate effectively in *gagana Tokelau*.

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Curriculum Links

Unit 20 is an opportunity to assess the students' progress holistically using the levels 1 and 2 learning languages proficiency descriptor and the Communication Strand achievement objectives, as set out above. The students will take time to revise what they have been learning in Units 11–19.

Language Knowledge

There is no new learning. This is a revision unit.

Cultural Knowledge

There is no new learning. This is a revision unit.

Teachers' Notes

There is a summary overview of Units 11–19 in the preface.

Presentations

For Unit 20, the students practise the language and cultural knowledge they have learnt in Units 11–19 in situations where they can show their communication skills. With your assistance, they choose presentations that will consolidate their learning and demonstrate their achievement in *gagana Tokelau*.



Items

The students will present one or more items. Unit 20 offers options for you to consider. The number of items is at your discretion. The presentations can include any of the following:

- giving personal information, for example, introductions and talking about the family;
- role-plays (the students' own work);
- acting out the DVD language scenarios.

When preparing your students for the role-plays, ask them what they'd like to do. Some students may wish to make up their own role-plays, based on their learning in Units 11–19. Others who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If they do this, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 11–19. In that way, you encourage them to be creative while still giving them the level of support they need. We suggest that you keep this as a class activity.

Reviewing Progress

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point. You can use the recording as a learning and evaluating tool for the students, helping them to critically evaluate their own achievement and work out ways in which they can improve. Setting improvement targets helps them to identify areas for future focus.

Assessment

For language learning to be successful, your students need to achieve enough control of the language to be able to use it automatically and spontaneously in the situations they have become familiar with. By now, they need to be communicating effectively in *gagana Tokelau* in a range of contexts, responding to others without undue delay and with reasonable levels of accuracy.

The practice template on page 252 suggests assessment criteria. As your students review their presentations, they could assess themselves or each other, working in pairs and using these criteria. RS 3 in Unit 10 Lesson A breaks down these criteria into achievable outcomes that are reproduced in this unit on page 457.

**Proficiency Descriptor Levels 1 and 2**

Students can understand and use familiar expressions and everyday vocabulary.
Students can interact in a simple way in supported situations.

Students can:

Receive and produce information:

- give information;
- understand what others say;

Produce and respond to questions and requests:

- ask questions and give answers to questions;
- make requests and respond to requests;

Show social awareness when interacting with others:

- use body language;
- use language that suits the situation.

When speaking gagana Tokelau, students will show that they can:

Speak well enough for others to understand what they say (pronunciation);

Respond to questions, and say sentences, without hesitating too much (fluency).

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

These criteria will help the students to deepen their understanding of what is required for the proficiency level they are working towards and to measure their progress towards achieving it. Suggest that they look for one or two examples of each behaviour.

Remind the students that it is too soon for them to achieve level 2 proficiency. They would need a wide range of examples across each behaviour and across all the language skills (speaking, listening, reading, writing, viewing, and presenting or performing) to achieve it. That would require them to have more language learning time and experience.

As with Unit 10, place a poster-sized chart of the assessment criteria on the classroom wall so that the students can become very familiar with them.

Lessons

It is suggested that the students prepare their presentation in Lessons A and B and then do the actual presentations in Lesson C. It may be that with an invited audience, with a special day arranged, and with other activities also taking place, it may not be possible or desirable to carry out any assessment activity at the time. In that case, you should organise an extra lesson for the students to come together to review their presentations. This kind of reviewing builds a critical sense, leading to an appreciation of quality and standards and the need to work to attain them.

Audience

You need to consider who the audience will be when your students make their presentations. Here are some suggestions:

- keep this as a class activity;
- present to another class that is also learning *gagana Tokelau*;



- present to invited parents and community members;
- invite the principal to be a respected member of the audience;
- present to the whole school;
- present at a local community function.

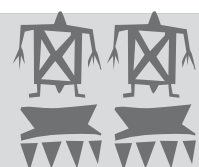
There may be other options within your own school and community. Your students may also make useful suggestions. Arrange the programme in the way that best suits you and your school's circumstances.

You could consider extending this into a Tokelau Day for your school. This could work well with a supportive Tokelau community. It could involve preparing food and eating together. It could also involve making crafts. With a Tokelau Day, the students can be involved in many of the aspects of their learning in enjoyable and meaningful ways and with plenty of opportunities for communicating in *gagana Tokelau*.

We hope you and your students have greatly enjoyed your experience of learning *gagana Tokelau* through *Muakiga! An Introduction to Gagana Tokelau*. You may wish to further acknowledge the students' achievement by arranging to award their completed *Muakiga* Progress Charts at a special ceremony or at a school assembly. This unit also includes a template for a certificate to award to your students.

Ke manuia kae fakaaauau koe i tau malaga i te akoakoga o te gagana Tokelau.

Best wishes as you continue your learning journey with *gagana Tokelau*.



UNIT 20 *TŌFĀ NĪ*

GOODBYE

LESSON A



Learning Outcomes

Students will:

- select language that is appropriate to the audience and the situation.

Resources

- RS 1 (from Unit 10)
- Units 11–19 DVD and transcripts as needed
- Units 11–19 audio CDs and transcripts as needed
- Resource sheets from Units 11–19 as needed
- RS 3 (from Unit 10)
- RS 6 (from Unit 19)

You supply:

- An enlarged copy of RS 1 (from Unit 10)
- Copies of the DVD transcripts
- Extra resources for the presentations
- The Songs to Celebrate Pasifika Languages & Cultures* book and CD

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Tell the students that they will be giving presentations based on their work from Units 11–19 and that these will be digitally recorded and used for self-assessment and assessment by you and their peers. They will also learn more about what they need to do to achieve the required outcomes.
- Show RS 1 from Unit 10. You may already have a copy on the classroom wall. Remind the students that this is the level of proficiency that they are aiming for. Ask them to keep this focus in mind as they prepare and give their presentations.
- Ask the students what they would like to present and list the suggestions on the board. Discuss who the audience will be and how much time the students will have for their presentations overall.



Learning Experiences

- Divide the students into pairs or groups and arrange for each pair or group to work on a different unit. Focus on Units 11–19 if possible. The presentations should be around three minutes long and must be oral-based so that both students of the pair or all the members of the group are involved and have opportunities to speak *gagana Tokelau*. Hand out the DVD transcripts from the respective units.

Tell the students that they can adapt the scenarios as they wish, for example, by changing the vocabulary. The audience will need to pay close attention because some elements of the role-plays will be new.

Set up resources around the classroom with the students for them to use.

Give the students time to work on their presentations. Remind them about appropriate cultural behaviours that they should be routinely using in class by now.

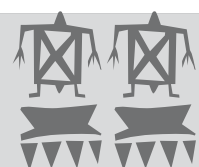
- Ask them to look at their workbooks or resource sheets, including RS 3 from Unit 10, for their notes about the improvements they need to make in their *gagana Tokelau* knowledge and skills. Challenge them to focus on these areas as their next-steps learning in order to improve. This self-improvement focus is part of accepting responsibility for their own learning and managing the development of their ongoing proficiency levels
- Tell the students that they will be singing together, as a class, “Tōfā Koe, Tōfā Koe” as their final item, so they need to learn the words. Play the song either on the Unit 19 DVD or the *Songs to Celebrate Pasifika Languages & Cultures* CD and have the students sing along. Show RS 6 from Unit 19 if needed.
- This should be a busy session with all the students engaged in organising and preparing their presentations. You will be able to judge from their level of engagement how confident they are about their presentation skills. Help out where necessary. This may mean showing a segment of the DVD or playing a CD track.

Looking Ahead

- Remind the students to keep practising their parts and to bring along any props they need to the next lesson.

Close

- Sing “Tōfā Koe, Tōfā Koe” together.
- Exchange farewells.



UNIT 20 *TŌFĀ NĪ*

GOODBYE

LESSON B



Learning Outcomes

This is another preparation lesson. This lesson has no measurable outcomes apart from preparing and practising the items for the presentations the students will make in Lesson C.

Resources

- Units 11–19 DVD and transcripts
- Units 11–19 audio CDs and transcripts
- Resource sheets from Units 11–19 as needed
- RS 6 (from Unit 19) if needed

You supply:

- Things to use as props
- An enlarged copy of RS 1 (from Unit 10)
- Copies of RS 3 (from Unit 10)
- Extra resources for the presentations
- The *Songs to Celebrate Pasifika Languages & Cultures* book and CD

Lesson Outline

Introduction

- Exchange greetings.

Looking Back

- Give the students time to work on their presentations so that they are confident enough to be able to present well. Monitor their engagement and support them when necessary. For example, you could help them to check back through the units or play relevant DVD clips.
- Ask whether they need any props, but do remind them that the purpose of the presentation is to practise their *gagana Tokelau* skills, not to spend too much time making props, and so their props need to be simple. Encourage them to improvise. Arrange for any necessary props to be available.
- Tell the students to check those areas they have identified as needing improvement on their copy of RS 3 (from Unit 10). Ask them to focus on these as they prepare their presentations.



Learning Experiences

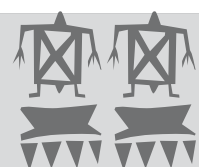
- Discuss the learning outcomes. Display RS 1 from Unit 10 and talk about the assessment criteria. This will help the students to become more familiar with what is expected of them when they learn a language. Hand out copies of RS 3 from Unit 10. It can be useful to have the students assess each other in pairs. This means that, as well as monitoring their own performance, each student is responsible for monitoring the performance of one other person.
- The students work on their presentations. Move around each group, providing help, answering questions, giving encouragement, and ensuring that each group is on task.
- Practise singing “Tōfā Koe, Tōfā Koe” together.

Looking Ahead

- Check that the students are ready and know what they will be doing. Remind them that their classmates will be helping to evaluate their performances.
- Review the order of the programme with the students. Make sure that you practise some appropriate greetings and farewells. These depend on who the audience will be. You may need to appoint some students to perform some roles. Make sure everyone knows what they need to do before the next lesson.

Close

- Sing “Tōfā Koe, Tōfā Koe” together.
- Exchange farewells.



UNIT 20 *TŌFĀ NĪ*

GOODBYE

LESSON C



Learning Outcomes

Levels 1 and 2 Learning Languages

Proficiency Descriptor

Students can understand and use familiar expressions and everyday vocabulary.

Students can interact in a simple way in supported situations.

To achieve this, they will:

- receive and produce information;
- produce and respond to questions and requests;
- show social awareness when interacting with others.

Resources

RS 1 (from Unit 10)

Unit 20 Student Achievement Checklists

Unit 20 Certificate Template

You supply:

A DVD camera (supplied by the school)

A blank DVD

Props as required

Copies of RS 1 (from Unit 10)

Copies of the Unit 20 Achievement Checklist

The *Muakiga* Progress Charts

Copies of the certificate

Lesson Outline

Introduction

- Exchange greetings.



Looking Back

- Give each group a few minutes to set up and have a final practice before their presentations. This will give you time to set up the recording equipment.

Allow more time than usual in this lesson for the students to set up and deliver their presentations.

Learning Experiences

- The students give their presentations as arranged. They finish by singing “Tōfā Koe, Tōfā Koe” as a class. Record these on DVD.
Round off the presentations by having the selected students thank the audience and say goodbye in *gagana Tokelau*.
- Hand out copies of the Unit 20 Achievement Checklist. Review the DVD recording with the students. Use the process described in Lesson A for the students to assess their own and others’ performances.
Have the students work in groups to complete their checklists. Ask them to assess the performance of each student in their group, taking one point at a time. The students then tick the box that the group has agreed on. When they have completed this task, give them time to reflect on the assessment and to write down three areas where they now see that they need to improve.
- When you have completed the assessment process, have the students colour in band 20 of their *Muakiga* Progress Charts.

Looking Ahead

- Tell the students whether you have arranged for them to review the recorded presentations at another time so that they can see how well they are progressing. You may wish to wait until they have viewed the DVD in order to assess their performances before getting them to complete the Unit 20 Achievement Checklist and their *Muakiga* Progress Charts.
- You may also want to arrange for them to be awarded their certificates at an assembly or at another occasion.

Close

- Sing “Tōfā Koe, Tōfā Koe” again.
- Wish your students every success as they carry on their learning of *gagana Tokelau* and *agānuku Tokelau*.
- Exchange farewells.

UNIT 20 ACHIEVEMENT CHECKLIST



Ko toku igoa ko _____.

Now I can:

	NO	YES	WELL	VERY WELL
give information				
understand what others say				
ask questions				
give answers to questions				
make requests				
respond to requests				
use body language				
use language that fits the situation				
be understood by others				
speak fluently (without hesitating too much)				

Three things I need to do to improve my *gagana Tokelau* knowledge and skills are:

- 1.
- 2.
- 3.

MUAKIGA!

CERTIFICATE OF ACHIEVEMENT

igoa (name)

nā fakauma ma te manuia (has successfully completed)
Muakiga! An Introduction to Gagana Tokelau
lunite 1–20 (Units 1–20)

Faiākoga (teacher): _____

Puleākoga (principal): _____

Ākoga (school): _____

Aho (date): _____

