HAIA! AN INTRODUCTION TO VAGAHAU NIUE

TEACHERS’ GUIDE AND SUPPORT MATERIALS LEARNING LANGUAGES SERIES
The image of the *tika* on the cover of this resource represents the journey of the learner. The learner’s journey is like the flight of a *tika* through the air and along the ground, moving towards the goal of being able to communicate in *vagahau Niue*.

You throw a *tika* a bit like a javelin. It has two parts. The head has a solid, three-dimensional oval shape with a long, sharp piece at the end. This is the *fakaulu* (head piece). It is usually made from the wood of hardwood trees, such as *kieto*. The size of the *fakaulu* depends on the size of the thrower. The rest of a *tika* is made from a *mamala* shoot, which is extremely light. The soft green bark on the shoot is peeled off by first heating the shoot over a fire to soften it. To ensure that a shoot is dry and straight, it is then hung from a branch or a beam. A heavy rock is, in turn, hung from it, so that it will straighten out. This part of a *tika*, the *kà fùmamala*, needs to be longer than the thrower’s arm. The sharp end of the *fakaulu* is then pushed into the *kà fùmamala* and bound with sennit or coloured twine.

In the sport of *tà tika*, you throw a *tika* so that it lands on the side of the *fakaulu* and slides as far as possible along on the ground. The length of your throw is measured to where the slide stops.

*Tà tika* is an ancient sport that is unique to Niue. *Haia!* is an interjection of approval. After a great throw, you might compliment the thrower by saying “*Haia!*”

When a learner can communicate in *vagahau Niue*, you could say “*Haia! All right! See, now you can communicate in *vagahau Niue*!”
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ACKNOWLEDGMENTS

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- Thorndon School.

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

The Ministry of Education and CWA New Media would like to thank the Department of Education in Niue for its cooperation and assistance during filming in Niue and the Museum of New Zealand Te Papa Tongarewa for permission to use the image of the hiapo.
**INTRODUCTION**

Tagaloa, Tagaloa
Hō lagi mamao è
Tagaloa, Tagaloa
Hō lagi mamao è
Ko e pū mo e fonu
Tau ika tapu ia
He moana
Ko e pū mo e fonu
Tau ika tapu ia
He moana
Tagaloa, Tagaloa
Hō lagi mamao è
Tagaloa, Tagaloa
Hō lagi mamao è

Fakaalofa lahi atu! Welcome to the Learning Languages Series resource *Haia! An Introduction to Vagahau Niue*. This communicative language resource provides an integrated package of materials designed to offer flexible, entry-level lessons for teachers and students who are new learners of *vagahau Niue*.

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

Please don’t worry, and reassure students so that they don’t worry, if you don’t understand some words and aspects of the culture 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. Don’t worry about pronunciation. You will hear everything you need to say in *vagahau Niue* on the audio CDs, and there are lots of opportunities for practice.

Speakers of the Niue language increasingly avoid the word Niuean, preferring instead *vagahau Niue* for the language, *Tagata Niue* for the people, and *aga fakamotu* for the culture of Niue. In this resource, words in *vagahau Niue* appear in italics to facilitate the teaching and learning of the language.

Students of Niue heritage may take advantage of the opportunity to extend their knowledge and use of *vagahau Niue* and *aga fakamotu* in schools where *Haia! An Introduction to Vagahau Niue* is used. For this reason, the resource includes some learning activities that involve *tagata Niue*. 
The Components of the Resource

The DVDs

The DVDs provide audiovisual material for every unit of the resource except Unit 10 and Unit 19 (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 and twenty-two seconds on average and comprises presenter-linked sequences. These include language scenarios set in Niue and New Zealand that show students communicating in *vagahau Niue* (for example, by email). The DVDs provide instructional material on aspects of the culture and the language covered in the units, including glimpses of the culture (*aga fakamotu*) and the people of Niue (*Tagata Niue*) in both Niue and in New Zealand.

Transcripts of the language scenarios with English translations are at the end of each unit, except in the cases of Unit 10 and Unit 19.

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

Use the same approach with the audio content on the CDs. 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 the units, except again in the case of Unit 10 and Unit 19.

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.

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 OHTs, checksheets, and worksheets that are provided at the end of the lesson and some of which you and your students will need to either gather up or make);
- lesson outline.
Website Links

The following websites offer additional information, links to other websites, and a range of additional support material:

- information to support this resource is available at http://learning-languages.tki.org.nz
- to find out what’s happening in Niue from month to month, go to http://www.niueisland.com/whatson

The Approach to Learning Vagahau Niue

The New Zealand Curriculum (2007) sets the curriculum direction for New Zealand schools. The curriculum documents that have been published for individual languages are now referred to as language guidelines, as 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. For this reason, the reference used in this resource for the publication with the title Vagahau Niue in the New Zealand Curriculum (2007) is the vagahau Niue guidelines (VNiNZC).

Haia! An Introduction to Vagahau Niue is a communicative language resource. It is based on levels 1 and 2 of the vagahau Niue guidelines (VNiNZC). 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).
The *vagahau Niue* guidelines (*VNiNZC*), which is the basis for this communicative language resource and which sits beneath *The New Zealand Curriculum*, contains more detailed descriptions of the achievement objectives for levels 1 and 2 (see pages 44–55) as well as valuable information about the teaching and learning of *vagahau Niue* in New Zealand schools (see pages 6–27).

This resource is designed to run for twenty weeks with three half-hour lessons offered each week. However, it is understood that 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.

As a communicative language resource, *Haia! An Introduction to Vagahau Niue* 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 *Haia! An Introduction to Vagahau Niue*, 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 the listed website links 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 *vagahau Niue* and aga fakamotu.

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 Niuean Language Programmes*, and *Developing Programmes for Teaching Pacific Islands Languages*. 
## OVERVIEW OF THE RESOURCE

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<th>Units</th>
<th>Achievement Objectives (Communication Strand)</th>
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| **Unit 1**  
*Fakafeleveia*
Introductions | Students will:  
- greet each other, you, and other adults;  
- farewell each other, you, and other adults;  
- introduce themselves;  
- recognise and use the *vagahau Niue* alphabet;  
- make connections between languages, places, and cultures. |
| **Unit 2**  
*Magafaoa*
Family |  
- identify and describe family members;  
- ask about family members’ roles;  
- describe family members’ roles;  
- recognise and say the numbers one to ten. |
| **Unit 3**  
*Poko Aoga*
The Classroom |  
- name some common classroom objects;  
- understand questions and follow some instructions;  
- recognise and say the numbers eleven to twenty;  
- recognise and say the days of the week. |
| **Unit 4**  
*Tau Fakafetuiaga he Magafaoa*
Family Relationships |  
- identify the relationships between family members;  
- describe the relationships between family members;  
- use the ordinal numbers up to ten. |
| **Unit 5**  
*Tau Mena Kai*
Food |  
- identify some foods;  
- discuss cultural practices related to food, such as *momoi* (food-gifting);  
- ask about likes and dislikes;  
- state likes and dislikes. |
| **Unit 6**  
*Tau Fakailoaaga Haaku*
Personal Information |  
- ask about birthdays and ages;  
- give information about birthdays and ages;  
- ask for and give addresses and phone numbers;  
- say and identify the months of the year;  
- identify and use the numbers up to one hundred;  
- identify and use the ordinal numbers up to twelve. |
| **Unit 7**  
*Kaina*
Home |  
- identify and describe the rooms in a house;  
- identify and describe some items of furniture;  
- make connections with their own language(s) and culture(s). |
| **Unit 8**  
*Feua Sipote*
Sports |  
- identify some sports;  
- talk about the sports family members play;  
- identify their favourite sports;  
- express likes and dislikes. |
| **Unit 9**  
*Tau Tufuga*
Arts and Crafts |  
- identify some Niue arts and crafts items;  
- use expressions for shapes, sizes, and colours;  
- make a craft item. |
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<td>Seasons</td>
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<td>identify and describe what belongs to others;</td>
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<td>Ako Niue – Celebration</td>
<td>participate appropriately in a celebration;</td>
<td>use language that is appropriate to the audience and situation.</td>
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TIPS FOR LEARNING LANGUAGES

We suggest that you and your students seek out as many opportunities as possible to use vagahau Niue. If there are people who speak vagahau Niue 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 vagahau Niue. 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 Niue 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 Haia! An Introduction to Vagahau Niue, the emphasis is on students using their language and cultural knowledge for the purposes of communication.

To communicate in vagahau Niue, your students 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 vagahau Niue wherever possible, though, and try to avoid overusing English. This will help your students to appreciate the uniqueness of the language and culture of Niue and the values that are important to Niue communities.

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, will prove particularly useful. Polynesian languages have many characteristics in common.
Classroom Language

Listen to the following expressions on CD 1 track 1, practise them, and then use them in your classroom as appropriate. 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.

**Instructions**

- Fanogonogo mai, fakamolemole.
  - Attention, please.
- Fakamolemole kamata.
  - Please start the activity.
- Fanogonogo, fakamolemole.
  - Listen, please.
- Fanogonogo ke he CD.
  - Listen to the CD.
- Totou, fakamolemole.
  - Read, please.
- Tohi, fakamolemole.
  - Write, please.
- Kitikite e DVD.
  - View the DVD.
- Fakakite e gahua haau.
  - Present your work.
- Lologo, fakamolemole.
  - Sing, please.
- Fakamolemole gahua tokoua.
  - Please work in pairs.
- Fakamolemole gahua matakau.
  - Please work in groups.
- Kua oti nakai?
  - Have you finished?
- Maama nakai?
  - Do you understand?
- Mau nakai?
  - Are you ready?
- Hiki lima, fakamolemole.
  - Hands up, please.
- Mitaki.
  - Good.
- Gahua mitaki.
  - Good work.
- Ua fâlea, fakamolemole.
  - Keep quiet, please.

**Student Responses**

Your students can start responding with expressions such as:

- È, ma faiaoga.
  - Yes, teacher.
- Nàkai, ma faiaoga.
  - No, teacher.
- Fakamolemole, kua oti tuai.
  - Excuse me, I've finished.
- Nàkai iloa e au.
  - I don’t know.
- Nàkai maama.
  - I don’t understand.
- Fakamolemole, talahau fokì là.
  - Please, can you repeat that.
**INFORMATION ABOUT AGA FAKAMOTU**

Information about aga fakamotu (the culture of Niue) is provided in every unit. 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.

For additional information about aga fakamotu, useful places to start are local members of the Niue community in New Zealand, Niue websites, and books that are about aga fakamotu or that express aga fakamotu, such as those listed in Guidelines for Niuean Language Programmes (pages 73–80).

As your students learn more about aga fakamotu as they learn to communicate in vagahau Niue, they will come to realise that a range of expressions is used in every culture and that not all tagata Niue do 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 any particular culture compared with other cultures.

**ABBREVIATION KEY**

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<th>Description</th>
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<td>OHT</td>
<td>Overhead transparency</td>
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<tr>
<td>WS</td>
<td>Worksheet</td>
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<tr>
<td>CS</td>
<td>Checksheet</td>
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# GLOSSARY

A *vagahau Niue* dictionary lists words in a different order from that used in English language dictionaries. To help you find words quickly, this glossary uses the English dictionary order.

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<th>English</th>
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<td>aamo</td>
<td>to touch</td>
</tr>
<tr>
<td>ago</td>
<td>yellow</td>
</tr>
<tr>
<td>Aho Gofua</td>
<td>Monday</td>
</tr>
<tr>
<td>Aho Faiimu</td>
<td>Saturday</td>
</tr>
<tr>
<td>Aho Falalie</td>
<td>Friday</td>
</tr>
<tr>
<td>Aho Lotu</td>
<td>Wednesday</td>
</tr>
<tr>
<td>aho nei</td>
<td>today</td>
</tr>
<tr>
<td>Aho Tapu</td>
<td>Sunday</td>
</tr>
<tr>
<td>Aho Tuloto</td>
<td>Thursday</td>
</tr>
<tr>
<td>Aho Ua</td>
<td>Tuesday</td>
</tr>
<tr>
<td>akau telie</td>
<td>telie wood</td>
</tr>
<tr>
<td>alaisi</td>
<td>rice</td>
</tr>
<tr>
<td>ana</td>
<td>cave</td>
</tr>
<tr>
<td>aniani</td>
<td>onion</td>
</tr>
<tr>
<td>Aokuso</td>
<td>August</td>
</tr>
<tr>
<td>ápala</td>
<td>apple</td>
</tr>
<tr>
<td>Apelila</td>
<td>April</td>
</tr>
<tr>
<td>au</td>
<td>I, me</td>
</tr>
<tr>
<td>auloa</td>
<td>all, all together, together</td>
</tr>
<tr>
<td>fā</td>
<td>four</td>
</tr>
<tr>
<td>fā aki</td>
<td>fourth</td>
</tr>
<tr>
<td>fagai</td>
<td>to feed</td>
</tr>
<tr>
<td>fagatohi</td>
<td>envelope</td>
</tr>
<tr>
<td>fāgofulu</td>
<td>forty</td>
</tr>
<tr>
<td>faiaoga</td>
<td>teacher</td>
</tr>
<tr>
<td>fakaako</td>
<td>to teach, to learn</td>
</tr>
<tr>
<td>fakaolofa atu</td>
<td>greetings</td>
</tr>
<tr>
<td>fakaue</td>
<td>thank you</td>
</tr>
<tr>
<td>fakakoukou</td>
<td>to bath someone</td>
</tr>
<tr>
<td>fakamaama</td>
<td>window</td>
</tr>
<tr>
<td>fakameā</td>
<td>to clean</td>
</tr>
<tr>
<td>fakamua</td>
<td>first</td>
</tr>
<tr>
<td>fakamui</td>
<td>last, last-born</td>
</tr>
<tr>
<td>fakaolo</td>
<td>to pass</td>
</tr>
<tr>
<td>fakatau</td>
<td>to buy</td>
</tr>
<tr>
<td>fale</td>
<td>house, building</td>
</tr>
<tr>
<td>fale ika</td>
<td>fish shop</td>
</tr>
<tr>
<td>fale motokā</td>
<td>garage</td>
</tr>
<tr>
<td>fale unu</td>
<td>laundry</td>
</tr>
<tr>
<td>fale vao</td>
<td>toilet</td>
</tr>
<tr>
<td>falu</td>
<td>some</td>
</tr>
<tr>
<td>fānau</td>
<td>children, students</td>
</tr>
<tr>
<td>(depending on the context)</td>
<td></td>
</tr>
<tr>
<td>fēfē</td>
<td>what</td>
</tr>
<tr>
<td>Fepuali</td>
<td>February</td>
</tr>
<tr>
<td>feua sipote</td>
<td>sports</td>
</tr>
<tr>
<td>fiafiaaga</td>
<td>celebration</td>
</tr>
<tr>
<td>fiā inu</td>
<td>thirsty</td>
</tr>
<tr>
<td>fifine</td>
<td>female</td>
</tr>
<tr>
<td>fitu</td>
<td>seven</td>
</tr>
<tr>
<td>fitu aki</td>
<td>seventh</td>
</tr>
<tr>
<td>fitugofulu</td>
<td>seventy</td>
</tr>
<tr>
<td>foaki</td>
<td>to offer, to give (formal)</td>
</tr>
<tr>
<td>foki</td>
<td>also, too</td>
</tr>
<tr>
<td>foufou fiti</td>
<td>floral headband</td>
</tr>
<tr>
<td>fua</td>
<td>fruit (of the ...)</td>
</tr>
<tr>
<td>fua falaoa</td>
<td>bread</td>
</tr>
<tr>
<td>fulufuluola</td>
<td>beautiful</td>
</tr>
<tr>
<td>futi</td>
<td>banana</td>
</tr>
<tr>
<td>gako niu</td>
<td>coconut cream</td>
</tr>
<tr>
<td>galue</td>
<td>feast</td>
</tr>
<tr>
<td>gutu</td>
<td>mouth</td>
</tr>
<tr>
<td>gutuhala</td>
<td>door</td>
</tr>
<tr>
<td>hā è</td>
<td>here</td>
</tr>
<tr>
<td>hā i kō</td>
<td>over there</td>
</tr>
<tr>
<td>hā nā</td>
<td>there</td>
</tr>
<tr>
<td>haaku</td>
<td>my</td>
</tr>
<tr>
<td>haau</td>
<td>your (one person)</td>
</tr>
<tr>
<td>ha maua</td>
<td>our (two people)</td>
</tr>
<tr>
<td>ha mua</td>
<td>your (two people)</td>
</tr>
<tr>
<td>ha mautolu</td>
<td>our (three or more people)</td>
</tr>
<tr>
<td>ha mutolu</td>
<td>your (three or more people)</td>
</tr>
<tr>
<td>hauhau</td>
<td>cool</td>
</tr>
<tr>
<td>havili</td>
<td>windy</td>
</tr>
<tr>
<td>he tapa</td>
<td>beside</td>
</tr>
<tr>
<td>heketutu</td>
<td>skateboarding</td>
</tr>
<tr>
<td>higoa</td>
<td>name</td>
</tr>
<tr>
<td>hiva</td>
<td>nine</td>
</tr>
</tbody>
</table>
hivagofulu  ninety
hiva aki  ninth
hoge  hungry
hogofulu  ten
hogofulu aki  tenth
hogofulu ma fà  fourteen
hogofulu ma fitu  seventeen
hogofulu ma hiva  nineteen
hogofulu ma lima  sixteen
hogofulu ma ono  eleven
hogofulu ma taha  tenth
hugofulu ma taha aki  eleventh
hogofulu ma tolu  thirteen
hogofulu ma ua  twelve
hogofulu ma ua aki  twelfth
hogofulu ma valu  eighteen
hokulo  deep
huva  milk
huo pupu  to weed
huva  to vacuum
i fào  outside
i lalo  down, under
i loto  in, inside
i luga  on
ia  she, her, he, him, it
ianuali  January
igatia  each
ihu  nose
ika  five, arm, hand
lulai  July
luni  June
ka e  but
kaina  home
taituna  to cook
kàkì  brown
kàlote  carrot
kàsini  cousin
tàtene  garden
kato  bag, basket
kâtoua  a traditional weapon
kaupà  cliff
kau  wall
kilo  kilogram
ko e  the
ko fè  where
ko hai  who
ko e  you (one person)
koe  computer
komopiuta  laptop computer
komopiuta uta fano  red
to find
laâ  sunny, sun
lafu  sibling
laâ  raffia
to help
lahi  lots, many, big
lahi mahaki  huge, very big
lahi  to weave
lalaga  huge (plural)
lanu laukou  blue
lanu moana  board
lapa  whiteboard
lapa tea  they, them (two people)
laupà  pandanus leaf
laua  table
laulau  paper
laupepa  they, them (three or more people)
lautolu  trouble, problem
lekuu  lettuce
lètisi  music
lili  table-mat
lima  five, arm, hand
lima  fifty
limagofulu  fifth
lima aki  pawpaw
luku  song
lologo  rubber
lopa  a taro leaf dish
lola  ruler
lula  warm, hot
lupa  family
lula  mango
mafana  sister (of a male)
mahina
mainiini
màkete
malolò
magafaoa
mahuiga
makalili
maò
Masi
mata
mataafaga
matakaina
matatuli
matahui
matau
mategùgù
matehoghe
matila
matua
(matua) agikolo
(matua) anitì
cold
strong, hard
March
eye
beach
address
knee
toe
fish-hook
tired
starving
sharp
parent
uncle
aunt
we (two people)
we, our, us (three or more people)
May
melon
gift
food
map
and (the conjunction used with people)
with, and
chicken
sea
to mow (grass)
bed
chilly, cool
the custom of food-gifting
cold, sad
smooth
blessings, good luck, best wishes
car
island, country
month
excited
market
well
family
favourite
market
well
family
favourite
cold
strong, hard
March
eye
beach
address
knee
toe
fish-hook
tired
starving
sharp
parent
uncle
aunt
we (two people)
we, our, us (three or more people)
to find
mountain
you (two people)
you (three or more people)
wooden slit drum
lake
pia or arrowroot porridge
netball
chair
November
number
to go (plural)
October
six
sixth
sixty
square
plastic
drum
a type of strong floor mat
potato
to say
to play
pencil
Niue arrowroot
to race
room
kitchen
bathroom
bedroom
lounge
shallow
hat
cat
cent
September
sofa
supermarket
to play kilikiki
male
one
a pawpaw, taro, and coconut cream dish
dollar
<table>
<thead>
<tr>
<th>Niuean Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tālaga</td>
<td>to make, to fashion, to create</td>
</tr>
<tr>
<td>tatalu</td>
<td>sick</td>
</tr>
<tr>
<td>talo</td>
<td>tano</td>
</tr>
<tr>
<td>tama</td>
<td>child</td>
</tr>
<tr>
<td>tama mukemuke</td>
<td>baby</td>
</tr>
<tr>
<td>taokete</td>
<td>older brother (of a male) or older sister (of a female)</td>
</tr>
<tr>
<td>tau</td>
<td>plural marker, year</td>
</tr>
<tr>
<td>tau fekau</td>
<td>chores</td>
</tr>
<tr>
<td>tau gahua</td>
<td>work, jobs</td>
</tr>
<tr>
<td>tea</td>
<td>white</td>
</tr>
<tr>
<td>teau</td>
<td>hundred</td>
</tr>
<tr>
<td>tehina</td>
<td>younger brother (of a male) or younger sister (of a female)</td>
</tr>
<tr>
<td>telefoni</td>
<td>telephone</td>
</tr>
<tr>
<td>telefoni uta fano</td>
<td>cellphone</td>
</tr>
<tr>
<td>teliga</td>
<td>ear</td>
</tr>
<tr>
<td>tēnisi</td>
<td>tennis</td>
</tr>
<tr>
<td>Tesemo</td>
<td>December</td>
</tr>
<tr>
<td>tia</td>
<td>stitch-weaving</td>
</tr>
<tr>
<td>tivī</td>
<td>television</td>
</tr>
<tr>
<td>tō uha</td>
<td>raining</td>
</tr>
<tr>
<td>tohi</td>
<td>book</td>
</tr>
<tr>
<td>tokolalo</td>
<td>low</td>
</tr>
<tr>
<td>tokoluga</td>
<td>high, tall</td>
</tr>
<tr>
<td>tolu</td>
<td>three</td>
</tr>
<tr>
<td>tolugofulu</td>
<td>thirty</td>
</tr>
<tr>
<td>tolu aki</td>
<td>third</td>
</tr>
<tr>
<td>tomato</td>
<td>tomato</td>
</tr>
<tr>
<td>tote</td>
<td>small</td>
</tr>
<tr>
<td>totogi</td>
<td>to pay</td>
</tr>
<tr>
<td>totou</td>
<td>to read, to count</td>
</tr>
<tr>
<td>tugaane</td>
<td>brother (of a female)</td>
</tr>
<tr>
<td>tukeaua</td>
<td>shoulder</td>
</tr>
<tr>
<td>tule</td>
<td>rocky</td>
</tr>
<tr>
<td>tuletule</td>
<td>rough</td>
</tr>
<tr>
<td>tupe</td>
<td>money</td>
</tr>
<tr>
<td>tupetupe</td>
<td>down, a bit depressed, worried</td>
</tr>
<tr>
<td>tupuna</td>
<td>grandparent, ancestor</td>
</tr>
<tr>
<td>ua</td>
<td>two</td>
</tr>
<tr>
<td>ua aki</td>
<td>second</td>
</tr>
<tr>
<td>uafulu</td>
<td>twenty</td>
</tr>
<tr>
<td>uafulu ma taha</td>
<td>coconut crab</td>
</tr>
<tr>
<td>uga</td>
<td>twenty-one</td>
</tr>
<tr>
<td>uhu e lologo</td>
<td>to sing a song</td>
</tr>
<tr>
<td>uiina</td>
<td>invitation</td>
</tr>
<tr>
<td>uli</td>
<td>black</td>
</tr>
<tr>
<td>ulu</td>
<td>head</td>
</tr>
<tr>
<td>ulu aki</td>
<td>oldest, first-born</td>
</tr>
<tr>
<td>uluulu</td>
<td>reef</td>
</tr>
<tr>
<td>umu</td>
<td>Niue oven</td>
</tr>
<tr>
<td>unu mena</td>
<td>to wash clothes</td>
</tr>
<tr>
<td>vahā</td>
<td>time (in the sense of “season”)</td>
</tr>
<tr>
<td>vahā laā</td>
<td>dry season</td>
</tr>
<tr>
<td>vahā mafana</td>
<td>summer</td>
</tr>
<tr>
<td>vahā makalili</td>
<td>winter</td>
</tr>
<tr>
<td>vahā tau mateafu</td>
<td>autumn</td>
</tr>
<tr>
<td>vahā tau tupu</td>
<td>spring</td>
</tr>
<tr>
<td>vahā uha</td>
<td>rainy season</td>
</tr>
<tr>
<td>vailele</td>
<td>river</td>
</tr>
<tr>
<td>vaitafe</td>
<td>waterfall</td>
</tr>
<tr>
<td>vaka</td>
<td>canoe</td>
</tr>
<tr>
<td>vala ika</td>
<td>a portion of fish</td>
</tr>
<tr>
<td>vala povi</td>
<td>a portion of beef</td>
</tr>
<tr>
<td>valu</td>
<td>eight</td>
</tr>
<tr>
<td>valugofulu</td>
<td>eighty</td>
</tr>
<tr>
<td>valu aki</td>
<td>eighth</td>
</tr>
<tr>
<td>vela</td>
<td>hot</td>
</tr>
<tr>
<td>veliveli</td>
<td>round</td>
</tr>
</tbody>
</table>
INDEX TO THE DVDS

This preface is complemented by a short introduction on the first DVD. Units 1–9, 11–18, and 20 each have an accompanying section on the DVDs. These include scenes from a language scenario involving students in Niue and New Zealand, language modelling by a studio team, and a cultural section.

Introduction
Introduces the DVD material and how to use it

Unit 1 Fakafeleveia (Introductions)
Greetings, introductions, and a description of Niue, its government, and the people

Unit 2 Magafaoa (Family)
The alphabet, family members and their roles, the numbers one to ten, the schools and the school day in Niue

Unit 3 Poko Aoga (The Classroom)
Items in the classroom, the days of the week, the numbers eleven to twenty, and roles in the family, including after-school chores

Unit 4 Tau Fakafetuiaga he Magafaoa (Family Relationships)
Family relationships, the ordinal numbers to ten, and family life in Niue

Unit 5 Tau Mena Kai (Food)
Food in Niue and New Zealand and preparing *ota ika*

Unit 6 Tau Fakailoaaga Haaku (Personal Information)
Describing yourself and where you live, describing other people, the months of the year, the numbers from thirty to one hundred, and plants and crops in Niue and their uses

Unit 7 Kaina (Home)
Describing rooms and items in a house, the colours, practising music, more on *ota ika*, and an evening meal

Unit 8 Feua Sipote (Sports)
Sports (including *tā tika*) and talking about likes and dislikes

Unit 9 Tau Tufuga (Arts and Crafts)
Describing shapes and sizes and arts and crafts in a market in Niue

Unit 10 Ako Niue – Fiafiaaga (Ako Niue – Celebration)
Revises Units 1–9, so it has no associated DVD material

Unit 11 Foaki Mena Fakaalofa (Gifting)
Giving and receiving gifts, singing "Mouina e Aho Fanau Haau", and traditional weaving methods

Unit 12 Tau Vahā he Tau (Seasons)
The seasons in New Zealand and Niue and the impact of tropical cyclones on Niue

Unit 13 Kumi e tau Mena (Finding Things)
Locating things and more about traditional weaving methods in Niue

Unit 14 Fakatatau Mena Kai (Buying Food)
Food generally in Niue, and buying food, including prices and weights

Unit 15 Tau Fiafia Fakamagafaoa (Family Celebrations)
Invitations and a *huki teliga* (ear-piercing) ceremony in Niue

Unit 16 Hā Hai? (Whose Is It?)
Expressing ownership, naming parts of the body, and a *hifi ulu* (hair-cutting) ceremony in Niue

Unit 17 Tau Finagalo (Feelings)
Expressing feelings, a fishing competition, and building an outrigger canoe and outrigger canoe racing in Niue

Unit 18 Talahauaga ke he tau Matakavi (Describing Places)
Describing places and the topography, geology, and landmarks of Niue

Unit 19 Fakakitekite (Presentations)
Revises Units 11–18, so it has no associated DVD material

Unit 20 Ako Niue – Fiafiaaga (Ako Niue – Celebration)
A show day in Hakupu and farewells
REFERENCES

Although some of the references and resources listed below are no longer in print, they can often be borrowed from a library. For example, you might find the Tupu resources in the library at your school. References are listed here only for your information.

For Teachers


For Students

The Ministry of Education publishes resources in vagahau Niue in the Tupu series. Some Tupu resources are more suitable for students learning at other curriculum levels or are better suited to the interests of younger students.

Topographic Map series 250 Map of Niue (1997) is a wall map that was originally published by the New Zealand Department of Lands and Survey, now Land Information New Zealand. Be aware that early editions spell g as ng.


Track 1 Classroom Language

Here are some instructions in vagahau Niue for you to use in the classroom. You will find these in the preface.

Fanogonogo mai, fakamolemole.
Fakamolemole kamata.
Fanogonogo, fakamolemole.
Fanogonogo ke he CD.
Totou, fakamolemole.
Tohi, fakamolomole.
Kitekite e DVD.
Fakakite e gahua haau.
Lologo, fakamolemole.
Fakamolemole gahua tokoua.
Fakamolemole gahua matakau.
Kua oti nakai?
Maama nakai?
Mau nakai?
Hiki lima, fakamolemole.
Mitaki.
Gahua mitaki.
Ua fālea, fakamolemole.

Now you will hear some responses that the students can make in vagahau Niue during their lessons. You will also find these in the preface.

Ē, ma faiaoga.
Nākai, ma faiaoga.
Fakamolemole, kua oti tuai.
Nākai iloa e au.
Nākai maama.
Fakamolemole, talahau foki là.
UNIT 1 FAKAFELEVEIA – INTRODUCTIONS

OVERVIEW

Learning Outcomes

Students will:

• greet each other, you, and other adults;
• farewell each other, you, and other adults;
• introduce themselves;
• recognise and use the vagahau Niue alphabet;
• 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 the vagahau Niue guidelines (VNiNZC).

The strands and achievement objectives are:

• Communication (page 44)
  1.2 use everyday expressions to greet, farewell, and thank people and to respond appropriately;
  1.8 begin to use the language of respect;
• Language (pages 44–45);
• Culture (pages 44 and 46).

Language Knowledge

Vocabulary

<table>
<thead>
<tr>
<th>Au</th>
<th>Haaku</th>
<th>Koe</th>
<th>Maua</th>
<th>Mautolu</th>
<th>Mua</th>
<th>Mutolu</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td>my</td>
<td>you (one person)</td>
<td>you (two people)</td>
<td>we (three or more people)</td>
<td>you (two people)</td>
<td>you (three or more people)</td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 track 3.
**Structures and Expressions**

*Fakaalofa atu.*

Hello.

The following ten sentences are on track 4.

*Fakaalofa atu ki a koe, ma Sione.*

Greetings to you, Sione.

*Fakaalofa lahi atu ki a koe, ma faiaoga.*

Greetings to you, teacher.

*Ko e higoa haaku ko Moka.*

My name is Moka.

*Ko au ko Ofania.*

I am Ofania.

*Malolō nakai a koe?*

How are you?

*Malolō a au, fakaauae.*

I’m well, thank you.

*Malolō nakai a mua?*

How are you? (two people)

*Malolō a maua, fakaauae.*

We (two) are well, thank you.

*Malolō nakai a mutolu?*

How are you? (three or more people)

*Malolō a mutolu, fakaauae.*

We are well, thank you.

The following four greetings are on track 5.

*Fakaalofa lahi atu.*

Greetings.

*Fakaalofa atu ki a koe.*

Greetings to you. (one person)

*Fakaalofa atu ki a mua.*

Greetings to you. (two people)

*Fakaalofa atu ki a mutolu.*

Greetings to you. (three or more people)

Here are some more phrases and expressions to use with your students to increase the amount of vagahau Niue they hear in the classroom. They are on CD 1 track 2.

*Fakaalofa atu, ma fânau.*

Greetings, students.

*Ko au ko e faiaoga.*

I am the teacher.

*Ko e higoa haaku ko Andrew.*

My name is Andrew.

*Mitaki lahi a mutolu he aho nei!*

Very good today, everyone!

*Malolō nakai a koe, ma faiaoga?*

How are you, teacher?

*Koe kia, ma faiaoga.*

Goodbye, teacher.

*Mua kia, ma Sione mo Tina.*

Goodbye, Sione and Tina.

*Fakaauae lahi, ma faiaoga.*

Thank you, teacher.

*Mutolu kia, ma fanau.*

Goodbye, students.

**Language Notes**

The Alphabet

The *vagahau Niue* alphabet uses the letters a, e, f, g, h, i, k, l, m, n, o, p, t, u, v, s, and r.

The vowels are a, e, i, o, and u. The consonants are f, g, h, k, l, m, n, p, s, and r.

The names for the consonants recommended in *Tohi Vagahau Niue – Niue Language Dictionary* are fā, gà, hā, kā, lā, mā, nā, pā, tā, vā, rā, and sā. Gā is pronounced like ngā in te reo Māori. The alphabet is recited on CD 1 track 7.
An Introduction to Vagahau Niue

This is pronounced as s when it is followed by the vowels e and i. Here are some examples to practise with:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>titipi</td>
<td>knife</td>
</tr>
<tr>
<td>tele</td>
<td>kick</td>
</tr>
</tbody>
</table>

There are more on CD 1 track 8.

The following song, which is on CD 1 track 7, will help your students to come to grips with the pronunciation of vagahau Niue. It uses the same familiar tune as the similar Māori vowel song.

\[
\begin{align*}
A & E & I & O & U \\
A & E & I & O & U \\
Pà & pà & pà & pà & pà & hafagi & pà \\
Hafagi & hafagi & hafagi & pà & hafagi & & | & & |
\end{align*}
\]

Shut shut shut shut open shut

Open open open shut open

Macrons and Double Vowels

The macron is the short horizontal line placed above a vowel. It indicates that a vowel is pronounced as a double-length vowel, for example, fànau (children, students), rather than fanau (to give birth). For another example, listen to CD 1 track 8.

Cultural Knowledge

Fakalilifu (Showing Respect)

When greeting and saying thank you to older people or to people in higher status positions than you, you add lahi to a statement, for example:

\[
\begin{align*}
Fakaalofa & lahi & atu & ki & a & koe, & ma & faiaoga. & \text{Greetings to you, teacher.} \\
Fakaaue & lahi, & ma & faiaoga. & \text{Thank you very much, teacher.}
\end{align*}
\]

When speaking with older people or to people in high-status positions, it is considered polite in aga fakamotu to avoid looking them in the eye. You lower your gaze to show respect.

When walking in front of older people or people in high-status positions, it shows respect to bend over a little as you walk past them. You can also say tulou (a formal way of saying “excuse me”) as you walk past.

Niue

Niue is an isolated raised atoll in the south-west Pacific. Its closest neighbours are Tonga, Sāmoa, and the Cook Islands. Vagahau Niue is the indigenous language. Alofi is the capital. Niue was administered by New Zealand for Britain in the 1900s, hence the special relationship between Niue and New Zealand. Niue has been a self-governing country in free association with New Zealand since 1974. Tagata Niue are citizens of New Zealand. More Tagata Niue now live in New Zealand than on Niue.

The Naming of Niue

Niue had several earlier names. One tradition is that the island was renamed after a chief’s sons and their followers travelled to their ancestors’ original homeland in Sāmoa, Manu’a. There they were welcomed and entertained as kin. When they decided to return to Nukututaha, the chief of Manu’a, Moa, gave them two special coconuts and explained why each one was special. On arrival back at Nukututaha, the chief’s sons held up these special coconuts and said “Ko e Niu è!” (Behold, the coconut!).
The coconuts were planted. One is the *niu pulu*, the coconut grown especially for making the sennit rope that is used in constructing traditional buildings and making canoes. The other coconut is the *niu tea*, the medicinal coconut. Its juice, husk, leaves, and just about every other part are used as medicine for a variety of ailments as well as for drinking and as food.

According to this tradition, the name of the island was changed to Niue to honour the arrival of these two special varieties of coconut and to remember the chief of Manu‘a, who gifted them.

**Tagaloa**

Tagaloa was worshipped as a god until Christianity arrived in 1846. The following traditional blessing respects this:

<table>
<thead>
<tr>
<th>Tagaloa, Tagaloa</th>
<th>Tagaloa, Tagaloa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hò lagi mamao è</td>
<td>Your skies so far</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tagaloa, Tagaloa</th>
<th>Tagaloa, Tagaloa</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ko e pù mo e fonu</th>
<th>The shark and the turtle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tau ika tapu ia</td>
<td>Sacred fish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>He moana</th>
<th>Of the ocean</th>
</tr>
</thead>
</table>

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<th>Tagaloa, Tagaloa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hò lagi mamao è</td>
<td>Your skies so far</td>
</tr>
</tbody>
</table>

There is another version in Unit 11.

**Teachers’ Notes**

Unit 1 introduces Niue, *vagahau Niue*, *aga fakamotu*, and *tagata Niue* to students. Students of Niue ancestry will be learning their own language and 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 *Haia! An Introduction to Vagahau Niue*.

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 can be displayed as posters in the classroom to be gradually taken in.

Encourage your students to use as much *vagahau Niue* as they can in their interactions in class. Use *vagahau Niue* yourself in instructions as often as you can (see the section on classroom instructions in the preface).

You may want to use the *Tohi Vagahau Niue – Niue Language Dictionary*. The alphabetical order used in it is a, à, e, è, f, g, h, i, l, m, n, o, ò, p, s, t, u, ü, v, and then r (though there is no separate R section).
**An Ako Niue Corner**

With student involvement, you can set up an *Ako Niue* (Learn Niue) corner, where you can display a map of Niue in a mural. The students can contribute information about themselves and their relationships with Niue using, for example, photographs and stories. It may be that they have family members living on or near Niue. They may have a connection with someone who has been to Niue. Your students may have taken part in Niue community events and activities or may be in touch with people in Niue by email – or they may simply be interested in Niue, its culture, and its language.

You could place a table under the mural and display books about Niue, Niue community newspaper articles, and artifacts from Niue on it. Perhaps you could cover the table top with a *pâleu* (wrap around) or something similar. Change the material in the display from time to time to keep the display relevant to the themes and learning outcomes of each unit.

**Portfolios**

Portfolios can showcase a student’s work. They can record a student’s progress and can be used by both students and teachers to monitor progress. Work samples can be used to identify the strengths and weaknesses of individual students, forming a basis of self-assessment, peer-assessment, and teacher feedback and feedforward to support the student’s ongoing learning.

**Niu Progress Chart**

This unit contains a progress chart with an illustration of a coconut tree with twenty bands around the trunk. Give a copy to each student. Once the students 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 that symbolise their reward for hard work, perseverance, and achievement.
UNIT 1 FAKAFELEVEIA – INTRODUCTIONS

LESSON A

Learning Outcomes

Students will:

• greet you;
• greet each other;
• introduce themselves;
• farewell you;
• make connections between languages, places, and cultures.

Resources

Unit 1 DVD and transcript
Unit 1 audio CD and transcript
OHT 1
WS 1
CS 1

You supply:

The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
Kahoa (a flower lei for each student – optional)
A blank OHT
A map of the Pacific
A map of Niue, for example, Map of Niue (Topographic Map series 250)
Greetings flashcards
Copies of WS 1
Portfolios
An OHT of “Fakaalofa Atu” made using page 14 of Niuean Songs

Lesson Outline

Introduction

• Play “Fakaalofa Atu” from the Niuean Songs CD quietly in the background as your students walk into the classroom. “Fakaalofa Atu” is also sung on the DVD, so you could play that instead, if you wish. If you have them, place kahoa over their heads, saying Fakaalofa atu (and then adding the student’s name). If a student responds, say Fakaauue (Thank you). The students do not need to respond at this stage, but by the time you have greeted every student, they will be more familiar with the greeting and may even respond. Ask the students to stay standing by their desks.
• When the students are all in the class, repeat the greeting *fakaalofa atu* and welcome them formally to your class. Invite them to greet the students standing near them in *vagahau Niue*, English, te reo Māori, or in their other language(s).

• Introduce yourself, saying:
  
  *Ko au ko* (your name).  
  
  I am (your name).

  Write your name and the word *faiaoga* on the whiteboard.

• Explain that at the beginning of any Niue event, it is usual to have a *liogi* (blessing, prayer). Ask the students to continue to stand quietly as you play the Tagaloa blessing, which is CD 2 track 44. Afterwards, ask the students to sit down by saying:
  
  *Nonofo, fakamolemole.*  
  
  Sit, please.

**Looking Back**

• Ask the students what they already know about Niue, *tagata Niue*, and *aga fakamotu*. Write what they say on a blank OHT. Let them say whatever they want to, even if some of the things they mention have nothing to do with Niue. Ask them whether they come from Niue or other countries, whether their parents or grandparents came from Niue or other countries, whether they know any *tagata Niue*, and whether they know some *vagahau Niue* or have at least heard the language spoken. Ask the students if they know where Niue is located in the Pacific. Show them where Niue is on a map of the Pacific and show them on a map of Niue where the capital, Alofi, is. Ask whether anyone has been to Niue. What are some of their memories? You could put the map of Niue on the wall for continuing reference. The information collected will give you insights into the students’ existing knowledge and prior experience.

  *This will also provide you with a tool that you can use later on to measure progress.*

**Learning Experiences**

• Introduce yourself again. Ask the students to listen carefully. Then have them introduce themselves by name, using the structure *ko au ko* (name). Repeat the structure, asking the students at random to say their names, and then ask each student to say their name in turn, at a brisk pace, going around the class.

• Ask the students what they think they will be learning.

  *Their responses will provide you with insights into their thinking about what language learning entails.*

Photocopy the learning outcomes from the unit overview either for display or to hand out to the students. Discuss the learning outcomes with them.

• Show the people greeting each other on the DVD. Discuss the students’ observations and draw out significant elements, for example, the way the form of the greeting changes depending on the number of people and the status of the people involved. Make connections with the languages the students speak and explore the similarities and differences that emerge. Show the DVD again to reinforce the learning.
Tell the students that they are about to listen to some dialogues that involve people greeting one another. Now play CD 1 track 6 and check the students’ understandings. Then play the dialogues again. This time, the students note down how many people are being greeted. As before, check the students’ understandings and discuss any observations they wish to make. Discuss the differences in vagahau Niue for greeting one, two, or three or more people. At the end, ask whether they found this activity easy or difficult and why.

Display OHT 1. Play CD 1 track 5. The students repeat the pronunciation in the pauses.

In groups of four or more, the students practise saying the greetings, addressing in turn one, two, and three people. One person in the group can take on the role of teacher.

Using flashcards (with greetings on one side and illustrations of people on the other), show the illustration and have the students respond with the appropriate greeting.

Hand out WS 1. Ask the students to choose the appropriate greeting to match the illustration and copy the greeting into the speech bubble. When finished, they exchange worksheets with a partner and discuss their responses. Some students may wish to change their responses as a result of the discussion. Show CS 1 so that they can check their work. Ask them to check that they have copied the words exactly as they are written at the bottom of the worksheet. Tell them that learning how to spell words correctly in a new language is an important part of their learning. The first step is to observe the spelling, copy accurately, and get used to the different arrangements of letters in the words. Have them check each others’ worksheets again for correct spelling and sign them off when they agree exactly with the checksheet. The students can put their worksheets into their portfolios for future reference.

Read aloud the section The Naming of Niue (which is on pages 24–25). As they listen, they are to draw something that expresses their reaction to the story. Their work can go into their portfolios.

**Looking Ahead**

Ask the students to practise the appropriate greetings with their friends and with family members. Tell them that in the next lesson, they will be learning about the alphabet of vagahau Niue. Challenge them to find some information about it before the next lesson, for example, on the Internet.

**Close**

Sing “Fakaalofa Atu”. Show an OHT with the words to the song as you and the students sing along with the Niuean Songs CD. Farewell the students with:

*Mutolu kia, ma fānau.* Goodbye, students.

Have them respond:

*Koe kia, ma faiaoaga.* Goodbye, teacher.
**An Introduction to Vagahau Niue**

**Greetings.**

- **Fakaalofa lahi atu.** Greetings.
- **Fakaalofa atu ki a koe.** Greetings to you. (one person)
- **Fakaalofa atu ki a mua.** Greetings to you. (two people)
- **Fakaalofa atu ki a mutolu.** Greetings to you. (three or more people)
Fakaalofa atu ki a koe. Fakaalofa atu ki a mutolu. Fakaalofa atu ki a mua.
Fakaalofa atu ki a mutolu.

Fakaalofa atu ki a mua.

Fakaalofa atu ki a koe.

Fakaalofa atu ki a mutolu.

Fakaalofa atu ki a mua.

Fakaalofa atu ki a koe.
**UNIT 1 FAKAFELEVEIA – INTRODUCTIONS**

**LESSON B**

Learning Outcomes

Students will:

- introduce themselves;
- use greetings appropriate to the situation;
- recognise and use the *vagahau Niue* alphabet;
- make connections between languages, places, and cultures.

**Resources**

OHT 2
- Unit 1 audio CD and transcript
- Unit 1 DVD and transcript
- WS 2

You supply:

- The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* book and CD
- The OHT of “Fakaalofa Atu” you made for Lesson A
- The greetings flashcards you made for Lesson A
- A *vagahau Niue* alphabet wallchart
- Flashcards of the *vagahau Niue* alphabet
- Copies of WS 2

**Lesson Outline**

*Introduction*

- Play “Fakaalofa Atu” as your students walk into the classroom. Display the OHT you made with the words to the song on it. Greet the students:

  
  *Fakaalofa atu, ma fānau.*  
  Greetings, students

  
  Have them respond:

  *Fakaalofa lahi atu ki a koe, ma faiaoga.*  
  Greetings to you, teacher.

  
  You will almost certainly need to rehearse this greeting with the students during this lesson. Then use this greeting pattern at the beginning of every lesson so that it becomes automatic.
Looking Back

- With the students, review what they learned in Lesson A. Using the greetings flashcards you made for Lesson A, show the illustrations in turn and assess how quickly the students can respond and whether their responses are accurate.
- Replay the DVD studio section to review the greetings and farewells.
- Ask them what they found out about the vagahau Niue alphabet.

Learning Experiences

- Play CD 1 track 7 as you display OHT 2. Sing along with the students.
- Listen to the names of the consonants on CD 1 track 7 (fà, gà, hà, kà, là, mà, nà, pà, tà, và, rà, sà).
- Now listen to the whole alphabet (a, e, fà, gà, hà, i, kà, là, mà, nà, o, pà, rà, sà, tà, u, và) on CD 1 track 7. The students say the alphabet aloud, repeating along with the CD. Hold up flashcards of each letter of the alphabet and do a round robin with the students pronouncing the names of the letters in turn. Ask the students to practise the names of the alphabet with a partner, seeing who can say the whole alphabet the fastest. Put a wallchart of the alphabet on the wall for reference.
- With the following on the whiteboard, explain the pronunciations to the students and the reason for using the macron (that it guides the pronunciation of a word and changes the word’s meaning).

<table>
<thead>
<tr>
<th>T followed by i or e</th>
<th>Macrons</th>
</tr>
</thead>
<tbody>
<tr>
<td>titipi</td>
<td>knife</td>
</tr>
<tr>
<td>tele</td>
<td>kick</td>
</tr>
<tr>
<td>tika</td>
<td>tika (a traditional piece of Niue sports equipment)</td>
</tr>
<tr>
<td>matila</td>
<td>sharp</td>
</tr>
<tr>
<td>fànau</td>
<td>children, students</td>
</tr>
<tr>
<td>fanau</td>
<td>to give birth</td>
</tr>
<tr>
<td>vahà</td>
<td>season</td>
</tr>
<tr>
<td>vaha</td>
<td>fin (of a fish)</td>
</tr>
</tbody>
</table>

Play CD 1 track 8 so that the students can hear how the words are pronounced. They can repeat the words in the pauses and then practise them in pairs.
- Show the greetings on the DVD. Discuss them with the students to see what observations they can make.
- Hand out copies of WS 2, which has three illustrated dialogues in vagahau Niue. The students listen to these dialogues on CD 1 track 9 as they read them, and repeat the dialogues in the pauses. Reinforce the singular, dual, and plural concepts. With the students, recall the greetings they learned in Lesson A and how the language changed in the same way. In English, the dialogues are:

Dialogue 1
Greetings to you. (to one person)
Are you well? (How are you?)
I’m well, thank you.
Goodbye, Sally

Dialogue 2
Greetings to you. (to two people)
How are you two?
We (two) are well, thank you.
Dialogue 3
Greetings to you. (to three or more people)
How are you? (three or more)
We (three or more) are well, thank you.

The students work in groups to practise the dialogues, choosing language appropriate to the number of people involved and taking turns to act out the roles.

Note that tagata Niue sometimes say “Malolô a au, faka aue”, as on WS 2, but sometimes they just say “Malolô au, faka aue.”

Looking Ahead

• Remind the students of the Unit 1 learning outcomes. Discuss what they have been learning and tell them that they will have a chance in Lesson C to assess their achievements so far.

• For homework, get the students to prepare themselves to perform the dialogues on WS 2 in the next lesson.

Close

• Sing the vowel song again together. Then say:

  Mutolu kia, ma fânau. Goodbye, students.

  The students reply:

  Koe kia, ma fai a oga. Goodbye, teacher.
An Introduction to Vagahau Niue

Hafagi hafagi hafagi pā hafagi

Pā pā pā pā hafagi pā

AEIOU

AEIOU

AEIOU
Dialogue 1

Fakaalofa atu ki a koe.
Malolō nakai a koe?

Malolō a au, fakaauue.

Dialogue 2

Fakaalofa atu ki a mua.
Malolō nakai a mua?

Malolō a maua, fakaauue.

Dialogue 3

Fakaalofa atu ki a mutolu.
Malolō nakai a mutolu?

Malolō a ma'utolu, fakaauue.
UNIT 1 FAKAFELEVEIA – INTRODUCTIONS
LESSON C

Learning Outcomes
Students will:

- greet each other, you, and other adults;
- farewell each other, you, and other adults;
- introduce themselves;
- recognise and use the vaguehu Niue alphabet;
- make connections between languages, places, and cultures.

Resources

- Unit 1 DVD and transcript
- OHT 2 (from Lesson B)
- OHT 3
- Unit 1 Achievement Checklist
- Niu Progress Chart

You supply:

- The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
- The OHT of “Fakaalofa Atu” you made for Lesson A
- The greetings flashcards you made for Lesson A
- Copies of WS 2
- Copies of the Unit 1 Achievement Checklist
- Copies of the Niu Progress Chart

Lesson Outline

Introduction

- Play “Fakaalofa Atu” quietly in the background as the students walk into the classroom.
- Display the OHT with the words. Greet the students, saying:

  Fakaalofa atu, ma fā naua.  Greetings, students.

- Have the students respond:

  Fakaalofa lahi atu ki a koe, ma fai aoga.  Greetings to you, teacher.

Looking Back

- Review the greetings on the DVD. Recall with the students the way the language patterns change according to the number of people they are greeting. Show the illustration side of the greetings flashcards in random order and check how well the students can respond with the appropriate greeting.
**Learning Experiences**

- Check whether the students can remember how to introduce themselves. Have a quick round robin with the class. The first student says:

  *Fakaalofa lahi atu ki a koe. Ko e higoa haaku ko (their name).*

  The next student repeats the sentences, inserting their own name, and then greets and introduces themself to the next student. Carrying out this activity in small groups will enable more students to be engaged simultaneously. If the groups are equal in size, the first group to finish can be declared the winner.

- Play the vowel song on CD 1 track 7 while showing OHT 2. Then show OHT 3. Divide the class into two teams. With the students taking turns, passing from one team to the other, have the students say the words. If a student does not pronounce a word correctly the first time, they sit down. The group with the most students standing is the winner.

  *Repetition is vital to building accuracy and fluency. Through repetition, students gain confidence and feel safe when expressing themselves in a new language.*

  - Working in groups, the students practise the dialogues from Lesson B (which are on WS 2). As they work, walk around the groups, observing their progress and giving assistance when needed. Give lots of praise for accuracy and plenty of encouragement. The students take turns role-playing the dialogues. You could record your observations of student progress. When this activity has been completed, discuss the learning experience with the students and invite their comments and feedback on their own and others’ performances.

  - The students can now complete their copies of the Unit 1 Achievement Checklist, with a partner signing it off. They have an opportunity with a peer to identify the things they may not have managed earlier in the unit.

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

- Ask the students to complete their Niu Progress Chart, writing their name in *vagahau Niue* in the space provided and colouring in the band for Unit 1.

- Show the cultural section on the DVD. Ask the students to note down at least three interesting facts that were new learning for them. Discuss these with the students.

  **Looking Ahead**

  - Tell the students that Unit 2 is about *magafaoa* (family). Challenge them to find out about Niue families before the next lesson (for example, on the Internet).

  **Close**

  - Finish the unit with the standard farewells:

    *Mutolu kia, ma fānau.*  
    *Koe kia, ma faiaga.*  
    Goodbye, students.  
    Goodbye, teacher.
### An Introduction to Vagahau Niue

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>faiaoga</td>
<td>teacher</td>
</tr>
<tr>
<td>fakaalofa atu</td>
<td>greetings</td>
</tr>
<tr>
<td>lahi</td>
<td>lots, many, big</td>
</tr>
<tr>
<td>malolō</td>
<td>well</td>
</tr>
<tr>
<td>mo</td>
<td>and</td>
</tr>
<tr>
<td>higoa</td>
<td>name</td>
</tr>
<tr>
<td>fakaaue</td>
<td>thank you</td>
</tr>
<tr>
<td>fānau</td>
<td>children, students</td>
</tr>
<tr>
<td>hāaku</td>
<td>my</td>
</tr>
<tr>
<td>au</td>
<td>I, me</td>
</tr>
<tr>
<td>maua</td>
<td>we (two people)</td>
</tr>
<tr>
<td>mautolu</td>
<td>we (three or more people)</td>
</tr>
<tr>
<td>koe</td>
<td>you (one person)</td>
</tr>
<tr>
<td>mua</td>
<td>you (two people)</td>
</tr>
<tr>
<td>mutolu</td>
<td>you (three or more people)</td>
</tr>
</tbody>
</table>
UNIT 1 ACHIEVEMENT CHECKLIST

Ko au ko ____________________________.

Now I can:

□ greet others, including my teacher

□ farewell others, including my teacher

□ introduce myself

□ recognise and use the *vagahau Niue* alphabet

□ make connections between languages, places, and cultures
Ko au ko ________________________ .
**UNIT 1 DVD TRANSCRIPT**

*Mala:
Fakaalofa atu, ma Mark.*

*Mark:
Fakaalofa atu, ma Mala.*

*Mala:
Ae ma faoa. Ko Mark a ē.*

*Togia:
Fakaalofa atu, ma Mark.*

*Mala:
Malolō nakai a koe?*  

*Mark:
Mitaki fakaauae. Tā kilikiki au ... taute e tau fekau. Malolō nakai a mua?*  

*Togia mo Mala:
Malolō, fakaauae.*

*Togia:
Ae! Ma Matua Taane, ko Mark Tukituki-Turner a ē.*

*Tuhi (matua taane):
Fakaalofa atu, ma Mark.*

*Mark:
Fakaalofa lahi atu, ma Misita Kopi.*

*Lina (matua fifine):
Fakaalofa atu, ma Mark, malolō nakai a koe?*  

*Mark:
Malolō fakaauae lahi, ma Misiisi Kopi. Malolō nakai a koe?*  

*Lina:
Malolō fakaauae, ma Mark, ka e lahi e lavelave. Koe kia, ma Tuhi.*

*Tuhi:
Koe kia, ma Lina. Mutolu kia ma fānau. Mahani mitaki kia!*  

*Togia mo Mala:
Koe kia, ma Matua.*

*Mark:
Koe kia, ma Misita Kopi.*

*Mala:
Hi, Mark.*

*Mark:
Hi, Mala.*

*Mala:
Hey, everyone. Mark’s here.*

*Togia:
Hi, Mark.*

*Mala:
How’re things?*  

*Mark:
Good, thanks. I’m playing cricket ... doing the chores. How’re you guys?*  

*Togia and Mala:
Good, thanks.*

*Togia:
Hey, Dad, this is Mark Tukituki-Turner.*

*Tuhi (father):
Hello, Mark.  (informal)*

*Mark:
Hello, Mr Kopi.  (formal)*

*Lina (mother):
Hello, Mark.  How’re you?*  

*Mark:
I’m well, thanks, Mrs Kopi.  How’re you?*  

*Lina:
Good, thanks, but busy as usual.  Bye, Tuhi.*  

*Tuhi:
Bye, Lina.  Bye, kids.  Be good!*  

*Togia and Mala:
Bye, Dad.*

*Mark:
Bye, Mr Kopi.*
UNIT 1 AUDIO TRANSCRIPT

Track 2 Classroom Language for Unit 1
Here are some phrases and expressions to use with your students in Unit 1 to increase the amount of vagahau Niue they hear and say in the classroom. Practise saying them in the pauses.

Fakaalofa atu, ma fānau.
Ko au ko e faiaoga.
Ko e higoa haaku ko Andrew.
Mitaki lahi a mutolu he aho nei!
Malolō nakai a koe, ma faiaoga?
Koe kia, ma faiaoga.
Mua kia, ma Sione mo Tina.
Fakaae lahi, ma faiaoga.
Mutolu kia, ma fānau.

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.

au
haaku
koe
maua
mautolu
mua
mutolu
faiaoga
fakaalofa atu
fakaue
fānau
higoa
lahi
malolō
mo

Track 4 Structures and Expressions for Unit 1
You will hear the sentences and expressions that you are to learn in Unit 1. Listen carefully to the rhythms of the sentences and try to copy these when you repeat the sentences in the pauses.

Greetings:
Fakaalofa atu ki a koe, ma Sione.
Fakaalofa lahi atu ki a koe, ma faiaoga.

Saying your name:
Ko e higoa haaku ko Moka.
Ko au ko Ofania.

This is how you greet one person:
Malolō nakai a koe?
Malolō a au, fakaue.

This is the greeting for two people:
Malolō nakai a mua?
Malolō a mua, fakaue.

And this is how you greet three people or more:
Malolō nakai a mutolu?
Malolō a mutolu, fakaue.

Track 5 Greetings to Accompany Unit 1 OHT 1 Lesson A
Listen to the greetings and repeat them in the pauses.

Fakaalofa lahi atu.
Fakaalofa atu ki a koe.

Track 6 Dialogues for Unit 1 Lesson A
Listen to these four dialogues and work out how many people are being greeted:

Malolō nakai a mutolu?
Malolō a mutolu, fakaue.

Fakaalofa atu ki a koe, ma Sione.
Fakaalofa lahi atu ki a koe, ma faiaoga.
Track 7 Vowel Song (OHT 2 Lesson B), Consonants, and the Vagahau Niue Alphabet

Listen to the alphabet song. Then sing along with the CD.
A E I O U
A E I O U
Pà pà pà hafagi pà
Hafagi hafagi hafagi pà hafagi

Now listen to the way the consonants are pronounced and practise saying them with the CD.
fā, gā, hā, kā, lā, mā, nā, pā, tā, vā, rā, sā

Now listen to the whole alphabet and practise saying it.
a, e, fā, gā, hā, i, kā, lā, mā, nā, o, pā, rā, sā, tā, u, vā

Track 8 Pronunciation of the Letters “Ti” and “Te” and Words with Macrons

You need to be careful when you pronounce words that have the spelling “ti” and “te” as you need to say an “s” sound. Repeat these words in the pauses:
titipi
tele
tika
matila

When you see a vowel with a macron, you need to lengthen the vowel sound. Listen to these pairs of words and work out which one has the macron in each pair:
fānau
fanau
vahā
vaha

Track 9 Dialogues to Accompany Unit 1 WS 2 Lesson B

Listen to these three dialogues. First you will hear the whole dialogue. Then you will hear each sentence with a pause after it for you to repeat the sentence and practise your pronunciation.

Dialogue 1
Fakaalofa atu ki a koe. Malolō nakai a koe?
Malolō a au, fakaauae.

Dialogue 2
Fakaalofa atu ki a mua. Malolō nakai a mua?
Malolō a maua, fakaauae.

Dialogue 3
Fakaalofa atu ki a mutolu. Malolō nakai a mutolu?
Malolō a maotolu, fakaauae.
UNIT 2 MAGAFAOA – FAMILY

OVERVIEW

Learning Outcomes

Students will:

- identify and describe family members;
- ask about family members’ roles;
- describe family members’ roles;
- recognise and say the numbers one to ten.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in The New Zealand Curriculum;
- Level 1 of the vagahau Niue guidelines (VNiNZC).

The strands and achievement objectives are:

- Communication (page 44)
  1.1 give personal information, such as their name, age, and address, and describe their family;
  1.2 use everyday expressions to greet, farewell, and thank people and to respond appropriately;
  1.4 use words and expressions for number, time, and place;
- Language (pages 44–45);
- Culture (pages 44 and 46).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kàtene</td>
<td>garden</td>
<td></td>
</tr>
<tr>
<td>lafu</td>
<td>sibling</td>
<td>fagai</td>
</tr>
<tr>
<td>magafaoa</td>
<td>family</td>
<td>kaitunu</td>
</tr>
<tr>
<td>matua fifine</td>
<td>mother</td>
<td>fakakoukou</td>
</tr>
<tr>
<td>matua taane</td>
<td>father</td>
<td>fakamea</td>
</tr>
<tr>
<td>motokà</td>
<td>car</td>
<td>huo pupu</td>
</tr>
<tr>
<td>pusi</td>
<td>cat</td>
<td>huva</td>
</tr>
<tr>
<td>tama mukemuke</td>
<td>baby</td>
<td>moa pupu</td>
</tr>
<tr>
<td>tau fekau</td>
<td>chores</td>
<td>unu mena</td>
</tr>
<tr>
<td>tupuna</td>
<td>grandparent, ancestor</td>
<td></td>
</tr>
</tbody>
</table>
ko e  the
ko hai  who
tau  plural marker
numela  number
taha  one
ua  two
tolu  three
fā  four
lima  five
ono  six
fitu  seven
valu  eight
hiva  nine
hogofulu  ten

This vocabulary is on CD 1 tracks 10 and 14.

Structures and Expressions

È, ko e hako a ia.  Yes, that’s right.
Nākai, nākai hako a ia.  No, that’s not right.
Ko e magafaoa haaku a ē.  Here is my family.
Ko Joe Baker e matua taane haaku.  My father is Joe Baker.
Ko Lina Okana-Baker e matua fifine haaku.  My mother is Lina Okana-Baker.
Ko hai ka taute e tau fekau?  Who is doing the chores?
Ko e huva a John.  John is vacuuming.
Ko e fakamea a Moka he motoka.  Moka is cleaning the car.

These sentences are on CD 1 track 11.

Language Notes

Ko e (the) is the definite article, for example:
ko e pusi  the cat

Tau is placed before a noun to make it plural, for example:
ko e tau pusi  the cats
ko e tau magafaoa  the families

The singular of tau fekau (chores) is fekau.

Tokо- is a prefix that is added to a number to indicate quantity when people are involved, for example:
Tokofiha e tama fifine?  How many girls (are there)?
Tokovalu e tama fifine.  There are eight girls.

Otherwise, just use fiha, as in:
Fiha e motokā haau?  How many cars do you have?
Cultural Knowledge

In aga fakamotu, the concept of magafaoa (family) is very important. “Kinship” is matakainaga or magafaoa.

Here are some examples of respectful language that are used within families:

- **Fakamolemole, ma Tupuna Taane.** Excuse me, Grandfather.
- **Fakaalofa lahi atu, ma Tupuna Fififine.** Greetings, Grandmother.
- **Fakaave lahi, ma Julie.** Thank you very much, Julie.
  (said to an older sister)

Respectful language and behaviour can now be extended to include older people in the school, for example, the principal, as in the greeting:

- **Fakaalofa lahi atu, ma ulufai.** Greetings, principal.

Apart from transliterations, there are no specific vagahau Niue terms for aunt, uncle, or cousin. Aunts and uncles are known as tau matua (parents), but see Unit 4. Indeed, anyone who is the same generation as your parents is politely referred to as matua.

People in the same generation as your grandparents are politely referred to as either matua or tupuna, including your relatives. In aga fakamotu, while speaking to your grandparents and other older people, it is considered impolite to look them straight in the eye. You show respect by not doing so.

Teachers’ Notes

Some transliterated terms for family members are now used, especially by young tagata Niue. These include:

- **ma, mama, mami, muma** mother
- **pa, papa** father
- **nena, nani, olu** grandma
- **popa, olu** grandpa
- **pepe** baby
- **kásini** cousin
- **aniti** aunt
- **agikolo** uncle
- **famili** family
- **sisita (slang)** sister
- **bro (slang)** brother

*Sisita and bro are even used for friends, including friends who are not tagata Niue. As the vagahau Niue guidelines (VNiNZC) explains (on page 13), “Speakers and writers of vagahau Niue are adopting an increasing number of words transliterated from other languages, especially English. This contemporary vocabulary is generally accepted. However, many vagahau Niue speakers continue to prefer vagahau Niue to transliterated forms ... In general, learners are recommended to use vagahau Niue forms unless there is a good reason to use a transliteration.”

Keep reminding your students that they can work out how to say words in vagahau Niue because the sounds in them are pronounced the way they look.
UNIT 2 MAGAFAOA – FAMILY

LESSON A

Learning Outcomes

Students will:

- identify and describe family members;
- recognise and pronounce the words for the numbers one to ten.

Resources

Unit 2 DVD and transcript
OHT 1 (from Unit 1)
OHT 1
WS 1
CS 1
Unit 2 audio CD and transcript
WS 2
CS 2
OHT 2

You supply:

The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* book and CD
The OHT of “Fakaalofa Atu” you made for Unit 1
Number flashcards
Copies of WS 1
Copies of WS 2
Copies of CS 2

Lesson Outline

*Introduction*

- Play “Fakaalofa Atu” quietly in the background as your students walk into the classroom.
- Play the scenario on the DVD showing a family in Niue with the sound set to mute.
- Display OHT 1. Greet the students:

  *Fakaalofa atu, ma fânau?*  
  
  Greetings, students.

  The students respond:

  *Fakaalofa lahi atu, ma faiaoga.*  
  
  Greetings, teacher.
**Looking Back**

- Share any information about families that the students may have found out since their last lesson. Add the information to the Ako Niue corner. Keep stimulating their interest in finding out as much as they can and sharing what they find out with the rest of the class as you move from unit to unit. You can add relevant books and articles to the Ako Niue corner beforehand for the students to borrow and take home.

- Play CD 1 track 12. The students work in groups to practise the dialogues using OHT 1. In English, the dialogues say:
  
  Hello, Sione.
  How are you, Sione? (one person)
  I am well, thank you, teacher.

  Hello, Suzy and Tina.
  How are you? (two people)
  Greetings, teacher.
  We are well, thank you.

  Greetings, children.
  How are you? (three or more people)
  Greetings, teacher.
  We are well, thank you, teacher.

  Check that the students are responding appropriately.

  **Give the students time to gain in confidence so that they can finally say everything a bit faster.**

**Learning Experiences**

- Discuss the learning outcomes with your students.

- Play the Unit 2 DVD language scenario on the family again. Ask the students to observe and listen carefully for the names of each member of the *magafaoa* (family). Discuss what they observe so that they can reflect on their own culture(s). Replay the DVD.

- Hand out WS 1. The students draw a line between the illustration and the matching *vagahau Niue* word. Then get them to check their work with CS 1. Finally, they work in pairs to point to an illustration and have their partner read out the corresponding *vagahau Niue* word.

- Hand out WS 2. The students listen to CD 1 track 13 and, as they listen, select the word that matches what they hear and copy it into the space on the worksheet.

  **This activity will enable your students to consolidate their learning as well as developing their reading and writing skills in *vagahau Niue*.**

- The students can correct their work by listening to track 13 again and then by using CS 2.
• Using CS 2, ask the students (in pairs or groups) to practise reading the descriptions, taking turns to read the descriptions out loud. Play track 13 again after they have had time to practise so that they can check their pronunciation and intonation.

• Display OHT 2. Ask the students to read the numbers along with CD 1 track 14. Give them extra practice with hogofulu (ten). Break the word into its syllables (ho-go-fu-lu) and get the students to practise this.

• Hold up large flashcards in duplicate sets that have numerals on one side and the vagahau Niue words for the numbers on the other side. Show a numeral and then choose a vagahau Niue word and show both side by side. If they match, the students say È, ko e hako a ia (Yes, that’s right). If the match is not correct, the students say Nàkai, nàkai hako a ia (No, that’s not right).

• Hand out sets of the number flashcards for the students to work in pairs or groups to:
  • (in pairs) repeat the activity described above;
  • (in pairs) take turns to match numeral and word cards;
  • (in groups) place the numerals face up. The group leader calls out a number in vagahau Niue, and the first student to pick up the correct card keeps the card and calls out the next number.

Looking Ahead

• Remind the students of the polite language they learned in Unit 1 when they were learning how to greet people older than themselves (including their older siblings). Write the following expressions on the whiteboard for them to copy and encourage them to use these with members of their own families:
  
  Fakaalofa lahi atu, ma Matua Fifine. Greetings, Mother.
  Fakamolemole, ma Tupuna Taane. Excuse me, Grandfather.
  Fakamolemole, ma Tupuna Taane. Please, Grandfather.
  Fakaæue lahi, ma Julie. Thank you very much, Julie.
  (to an older sister)

• Ask the students to practise counting from one to ten in vagahau Niue by counting their pets, the rooms in their house, the buses going past, the number of classrooms in the school, and so on.

Close

• Farewell each other with:
  Mutolu kia, ma fânau. Goodbye, students.
  Koe kia, ma faiæoga. Goodbye, teacher.

The students can say goodbye to each other with:
  Koe kia, ma Julie. Goodbye, Julie.
  Mua kia, ma John mo Miriama. Goodbye, John and Miriama.
Fakaalofa atu, ma Sione.
Malolō nakai a koe, ma Sione?

Fakaalofa lahi atu, ma faiaoga.
Malolō a au fakaave lahi, ma faiaoga.

Fakaalofa atu ki a mua, ma Suzy mo Tina.
Malolō nakai a mua?

Fakaalofa lahi atu, ma faiaoga.
Malolō a maua, fakaave.

Fakaalofa atu, ma fānau.
Malolō nakai a mutolu?

Fakaalofa lahi atu, ma faiaoga.
Malolō a mautolu fakaave lahi, ma faiaoga.
matua taane
matua fifine
tama taane
tama fifine
tama mukemuke
tupuna taane
tupuna fifine
An Introduction to Vagahau Niue

matua taane
matua fifine
tama taane
tama fifine
tama mukemuke
tupuna taane
tupuna fifine
Description 1

*Ko e _____________________________ haaku ko James.*
(My father is James.)

*Ko e _____________________________ haaku ko Mata.*
(My mother is Mata.)

Description 2

*Ko au a ē.*
(This is me.)

*Ko e _____________________________ haaku a ē, ko Moka, Sally, Jim, mo Tuki.*
(Here are my siblings, Moka, Sally, Jim, and Tuki.)

*Ko Tuki ko e _____________________________.*
(Tuki is the baby.)

Description 3

*Ko e _____________________________ haaku, ko Niu mo Stan.*
(My grandfathers are Niu and Stan.)

*Ko e _____________________________ haaku, ko Malia mo Jane.*
(My grandmothers are Malia and Jane.)
Description 1

Ko e _matua taane_ haaku ko James.

Ko e _matua fifine_ haaku ko Mata.

Description 2

Ko au a ē.

Ko e _tau lafu_ haaku a ē, ko Moka, Sally, Jim, mo Tuki.

Ko Tuki ko e _tama mukemuke_.

Description 3

Ko e _tau tupuna taane_ haaku, ko Niu mo Stan.

Ko e _tau tupuna fifine_ haaku, ko Malia mo Jane.
1 taha
2 ua
3 tolu
4 fā
5 lima
6 ono
7 fitu
8 valu
9 hiva
10 hogofulu
UNIT 2 MAGAFAOA – FAMILY

LESSON B

Learning Outcomes

Students will:

• identify and describe family members;
• ask about a family member’s role;
• describe family members’ roles;
• recognise and say the numbers one to ten.

Resources

Unit 2 DVD and transcript
OHT 3
Unit 2 audio CD and transcript
WS 3
CS 3
OHT 2 (from Lesson A)

You supply:

The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* book and CD
The flashcards you made for Lesson A
Rolled up newspapers or magazines
A blank OHT
Copies of WS 3
Copies of CS 3
An OHT made from page 21 in the *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* book

Lesson Outline

Introduction

• Play “Tama Niue” from the *Niuean Songs* CD quietly in the background as your students enter the classroom. Also play the Unit 2 DVD scenario showing the family in Niue with the sound on mute.

Greet the students as they enter, saying:

*Fakaalofa atu, ma fānāu.* Greetings, students.

The students should respond by saying:

*Fakaalofa lahi atu, ma fāaoga.* Greetings, teacher.

Encourage them to greet each other as well, using the structure:

*Fakaalofa atu, ma Mina.* Hello, Mina.
Looking Back

- Find out whether the students used the respectful expressions with their families, and what reactions they got. Discuss the forms of respect they normally use.
- Using the number flashcards from Lesson A, review how to say the numbers in *vagahau Niue* with the students.
- Now divide the class into two groups. Give each group a rolled up newspaper or magazine. Write the *vagahau Niue* 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.

Learning Experiences

- Discuss the learning outcomes for Lesson B. Play the DVD language scenario again. Encourage the students to make connections with their own language(s) and culture(s).
- Hand out WS 3. The students listen to CD 1 track 15. Each sentence is read twice. The students draw lines to match up the sentences with the illustrations. They use CS 3 to check their answers. Have them listen to track 15 again, repeating the sentences in the pauses. As they do this, they point to the matching illustration on their worksheet. In English, the answers to the question *Ko hai ka taute e tau fekau?* (Who does the work?) are:

  Moka is cleaning the car.
  John is vacuuming.
  Julie is feeding the cats.
  Grandfather is cooking.
  Grandmother is bathing the baby.
  Father is weeding the garden.

- Now revise the numbers quickly by throwing a koosh ball to a student and saying a number in English. They say it in *vagahau Niue*. Finish by counting from one to ten with the students in *vagahau Niue*, looking at OHT 2.
- Sing “Tama Niue” together. Display the words on an OHT.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C, when they will describe their families and who does which chores. They will need to ask the question *Ko hai ka taute e tau fekau?* and say three things about their families and their roles.

Close

- Sing “Tama Niue” again.
- Have the following sentence already written on the whiteboard. Praise the students, saying:

  *Mitaki lahi, ma fånau.* Very good, students.

  Then farewell them in the usual way.
Ko hai ka taute e tau fekau?

Ko e fakameā a Moka he motokā.

Ko e huva a John.

Ko e fagai a Julie he tau pusi.

Ko e kaitunu a Tupuna Taane.

Ko e fakakoukou a Tupuna Fifine he tama mukemuke.

Ko e huo pupu a Matua Taane he kātene.
Ko hai ka taute e tau fekau?

Ko e fakameā a Moka he motokā.

Ko e huva a John.

Ko e fagai a Julie he tau pusi.

Ko e kaitunu a Tupuna Taane.

Ko e fakakoukou a Tupuna Fifine he tama mukemuke.

Ko e huo pupu a Matua Taane he kātene.
UNIT 2 MAGAFAOA – FAMILY

LESSON C

Learning Outcomes

Students will:

- identify and describe family members;
- ask about family members’ roles;
- describe family members’ roles;
- recognise and say the numbers one to ten.

Resources

Unit 2 Achievement Checklist
Niu Progress Chart
Unit 2 DVD and transcript

You supply:

- The flashcards you made for Lesson A
- Copies of the Unit 2 Achievement Checklist

Lesson Outline

Introduction

Greet each other in the usual way.

Looking Back

- Discuss the learning outcomes with your students.
- In pairs, one student counts from one to ten in vagahau Niue while the other student checks.
- In pairs, using sets of number flashcards, have one student show a card with a numeral on it to their partner, who says the number in vagahau Niue. The student holding the card checks the correctness of the response by looking at the vagahau Niue word written on the back.

Learning Experiences

- Ask the students to work in pairs, taking turns to be the one to ask Ko hai ka taute e tau fekau?. The student giving the response says three things about who does work in their family. In step 1, allow the students time to practise this activity.

In the early stages of language learning, students need a lot of support to help keep them motivated, confident, and enabled to achieve.
Depending on the level of confidence the students have and their “can-do” attitude, decide for step 2 either:
(a) to let them assess each other with you walking around making your own notes on their progress; or
(b) to have them act out their short dialogues one after the other round the class.

In a supportive classroom environment, students can learn a lot when they listen to their fellow students engage with the kind of activity outlined in (b).

- The students can now complete their Unit 2 Achievement Checklist, with their partner signing it off.
- The students complete their Niu Progress Charts, colouring in band 2.
- Show the Unit 2 cultural section on the DVD. Ask the students to note down at least three interesting facts that are new learning for them. Discuss these with the students.

**Looking Ahead**
- To prepare for Unit 3:
  (a) Tell the students they will be learning how to talk about things in the classroom as well as learning the numbers eleven to twenty.
  (b) Encourage them to keep using the respectful language they have been using at home.
  (c) Keep encouraging them to bring along things related to *vagahau Niue* and *aga fakamotu* for the Ako Niue corner.

**Close**
- Farewell each other in the usual way.
Ko au ko ____________________________.

Now I can:

☐ identify and describe members of my family

☐ ask about their roles

☐ describe their roles

☐ recognise and say the numbers one to ten
Sifa (matua fifine):
Fakaue, ma Hopo. Iloa e au nākai fiafia a koe ke oko e tau fua niu.

Hopo (tama fifine fakamui aki):
È, vihiatia ha ia he oko fua niu! Ko e loga hā ia he tau fua niu!

Sifa:
Tokohiva e tagata he kai laā! Ko e tupuna taane, tupuna fifine, ua e kasini, ua e aniti, ko koe, mo au.

Hopo:
È, tokohiva e tagata. Ka ko fē a Moana?

Sifa:
Ko Moana ha ne fakameā he motokā mo e Matua Taane. Manako a Moana ke tà kilikiki ka oti.

Hopo:
Ae oka. Fiafi a lahi au ke tà kilikiki. Pelē foki au?

Sifa:
Fiafia lahi a mutolu ke tà kilikiki! Ko e matua taane haau, tupuna taane haau, tau kāsini, tau aniti ... fiafia lahi a lautolu ke tà kilikiki!

Hopo:
Ae, ka e fiafia a koe ke kitekite kilikiki kā.

Sifa:
È! Fiafia foki e Tupuna Fifine ke tà kilikiki. Ko fē e Tupuna Taane?

Hopo:
Ooo, ko ia i fafo. Hā ne fagai he tau pusi. Magaaho fē ka pelē kilikiki a tautolu?

Sifa:
To pelē a mutolu he magaaho fakamui. Ko e tau fekau ke taute!

Hopo:
Ae tau fekau hā?

Sifa:
Ko e fakameā, huo pupu, unu mena ... 

Hopo:
Ae tokohiva e tagata! Taute fekau oti a mautolu!

Sifa:
È! Mitaki lahi a ia!

Hopo:
È!

Sifa (mother):
Thanks, Hopo. I know you don’t like picking up the coconuts.

Hopo (youngest daughter):
Yeah, I hate picking up the coconuts! There are so many coconuts!

Sifa:
There are nine people for lunch, including your grandpa, grandma, two cousins, two aunties, you, and me!

Hopo:
Yes, nine people. Where’s Moana?

Sifa:
Moana is cleaning the car with Dad. Moana wants to play cricket later.

Hopo:
Great. I love cricket. Can I play, too?

Sifa:
You all love cricket! Your father, your grandpa, cousins, aunties ... they all love cricket!

Hopo:
Yes, and you like watching cricket.

Sifa:
Yes! Grandma likes playing cricket. Where’s Grandpa?

Hopo:
Oh, he’s outside. He’s feeding the cats. When can we play cricket?

Sifa:
You can play later. There’s work to do!

Hopo:
What work?

Sifa:
There’s cleaning, weeding, washing ...

Hopo:
There are nine people! We are all doing chores!

Sifa:
Yes. That’s very good!

Hopo:
Yes!
UNIT 2 AUDIO TRANSCRIPT

Track 10 Vocabulary for Unit 2
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.

kátene
lafu
magafaoa
matua fifine
matua taane
motokà
pusi
tama mukemuke
tau fekau
tupuna
fagai
kaitunu
fakakoukou
fakameà
huo pupu
huva
moa pupu
unu mena
ko e
ko hai
tau
nümela

Track 11 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 when you repeat the sentences in the pauses.

È, ko e hako a ia.
Nàkai, nàkai ai hako a ia.
Ko e magafaoa haaku a è.
Ko Joe Baker e matua taane haaku.
Ko Lina Okana-Baker e matua fifine haaku.

Track 12 Dialogues for Unit 2 OHT 1
Listen carefully to the following three dialogues and work out how many people are being greeted in each one.

Dialogue 1
Fakaalofa atu, ma Sione. Malolô nakai a koe, ma Sione?
Fakaalofa lahi atu, ma faiàoga. Malolô a au fakaàue lahi, ma faiàoga.

Dialogue 2
Fakaalofa atu ki a mua, ma Suzy mo Tina. Malolô nakai a mua?
Fakaalofa lahi atu, ma faiàoga. Malolô a mua, fakaàue.

Dialogue 3
Fakaalofa atu, ma fànau. Malolô nakai a mutolu?
Fakaalofa lahi atu, ma faiàoga. Malolô a mutolu fakaàue lahi, ma faiàoga.

Track 13 Vocabulary for Unit 2 to Accompany WS 2 Lesson A
As you listen, choose the word that matches what you hear and copy it into the space on your worksheet.

matua taane
matua fifine
tau lafu
tama mukemuke
tau tupuna taane
tau tupuna fifine

Now listen once again and read the sentences on your worksheet as you listen.

Description 1
Ko e matua taane haaku ko James.
Ko e matua fifine haaku ko Mata.
Description 2
Ko au a ē.
Ko e tau lafu haaku a ē, ko Moka, Sally, Jim, mo Tuki.
Ko Tuki ko e tama mukemuke.

Description 3
Ko e tau tupuna taane haaku, ko Niu mo Stan.
Ko e tau tupuna fifine haaku, ko Malia mo Jane.

Track 14 Numbers One to Ten to Accompany OHT 2 Lesson A
Listen to the numbers one to ten spoken in a sequence. Then listen to each number and repeat it in the pause. Try to say the numbers along with the CD.

- taha
- ua
- tolu
- fā
- lima
- ono
- fitu
- valu
- hiva
- hogofulu

Track 15 to Accompany WS 3 Lesson B
As you listen to each sentence, draw a line between the sentence and the illustration that it matches on your worksheet. Each sentence is spoken twice.

This is the question:
Ko hai ka taute e tau fekau?

These are the descriptions:
Ko e fakameā a Moka he motokā.
Ko e huva a John.
Ko e fagai a Julie he tau pusi.
Ko e kaitunu a Tupuna Taane.
Ko e fakakoukou a Tupuna Fifine he tama mukemuke.
Ko e huo pupu a Matua Taane he kātene.
UNIT 3 POKO AOGA – THE CLASSROOM

OVERVIEW

Learning Outcomes

Students will:

- name some common classroom objects;
- understand questions and follow some instructions;
- recognise and say the numbers eleven to twenty;
- recognise and say the days of the week.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in The New Zealand Curriculum;
- Level 1 of the vagahau Niue guidelines (VNiNZC).

The strands and achievement objectives are:

- Communication (page 44)
  1.3 recognise and respond to classroom expressions and instructions;
  1.4 use words and expressions for number, time, and place;
- Language (pages 44–45);
- Culture (pages 44 and 46).

Language Knowledge

Vocabulary

<table>
<thead>
<tr>
<th>Fakamaama</th>
<th>Gutuhalalaga</th>
<th>Kaupā</th>
<th>Komopitua</th>
<th>Lapa</th>
<th>Lapa tea</th>
<th>Laulau</th>
<th>Laupepa</th>
<th>Lopa</th>
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<th>Nofoa</th>
<th>Penetalaga</th>
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<td>wall</td>
<td>computer</td>
<td>board</td>
<td>whiteboard</td>
<td>table</td>
<td>paper</td>
<td>rubber</td>
<td>ruler</td>
<td>chair</td>
<td>pencil</td>
<td>room</td>
<td>book</td>
</tr>
</tbody>
</table>

Aho Tapu           Sunday
Aho Gofua          Monday
Aho Ua             Tuesday
Aho Lotu           Wednesday
Aho Tuloto         Thursday
Aho Falaile        Friday
Aho Faiumu         Saturday

This vocabulary is on CD 1 tracks 16 and 19.
Structures and Expressions

*Ko e heigoa a è, ma Sione?*  What is this, Sione?
*Ko e penetala.*  It’s a pencil.

*Fiha e penetala haau, ma Moka?*  How many pencils do you have, Moka?
*Hogofulu ma tolu e penetala.*  Thirteen pencils.
*Ono e lopa haaku.*  I’ve got six rubbers.

These sentences are on CD 1 track 17.

Language Notes

With the numbers eleven to nineteen, the pattern is:

- *hogofulu ma taha*  eleven
- *hogofulu ma ua*  twelve
- *hogofulu ma tolu*  thirteen
- *hogofulu ma fà*  fourteen
- *hogofulu ma lima*  fifteen
- *hogofulu ma ono*  sixteen
- *hogofulu ma fitu*  seventeen
- *hogofulu ma valu*  eighteen
- *hogofulu ma hiva*  nineteen
- *uafulu*  twenty

This pattern occurs in other Polynesian languages, including te reo Māori. As soon as the students recognise the pattern (*hogofulu* and then *ma*), they will be able to confidently work out the other “teen” numbers. Some students may even guess the pattern up to ninety-nine.

At times, the order of ideas in a *vagahau Niue* sentence is very different from the order in English, for example:

That is, “It’s my maths book.”

Students need to become aware of these differences and learn the new patterns so that they can use them with confidence as they grow their understanding of the ways *vagahau Niue* thoughts are organised, for example:

That is, “It’s our classroom.”

Cultural Knowledge

Niue parents expect their children to be obedient (*omaoma*) and respectful (*fakalilifu*), especially towards teachers and with other adults. Part of showing respect in *aga fakamotu* is not outwardly questioning those in authority.
Teachers’ Notes

In New Zealand, when students are learning vagahau Niue, they can use the appropriate spoken and body language of aga fakamotu in the language classroom and when interacting with members of the Niue community. For more information, see the vagahau Niue guidelines (VNiNZC), page 22 and page 26.

Schools in Niue

There are two schools and a branch of The University of the South Pacific in Niue. The primary school includes an early childhood section. Vagahau Niue and English are both used as languages of instruction and are taught in both schools. Classes are small, and schooling is free. Parents pay only for school and sports uniforms. Everything else is provided by the government, including a laptop computer for every student.

The Days of the Week

The following names of the days of the week are modern and reflect religious influences.

- **Aho Tapu**
  Sunday is regarded as a tapu (sacred) day. In the past, no work of any kind was allowed. Sunday was a day of rest and a day to attend three church services.

- **Aho Gofua**
  Gofua means “permission”, so Monday is a day free from the restrictions of Sunday when people can go about their daily activities.

- **Aho Ua**
  Ua means “two”. Tuesday is often regarded as the second day of the week.

- **Aho Lotu**
  Lotu means “church” or “religion”. There’s a church service early in the morning on Wednesday so that people can attend church before they carry on with their daily activities.

- **Aho Tuloto**
  Tuloto means “middle”. Thursday is regarded as the middle day of the week.

- **Aho Falaile, Aho Faraire**
  These are transliterations of “Friday”. There is a church service in the morning.

- **Aho Faiumu**
  This was the day for cooking in an umu in preparation for Sunday, when no work was allowed.
Lesson Outline

Introduction

- Play “Ko Niue ko e Haku Motu Fakahele” from the *Niuean Songs* CD quietly in the background.
- Greet the students.

Looking Back

- Check to see whether the students have brought anything for the Ako Niue corner.

Learning Experiences

- Go over the learning outcomes.
- Play the DVD language scenario. Discuss similarities and differences.
- Then show the DVD studio section. The students will see people naming things in a classroom. Ask them to listen carefully to the *vagahau Niue* words for common classroom objects. Then find out what the students can remember.
• Hold up the classroom object flashcards, showing each illustration in turn. See how many names for classroom objects the students can remember from the DVD. Show the DVD again.

• Hand out WS 1. Play CD 1 track 18. The students will hear eleven names of objects said in *vagahau Niue*. Each name is said twice and is given a number. Each time, the name is prefixed with the question *Ko e heigoa a ē?* (What is this?). As they listen, the students write the number of an object’s name in the circle beside the matching illustration. They check their work using CS 1.

  This activity challenges a student to recall what they’ve seen, to match the sounds with what they see, and to build a direct sound-image link in *vagahau Niue* without passing through English.

• Show the classroom object flashcards again. Ask the question *Ko e heigoa a ē?* The students answer using the sentence pattern *Ko e gutuhala*.

• Now hand out a set of flashcards to each pair of students. One asks the question, showing the illustration, and the other responds. Encourage the students to use each others’ names, including the polite term *ma*, for example, *Ko e heigoa a ē, ma Cathy?*

  Variations on this activity are:
  (a) Hand out twenty-two cards, eleven with illustrations and eleven with *vagahau Niue* words for classroom objects. In pairs or groups, the students match the cards. The fastest pair or group is the winner.
  (b) Place the twenty-two cards face down. Working in a small group, the students turn over two cards at a time to see if they have a matching pair. As they turn each card over, they say what the classroom object is. If they get a matching pair, they keep the cards and have another turn. The student with the most cards at the end wins.

• Display OHT 1 showing the days of the week in both *vagahau Niue* and English. Practise saying the names of the days of the week in *vagahau Niue* along with CD 1 track 19.

• Hand out the list of *tau aho*. If you have made a *tau aho* poster, ask the students to place the card for the day beside the right position.

• Show the DVD language scenario again.

**Looking Ahead**

• Tell the students to practise counting from one to ten in *vagahau Niue* because they will be learning the numbers eleven to twenty in Lesson B. They should also practise saying the days of the week in *vagahau Niue*.

**Close**

• Farewell the students.
<table>
<thead>
<tr>
<th>Book</th>
<th>Paper</th>
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<tbody>
<tr>
<td>Window</td>
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<td>Eraser</td>
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Tau Aho

Aho Tapu  Sunday
Aho Gofua  Monday
Aho Ua  Tuesday
Aho Lotu  Wednesday
Aho Tuloto  Thursday
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Aho Faiiumu  Saturday
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<td>Aho Falaile</td>
</tr>
<tr>
<td>Aho Faiumu</td>
</tr>
</tbody>
</table>
LEARNING OUTCOMES

Students will:

- understand questions and follow some instructions;
- recognise and say the numbers eleven to twenty.

RESOURCES

- Unit 3 DVD and transcript
- Unit 3 audio CD and transcript
- OHT 1 (from Lesson A)
- OHT 2

You will also need:

- The classroom object flashcards you made for Lesson A
- The number flashcards you made for Lesson A in Unit 2
- Large flashcards for 11–20
- A large flashcard with Totou written on it
- A large flashcard with Fiha? written on it

LESSON OUTLINE

Introduction

- Play the DVD language scenario quietly as your students enter and greet you and each other.

Looking Back

- Show the classroom object flashcards with the illustration side towards the students, asking:
  Ko e heigoa a ā?  What is this?
  Ko e tohi.  It’s a book.

  The students respond using the sentence pattern:
  Ko e tohi.  It’s a book.

  Check their responses against the vagahau Niue words on the back of the flashcards.

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

- Show OHT 1. With the students, repeat the names for the days of the week along with CD 1 track 19.
Learning Experiences

- Discuss the learning outcomes for Lesson B with the students.
- Use the number flashcards from Unit 2 Lesson A to quickly revise the numbers from one to ten in *vagahau Niue* with the students. Show each numeral in turn, with the students chorusing the number in *vagahau Niue*. Tell the students that they are going to learn the numbers eleven to twenty next. See whether any of them have already discovered what these are in *vagahau Niue*.
- Tell the students to observe the numbers as you hold them up and see whether they can work out the pattern. Hold up a large flashcard showing the numeral 11. Then show the reverse side of the card with *hogofulu ma taha* on it. Repeat this sequence with 12 (*hogofulu ma ua*) and 13 (*hogofulu ma tolu*), encouraging the students to anticipate the *vagahau Niue* for the number when they first see the numeral. Then confirm or correct their guess by showing them the *vagahau Niue* words on the reverse. Continue through until 19 (*hogofulu ma hiva*). Then show them both sides of the flashcard for 20, which starts the pattern off again.
- Display OHT 2, showing the numbers from eleven to twenty in *vagahau Niue*.

> Totou, fakamolemole. Count, please.

The students count along in *vagahau Niue* with CD 1 track 20.
- Hold up a large flashcard with *Totou* on it. Say *totou* several times. The students read *totou* as you say it and then repeat the word after you.

> If you are unsure of the pronunciation youself, listen to how it is said on track 20 beforehand.

Now say:

> Totou, fakamolemole, ma fànau.

As you point to the numerals 1–20 on the whiteboard, the students count from *taha* to *uafulu*.
- Show a flashcard with *Fiha?* written on one side and *How many?* on the back. With your other hand, show a numeral flashcard. Ask:

> Fiha?

The students respond appropriately (for example, *ono* if a 6 is displayed). Next, hold up two flashcards, this time using the following question form, the *vagahau Niue* words for common classroom objects, and the *vagahau Niue* words for the numbers from one to twenty. For example, you might say:

> Fiha e tohi? How many books?

To which the students might respond:

> Fà e tohi. There are four books.

Keep changing the flashcards and adjusting the question, with the students responding until they can do so confidently.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C. Ask them to practise counting from one to twenty and practise saying the days of the week.

Close

- Sing the vowel song while displaying the OHT 2 from Unit 1 Lesson B. It is on CD 1 track 7.
- Farewell each other.
| 11 | hogofulu ma taha |
| 12 | hogofulu ma ua |
| 13 | hogofulu ma tolu |
| 14 | hogofulu ma fā |
| 15 | hogofulu ma lima |
| 16 | hogofulu ma ono |
| 17 | hogofulu ma fitu |
| 18 | hogofulu ma valu |
| 19 | hogofulu ma hiva |
| 20 | uafulu |
Learning Outcomes

Students will:

- name some common classroom objects;
- understand questions and follow some instructions;
- recognise and say the numbers eleven to twenty;
- recognise and say the days of the week.

Resources

- Unit 3 DVD and transcript
- Unit 3 Achievement Checklist
- Niu Progress Chart

You supply:

- The classroom object flashcards you made for Lesson A
- Copies of the Unit 3 Achievement Checklist

Lesson Outline

Introduction

- Play the DVD language scenario quietly as the students enter and greet you and each other in vagahau Niue.

Looking Back

- Review the learning outcomes. Tell the students that they will be monitoring their own achievement during this lesson.
- Watch the DVD language scenario again with the volume turned up.

Learning Experiences

- Using the classroom object flashcards, the students work in pairs. One student points to an illustration on a flashcard and says Ko e heigoa a è, ma (name)? Their partner must reply Ko e gutuhala or similar. They follow this routine for all the illustrations and then swap roles. The objective is for each student to say the whole sequence fluently and accurately. If they miss out a word, they have to start all over again. This works well as a timed sequence. The pair that finishes first without mistakes is the winner.
- Still in pairs, the students can select three days of the week and describe who does what chores in their family on each day. If there’s time, they can present their descriptions to a group or to the whole class.
• Now get the students to complete their Unit 3 Achievement Checklist, with a partner signing it off. This is an opportunity for the students to remember and identify things with their peer that they may not have managed earlier in the lesson.

Having another go is always to be encouraged. Having another go is a key to keeping students motivated and confident that they can learn another language.

• Ask the students to complete their Niu Progress Chart, colouring in band 3.
• Play bingo using the numbers one to twenty. Each student writes down any twelve numbers (in 3 x 4 rows) and crosses off each number as you say it in vagahau Niue. You can increase the concentration level by calling each number once instead of twice. If you feel that some of the students are confident and fluent enough to be the caller, let one of them be the caller and play the game yourself.

**Looking Ahead**

• Tell the students that Unit 4 is all about relationships within the family. Ask them to bring some photographs of their family to the next lesson, especially photographs of their brothers and sisters.

**Close**

• Farewell each other.
Ko au ko ____________________________.

Now I can:

☐ name some classroom objects
☐ understand questions and follow some instructions
☐ recognise and say the numbers eleven to twenty
☐ recognise and say the days of the week
 UNIT 3 DVD TRANSCRIPT

**Misita Magaoa (faiaoga):**
Fakaalofa atu ki a mutolu oti.

**Moana mo tau e haana a tau kapitiga he vahega:**
Fakaalofa lahi atu kia koe, ma Misita Magaoa.

**Misita Magaoa:**
Ko e Aho Ua a nai. Fakaako hà a tautolu he Aho Ua? Moana?

**Moana:**
Fakaako vagahau Niue a tautolu he Aho Ua.

**Misita Magaoa:**
Hopoa?

**Hopoa:**
Lata e tau aho he faahi tapu ke tohi he lapa.

**Misita Magaoa:**
Mitaki. Moana, fakamolemole fano ke he lapa mo e tohi e tau aho he faahi tapu.

**Hopoa mo e haana a tau kapitiga he vahega:**

**Misita Magaoa:**
Fakaalofa atu, ma Anna.

**Anna:**
Fakaalofa lahi atu, ma Misita Magaoa. Fakamolemole mai au he mule. Ai moua e tau pene haaku.

**Misita Magaoa:**

**Moana:**
Homo! Fiafia au ke taute! Mafola, ko e heigoa hà tautolu mogonei ka tohi?

**Misita Magaoa:**
Moana, liu ke he laulau haau kua tā tuai e matalola hogofulu! Magaaho ke meli hila.

**Moana:**
È, mafola, ma Misita Magaoa.

**Mr Magaoa (teacher):**
Good morning, everyone.

**Moana and classmates:**
Good morning, Mr Magaoa.

**Mr Magaoa:**
Today’s Tuesday. What do we learn on Tuesdays? Moana?

**Moana:**
We learn vagahau Niue on Tuesdays.

**Mr Magaoa:**
Hopoa?

**Hopoa:**
We need the days of the week on the board.

**Mr Magaoa:**
Good. Moana, please go to the whiteboard and write down the days of the week.

**Hopoa and classmates:**
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

**Mr Magaoa:**
Hello, Anna.

**Anna:**
Hello, Mr Magaoa. I’m sorry I’m late. I couldn’t find my pens.

**Mr Magaoa:**
That’s okay. Please sit down at your desk. Do you have your books? Listen, please. It’s time to email our sister school in New Zealand. Moana, please write some ideas on the board. The rest of you can suggest some ideas, and we will add them.

**Moana:**
Great! I like doing this! Okay, what can we write now?

**Mr Magaoa:**
Moana, go back to your desk. It’s ten o’clock! Time to email.

**Moana:**
Okay, Mr Magaoa.
UNIT 3 AUDIO TRANSCRIPT

Track 16 Vocabulary for Unit 3
Here is the vocabulary for Unit 3. 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.

fakamaama
gutuhala
kaupā
komopiuta
lapa
lapa tea
laulau
laupepa
lopa
lula
nofoa
penetala
poko
tohi

Track 17 Structures and Expressions for Unit 3
You will hear the 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 e heigoa a è, ma Sione?
Ko e penetala.

Fiha e penetala haau, ma Moka?
Hogofulu ma tolu e penetala.

Ono e lopa haaku.

Track 18 Vocabulary to Accompany WS 1 Lesson A
You will hear eleven names of objects said in vagahau Niue. Each name is said twice and is given a number. As you listen, write the number of the object’s name in the circle beside the matching illustration.

Taha
Ko e heigoa a è?
Ko e laulau.

Ua
Ko e heigoa a è?
Ko e gutuhala.

Tolu
Ko e heigoa a è?
Ko e lula.

Fā
Ko e heigoa a è?
Ko e kaupā.

Lima
Ko e heigoa a è?
Ko e penetala.

Ono
Ko e heigoa a è?
Ko e fakamaama.

Fitu
Ko e heigoa a è?
Ko e lopa.

Valu
Ko e heigoa a è?
Ko e nofoa.

Hiva
Ko e heigoa a è?
Ko e lapa tea.

Hogofulu
Ko e heigoa a è?
Ko e komopiuta.

Hogofulu ma taha
Ko e heigoa a è?
Ko e tohi.

Track 19 Vocabulary for Unit 3 to Accompany OHT 1 Lesson A
Listen to the names for the days of the week (tau aho).

Aho Tapu
Aho Gofua
Aho Ua
Aho Lotu
Aho Tuloto
Aho Falaile
Aho Faiumu

Track 20 Vocabulary for Unit 3 to Accompany OHT 2 Lesson B
Listen to the numbers from eleven to twenty. Count, please. Totou, fakamolemole.

hogofulu ma taha
hogofulu ma ua
hogofulu ma tolu
hogofulu ma fā
hogofulu ma lima
hogofulu ma ono
hogofulu ma fitu
hogofulu ma valu
hogofulu ma hiva
uafulu
UNIT 4 TAU FAKAFETUIAGA HE MAGAFAOA – FAMILY RELATIONSHIPS

OVERVIEW

Learning Outcomes
Students will:
• identify the relationships between family members;
• describe the relationships between family members;
• use the ordinal numbers up to ten.

Curriculum Links
The curriculum links are:
• Levels 1 and 2 of learning languages in The New Zealand Curriculum;
• Level 1 of the vagahau Niue guidelines (VNiNZC).

The strands and achievement objectives are:
• Communication (page 44)
  1.1 give personal information, such as their name, age, and address, and describe their
     family;
  1.2 use everyday expressions to greet, farewell, and thank people and to respond
     appropriately;
  1.8 begin to use the language of respect;
• Language (pages 44–45);
• Culture (pages 44 and 46).

Language Knowledge

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Vagahau Niue</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>your</td>
<td>haau</td>
<td>brother (of a female)</td>
</tr>
<tr>
<td>big</td>
<td>lahi</td>
<td>first, first-born, first</td>
</tr>
<tr>
<td>small</td>
<td>tote</td>
<td>fakamua</td>
</tr>
<tr>
<td>last, last-born</td>
<td>fakamui</td>
<td>second</td>
</tr>
<tr>
<td>cousin</td>
<td>kāsini</td>
<td>third</td>
</tr>
<tr>
<td>sister (of a male)</td>
<td>mahakitaga</td>
<td>fourth</td>
</tr>
<tr>
<td>uncle</td>
<td>(matua) agikolo</td>
<td>fifth</td>
</tr>
<tr>
<td>aunt</td>
<td>(matua) anitī</td>
<td>sixth</td>
</tr>
<tr>
<td>older brother (of a male)</td>
<td>taokete</td>
<td>seventh</td>
</tr>
<tr>
<td>or older sister (of a female)</td>
<td></td>
<td>eighth</td>
</tr>
<tr>
<td>younger brother (of a male)</td>
<td>tehina</td>
<td>ninth</td>
</tr>
<tr>
<td>or younger sister (of a female)</td>
<td></td>
<td>tenth</td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 tracks 21 and 22.
**Structures and Expressions**

* Ko hai? — Who?
* Ko hai e ulu aki? — Who is the oldest?
  Ko Anna e ulu aki. — Anna is the oldest.
* Ko hai a è? — Who is this?
* Ko hai a lautolu? — Who are they? (three or more people)
* Ko au e fakamui. — I’m the last.
* Ko e tugaane ulu aki haaku, ko Hopo. — My oldest brother is Hopo.
  (a female talking about her oldest brother)
* Ko e magafaoa Taketake a è. — This is the Taketake family.
* Ko e matua fifine, ko Mana Taketake. — Mana Taketake is the mother.
* Ko Anna, ko e taokete ha Lia. — Anna is Lia’s older sister.
* Kia monuina. — Best wishes.

These sentences and expressions are on CD 1 track 23.

**Language Notes**

Your students already know two meanings for *lahi* (lots, many). Now they learn that *lahi* also means “big”.

*Kia monuina* is the phrase that is commonly used to sign off a letter or an email.

When the suffix *aki* is added, the number becomes an ordinal number.

When counting the numbers in ordinal sequence, *fakamua* means first. However, *ulu aki* is the special term that is used to refer to the first-born child. It can also be written as *uluaki*. The term for the youngest child is *fakamui aki*.

**Cultural Knowledge**

Being supportive of relatives and being familiar with genealogy are important cultural values in *aga fakamotu*.

The expectation is that brothers have a lifelong responsibility to protect their sisters, to ensure that they are safe, and to ensure that they always have enough food for themselves and their families. Brothers and other male members of a family usually eat last and often walk in front of their sisters (in order to protect them). Brothers and sisters do not wear each other’s clothes. Sisters have an equal say in discussions, and the oldest sister often makes the final decision. This code of behaviour is extended to female cousins, especially older ones, when there are no older sisters in the immediate family, though this depends on how close the kinship relationship is with the female cousins.
Teachers’ Notes

The concept of fakālīlifū (respect between male and female members of the family, especially between brothers and sisters) is the central cultural concept in Unit 4.

Remember to keep using as much vagahau Niue as possible in the classroom as you manage your lessons. Try giving praise with:

*Mitaki e tau gahua ha mutolu!* Your work is good!

Remember that *mutolu* refers to three or more people.

See the Classroom Language section in the preface (on page 13) for other examples of language you can use.
UNIT 4 TAU FAKAFETUIAGA HE MAGAFAOA – FAMILY RELATIONSHIPS

LESSON A

Learning Outcomes

Students will:
- identify and describe the place of family members within families;
- use the ordinal numbers up to ten.

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A set of family vocabulary flashcards</td>
</tr>
<tr>
<td>The number flashcards (from Unit 3 Lesson B)</td>
</tr>
<tr>
<td>A set of ordinal number flashcards</td>
</tr>
<tr>
<td>Copies of OHT 1</td>
</tr>
</tbody>
</table>

<table>
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<th>You supply:</th>
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</tr>
<tr>
<td>Copies of OHT 1</td>
</tr>
</tbody>
</table>

Lesson Outline

Introduction

- Play the Unit 4 DVD quietly in the background as the students enter the classroom.
- Exchange greetings.
- Check to see whether the students have brought photographs of their family members to this lesson.

Looking Back

- Play the Unit 2 DVD language section, asking the students to remind themselves of the terms for family members as they watch. Check this knowledge using the family vocabulary flashcards.
- Count from one to twenty with the students, using OHT 2 from Unit 2 Lesson A and OHT 2 from Unit 3 Lesson B. If they seem less than confident with eleven to twenty, try also using the large number flashcards you made for Unit 3 Lesson B.
Learning Experiences

- Discuss the Unit 4 learning outcomes with your students and highlight those that are the focus of this lesson.
- Replay the Unit 4 DVD language section, with the focus on the ordinal numbers. Discuss with the students any further observations they wish to make.
- Select ten students to stand in front of the class. In ordinal number sequence, hand each student a flashcard of an ordinal number, with the vagahau Niue side facing the class. Play the Unit 4 DVD sequence with the ordinal numbers again, with the students paying attention to the order. Ask the students who aren’t standing to close their eyes. While their eyes are shut, rearrange the flashcard holders into a jumbled sequence. Now challenge individual class members to come up and put the students, with their flashcards, back into their correct sequence.
- Play CD 1 track 22. Show the flashcards of the ordinal numbers with the English word facing the students and get the students to say each one in vagahau Niue as you show it.
- Replay the Unit 4 DVD sequence that explores family relationships. Let the students share information about their family members and their place in their families and let them make comparisons between their own experiences and those that they are viewing. Show OHT 1 and hand out copies to the students. Have the students listen to track 21 and repeat the vocabulary in the pauses.
- With OHT 2 showing, ask the students to work in pairs. With each pair, give WS 1a to one student and WS 1b to the other. They take turns to ask each other questions about the birth order of the siblings in their family, using the information provided on their worksheets and modelling their questions and responses on the sentence patterns shown on the OHT. They write their responses in the boxes on their worksheets. Afterwards, hand out CS 1 so that they can check their answers. Play CD 1 track 24 and have the students repeat the sentences in the pauses to reinforce their learning of the sentence patterns.
- Show the Unit 4 DVD cultural section. Discuss the notion that the term you use in vagahau Niue to describe a family relationship sometimes depends on your gender. Discuss the students’ observations and invite them to make comparisons with their own families and culture(s).

Looking Ahead

- Remind the students to bring photographs of their immediate families (father, mother, and siblings) to the next lesson if they didn’t bring any to this lesson. Encourage them to practise talking about the birth order of their brothers and sisters and to practise saying the ordinal numbers for the next lesson.
- Do a quick lesson evaluation. Ask the students to respond with “Today, I learned ... .” What they say will help you to plan additional help for individual students.

Close

- Exchange farewells.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>taokete</td>
<td>older brother (of a male) or older sister (of a female)</td>
</tr>
<tr>
<td>tehina</td>
<td>younger brother (of a male) or younger sister (of a female)</td>
</tr>
<tr>
<td>tugaane</td>
<td>brother (of a female)</td>
</tr>
<tr>
<td>mahakitaga</td>
<td>sister (of a male)</td>
</tr>
<tr>
<td>(matua) anitī</td>
<td>aunt (your parent’s female sibling)</td>
</tr>
<tr>
<td>(matua) agikolo</td>
<td>uncle (your parent’s male sibling)</td>
</tr>
<tr>
<td>kāsini</td>
<td>cousin</td>
</tr>
</tbody>
</table>
fakamua  first
ua aki    second
tolu aki  third
fā aki    fourth
lima aki  fifth
ono aki   sixth
fitu aki  seventh
valu aki  eighth
hiva aki  ninth
hogofulu aki  tenth
<table>
<thead>
<tr>
<th>Vagahau Niue</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>haau</td>
<td>your</td>
</tr>
<tr>
<td>lahi</td>
<td>big</td>
</tr>
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<td>tote</td>
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</tr>
<tr>
<td>tugaane</td>
<td>brother (of a female)</td>
</tr>
<tr>
<td>ulu aki</td>
<td>oldest, first-born, first</td>
</tr>
<tr>
<td><strong>Tau Hūhū</strong></td>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Ko hai e ulu aki?</td>
<td>Who is the oldest?</td>
</tr>
<tr>
<td>Ko hai e ua aki?</td>
<td>Who comes second?</td>
</tr>
<tr>
<td>Ko hai e tolu aki?</td>
<td>Who comes third?</td>
</tr>
<tr>
<td>Ko hai e fā aki?</td>
<td>Who comes fourth?</td>
</tr>
<tr>
<td>Ko hai e lima aki?</td>
<td>Who comes fifth?</td>
</tr>
<tr>
<td>Ko hai e ono aki?</td>
<td>Who comes sixth?</td>
</tr>
<tr>
<td>Ko hai e fitu aki?</td>
<td>Who comes seventh?</td>
</tr>
<tr>
<td>Ko hai e valu aki?</td>
<td>Who comes eighth?</td>
</tr>
<tr>
<td>Ko hai e hiva aki?</td>
<td>Who comes ninth?</td>
</tr>
<tr>
<td>Ko hai e fakamui aki?</td>
<td>Who is the youngest?</td>
</tr>
</tbody>
</table>
Instructions

Take turns with your partner to get the information you need.

Ask questions about the birth order of the children in the Mautama family (Family A). Your partner will respond with the information you need. Write each response as a sentence in the appropriate box.

Your partner will ask you questions about the birth order of the children in the Mitihepi family. You need to respond using the information at the bottom of this sheet.

**Family A**

**Mautama Children**

- Moka
- Ofania
- Ligi
- Sione
- Evo
- Saso
- Nogi
- Vilisoni
- Ofo

**Family B**

**Mitihepi Children**

Kupa (22), Sifa (20), Pana (17), Tiva (18), Vito (16), Aue (12), Pita (10), Fifita (7), Viva (6), Fakahula (3)
Instructions

Take turns with your partner to get the information you need.

Ask questions about the birth order of the children in the Mitihepi family (Family B). Your partner will respond with the information you need. Write each response as a sentence in the appropriate box.

Your partner will ask you questions about the birth order of the children in the Mautama family. You need to respond using the information at the bottom of this sheet.

Family B
Mitihepi Children

Family A
Mautama Children

Moka (17), Ofania (15), Ligi (13), Sione (12), Evo (10), Saso (7), Nogi (6), Vilisoni (4), Ofo (3), Fine (1)
Mautama Family

*Tau Tali*

- Ko Moka e ulu aki.
- Ko Ofania e ua aki.
- Ko Ligi e tolu aki.
- Ko Sione e fā aki.
- Ko Evo e lima aki.
- Ko Saso e ono aki.
- Ko Nogi e fitu aki.
- Ko Vilisoni e valu aki.
- Ko Ofo e hiva aki.
- Ko Fine e fakamui aki.

Mitihepi Family

*Tau Tali*

- Ko Kupa e ulu aki.
- Ko Sifa e ua aki.
- Ko Pana e tolu aki.
- Ko Tiva e fā aki.
- Ko Vito e lima aki.
- Ko Aue e ono aki.
- Ko Pita e fitu aki.
- Ko Fifita e valu aki.
- Ko Viva e hiva aki.
- Ko Fakahula e fakamui aki.
UNIT 4 TAU FAKAFETUIAGA HE MAGAFAOA – FAMILY RELATIONSHIPS

LESSON B

Learning Outcomes
Students will:
• describe the relationships between family members.

Resources
Unit 4 DVD and transcript
WS 2
Unit 4 audio CD and transcript
CS 2
You supply:
The ordinal number flashcards from Lesson A
The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
An OHT of the words for “Fai Fua Moa Au”

Lesson Outline

Introduction
• Play the Unit 4 DVD language section quietly in the background.
• Exchange greetings.

Looking Back
• Use the flashcards from Lesson A to revise the ordinal numbers.
• Check that the students now have photographs of their siblings. Tell them that they will need these for Lesson C, when they will be writing an email to a student in Niue introducing themselves and their family members (actual or virtual). If they do not have photographs, they can do drawings of their family members.

Learning Experiences
• Play the Unit 4 DVD cultural section. Discuss what the students observe and encourage them to make comparisons with their own experiences and cultures. Ask what has been new learning for them.
• Next, show the Unit 4 DVD language segment. Then give a copy of WS 2 to every student. Play CD 1 track 25 and have the students read along and then repeat the sentences aloud in the pauses. Warn them that the sentences on the worksheet are not in the same order as on the CD. Encourage them to try to say the sounds and repeat the rhythm of the sentences as well as they can. Now get them to work in pairs to match each sentence pair on the worksheet with an illustration. Finally, get them to verify their choices using CS 2, helping each other in their pairs. Can they work out how many children there are in the Taketake family? Play track 25 again, with the students repeating the sentences as they look at the matching illustration on their worksheets.

• Ask the students to use their worksheet as a model to start writing a description of their families, using their family photographs (or drawings).

**Looking Ahead**

• Ask the students to be prepared to introduce themselves and their families to students in Niue in the next lesson by continuing to work on their written descriptions at home, using their vocabulary from Units 2 and 4, and any information on their worksheets, as a guide.

• Optional activity: Ask the students who can easily turn their photographs (or sketches) into digital files to email them to you, or you may wish to include the process of creating and attaching a digital file to an email in Lesson C.

• Show the DVD cultural section again to stimulate more student reflection.

**Close**

• Sing “Fai Fua Moa Au” together while you look at the words on the OHT.
• Exchange farewells.
Ko e Magafaoa Taketake

Ko Anna e ulu aki.
Ko Peka e tolú aki.

Ko Sia ko e taokete ha Peka.
Ko Peka ko e tehina ha Sia.

Ko Sia e ua aki.
Ko Lia e hogofulu aki.

Ko e matua taane ko Pule Taketake.
Ko e matua fifine ko Mana Taketake.

Ko Anna ko e taokete ha Lia.
Ko Lia ko e tehina ha Anna.
Ko e Magafaoa Taketake

Ko Anna e ulu aki.
Ko Peka e tolu aki.

Ko Sia ko e taokete ha Peka.
Ko Peka ko e tehina ha Sia.

Ko Sia e ua aki.
Ko Lia e hogofulu aki.

Ko e matua taane ko Pule Taketake.
Ko e matua fifine ko Mana Taketake.

Ko Anna ko e taokete ha Lia.
Ko Lia ko e tehina ha Anna.
UNIT 4 TAU FAKAFETUIAGA HE MAGAFAOA – FAMILY RELATIONSHIPS

LESSON C

Learning Outcomes

Students will:

- identify the relationships between family members;
- describe the relationships between family members;
- use the ordinal numbers up to ten.

Resources

Unit 4 DVD and transcript
Unit 4 Achievement Checklist
Niu Progress Chart

You supply:

- The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
- The OHT of “Fai Fua Moa Au” you made for Lesson B
- Computer access
- A digital camera
- A scanner
- Copies of the Unit 4 Achievement Checklist

Lesson Outline

Introduction

- Play “Fai Fua Moa Au” while showing the words on the OHT. Encourage the students to sing along as they enter the classroom.
- Exchange greetings.

Looking Back

- Discuss the Unit 4 learning outcomes and ask the students to identify where they think they need further work.

Depending on their responses, modify the rest of this lesson as necessary.

- As a warm-up activity, play the DVD language section to assist with recall of the vocabulary the students are using.
**Learning Experiences**

- Get the students to complete their written descriptions of themselves and their families, working in pairs or small groups. Encourage them to discuss their work as they go and to support each other so that everyone achieves the task.
- Ask the students to work in pairs to read each other’s written descriptions and give each other feedback, with suggestions for improvement.
- Optional activity: The students now work on computers, turning their introductions into emails to students in Niue, attaching their photographs (or sketches) as digital files. Discuss the greetings they have learned and tell them that a good way to begin an email is to type: *Fakaalofa lahi atu, (the name of the person you are writing to)*

and that one way to end an email is to type:

*Mafola (and then your name)*

Another way to end an email is *Kia monuina*.

If you are in contact with Niue, then make this is a genuine communicative activity for your students. If not, use the names on the worksheets from the previous lessons and print out your students’ emails to display. In any case, printouts of their emails can go in their portfolios as a record of what they have achieved at this stage of their learning.

As you do this activity with your students, make sure that you do so in a way that follows your school’s guidelines for computer-based learning activities and sending emails.

Note: If you and your students are not able to access sufficient computers to carry out this activity as a class, then you could either:

(a) arrange for groups of students to access the computers, taking turns to complete the activity; or

(b) complete this activity as a paper-based exercise for display on the classroom wall.

- Ask the students to complete their Unit 4 Achievement Checklist, working with a partner. If they have ticked all three boxes, get them to colour in band 4 on their Niu Progress Chart.
- If there is time, the students can role-play the language scenarios using the Unit 4 DVD transcript.

**Looking Ahead**

- Tell the students that they will be learning about the place of food in *aga fakamotu* in Unit 5. Ask them to find out about a food or dish that is eaten in Niue or enjoyed by Niue families in New Zealand. Ask them to also try to find out something about the *uga* (coconut crab).

**Close**

- Replay “Fai Fua Moa Au” while the students sing along.
- Exchange farewells.
Ko au ko ____________________________.

Now I can:

☐ identify the relationships between family members

☐ describe the relationships between family members

☐ use the ordinal numbers up to ten
Mark: 
Ko hai a nā?

Togia: 
Ko e kāsini haaku ko Hopo a ē. Makaka lahi a ē he tau feua sipote.

Mark: 
Ko e faga! Ko e tehina kā mo e mahakitaga haana a nā?

Togia: 
È. Ko Moana a ē. Ko Pule a ē.

Mark: 
Ko hai e ulu aki?

Togia: 
Ko Hopo e ulu aki. Moana e ua aki. Ko Pule e fakamui aki.

Mark: 
Makaka oti kā a lautolu he tau feua sipote?

Togia: 
È. Fiafia lahi foki e tau matua ke he tau feua sipote!

Mark: 
Ko hai e tau matua ha lautolu?

Togia: 
Ko Sia e matua taane, ko Sifa e matua fifine ha lautolu.

Mark: 
Homo e agikolo haau ko Sia. Pihia foki e anitī haau ko Sifa.

Togia: 
È, homo mooli a Agikolo Sia mo Anitī Sifa.

Mark: 
Ko hai a ē?

Togia: 
Ko e matua fifine ha Agikolo Sia, ko Tau a ē. Ko Agikolo Bob a ē.

Mark: 
Aaee! Ko e magafaoa lahi a ē!

Togia: 
È! Ko e tau tupuna, tau anitī mo e tau agikolo, tau fānau taane mo e fifine.

Mark: 
Nonofo oti ka lautolu i Niue?

Mark: 
Who’s that?

Togia: 
This is my cousin Hopo. He’s really good at sports.

Mark: 
Cool! Is that his younger brother and sister?

Togia: 
Yes. This is Moana, and this is Pule.

Mark: 
Who’s the oldest?

Togia: 
Hopo’s the oldest. Moana’s second. Pule’s the youngest.

Mark: 
Are they all good at sport?

Togia: 
Yeah, their parents love sport, too!

Mark: 
Who are their parents?

Togia: 
Sia’s their father, and Sifa’s their mother.

Mark: 
Your Uncle Sia looks cool. So does your Aunty Sifa.

Togia: 
Yes, Uncle Sia and Aunty Sifa are great.

Mark: 
Who’s this?

Togia: 
This is Uncle Sia’s mother, Tau. And this is Uncle Bob.

Mark: 
Wow! This is a big family!

Togia: 
Yes! There are grandparents, aunts and uncles, and nephews and nieces.

Mark: 
Do they all live in Niue?
Togia:
Nākai! Tokolima e agikolo mo e tokoua e anitī i Niu Silani.

Mark:
Aaaee! Tokofiha e matakainaga he magafaoa haau?

Togia:
Molea e onogofulu.

Mark:
Onogofulu! Tokoua e anitī mo e taha e agikolo haaku!

Togia:
No! There are five uncles and two aunts in New Zealand.

Mark:
Wow! How many relatives do you have?

Togia:
Over sixty.

Mark:
Sixty! I have two aunts and one uncle!
UNIT 4 AUDIO TRANSCRIPT

Track 21 Vocabulary for Unit 4 to Accompany OHT 1 Lesson A
Here is the vocabulary for Unit 4. 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.

haau
lahi
tote
fakamui
käśni
mahakitaga
(matua) agikolo
(matua) aniti
taokete
teina
tugaane
ulu aki

Track 22 Ordinal Numbers to Accompany the Flashcards Master
These are the ordinal numbers from first to tenth:

fakamua
ua aki
tolu aki
fà aki
lima aki
ono aki
fitu aki
valu aki
hiva aki
hogofulu aki

Track 23 Structures and Expressions for Unit 4
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 hai?
Ko hai e ulu aki?
Ko Anna e ulu aki.
Ko hai a è?
Ko hai a lautolu?
Ko au e fakamui.
Ko e tugaane ulu aki haaku, ko Hopo.
Ko e magafaoa Taketake a è.
Ko e matua fifine, ko Mana Taketake.
Ko Anna, ko e taokete ha Lia.
Kia monuina.

Track 24 to Accompany CS 1 Lesson A
Listen to the description for the Mautama family.

Tau tali:
Ko Moka e ulu aki.
Ko Ofania e ua aki.
Ko Ligi e tolu aki.
Ko Sione e fà aki.
Ko Evo e lima aki.
Ko Saso e ono aki.
Ko Nogi e fitu aki.
Ko Vilisoni e valu aki.
Ko Ofo e hiva aki.
Ko Fine e fakamui aki.

Now listen to the description for the Mitihepi family.

Tau tali:
Ko Kupa e ulu aki.
Ko Sifa e ua aki.
Ko Pana e tolu aki.
Ko Tiva e fà aki.
Ko Vito e lima aki.
Ko Aue e ono aki.
Ko Pita e fitu aki.
Ko Fifita e valu aki.
Ko Viva e hiva aki.
Ko Fakahula e fakamui aki.
Track 25 to Accompany WS 2 Lesson B

Listen to the description of the Taketake family. As you listen, look at your worksheet and repeat the sentences in the pauses. Copy the rhythm of the sentences as well as the pronunciation.

Ko e Magafaoa Taketake:
Ko e matua taane ko Pule Taketake.
Ko e matua fijine ko Mana Taketake.
Ko Anna ko e takete ha Lia.
Ko Lia ko e tehina ha Anna.
Ko Sia ko e takete ha Peka.
Ko Peka ko e tehina ha Sia.
Ko Anna e ulu aki.
Ko Peka e tolu aki.
Ko Sia e ua aki.
Ko Lia e hogofulu aki.
UNIT 5 TAU MENA KAI – FOOD

OVERVIEW

Learning Outcomes

Students will:

- identify some foods;
- discuss cultural practices related to food, such as momoi (food-gifting);
- ask about likes and dislikes;
- state likes and dislikes.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of the *vagahau Niue* guidelines (VNINZC).

The strands and achievement objectives are:

- Communication (pages 44 and 50)
  2.6 describe food, drink, and meals;
  1.7 simply express their wants and needs and briefly state their likes and dislikes;
- Language (level 1 pages 44–45 and level 2 pages 50–51);
- Culture (level 1 pages 44 and 46 and level 2 pages 50 and 52).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>alaisi</th>
<th>rice</th>
<th>momoi</th>
<th>the custom of food-gifting</th>
</tr>
</thead>
<tbody>
<tr>
<td>fua</td>
<td>fruit (of the ...)</td>
<td>nani</td>
<td>pia or arrowroot porridge</td>
</tr>
<tr>
<td>futi</td>
<td>banana</td>
<td>pateta</td>
<td>potato</td>
</tr>
<tr>
<td>gako niu</td>
<td>coconut cream</td>
<td>pia</td>
<td>Niue arrowroot</td>
</tr>
<tr>
<td>ika</td>
<td>fish</td>
<td>takihi</td>
<td>a pawpaw, taro, and</td>
</tr>
<tr>
<td>loku</td>
<td>pawpaw</td>
<td></td>
<td>coconut cream dish</td>
</tr>
<tr>
<td>lü</td>
<td>a taro leaf dish</td>
<td>talo</td>
<td>taro</td>
</tr>
<tr>
<td>mago</td>
<td>mango</td>
<td>uga</td>
<td>coconut crab</td>
</tr>
<tr>
<td>meleni</td>
<td>melon</td>
<td>umu</td>
<td>Niue oven</td>
</tr>
<tr>
<td>mena kai</td>
<td>food</td>
<td>vala povi</td>
<td>a portion of beef</td>
</tr>
<tr>
<td>moa</td>
<td>chicken</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 track 26.
**Structures and Expressions**

*Ko e tau mena kai há a è?*  
What’s this food?  
*Ko e e talo mo e uga.*  
It is a taro and a coconut crab.  
*Ko e heigoa haau kua manako?*  
What do you like?  
*Manako a au ke he nani.*  
I like nani.  
*Nàkai manako a au ke he vala povi.*  
I don’t like beef.  
*Manako nakai a koe ke he tau fua loku?*  
Do you like pawpaws?  
*È, manako lahi a au.*  
Yes, I love them.  
*Nàkai, nàkai manako a au.*  
No, I don’t like them.

**Language Notes**

*Fua* is a generic word for fruit. It expresses “fruit of the”. For example, a mango can be referred to as *fua mago* (fruit of the mango tree). You put *tau* before *fua* to make it plural, for example, *tau fua loku* (pawpaws). *Vala* means a “piece of” or a “portion of”. The illustrations on the flashcards, worksheet, checksheet, and dominoes in Lesson A include a mixture of these, plus a *punu* (tin) of coconut cream.

People sometimes just say *au* instead of *a au* in a sentence such as “È, manako lahi a au.”

**Cultural Knowledge**

**Saying Grace**

Most *tagata Niue* say grace before eating a meal. Here is an example of a short Christian grace:

*Ha mautolu a Iki Iesu Keriso,*  
Jesus Christ our Lord,  
*fakamonuina e tau mena kai nei.*  
*bless this food.*  
*Oue tulou.*  
Thank you.  
*Amene.*  
Amen.

Here is an example of a pre-Christian grace:

*Tagaloa, Atua Niue mo e tau tupuna,*  
Tagaloa, God of Niue and the ancestors,  
*fakaave atu fakamonuina e tau mena kai.*  
*thank you and bless this food.*  
*Oue tulou.*  
Thank you.

*Oue tulou* is a formal, respectful, way of saying “thank you” that is used mainly in prayers, during formal thank-you speeches, and when acknowledging gifts.

**Momoi (Food-gifting)**

*Momoi* (food-gifting) is a very old – and very common – custom that *tagata Niue* still practise today. It is part of *aga fakamotu* to share food with others. When extending hospitality in this way, you can offer any kind of food to visitors and guests.

Once food has been cooked (for example, after an *umu* has been opened), children are dispatched with small gifts of food (often in baskets) to neighbours, ministers, the elderly, the sick, family members, friends, and single-parent families. You make a slight bow and lower your body when you offer and accept food.
Tagata Niue never step over food.

Food Items

Uga are coconut crabs. They feed on coconuts and are hunted at night. Talo is an important Niue food. There are several varieties. Takihi is made with two special kinds of talo (white talo magatea or dark talo magauli), pawpaw, and coconut cream (fresh or tinned). These ingredients can be bought at some fruit shops and weekend markets in New Zealand. (See Unit 14 for a recipe.) Pia is an important plant in Niue. It grows wild in new plantations. Each plant has a round bulb (or “tuber”) that is similar to a big, round potato. Pia powder has a high starch content, but raw pia cannot be eaten safely. Today, making pia is a lot easier because of modern food-processing equipment. Pia powder is mixed with fresh coconut juice and boiled with fresh coconut flesh. The resulting porridge is called nani. Girls are given the first taste. Nani is given as a much-appreciated gift.

Teachers’ Notes

Keep using the classroom language (see the preface, page 13) in every lesson. The following expression could be used in the lessons that follow.

Mafola e aho, ma fānanu. Have a good day, class.
Mafola e aho, ma fāiaoga. Have a good day, teacher.

Making an Umu

Your students might be interested in learning how to make an umu. The instructions below are included on a worksheet in Lesson B. You could photocopy and enlarge the worksheet to make a poster. The activities associated with an umu are covered by the following instructions. Each one could be treated as a learning experience in its own right.

Taute e gutuumu. Prepare the place for the umu.
Tafu e afi. Light a fire.
Fakaafu e umu. Build up the umu fire with firewood.
Tauaki e umu. Put the stones on.
Toka ke mate. Leave the umu fire until it burns out.
Ūlu e umu. Collapse the umu fire by taking the stones out.
Tao e tau mena kai. Put the food in and cover it with the hot stones.
Tao e tau taga. Cover the hot stones with leaves or wet newspaper.
Po ke tau e tau tukeleu. Cover the umu with heavy leaf “blankets”.
Toka ke moho. Leave the umu to cook the food.
Fuke e umu. Open the umu.
Oko mai e tau kai. Take the food out of the umu.
Fakatoka e tau kai, Set the food out ready to eat.
Omai ke kai! Come and eat!

Tao and tau can both mean “to cover”.

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Preparing Food

The process of making *pia* is shown in Lino Nelisi’s Tupu book *Aiani mo e Pia Aitu*. The bilingual audio cassette that accompanies this book includes an English version you could play to your students. The teachers’ notes include information about how the poison is removed during processing. It is a time-consuming task that takes at least a week to complete, but it is also a lot of fun because it is a family undertaking.

There are important cultural values to do with food in *aga fakamotu*. One way to start introducing these would be to include some Niue food tasting in your lessons. If you decide to involve your students in preparing a dish, there are some simple recipes in Unit 14.

*Uga* (coconut crabs) are a very popular food in Niue. Lino Nelisi’s Tupu book *Ko e Ama Uga* shows how they are caught. The English translation is in the *School Journal*, Part 1 Number 5, 1992. *Uga* can live for at least fifty years.
UNIT 5 TAU MENA KAI – FOOD
LESSON A

Learning Outcomes

Students will:

- identify some foods;
- discuss cultural practices related to food, such as momoi (food-gifting);

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5 DVD and transcript</td>
<td>The Tau Lolo Mo Niue ma e Tau Aoga i Niu</td>
</tr>
<tr>
<td>Mena kai flashcards masters</td>
<td>Silani: Niuean Songs book and CD</td>
</tr>
<tr>
<td>Unit 5 audio CD and transcript</td>
<td></td>
</tr>
<tr>
<td>WS 1</td>
<td>An OHT of the words for “Fai Fua Moa Au”</td>
</tr>
<tr>
<td>CS 1</td>
<td>A blank OHT</td>
</tr>
<tr>
<td>Mena kai domino and memory</td>
<td>Sets of Mena kai flashcards</td>
</tr>
<tr>
<td>cards masters</td>
<td>Sets of Mena kai domino and memory cards</td>
</tr>
</tbody>
</table>

Lesson Outline

Introduction

- Play “Fai Fua Moa Au” as the students enter the classroom and have the students sing along.
- Exchange greetings.

Looking Back

- Ask the students to share what they found out about uga. Find out what your students know about other Niue foods and dishes, listing their information on a blank OHT.

Learning Experiences

- Discuss the Unit 5 learning outcomes with your students. Display these in your classroom.
- View the DVD cultural section. Discuss the content with the students in relation to the knowledge they shared at the start of the lesson. Find out what is new learning for them.
- Discuss momoi as a cultural practice. Talk about the food that is considered appropriate for gifting and extending hospitality to guests. Help your students to make connections with food-gifting practices in their own cultures. Discuss how foods have different values in different cultures, especially when offering hospitality and when giving gifts, and how this can change over time.
- Play the Unit 5 DVD studio section. Ask the students to try and remember as many items as they can.
- Using the Mena kai flashcards you made by enlarging the template, show the illustration side of each card to test your students’ ability to recall the food terms in vagahau Niue. Can they say the word when they see the picture? Reinforce their recall by showing the reverse side of the cards, saying the word with the students. To illustrate fua, a hukifà (pineapple) is used as an example.
• Hand out copies of WS 1. Ask the students to listen to the words on CD 1 track 27 and draw a line from each word to the matching illustration. Get them to check their work with CS 1. Then ask them to listen to the track again, repeating the words in the pauses.

Looking at the illustrations and their matching words as they listen to and say them will reinforce their learning.

• Hand out sets of *mena kai* domino and memory cards 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 *mena kai* dominoes, one student deals out the cards and the students then take turns to match the cards, as in dominoes. 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 checksheets as they play the game.

Whether you let them refer to their checksheets 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 place all the cards face down, with all 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 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 *vagahau Niue* as they do so. If they can’t, the turn passes to the next student.

(c) In turn, the students choose a card with an illustration, hold it up, and say *Ko e talo a è.* Collect the cards afterwards to use in other lessons.

**Looking Ahead**

- Ask the students to try to find some more information about traditional Niue foods, including ways of preparing and cooking them, for example, in an *umu.*

**Close**

- Find out from the students what was new to them in the lesson. Ask about both the cultural and language knowledge.

Their responses will give you information that will help you to adjust the next two lessons to your students’ specific learning needs.

- Play “Fai Fua Moa Au” again and have the students sing along.
- Exchange farewells.
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>talo</td>
<td>alaisi</td>
<td></td>
</tr>
<tr>
<td>futi</td>
<td>moa</td>
<td></td>
</tr>
<tr>
<td>loku</td>
<td>pateta</td>
<td></td>
</tr>
<tr>
<td>ika</td>
<td>vala</td>
<td>povi</td>
</tr>
<tr>
<td>uga</td>
<td>meleni</td>
<td></td>
</tr>
<tr>
<td>pia</td>
<td>mago</td>
<td></td>
</tr>
<tr>
<td>gakoni</td>
<td>fua</td>
<td></td>
</tr>
</tbody>
</table>
Instructions
As you listen to the CD, draw a line between the word that you hear and its matching illustration.

talo
futi
loku
ika
uga
pia
gako niu
alaisi
moa
pateta
vala povi
meleni
mago
fua
<table>
<thead>
<tr>
<th>Image</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td>talo</td>
</tr>
<tr>
<td>Pineapple</td>
<td>futi</td>
</tr>
<tr>
<td>Litchi</td>
<td>loku</td>
</tr>
<tr>
<td>Tomato</td>
<td>ika</td>
</tr>
<tr>
<td>Mango</td>
<td>uga</td>
</tr>
<tr>
<td>Avocado</td>
<td>pia</td>
</tr>
<tr>
<td>Fish</td>
<td>gako niu</td>
</tr>
<tr>
<td>Canned</td>
<td>alaisi</td>
</tr>
<tr>
<td>Meat</td>
<td>moa</td>
</tr>
<tr>
<td>Cassava</td>
<td>pateta</td>
</tr>
<tr>
<td>Vegetables</td>
<td>vala povi</td>
</tr>
<tr>
<td>Bread</td>
<td>meleni</td>
</tr>
<tr>
<td>Chicken</td>
<td>mago</td>
</tr>
<tr>
<td>Plant</td>
<td>fua</td>
</tr>
</tbody>
</table>

An Introduction to Vagahau Niue
UNIT 5 TAU MENA KAI – FOOD
LESSON B

Learning Outcomes

Students will:

• identify some foods;
• ask about likes and dislikes;
• state likes and dislikes.

Resources

You supply:

Unit 5 DVD and transcript
OHT 1
Unit 5 audio CD and transcript
WS 2

You supply:

The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
The OHT of the words for “Fai Fua Moa Au”
The mena kai flashcards from Lesson A
The mena kai domino and memory cards from Lesson A
Copies of the Unit 5 DVD transcript
Copies of WS 2

Lesson Outline

Introduction

• Play “Fai Fua Moa Au” as the students enter the classroom and ask them to sing along.
• Exchange greetings.

Looking Back

• Ask what the students remember about momoi and appropriate traditional food to be offered to guests or visitors. Review the DVD cultural section with the students.
• Discuss the information about food that the students have found out since the last lesson. What did they find out about cooking in an umu, for example? Capture this information on large sheets of paper and put these up around the classroom.
• Show the mena kai flashcards from Lesson A and quickly revise the food vocabulary with the students.
Learning Experiences

- Remind the students about the learning outcomes for Unit 5.
- Play the DVD language scenario. Then tell the students that they will be acting out the scenario as a role-play in Lesson C but that first they are going to practise expressing likes and dislikes.
- Show OHT 1. Play CD 1 track 28. The students listen to the dialogues. Replay track 28, this time having the students repeat the sentences in the pauses.
- Divide the students into two groups. Use the mena kai flashcards. As you point to a particular food, for example, talo, ask the question Ko e heigoa haau kua manako? (What do you like?). One group responds using the sentence pattern Manako au ke kai e talo (I like to eat taro). The other group uses the negative structure Nākai manako au ke he moa (I don't like chicken). Repeat the activity, with the groups swapping over.
- Repeat an activity from Lesson A using the sets of mena kai domino and memory cards. This time, as the students pick up a card, they are to say whether they like or dislike the item that is shown and then ask another student about their preference.
- Give each student a copy of the Unit 5 DVD language scenario transcript and make sure that all the students know who they are to work with and which role they will take when they work in groups. Play the DVD language scenario while they follow the text in the transcript.

To encourage their thinking and creativity, tell them to imagine substituting other food items to personalise the scenario. This kind of substitution will increase their understanding of language patterns and structures.

- Hand out WS 2. Have the students listen to CD 1 track 29 as they read the instruction and look at the illustrations of preparing food using an umu.

Looking Ahead

- Suggest that the students show their worksheet about preparing food using an umu to their families and discuss with their families what they have been learning in their lessons. Tell the students to practise role-playing the parts in the transcript for Lesson C.

Close

- Replay the DVD cultural section.
- Exchange farewells.
Dialogue 1

Ko e heigoa haau kua manako?
What do you like?

Manako au ke kai e talo.
I like to eat taro.

Dialogue 2

Ko e heigoa haau kua manako?
What do you like?

Nākai manako au ke he moa.
I don't like chicken.

Manako a au ke kai e vala povi.
I like beef.

Dialogue 3

Ko e heigoa haau kua manako?
What do you like?

Nākai manako a au ke he vala povi.
Manako a au ke kai e ika.

Dialogue 4

Ko e heigoa haau kua manako?
What do you like?

Nākai manako a au ke he talo.
Manako a au ke kai e fua futi.
Fai Umu


Tau e umu. → Tau e tau taga. → Po ke tau e tau tukeleu. → Toka ke moho.

UNIT 5 TAU MENA KAI – FOOD

LESSON C

Learning Outcomes
Students will:

- identify some foods;
- discuss cultural practices related to food, such as momoi (food-gifting);
- ask about likes and dislikes;
- state likes and dislikes.

Resources

Unit 5 DVD and transcript
Unit 5 audio CD and transcript
Unit 5 Achievement Checklist
Niu Progress Chart
You supply:

The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
An OHT of the words for “Fai Fua Moa Au”
Copies of the Unit 5 DVD transcript
A CD or DVD recorder (optional)
Copies of the Unit 5 Achievement Checklist

Lesson Outline

Introduction

- Play “Fai Fua Moa Au” as your students enter and have them sing along.
- Exchange greetings.

Looking Back

- Remind the students of the Unit 5 learning outcomes. Tell the students that they will be monitoring their own achievement during the lesson.

Learning Experiences

- Working in groups, get the students to practise role-playing the scenario in the Unit 5 DVD transcript. Encourage them to substitute different foods for those in the transcript. After a bit, show the scenario on the DVD again to help the students with pronunciation and body language. Then allow further time for practice.
• Ask the students to act out their scenarios.

You may wish to record the role-plays on DVD or CD. This would provide you – and the students – with useful material for assessing their performance.

• Discuss the students' performances, giving them your feedback. Encourage them to give feedback on their own and each other's performances. Discuss how they felt about substituting other foods for those in the scenario. What did they learn as a result?

• Let the students discuss what they found out about food and cultural practices in Unit 5.

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.

• Ask the students to complete their Unit 5 Achievement Checklist and colour in band 5 on their Niu Progress Chart.

• View the DVD cultural section again together and discuss it with your students. They may have further observations to offer and further connections to make with the cultures that they are familiar with.

• If your class is in contact with students in Niue, your students may have questions they would like to ask them about food and cultural practices to do with food in Niue. If time allows, get the students to email their questions.

**Looking Ahead**

• Tell the students that Unit 6 is about personal information. Have them ask their parents whether they can share their personal information in class, for example, their birth dates, phone numbers, and addresses. Reassure them that it is fine to use fictional information if their parents prefer that.

**Close**

• Using the OHT you've made, sing along with “Fai Fua Moa Au” on the *Niuean Songs* CD.

• Exchange farewells.
Ko au ko _______________________.

Now I can:

☐ identify some foods

☐ discuss cultural practices related to food, such as momoi (food-gifting)

☐ ask about likes and dislikes

☐ state likes and dislikes
Moana: Ae, ma Hopo hā e tau talo motua.
Hopo: Homo. Manako talo magauli po ke talo tea a Matua Fifine.
Moana: È, iloa e au. Fia loto ke he talo magauli.
Hopo: Manako ni au ke he tau talo tea. Ai fia loto au ke he talo magauli.
Moana: Hā i kō e tau talo tea.
Hopo: Homo! Ke taute aki e takihi ha Matua Fifine.
Moana: È! Homo mooli e takihi ha Matua Fifine. Puke he gako niu!
Hopo: Fai fua loku nakai? Mo taute aki e takihi.
Moana: È, mo e tau fua futi. Fia loto lahi au ke he tau fua futi!
Hopo: Ka e loto lahi atu a au ke he tau fua meleni mo e tau fua moli.
Moana: Mahuiga lahi e tau fua mago ki a au!
Hopo: È! Fia loto foki au ke kai fua mago.
Moana: Matehoge foki au! Hau ke ā ki kaina ke tunu nani.
Hopo: Ko e faga! Fia loto lahi au ke kai nani!
Moana: Hey, Hopo, here are the mature taro.
Hopo: Great. Mum wants dark taro or white taro.
Moana: Yes, I know. I love dark taro.
Hopo: I only like white taro. I don’t like dark taro.
Moana: The white taros are over there.
Hopo: Great! Mum can make takihi!
Moana: Yes. I love Mum’s takihi. It’s full of coconut cream!
Hopo: Do we have any pawspaws? We need some pawpaws.
Moana: Yes, and bananas. I love bananas!
Hopo: But I love watermelons and oranges best.
Moana: Mangoes are my favourite!
Hopo: Yum! I like bananas and mangoes.
Moana: I’m starving! Let’s go home and cook some nani.
Hopo: Cool! I love eating nani!
UNIT 5 AUDIO TRANSCRIPT

Track 26 Vocabulary for Unit 5
Here is the vocabulary for Unit 5. 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.

alaisi
fua
futi
gako niu
ika
loku
lù
mago
meleni
mena kai
moa
momoi
nani
pateta
pia
takihi
talo
uga
umu
vala povi

Track 27 Vocabulary to Accompany Unit 5 WS 1 Lesson A
As you listen to the CD, draw a line between the word that you hear and its matching illustration. Each word is spoken twice.

talo
futi
loku
ika
uga
pia
gako niu
alaisi
moa
pateta
vala povi
meleni
mago
fua

Track 28 to Accompany Unit 5 OHT 1 Lesson B
Listen to the following dialogues:

Taha
Ko e heigoa haau kua manako?
Manako au ke kai e talo.

Una
Ko e heigoa haau kua manako?
Nákai manako au ke he moa.
Manako a au ke kai e vala povi.

Tolu
Ko e heigoa haau kua manako?
Nákai manako a au ke he vala povi.
Manako a au ke kai e ika.

Fā
Ko e heigoa haau kua manako?
Nákai manako a au ke he talo.
Manako a au ke kai e fua futi.

Listen to the dialogues once more. This time, repeat each sentence in the pause.

Track 29 to Accompany Unit 5 WS 2 Lesson B
Here are the instructions for preparing food using an umu.

Taute e gutuumu.
Tafu e afi.
Fakaafu e umu.
Takuaki e umu.
Toka ke mate.
Ūlu e umu.
Tao e tau mena kai.
Tao e umu.
Tao e tau taga.
Po ke tau e tau tukeleu.
Toka ke moho.
Fuke e umu.
Oko mai e tau kai.
Fakatoka e tau kai.
Omai ke kai!
Learning Outcomes

Students will:

- ask about birthdays and ages;
- give information about birthdays and ages;
- ask for and give addresses and phone numbers;
- say and identify the months of the year;
- identify and use the numbers up to one hundred;
- identify and use the ordinal numbers up to twelve.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the *vagahau Niue* guidelines (VNiNZC).

The strands and achievement objective are:

- Communication (page 44)
  1.1 give personal information, such as their name, age, and address, and describe their family;
- Language (pages 44–45);
- Culture (pages 44 and 46).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>mahina</th>
<th>month</th>
<th>Aokuso</th>
<th>August</th>
</tr>
</thead>
<tbody>
<tr>
<td>matakaina</td>
<td>address</td>
<td>Sepetema</td>
<td>September</td>
</tr>
<tr>
<td>tau</td>
<td>year</td>
<td>Oketopa</td>
<td>October</td>
</tr>
<tr>
<td>telefoni</td>
<td>telephone</td>
<td>Novema</td>
<td>November</td>
</tr>
<tr>
<td>telefoni uta fano</td>
<td>cellphone</td>
<td>Tesemo</td>
<td>December</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Ianuali</th>
<th>January</th>
<th>uafulu ma taha</th>
<th>twenty-one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fepuali</td>
<td>February</td>
<td>tolugofulu</td>
<td>thirty</td>
</tr>
<tr>
<td>Masi</td>
<td>March</td>
<td>fágofulu</td>
<td>forty</td>
</tr>
<tr>
<td>Apelila</td>
<td>April</td>
<td>limagofulu</td>
<td>fifty</td>
</tr>
<tr>
<td>Mè</td>
<td>May</td>
<td>onogofulu</td>
<td>sixty</td>
</tr>
<tr>
<td>Iuni</td>
<td>June</td>
<td>fitugofulu</td>
<td>seventy</td>
</tr>
<tr>
<td>Iulai</td>
<td>July</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first five words are on CD 1 track 30. The months are on CD 1 track 34.
**Structures and Expressions**

*Fiha e tau haau?*  
How old are you?  
I’m ten years old.

*A fē e aho fanau haau?*  
When is your birthday?  
January the ninth.

*Fakamolemole, ko e heigoa e nūmela telefoni haau?*  
Excuse me, what’s your telephone number?

*Ko e nūmela valu, ua, valu, hiva, fitu, ono, lima.*  
The number is 828 9765.

*Ko e heigoa e nūmela telefoni uta fano haau?*  
What’s your cellphone number?

*Nofo a koe i fē?*  
Where do you live?  
I live at 49 Seabrook Road, New Lynn.

*Fiha e tau ha Tupuna Fifine?*  
How old is Grandma?  
Grandma is fifty-eight years old.

These sentences are on CD 1 track 31.

**Language Notes**

*Tesema* and *Tisema* are variations on *Tesemo*.

**Cultural Knowledge**

The students should use polite language when asking for information, for example:

*Fakamolemole, ko e heigoa e nūmela telefoni haau?*  
Excuse me, what’s your telephone number?

In *aga fakamotu*, when extending invitations to birthday parties, parents tend to contact the parents of the people being invited rather than children inviting other children directly.

**Teachers’ Notes**

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 *vagahau Niue* – or they can present their details as if they were someone else.

In Unit 11, there is information about two further celebrations: the coming-of-age haircutting and ear-piercing ceremonies.
UNIT 6 TAU FAKAIOAAGA HAAKU – PERSONAL INFORMATION

LESSON A

Learning Outcomes

Students will:

- ask for and give information about birthdays;
- say and identify the months of the year;
- identify and use the numbers up to one hundred.

Resources

- Unit 6 DVD and transcript
- OHT 1
- Unit 6 audio CD transcript
- OHT 2

You supply:

- The OHT of “Fakaalofa Atu” you made for Unit 1 Lesson A
- The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
- Flashcards of selected numbers up to twenty, the ordinal numbers up to ten, and the days of the week
- Sets of single-digit number cards
- Copies of OHT 1
- A poster made by enlarging OHT 2

Lesson Outline

Introduction

- Show the OHT of “Fakaalofa Atu” and sing the song with the students. Use the Niuean Songs CD if you wish.
- Exchange greetings.

Looking Back

- Using flashcards, help the students to recall the vagahau Niue for some of the numbers between one and twenty, the ordinal numbers up to ten, and the days of the week. Then show a day of the week in vagahau Niue and see if the students can respond with its ordinal number (counting Sunday as the first day).
**Learning Experiences**

- Introduce the Unit 6 learning outcomes and discuss these with the students. Find out whether they want to use actual or made-up information about themselves. The students could choose pictures of well known people (from magazines) to present information about.
- Show the Unit 6 DVD language section. There is a pattern to the way numbers are said in *vagahau Niue*. Show OHT 1. Play CD 1 track 32. What do the students observe? Can they see the pattern? Hand out copies of OHT 1 to the students.
- Play CD 1 track 33, saying “Fanogonogo mai, ma fânau” (“Listen, class”). The students will hear three sets of five numbers read out in *vagahau Niue*, with each number repeated. The students are to write down the numbers as they hear them (as numerals). Play one set and then, using the audio CD transcript, say the numbers with the students, checking their responses. Either show the DVD again to reinforce their learning or play the two remaining sets of numbers on track 33, checking the student's responses after each set.

Your decision will depend on how well they manage the first set.

- With the students ready to work in groups, hand out two sets of single-digit number cards to each group. They place the cards face up. One student calls a double-digit number, and the first student to pick up and show two cards that represent that number wins a point. They take turns being the caller.
- Show the DVD language section again, with the students now focusing on the *vagahau Niue* words for the names of the months. Discuss the way they are transliterations of the English names.
- Show OHT 2 with only the names of the months showing. Play the first part of track 34 on CD 1 and have the students repeat the names of the months in *vagahau Niue* in the pauses. Put the poster of the months of the year that you've made on the wall. Point to the months in random order and have the students say them.

You could ask a student to take your place, and you could join the students.

Now uncover the rest of the OHT. Play the rest of track 34 so that the students can practise the questions and answers. Then have them work in pairs and take turns to ask each other the questions and give the responses.
- Optional activity: Bingo. Select a run of numbers, for example, the numbers from thirty to sixty. Every student randomly selects twelve numbers from the run and writes them down (not showing their selection to the other players). One student calls out numbers from the run in random order in *vagahau Niue*. The players put a line through the numbers as they hear them called out. The first to say “Èî!” (“Bingo!”) wins.

**Looking Ahead**

- Ask the students to work out (at home) the numbers they will need in order to give personal information during the next lesson (their age, birthday, street address, and telephone number).

**Close**

- Exchange farewells.
<table>
<thead>
<tr>
<th>Term</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>uafulu</td>
<td>20</td>
</tr>
<tr>
<td>uafulu ma taha</td>
<td>21</td>
</tr>
<tr>
<td>uafulu ma ua</td>
<td>22</td>
</tr>
<tr>
<td>uafulu ma tolu</td>
<td>23</td>
</tr>
<tr>
<td>uafulu ma fā</td>
<td>24</td>
</tr>
<tr>
<td>tolugofulu</td>
<td>30</td>
</tr>
<tr>
<td>fāgofulu ma lima</td>
<td>45</td>
</tr>
<tr>
<td>fāgofulu ma ono</td>
<td>46</td>
</tr>
<tr>
<td>fāgofulu ma fitu</td>
<td>47</td>
</tr>
<tr>
<td>fāgofulu ma valu</td>
<td>48</td>
</tr>
<tr>
<td>fāgofulu ma hiva</td>
<td>49</td>
</tr>
<tr>
<td>limagofulu</td>
<td>50</td>
</tr>
<tr>
<td>onogofulu</td>
<td>60</td>
</tr>
<tr>
<td>fitugofulu</td>
<td>70</td>
</tr>
<tr>
<td>valugofulu ma fitu</td>
<td>87</td>
</tr>
<tr>
<td>valugofulu ma valu</td>
<td>88</td>
</tr>
<tr>
<td>valugofulu ma hiva</td>
<td>89</td>
</tr>
<tr>
<td>hivagofulu</td>
<td>90</td>
</tr>
<tr>
<td>hivagofulu ma taha</td>
<td>91</td>
</tr>
<tr>
<td>taha e teau</td>
<td>100</td>
</tr>
</tbody>
</table>
Fiha e tau haau?

Hogofulu e tau haaku.

A fē e aho fanau haau?

Ko e aho hiva i a Ianuali e aho fanau haaku.
Learning Outcomes
Students will:

- ask about birthdays and ages;
- give information about birthdays and ages;
- ask for and give addresses and phone numbers.

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 6 DVD and transcript</td>
</tr>
<tr>
<td>OHT 2 (from Lesson A)</td>
</tr>
<tr>
<td>OHT 3</td>
</tr>
<tr>
<td>Unit 6 audio CD and transcript</td>
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</table>

<table>
<thead>
<tr>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tau Lologo Niue ma e Tau Aoga i Niu Silani:</td>
</tr>
<tr>
<td>Niuean Songs CD</td>
</tr>
<tr>
<td>A poster made from OHT 2 (from Lesson A)</td>
</tr>
<tr>
<td>Copies of the DVD transcript</td>
</tr>
<tr>
<td>Sets of photographs of people cut from magazines</td>
</tr>
</tbody>
</table>

Lesson Outline

Introduction
- Play “Fakaalofa Atu” quietly in the background as the students enter the room.
- Exchange greetings.

Looking Back
- Show the DVD language section so that the students can review how to say the numbers up to one hundred and the names for the months. Then point to the words on the poster you made for Lesson A and ask the students to say the months in *vagahau Niue*.
- See who can recall how to ask someone their age and when their birthday is. Who can remember what the responses are? Then show OHT 2 so that the students can check the accuracy of their recall. Have the students practise the questions and answers in pairs. Remind them that they can use actual or made-up information.

Learning Experiences
- Now help the students to extend their learning to include addresses and telephone numbers (which can be fictional). Show OHT 3. Get the students to listen to track 35 and repeat the sentences in the pauses. Each sentence is said twice.
- Next, have the students listen to CD 1 track 36 where personal details are given by three people. As they listen to each dialogue, the students write down the key information they hear relating to numbers. After each dialogue, have them check the numbers they’ve written down as you read out the numbers from the audio transcript. You may wish to complete only one of the dialogues at this stage and reserve one for another time.
In English, the personal details are:

Dialogue 1
Tupe: Hello. My name is Tupe Maaka. This is my brother, Simi Maaka. What is your name, please?
Sally: Hello, Tupe and Simi. My name is Sally Thompson.
Tupe: Please, Sally, where do you live?
Sally: I live at number 21 Whiu Street in Ōtara. What about you two? Where do you live?
Tupe: Thank you, Sally. We live at number 134 Parnell Road in Auckland.

Dialogue 2
Sally: My birthday is on the eighth of August. When are your birthdays, Simi and Tupe?
Simi: Thank you, Sally. My birthday is on the thirtieth of June. Tupe’s is on the fifth of November. I’m ten years old.
Sally: Thank you, Simi. I’m twelve years old, but what about you, Tupe? How old are you?
Tupe: I’m twelve years old, too, Sally.

Dialogue 3
Tupe: Hey! There’s a party for Simi’s birthday this year. We are inviting you. What’s your telephone number, please?
Sally: The number is 021 345 6789 – cell phone only.
Tupe: Thank you, Sally. Our number is 678 3392. Our mother will phone your parents.

Your decision will depend on how well they manage the first set.

- Play the DVD language section. In pairs, have the students take turns to ask and answer questions about personal details. Let them use their copies of the transcript as a prompt. Remind them to use polite language when asking for details, for example, Fakamolemole, ma Tina, ko e heigoa e matakaina haau? (Please, Tina, what is your address?). Then replay CD 1 track 36 to reinforce the pronunciation and your students’ familiarity with the language structures. Afterwards, get the students to continue taking turns asking for and giving personal information in pairs.

- Optional activity: Hand out selections of photographs of people cut from magazines. The students can take turns to hold up a photograph and present personal information as if they were that person.

- Optional activity: One student can display three photographs of people and give made-up personal details as if from one of them. The other students try to identify the matching photograph.

- Show the DVD cultural section. Ask the students to think about the similarities and differences between what is shown and the practices they are familiar with in their own culture(s).

Looking Ahead
- Remind your students about the learning outcomes for Unit 6. Ask them to practise presenting their personal information, including formally greeting the class at the start, because they will be doing this in the next lesson.

Close
- Exchange farewells.
Fakamoemole, ko e heigoa e nûmela telefoni haau?

Ko e nûmela nâkai, ua, fitu, valu, ua, valu, hiva, fitu, ono, lima.

Excuse me, what is your telephone number?

The number is 027 828 9765.

Nofo a au he nûmela fâgofulu ma hiva Seabrook Road, New Lynn.

Where do you live?

I live at number 49 Seabrook Road, New Lynn.
Learning Outcomes

Students will:

- ask about birthdays and ages;
- give information about birthdays and ages;
- ask for and give addresses and phone numbers;
- say and identify the months of the year;
- identify and use the numbers up to one hundred;
- identify and use the ordinal numbers up to twelve.

Resources

Unit 6 DVD and transcript
Unit 6 Achievement Checklist
Niu Progress Chart

You supply:

The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* CD
The OHT of “Fakaalofa Atu” you made for Unit 1 (optional)
DVD and CD recording equipment (optional)
Copies of the Unit 6 Achievement Checklist
Large sheets of paper for a wall mural (optional)

Lesson Outline

Introduction

- Play “Fakaalofa Atu” as the students enter the classroom. They can sing along as they enter and then wait for everyone to be ready to greet one another. Have the OHT with the words to the song on it showing if you think some students still need this support.
- Exchange greetings.

Looking Back

- Tell the students they will be monitoring their own achievement against the Unit 6 learning outcomes during the lesson.
- Show the DVD language scenario to give the students another chance to see the language in action.
Learning Experiences

- Give the students time to practise role-playing the exchange of personal information in pairs.

  Allow them plenty of time to practise. Help those who may be struggling by teaming them up with students who are showing mastery of the learning.

- When the students are ready, have them do their presentations. Your students could role-play the language scenarios in small groups or take turns to perform their role-plays in front of the class.

  If the students don’t succeed the first time, let them have more chances until they do succeed. You may wish to organise a DVD or CD recording, which would provide you – and the students – with useful material for assessing their performances.

- Discuss the students’ performances, giving them your feedback. Encourage them to give feedback on their own, and on others’, performances.

- Then ask the students to complete their Unit 6 Achievement Checklist and colour in band 6 on their Niu Progress Chart.

- View the DVD cultural section again and encourage the students to continue making connections with their own culture(s).

- Optional activities:
  
  (a) The students could prepare an entry of their personal details, together with an e-photograph to be attached to an email. They could send this personal information to their counterparts in Niue by email.

  (b) The students could play bingo again.

  (c) They could add their birthdates in vagahau Niue to a wall mural, writing this information under their names. As this mural gets added to, it could become a featured part of the Ako Niue corner.

Looking Ahead

- Tell the students that Unit 7 is about houses and homes. Ask them to find out what they can about houses on Niue for the next lesson.

Close

- Exchange farewells.
Ko au ko __________________________.

Now I can:

☐ ask about birthdays and ages

☐ give information about birthdays and ages

☐ ask for and give addresses and phone numbers

☐ say and identify the months of the year

☐ identify and use the numbers up to one hundred

☐ identify and use the ordinal numbers up to twelve
Moana: Fiha e tau ha Tupuna Fifine?
Sifa: Limagofulu ma valu e tau ha Tupuna Fifine ko Tau.
Moana: Fiha e tau ha Tupuna Taane?
Sifa: Onogofulu ma ua a Tupuna Taane.
Moana: A fè e aho fanau ha Tupuna Fifine?
Sifa: I a Aokuso e aho fanau ha Tupuna Fifine.
Moana: Aho hogofulu ma taha lulai e aho fanau haaku.
Sifa: Aho hogofulu i a Aokuso e aho fanau haana.
Moana: A fè e fiafia?
Sifa: Aho hogofulu ma ua i a Aokuso e fiafia ha Tupuna Fifine.
Moana: Tokologa nakai e tau tagata ka omai?
Sifa: Kua uiina e mautolu onogofulu e tagata.
Moana: Onogofulu! Talamai là foki a fè e fiafiaaga?
Sifa: Ko e fiafia he aho hogofulu ma ua i a Aokuso.
Moana: Ko e fiafiaaga hifiuulu ha kásini ko Tomasi foki he aho ia.
Sifa: È! Ko e aho hifiuulu haana foki e aho hogofulu ma ua i a Aokuso.
Moana: Fiha e tau he kásini haaku ko Tomasi?
Sifa:
Hogofulu ma fā a ia.
Moana:
Tautē ki fē e fiafiaaga haana?
Sifa:
He holo i Niu Silani.
Moana:
Holo i fē a ia?
Sifa:
Ha ia he uiina – nūmela onogofulu ma ono Wellington Street, Auckland, New Zealand.
Moana:
Tokofīha e tau tagata ka omai ke he fiafiaaga haana?
Sifa:
Taha e teau ... po ke molea atu.
Moana:
Aae ... ko e fiafiaaga lahi! Ka e kua e fiafiaaga ha Tupuna Fifine?
Sifa:
Tokologa! Magafaaoa mo e tau kapitiga.

Sifa:
He’s fourteen.
Moana:
Where’s his celebration?
Sifa:
It’s at a hall in New Zealand.
Moana:
Where’s that hall?
Sifa:
It’s on the invitation – sixty-six Wellington Street, Auckland, New Zealand.
Moana:
How many people are coming to his haircutting?
Sifa:
A hundred ... maybe more.
Moana:
Wow ... big celebration! Who’s coming to Grandma’s party?
Sifa:
Everyone! Family and friends.
UNIT 6 AUDIO TRANSCRIPT

Track 30 Vocabulary for Unit 6 to Accompany Lesson A

Here is the vocabulary for Unit 6. 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.

- mahina
- matakaina
- tau
- telefoni
- telefoni uta fano

Track 31 Structures and Expressions for Unit 6

You will hear the 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.

- Fiha e tau haau?
- Hogofulu e tau haaku.
- A fè e aho fanau haau?
- Aho hiva i a lanuali.
- Fakamolemole, ko e heigoa e nûmela telefoni haau?
- Ko e nûmela valu, ua, valu, hiva, fitu, ono, lima.
- Ko e heigoa e nûmela telefoni uta fano haau?
- Nofo a koe i fè?
- Nofo au he nûmela fàgofulu ma hiva
- Seabrook Road, New Lynn.
- Fiha e tau ha Tupuna Fifine?
- Limagofulu ma valu e tau ha Tupuna Fifine.

Track 32 Numbers to Accompany Unit 6 OHT 1 Lesson A

These are the numbers on the OHT. Listen to each word as it is being spoken. Then repeat the word in the pause.

- uafulu
- uafulu ma taha
- uafulu ma ua
- uafulu ma tolu
- uafulu ma fà
- tolugofulu
- fàgofulu ma lima
- fàgofulu ma ono
- fàgofulu ma fitu
- fàgofulu ma valu
- fàgofulu ma hiva
- limagofulu
- onogofulu
- fitugofulu
- valugofulu ma fitu
- valugofulu ma valu
- valugofulu ma hiva
- hivagofulu
- hivagofulu ma taha
- taha e teau

Track 33 to Accompany the Number Activity in Lesson A of Unit 6

Here are the numbers of the months in vagahau Niue. Repeat the names of each month in the pause that follows.

- Ianuali
- Fepuali
- Masi
- Apelila
- Mè
- Iuni
- Ianuali
- Fepuali
- Masi
- Apelila
- Mè
- Iuni
Now listen to these questions and answers:
Fiha e tau haau?
Hogofulu e tau haaku.
A fē e aho fanau haau?
Ko e aho hiva i a lanuali e aho fanau haaku.

Practise saying the questions and answers in the pauses that follow:
Fiha e tau haau?
Hogofulu e tau haaku.
A fē e aho fanau haau?
Ko e aho hiva i a lanuali e aho fanau haaku.

Track 35 to Accompany the Unit 6
OHT 3 Lesson B

Listen to these dialogues. Then practise saying the sentences in the pauses.
Fakamolemole, ko e heigoa e nūmela telefoni haau?
Ko e nūmela nākai, ua, fitu, valu, ua, valu, hiva, fitu, ono, lima.
Nofo a koe i fē?
Nofo a au he nūmela fāgofulu ma haiva Seabrook Road, New Lynn.

Dialogue 1
Sally: Fakaalofa atu, ma Tupe mo Simi. Ko e higoa haaku ko Sally Thompson.
Tupe: Fakamolemole, ma Sally, nofo a koe i fē?
Sally: Nofo a au he nūmela uafulu ma taha Whiu Street i Otara. Ka e kua a mua? Nonofo a mua i fē?
Tupe: Fakaauae, ma Sally. Nonofo a mua he nūmela taha teau tolu fā Parnell Road i Okalana.

Dialogue 2
Sally: Ko e aho valu i a Aokuso e aho fanau haaku. Fakamolemole, a fē e aho fanau ha mua, ma Simi mo Tupe?
Simi: Fakaauae, ma Sally. Ko e aho tolugofulu i a luni e aho fanau haaku. Ko e aho ke lima aki i a Novema ha Tupe. Hogofulu e tau haaku.
Sally: Fakaauae, ma Simi. Hogofulu ma ua e tau haaku, ka e kua a koe, ma Tupe? Fiha e tau haau?
Tupe: Hogofulu ma ua foki e tau haaku, ma Sally.

Dialogue 3
Tupe: Aē! Fiafia pati e aho fanau ha Simi he tau nei. Uiina e maua a koe. Ko e heigoa e nūmela telefoni haau, fakamolemole?
Sally: Ko e nūmela nākai, ua, taha, tolu, ōa, lima, ono, fitu, valu, hiva – telefoni uta fano ni.
Tupe: Fakaauae, ma Sally. Ko e nūmela telefoni ha maua ko e ono, fitu, valu, tolu, tolu, hiva, ua. To telefoni atu e matua fijine ha maua ke he tau matua haau.
Learning Outcomes

Students will:

- identify and describe the rooms in a house;
- identify and describe some items of furniture;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the *vagahau Niue* guidelines (*VNiNZC*).

The strands and achievement objectives are:

- Communication (pages 44 and 50)
  1.5 use expressions for shapes, sizes, weights, and colours;
  2.1 identify and describe people, places, and things;
- Language (level 1 pages 44–45 and level 2 pages 50–51);
- Culture (level 1 pages 44 and 46 and level 2 pages 50 and 52).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>Niue Language</th>
<th>English Translation</th>
<th>Niue Language</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>fale</em></td>
<td>house, building</td>
<td><em>fulfuluola</em></td>
<td>beautiful</td>
</tr>
<tr>
<td><em>fale motokà</em></td>
<td>garage</td>
<td><em>lahi mahaki</em></td>
<td>huge, very big</td>
</tr>
<tr>
<td><em>fale unu</em></td>
<td>laundry</td>
<td><em>mahuiga</em></td>
<td>favourite</td>
</tr>
<tr>
<td><em>fale vao</em></td>
<td>toilet</td>
<td><em>mautolu</em></td>
<td>our (three or more people)</td>
</tr>
<tr>
<td><em>kaina</em></td>
<td>home</td>
<td><em>ago</em></td>
<td>yellow</td>
</tr>
<tr>
<td><em>mohega</em></td>
<td>bed</td>
<td><em>kākī</em></td>
<td>brown</td>
</tr>
<tr>
<td><em>poko kaitunu</em></td>
<td>kitchen</td>
<td><em>kula</em></td>
<td>red</td>
</tr>
<tr>
<td><em>poko koukou</em></td>
<td>bathroom</td>
<td><em>lanu laukou</em></td>
<td>green</td>
</tr>
<tr>
<td><em>poko mohe</em></td>
<td>bedroom</td>
<td><em>lanu moana</em></td>
<td>blue</td>
</tr>
<tr>
<td><em>poko okioki</em></td>
<td>lounge</td>
<td><em>tea</em></td>
<td>white</td>
</tr>
<tr>
<td><em>sofa</em></td>
<td>sofa</td>
<td><em>uli</em></td>
<td>black</td>
</tr>
<tr>
<td><em>tivî</em></td>
<td>television</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 tracks 37 and 40.
**Structures and Expressions**

- Ko e fale lahi ha mautolu. We have a big house.
- Ko e fale kula. It’s a red house.
- Lima e poko mohe. There are five bedrooms.
- Ua e fale vao mo e taha e poko unu. There are two toilets and one laundry.
- Ko e poko mohe haaku a è. This is my bedroom.
- Taha e laulau lahi he poko kaitunu. There is a big table in the kitchen.

These sentences are on track 38.

**Language Notes**

Some of the words in *vagahau Niue* that are used for the parts of a dwelling originally reflected the difference between a house with outbuildings and a single building. In English, this is reflected in words like wash-house. In *vagahau Niue*, it is reflected in words like *fale unu* (the building for washing clothes). *Fale vao* can also be spelled *falevao*.

*Mautolu* is the plural pronoun that indicates “we”, “us”, and “our” for three or more people, for example, *Ko e fale ha mautolu* (This is our house). Tagata Niue tend to use “our” rather than “my” when referring to their houses.

**Cultural Knowledge**

Traditionally, Tagata Niue lived together as extended families in small settlements called *kaina* within *maaga* (villages). Traditional *kaina* have several *fale* (buildings), each with a specific purpose, for example, a *fale peito* (cookhouse), a *fale koukou* (wash-house), and a *fale vao* (separate toilet). The main building, which is primarily used for sleeping and meetings, isn’t divided into rooms.

Europeans introduced the concept of a house with rooms for specific purposes. This style of house is called a *fale Pàlagi* (European house) in Niue.

Today, there are plenty of examples of homes in Niue that incorporate elements of both traditional *kaina* and *fale Pàlagi*.

You are expected to take your shoes off before you enter a house in Niue. This not only helps to keep dirt outside but also shows respect. If you are barefoot, you are expected to wipe your feet on a mat or with a cloth or leaves or remain outside.

Because of its tropical climate, houses in Niue tend to have verandahs, and visitors are often entertained on the verandah, where it’s cool.

People do not sit on tables in Niue, especially kitchen or dining room tables. This custom started because when Tagata Niue first started building *fale Pàlagi*, the only table was often the one in the kitchen, on which food was prepared. According to *aga fakamotu*, you don’t sit on places where food is prepared or eaten.

**Teachers’ Notes**

Please note the cultural information above. The language for this unit is based on modern homes and houses in New Zealand so that students can talk about their own houses. The DVD shows the different style of houses on Niue, including some of the more traditional homes.
When talking about differences between cultures, it is important to avoid stereotyping and overusing labels like “traditional”. Cultures change over time, and within a culture there are many different expressions of personality, practices, and customs. Helping your students to understand that culture is not something static and that not everyone does something in exactly the same way as someone else is very important learning for them. On the other hand, it is important to help the students to understand that the values of a culture are more enduring as all cultural practices reflect the values at the core of the culture. For further information on values for aga fakamotu, see page 2 of the vagahau Niue guidelines (VNiNZC).
Learning Outcomes

Students will:

- identify and describe the rooms in a house;
- make connections with their own languages and cultures.

Resources

- Unit 7 DVD and transcript
- OHT 1
- Unit 7 audio CD and transcript
- WS 1
- CS 1

You supply:

- The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* book and CD
- An OHT of “Punua Kumā”
- Sets of vocabulary cards in envelopes

Lesson Outline

**Introduction**

- Play “Punua Kumā” quietly as the students enter the room and greet you and each other. Show the words on the OHT and get the students to sing along. They are on page 19 in *Niuean Songs*.

**Looking Back**

- Find out what the students know about houses on Niue and ask where they got their information from.

> Discussing their sources of information will give you an insight into the sources they draw upon and help to extend the class's thinking about possible sources of information.

**Learning Experiences**

- Discuss the Unit 7 learning outcomes with the students.
- Show the DVD cultural section. Discuss the students’ observations and any comparisons they can make with their homes in New Zealand. Where else have your students lived?
How do the houses in Niue compare with the houses there? Tagata Niue students may have found out about traditional fale pola (thatched roof houses) and puga (limestone) houses from their families. They may have brought photographs to share that could be displayed in the Ako Niue corner.

- Show the DVD, which shows some of the main features of a house in Niue. What do the students observe? What can they comment on?
  Now show the DVD again, this time asking the students to focus on the words for the different rooms in the house.

- Show OHT 1 with the vagahau Niue words covered and see whether the students can remember some of the names in vagahau Niue. Then uncover the vagahau Niue words and play CD 1 track 39 so that the students can practise the pronunciation in the pauses.

- Hand out WS 1 and an envelope containing cards with the names of house features in vagahau Niue. Play CD 1 track 39. Each term is pronounced twice. In pairs, the students listen and decide where on the worksheet they will place that term. When all the terms have been pronounced, show CS 1 so that each pair can check how well they succeeded with their matching.

- If the students need more vocabulary practice before moving on to the next activity, repeat the WS 1 activity.

- Show OHT 1 and repeat the activity with the sets of vocabulary cards (see above). When the students have confirmed their word placements against CS 1, get them to copy the vocabulary onto to their worksheet as labels.

  To develop their self-monitoring capabilities, ask them to check each other’s labels for accuracy. Have they spelled the words correctly? Have they included the macrons?

- As a check on their learning, play the DVD cultural section again and discuss what was new learning and what wasn’t.

**Looking Ahead**

- Suggest that the students walk around their own homes identifying the different rooms and items of furniture using what they have learned today.

  This is a good way for students to share their learning with their families. Families that speak vagahau Niue will be able to enrich the classroom learning.

- Ask the students to draw a sketch plan of their own house and bring it to the next lesson. Tell them that they will be using this plan to present information about their own homes to others.

**Close**

- Exchange farewells.
<table>
<thead>
<tr>
<th>Niuean</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fale vao</td>
<td>toilet</td>
</tr>
<tr>
<td>fale unu</td>
<td>laundry</td>
</tr>
<tr>
<td>fale motokā</td>
<td>garage</td>
</tr>
<tr>
<td>poko kaitunu</td>
<td>kitchen</td>
</tr>
<tr>
<td>poko koukou</td>
<td>bathroom</td>
</tr>
<tr>
<td>poko mohe</td>
<td>bedroom</td>
</tr>
<tr>
<td>poko okioki</td>
<td>lounge</td>
</tr>
<tr>
<td>fakamaama</td>
<td>window</td>
</tr>
<tr>
<td>gutuhala</td>
<td>door</td>
</tr>
<tr>
<td>kaupā</td>
<td>wall</td>
</tr>
<tr>
<td>mohega</td>
<td>bed</td>
</tr>
<tr>
<td>tivī</td>
<td>television</td>
</tr>
<tr>
<td>laulau</td>
<td>table</td>
</tr>
<tr>
<td>nofoa</td>
<td>chair</td>
</tr>
<tr>
<td>sofa</td>
<td>sofa</td>
</tr>
<tr>
<td>kātene</td>
<td>garden</td>
</tr>
</tbody>
</table>
An Introduction to Vagahau Niue
UNIT 7  KAINA – HOME

LESSON B

Learning Outcomes

Students will:

- identify and describe the rooms in a house;
- identify and describe some items of furniture.

Resources

Unit 7 DVD and transcript
WS 1 (from Lesson A)
Unit 7 audio CD and transcript
WS 2

You will also need:

- The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
- The OHT of “Punua Kumā” you made for Lesson A
- A poster of the colours

Lesson Outline

Introduction

- Listen to “Punua Kumā”. Then play the song again with the words showing on the OHT. Ask the students to sing along and, as they do so, listen for the names of animals often found around a house on Niue.
- Exchange greetings.

Looking Back

- Help the students to recall the information about houses in Niue from the previous lesson. Play the DVD cultural section again and discuss anything new that they now notice.
- Repeat the WS 1 listening activity from Lesson A.

Ask the students whether they can understand the information more easily now than they did the first time they heard it.
Learning Experiences

- Play the DVD section where the colours are introduced. Put the colour poster you’ve made up on the wall. Play the DVD again, and as the colours are being introduced, have the students point to the same colour somewhere in the classroom and repeat the word. (You may need to “plant” some things in your classroom before the lesson starts.) Tell the students that they need to select the words for two colours to use in their house descriptions. Let them use the poster as a reference.

- Hand out WS 2. Play CD 1 track 41 and have the students listen to the descriptions and repeat them in the pauses. Ask the students to practise reading the descriptions aloud to each other, working in pairs. Play the track once more to help the students become more familiar with the pronunciation and the sentence patterns. Encourage them to repeat the sentences in the pauses. In English, the vagahau Niue on WS 2 says:

  This is my home.
  Our house is big.
  It is a red house.
  There are two garages.
  Inside the house …
  … there are five bedrooms,
  … there is one kitchen,
  … there are two lounges,
  … there are two bathrooms.

  This is my bedroom.
  It is a green room.
  Inside the bedroom …
  … there are two beds,
  … there is one table,
  … there are two chairs.
  There is a big table in the dining room.

- Have the students work in pairs or small groups, helping each other to compose descriptions of their own homes to match the sketch plans they brought from home. Get them to use the descriptions on WS 2 as a model for their own descriptions. Suggest that they colour in some of the features on their sketch plan to show the two colours they selected in the previous activity. Play some songs on the Niuean Songs CD quietly as they work.

- Optional activity: The students could take turns to read out their descriptions to a group, who could individually note down the features of the house being described. Then they could check with the reader to see whether they had understood.

Looking Ahead

- Remind the students that they will be assessing their own learning in Lesson C. They will be presenting descriptions of their homes to each other.

Close

- Sing one of the Niue songs they are now familiar with together.
- Exchange farewells.
Ko e kaina haaku a ē.
Ko e fale lahi e fale ha mautolu.
Ko e fale kula.
Ua e fale motokā.

I loto he fale ...
... lima e pokoloke,
... taha e pokolante,
... ua e pokolake,
... ua e pokolake.

Ko e pokoloke haaku a ē.
Ko e pokoloke laukou.
I loto he pokoloke ...
... ua e pokolake,
... taha e laulau,
... ua e nofoa.

Taha e laulau lahi i loto he pokolake.
Learning Outcomes

Students will:

- identify and describe the rooms in a house;
- identify and describe some items of furniture;
- make connections with their own language(s) and culture(s).

Resources

Unit 7 DVD and transcript
Unit 7 Achievement Checklist
Niu Progress Chart

You supply:

- The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* CD
- The OHT of “Punua Kumā” you made for Lesson A
- Copies of the Unit 7 Achievement Checklist
- Copies of the Unit 7 DVD transcript
- Access to some computers (optional)
- Paper and coloured pens so that the students can make posters (optional)
- Copies of the Unit 7 DVD transcript

Lesson Outline

Introduction

- Play “Punua Kumā” as the students enter.
- Exchange greetings.

Looking Back

- Recall the colours with the students. Play the DVD section where the colours are introduced. Say each colour in turn, with the students finding something nearby that matches each colour.

Learning Experiences

- Display the Unit 7 learning outcomes.
- Play the DVD language section. The students now work in their pairs or small groups to complete the written descriptions of their houses.
• With the students working in pairs, have them take turns to practise their descriptions of their homes.

Walk around the classroom, monitoring their engagement and performance as they work. Offer them help where it’s needed, directing their attention to their worksheets from Lessons A and B.

• When they are ready, have the students read out their descriptions to each other in groups of four.

Continue monitoring and helping. Afterwards, discuss your observations with the students, giving them your feedback. Encourage them to give feedback of their own on their own work and on other students’ presentations.

• Ask the students to discuss, in pairs, the connections they can make between their own language(s) and culture(s) and vagahau Niue and aga fakamotu when it comes to houses and homes.

• Now ask the students to complete a Unit 7 Achievement Checklist and colour in band 7 on their Niu Progress Charts.

• Get the students to role-play the DVD language scenario using copies of the transcript. Play the DVD sequence again to help them with the dialogue, especially the pronunciation of the words and the rhythm of the spoken sentences.

• Optional activity: The students compose emails to friends in Niue describing their homes.

• Optional activity: The students turn the descriptions of their homes into posters.

Looking Ahead

• Tell the students that it is now time to find out about some of the sports played in Niue. Discuss the kinds of resources they could use, such as the Internet, family members, books in the library, and the resources in the Ako Niue corner.

Close

• Sing “Punua Kumā” together.

• Exchange farewells.
Ko au ko __________________________.

Now I can:

☐ identify and describe the rooms in a house

☐ identify and describe some items of furniture

☐ make connections with my own language(s) and culture(s)
UNIT 7 DVD TRANSCRIPT

Anna:
Ko e homo hā a ia he fale haau! Ko e tolu e poko mohe, taha e poko okioki, mo e poko Koukou!

Moana:
Tokolima e tagata ne nonofo he fale haaku: tau matua haaku, tugaane haaku, tehina haaku, mo e au.

Anna:
È mooli. Fuluola hā ia he poko haau!

Moana:
È, fuluola mooli. Ua e mohega mo e laulau.

Anna:
Fiafia lahi au ke he poko mohe haau.

Moana:
Fakaauae. Ko e lanu laukou e lanu mahuiga haaku.

Anna:
Fiafia foki au ke he poko okioki. Homo hā ia mo e hauhau foki.

Moana:
È, fuluola mooli. Fiafia lahi au ke he sofa mo e tau nofoa.

Anna:
Fiafia lahi au ke he tivi!

Moana:
Fā kitekite tivi tumau a mauotolu.

Anna:
Mo e kai auloa ... lahi foki e poko kaitunu!

Moana:
È, lahi mooli e poko kaitunu. Fiafia lahi au ke he laulau veliveli.

Anna:
Ae, homo hā a ia. Fia loto lahi au ke he fale haau.

Moana:
Mooli kā? Fakaauae! Fia loto foki au ke he fale haau. Fuluola hā a ia he kātene!

Anna:
Mooli, fuluola e kātene. Kua lata tai au ke huo e tau pupu!

Moana:
Fakaalofa hā a koe! Ai fia huo pupu au!

Anna:
Your house is great! There are three bedrooms, one lounge, and a bathroom!

Moana:
Five people live in my house: my parents, my brother, my sister, and me.

Anna:
True. Your bedroom’s really pretty, too!

Moana:
Yes, it is pretty. It’s got two beds and a table.

Anna:
I really like your bedroom.

Moana:
Thanks. Green’s my favourite colour.

Anna:
I like the lounge. It’s cool and airy.

Moana:
Yeah, the lounge is great. I really like the sofa and chairs.

Anna:
I really like the TV!

Moana:
We always watch TV together.

Anna:
And eat together ... the kitchen’s big, too!

Moana:
Yeah, the kitchen is quite big. I love the round table.

Anna:
Yeah, it’s great. I really love your house.

Moana:
Really? Thanks! I like your house, too. The garden’s really fabulous!

Anna:
Yeah, the garden is beautiful. I have to do the weeding, though!

Moana:
Poor you! I hate weeding!
UNIT 7 AUDIO TRANSCRIPT

Track 37 Vocabulary for Unit 7
Here is the vocabulary for Unit 7. 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.

fale      poko okioki
fale motokà  sofa
fale unu     tivi
fale vao     fulfuluola
kaina       lahi mahaki
mohega      mahuiga
poko kaitunu mautolu
poko koukou
poko mohe

Track 38 Structures and Expressions for Unit 7
You will hear the 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 e fale lahi ha mautolu.
Ko e fale kula.
Lima e poko mohe.
Ua e fale vao mo e taha e poko unu.
Ko e poko mohe haaku a è.
Taha e laulau lahi he poko kaitunu.

Track 39 Vocabulary for Unit 7 to Accompany OHT 1 and WS 1
Lesson A
Listen to the words that describe features of a house. As you listen, identify the places on your worksheet where these features are to be found.

fale vao      fakamaama
fale unu      gutuhala
fale motokà   kaupà
poko kaitunu  mohega
poko koukou   tivi
poko mohe     laulau
poko okioki   nofoa
sofa
kâtene

Track 40 Colours to Accompany the Poster in Unit 7 Lesson B
Listen to the words for colours and say the words in the pauses.

ago
kàkì
kula
lanu laukou
lanu moana
tea
uli

Track 41 to Accompany Unit 7 WS 2
Lesson B
Listen to the descriptions of a home. Then listen again. This time, practise saying the sentences in the pauses.

Ko e kaina haaku a è.
Ko e fale lahi e fale ha mautolu.
Ko e fale kula.
Ua e fale motokà.
I loto he fale ...
... lima e poko mohe,
... taha e poko kaitunu,
... ua e poko okioki,
... ua e poko koukou.
Ko e poko mohe haaku a è.
Ko e poko lanu laukou.
I loto he poko mohe ...
... ua e mohega,
... taha e laulau,
... ua e nofoa.
Taha e laulau lahi i loto he poko kai.
Learning Outcomes

Students will:

- identify some sports;
- talk about the sports family members play;
- identify their favourite sports;
- express likes and dislikes.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 1 of the *vagahau Niue* guidelines (*VNiNZC*).

The strands and achievement objectives are:

- Communication (page 44)
  - 1.2 use everyday expressions to greet and farewell and thank people and to respond appropriately;
  - 1.7 simply express their wants and needs and briefly state their likes and dislikes;
  - 1.8 begin to use the language of respect;
- Language (pages 44–45);
- Culture (pages 44 and 46).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>feua sipote</th>
<th>sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>heketutu</td>
<td>skateboarding</td>
</tr>
<tr>
<td>kau</td>
<td>team</td>
</tr>
<tr>
<td>lakapī</td>
<td>rugby</td>
</tr>
<tr>
<td>netepolo</td>
<td>netball</td>
</tr>
<tr>
<td>tēnisi</td>
<td>tennis</td>
</tr>
<tr>
<td>pelē</td>
<td>to play</td>
</tr>
<tr>
<td>poitufi</td>
<td>to race</td>
</tr>
<tr>
<td>tā kilikiki</td>
<td>to play kilikiki</td>
</tr>
<tr>
<td>auloa</td>
<td>all, all together</td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 track 42.
**Structures and Expressions**

<table>
<thead>
<tr>
<th>Haia!</th>
<th>Of course!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ko e heigoa e sipote mahuiga haau?</td>
<td>What's your favourite sport?</td>
</tr>
<tr>
<td>Lakapī, ka ha!</td>
<td>Rugby, of course!</td>
</tr>
<tr>
<td>Pelē hā a koe?</td>
<td>What do you play?</td>
</tr>
<tr>
<td>Pelē netepolo.</td>
<td>Netball.</td>
</tr>
<tr>
<td>Fiafia nakai a koe ke he lakapī?</td>
<td>Do you like rugby?</td>
</tr>
<tr>
<td>È, ko e oka hā ia.</td>
<td>Yes, it’s awesome.</td>
</tr>
<tr>
<td>Nākai, fiafia au ke heketutu.</td>
<td>No, I like skateboarding.</td>
</tr>
<tr>
<td>Fiafia lahi e magafaoa haaku ke he lakapī.</td>
<td>My family really loves rugby.</td>
</tr>
<tr>
<td>Fiafia Matua Fifine ke he kau All Blacks.</td>
<td>Mum likes the All Blacks.</td>
</tr>
<tr>
<td>Tā kilikiki auelinga he tautau Aho Faiumu.</td>
<td>On Saturdays, we play tā kilikiki together.</td>
</tr>
<tr>
<td>Pelē tēnisi a au mo e taokete haaku, ko Mele.</td>
<td>My older sister Mele and I play tennis.</td>
</tr>
</tbody>
</table>

These sentences are on CD 1 track 43.

**Language Notes**

The word tā means “to hit” or “to strike” a ball as, for example, in tā kilikiki.

The formulaic expression ka ha isn’t easy to translate as its meaning really depends on the context in which you use it. “Of course!” is a good translation of the way it is used in this unit.

Nakai without a macron asks a closed (yes–no) question, for example:

Fiafia nakai a koe ke he lakapī?  
Do you like rugby?

Nākai with a macron indicates a definite “no”, as in:

Nākai, fiafia au ke heketutu.  
No, I like skateboarding.

Nākai and nakai are sometimes pronounced and spelled ai.

Notice that sometimes people just say “Nākai, fiafia au ke heketutu”, leaving out the a.

Both ways are shown on this page.

**Cultural Knowledge**

**Tā Tika**

Tā tika is an ancient sport that is played only in Niue. It is still popular. It is mainly a sport for boys and young men. It involves throwing a tika. A tika has two parts. The fakaulu (head piece) is usually made from a hardwood tree, such as kieto or telie. It is a solid piece of wood, somewhat oval in shape, slightly rounded at one end and with a sharp point at the other end. The fāmamala (flight) is made from the shoot of the fāmamala plant. The thin green bark of a fāmamala shoot is peeled off by heating the shoot over a fire to soften it. The shoot
is then hung from a branch or a beam to dry, with a rock tied to the bottom as a weight to straighten it out. When a *tika* is assembled, the sharp end of the *fakaulu* is pushed into one end of the *kà fùmamala*, and they are bound together with sennit, coloured twine, or wool. A *tika* is thrown much like a javelin. A crucial difference, though, is that a javelin lands on its point. You throw a *tika* so that it lands on the side of the *fakaulu* and slides along the ground. The winning *tika* is the one that outdistances all the others. This is measured to the spot where the slide stops.

**Toloafi**

*Toloafi* is a fire-making competition. It usually forms part of a larger sports event, such as an athletics meeting. The competitors try to make a fire with two pieces of dry wood. The larger base piece of wood comes from the *fou* tree (a type of wild hibiscus). The smaller, thinner stick comes from the *lè* tree. You make a slight groove in the piece of *fou* wood. One end of the *lè* stick needs to be rounded. This is the end you rub on the base wood. There are two people in each team. One person holds the larger piece of wood steady at one end while the other rubs the thinner stick backwards and forwards in a groove at the other end. The resulting friction produces enough heat to ignite the very fine coconut husk fibres you place at one end of the groove. The first team to create a flame wins.

**Laga Vaka**

*Laga vaka* are outrigger canoe races. These days, men and women from across the Pacific compete each year in international competitions. In New Zealand, *vaka ama* teams practise at places such as the Panmure Basin in Auckland and beside the Petone end of the motorway in Wellington Harbour. *Vaka Tiale* is the only Niue women’s team in the world. Because of the pronunciation their name is sometimes spelled *Vaka Siale*. They compete both nationally and internationally. *Tiale* is the word for frangipani.

**Tà Kilikiki**

*Tà kilikiki* is a team sport, and tournaments take place in Niue and during the summer in New Zealand. The sport includes elements of cricket and baseball. Typically, two villages put up opposing teams. One village hosts the other, even to the extent of letting the visiting side win! *Tà kilikiki* is both competitive and fun. It’s a community game with mixed-gender teams.

The game is not played as strategically as cricket. The aim is to whack the ball and run, rather like they do in baseball. The bats are three-sided, with a thicker top part tapering to a handle. Scoring simply involves counting the runs. Traditionally, fronds from a fishbone fern are used to keep the score. A leaflet from one side of a frond is nipped off for each run, with two scorers – one from each team – double-checking each other’s score-keeping. The stubs are counted to get the final scores.

**Teachers’ Notes**

Some of your students may already be familiar with a version of *tà kilikiki*. Variations are played in a number of other places in the Pacific, including American Sàmoa, Sàmoa, and Tokelau. A *tà kilikiki* song, “Ko e tau Toa ia Ha Nà”, is performed on the DVD. The words are on OHT 2 in Lesson B.

You could feature well-known sportspeople who are *tagata Niue* in your Ako Niue corner during this unit. A number of *tagata Niue* play *lakapi* (rugby) internationally, for example.
UNIT 8 FEUA SIPOTE – SPORTS

LESSON A

Learning Outcomes
Students will:
- name some sports;
- say what their favourite sport is.

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 8 DVD and transcript</td>
<td>A blank OHT</td>
</tr>
<tr>
<td>OHT 1</td>
<td>Copies of WS 1</td>
</tr>
<tr>
<td>Unit 8 audio CD and transcript</td>
<td></td>
</tr>
<tr>
<td>WS 1</td>
<td></td>
</tr>
<tr>
<td>CS 1</td>
<td></td>
</tr>
<tr>
<td>OHT 2</td>
<td></td>
</tr>
<tr>
<td>OHT 3</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Outline

Introduction
- Play the tā kilikiki song on the DVD quietly as the students enter.
- Exchange greetings.

Looking Back
- Discuss with the students what they found out about Niue sports. Ask where they got their information from. Write down what they say on a blank OHT.
- Play the DVD cultural section and discuss it with the students. Find out what they learned from their viewing.

Learning Experiences
- Discuss the Unit 8 learning outcomes with the students.
- Play the DVD language section. Ask the students to see if they can pick out the names of sports as they watch. Discuss what they found out afterwards. (You can check their responses from the transcript). Play the DVD again for them to notice more carefully what is being said.
- Show OHT 1. The students listen to CD 1 track 44 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.
• Hand out WS 1. The students listen to CD 1 track 45. They will hear eight sentences read twice. They match each person with the sport they like. Use CS 1 to verify the students’ responses.

• Show OHT 2. The students listen to CD 1 track 46 and repeat the sentences in the pauses. Have the students work in pairs. They take turns to ask and respond to questions using the language patterns on WS 1 and OHT 2, substituting the names of the sports. They can make up their own dialogues. Walk around as they practise and monitor their engagement, helping where needed.

• Charades: In groups, the students mime a sport for the others to guess. One student starts. The group asks Ko e heigoa e sipote mahuiga haau? (What’s your favourite sport?) and the student mimes the sport. The students guess what the sport is by saying Ko e ténisi ka e sipote mahuiga haau? (Is tennis your favourite sport?) and get the response È (Yes) or Nàkai (No). The student who guesses correctly then mimes another sport, and so on.

• Ask the students what they remember from the DVD section played at the start of the lesson. Play the DVD again as reinforcement of their learning.

Looking Ahead

• Ask the students to find out about famous Niue or part-Niue sportspeople and the sports they play. If they ask for the vagahau Niue terms for more sports, challenge them to find these out for the next lesson.

Close

• Show OHT 3 and sing the tā kilikiki song “Ko e tau Toa ia Ha Nā” with the students. This song is on the DVD.

• Exchange farewells.
Feua Sipote

heketutu  laga vaka  lakapī

netepolo  poitufi  tā kilikiki

tā tika  tēnisi  toloafi
Fiafia a Maria ke he netepolo.

Fiafia a Tose ke tā kilikiki Niue.

Nākai fiafia a James ke he lakapī.

Ko e lakapī e sipote mahuiga ha Billy.

Nākai fiafia a Joyce ke he feua poitufi.

Ko e tā tika e sipote mahuiga ha Nuku.

Ko e tēnisi kā e sipote mahuiga haau, ma Kip?

Nākai, nākai fiafia a au ke he tēnisi.
Fiafia a Maria ke he netepolo.

Fiafia a Tose ke tā kilikiki Niue.

Nākai fiafia a James ke he lakapī.

Ko e lakapī e sipote mahuiga ha Billy.

Nākai fiafia a Joyce ke he feua poitufi.

Ko e tā tika e sipote mahuiga ha Nuku.

Ko e tēnisi kā e sipote mahuiga haau, ma Kip?

Nākai, nākai fiafia a au ke he tēnisi.
Ko e tēnisi e sipote mahuiga haaku.
Ko e heigoa e sipote mahuiga haau?
Ko e tēnisi kā e sipote mahuiga haau?
Fiafia nakai a koe ke he netepolo?
Ē, fiafia a au ke he netepolo.
Nākai, nākai fiafia a au ke he netepolo.
Fiafia a au ke he tau poitufi.
Here Are the Warriors

Here are the warriors
We are sending
To the green
To hit for six
For women and children to see
Gathered here today

Ko e Tau Toa ia Ha Nā

Ko e tau toa ia ha nā
Kua fakafāno atu
Ke he malē
Ke tā e polo ke ono
Ke ono e fine mo e tama
Kua tolo mai
Tolo mai he aho nei
Learning Outcomes

Students will:
- identify some sports;
- talk about the sports family members play.

Resources

Unit 8 DVD and transcript
OHT 2 (from Lesson A)
OHT 4
Unit 8 audio CD and transcript
You supply:
- The OHT you made in Lesson A
- Information on vagahu Niue sportspeople
- Copies of OHT 4

Lesson Outline

Introduction
- Play “Ko e tau Toa ia Ha Nā” on the DVD. Display OHT 2 and have the students sing along.
- Exchange greetings.

Looking Back
- Show the students what they said about Niue sports using the OHT created 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 if they have seen any of these sports being played in New Zealand (or in any other countries).
- Discuss some famous Niue sportspeople.

Learning Experiences
- Discuss the learning outcomes of the lesson.
- Display OHT 4. Ask the students to listen to CD 1 track 47 and silently practise mouthing the sentences as they listen. Repeat this step if needed.
Then give a copy of the story to each student. Ask them to work in pairs, reading the story to each other several times each. Play the track again to accustom them to the pronunciation.
Next, they change the story to suit their own family by substituting some of the vocabulary. They complete this task in writing and then present the information orally to others. Remind them to check their family vocabulary from Unit 2 and Unit 6 to help them complete this task.

- View the DVD again to reinforce the language learning for the lesson.

**Looking Ahead**

- Remind the students that they will be assessing their own learning in Lesson C. Ask them to practise talking about their sports with a family member to get ready for the next lesson. If the family member doesn’t understand *vagahau Niue*, they can look at the written text in English and check what the student is saying.

**Close**

- Play “Ko e tau Toa i a Ha Nā” again and have the students sing along.
- Exchange farewells.
Ko e heigoa e sipote mahuiga haau?

Lakapī, ka hā!

Pelē hā a koe?

Pelē netepolo.

Fiafia nakai a koe ke he lakapī?

É, ko e oka hā ia.

Fiafia nakai a koe ke he poitufi?

Nākai, fiafia a au ke heketutu.

Fiafia lahi e magafaoa haaku ke he lakapī.

Fiafia e Matua Fifine ke he kau All Blacks.

Tā kilikiki auloa a mautolu he tau Aho Faiumu.

Pelē tēnisī au mo e taokete haaku, ko Mele.
Learning Outcomes

Students will:
- identify some sports;
- talk about the sports family members play;
- identify their favourite sports;
- express likes and dislikes.

Resources

UNIT 8 DVD and transcript
OHT 4 (from Lesson B)
Unit 8 audio CD and transcript
WS 2
CS 2
Unit 8 Achievement Checklist
Niu Progress Chart
You supply:
- Copies of WS 2
- Copies of the Unit 8 Achievement Checklist
- Copies of Ko e Pelē Kilikiki
- Ko e Pelē Kilikiki on CD

Lesson Outline

Introduction

- Play “Ko e tau Toa ia Ha Nā” from the DVD quietly as the students enter. Then have the students join in and sing the song several times through.
- Exchange greetings.

Looking Back

- Show OHT 4. Give the students time to work in pairs to read aloud to each other. Play CD 1 track 47 to reinforce their pronunciation and their ability to memorise the sentence patterns.
- Show the DVD language section to help the students recall the vocabulary and language.
**Learning Experiences**

- Ask the students to work together in pairs. They present their story to each other. Help them if they need it.

  This is an opportunity for some informal assessment and evaluation.

- Hand out WS 2. The students listen to CD 1 track 48. 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 boxes will have entries. Replay the track if needed. Use CS 2 to verify the students’ responses.

- Ask the students to complete their Unit 8 Achievement Checklist, working with a partner, and have them colour in band 8 on their Niu Progress Chart.

- Optional activity: The students complete a written presentation of their family’s sporting interests. This could be placed on the classroom wall.

  If you are in email contact with Niue, this is an opportunity for your students to communicate with *tagata Niue* about their family’s sporting interests and ask questions (especially questions that have arisen during the lesson).

- Optional activity: Show the Tupu book *Ko e Pelé Kilikiki* or hand out copies to the students. Talk about the pictures. Play the *vagahau Niue* version on the Tupu CD. If the students have questions, they can research the answers. There may be a member of your school community who could come along to class and talk about *tā kilikiki* and other Niue sports with the students.

- Show the DVD cultural section again and discuss it.

- Optional activity: Organise a game of *tā kilikiki* with the class at a suitable time. Invite Niue community members to come along and assist.

**Looking Ahead**

- Challenge the students to research a Niue craft, including the material used in it.

**Close**

- Play “Ko e tau Toa ia Ha Nā” again and have the students sing along.

- Exchange farewells.
<table>
<thead>
<tr>
<th>Favourite Sport</th>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Togia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moana</td>
<td></td>
<td></td>
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<tr>
<td>Sally</td>
<td></td>
<td></td>
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<tr>
<td>Matagi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favourite Sport</td>
<td>Likes</td>
<td>Dislikes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Togia</td>
<td>rugby</td>
<td>All Blacks</td>
</tr>
<tr>
<td>Moana</td>
<td>tā kilikiki</td>
<td>tā kilikiki</td>
</tr>
<tr>
<td>Sally</td>
<td>skateboarding</td>
<td>skateboarding</td>
</tr>
<tr>
<td>Matagi</td>
<td></td>
<td>kicking a ball</td>
</tr>
<tr>
<td>Anna</td>
<td>outrigger canoe racing</td>
<td>Vaka Tiale</td>
</tr>
</tbody>
</table>
Ko au ko __________________________.

Now I can:

☐ identify some sports
☐ talk about the sports family members play
☐ identify my favourite sports
☐ express likes and dislikes
**UNIT 8 DVD TRANSCRIPT**

**Togia:**
Aoeel! Lau mitaki hâ a ia he polo haana he tâ!

**Mark:**
É. Maftí foki a ia he poi!

**Togia:**
Makaka lahi foki e kau haana. Ke tâ fakalahi e polo.

**Mark:**
É, homo lahi a lautolu!

**Togia:**
Fiafia lahi e magafaoa haaku ke tâ kilikiki Niue. Pelè hâ e magafaoa haau?

**Mark:**
Tênisî ha maoutolu. Pelè tênisî e matua taane, mo e mahakitaga haaku pihia foki, mo au.

**Togia:**
Fiafia au ke kitekite tênisî ka e ai mitaki lahi au he pelê.

**Mark:**
Makaka foki nî au. Makaka lahi e matua taane haaku!

**Togia:**
Heigoa e feua sipoti mahuiga haau? Ko e tênisî foki kâ?

**Mark:**
Ai fakaai! Lakapî e feua mahuiga haaku!

**Togia:**
Fiafia lahi foki e magafaoa haaku ke he lakapî! Ko hai e kau mahuiga haau?

**Mark:**
Ko e All Blacks!

**Togia:**
Fiafia foki e Matua Taane mo Matua Fifine ke he All Blacks!

**Mark:**
Ko hai e kau mahuiga haau?

**Togia:**
Niue, ka hâ! Oka lahi a lautolu!

**Mark:**
É!

**Togia:**
Wow! She hits the ball hard!

**Mark:**
Yeah. She runs fast, too!

**Togia:**
Her side’s really good. They really know how to hit the ball hard.

**Mark:**
Yeah, they’re great!

**Togia:**
My family likes playing Niue cricket. What does your family play?

**Mark:**
We’re into tennis. My father, my sister, and I play tennis.

**Togia:**
I like watching, but I’m not very good at playing.

**Mark:**
I’m pretty good. My dad’s really good!

**Togia:**
What’s your favourite sport? Is it tennis, too?

**Mark:**
No way! Rugby’s my favourite!

**Togia:**
My family loves rugby, too! What’s your favourite team?

**Mark:**
The All Blacks!

**Togia:**
Dad and Mum like the All Blacks, too!

**Mark:**
What’s your favourite team?

**Togia:**
Niue, of course. They’re awesome!

**Mark:**
Yeah!
UNIT 8 AUDIO TRANSCRIPT

Track 42 Vocabulary for Unit 8

Here is the vocabulary for Unit 8. 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.

feua sipote
heketutu
kau
lakapì
netepolo
tènisi
pelè
poitufi
tà kilikiki
auloa

Track 43 Structures and Expressions for Unit 8

You will hear the sentences and 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.

Ka hà!
Ko e heigoa e sipote mahuiaga haau?
Lakapì, ka hà!
Pelè hà a koe?
Pelè netepolo.
Fiafia nàkai a koe ke he lakapì?
Ë, ko e oka hà ia.
Nàkai, fiafia au ke heketutu.
Fiafia lahi e magafaoa haaku ke he lakapì.
Fiafia e Matua Fijine ke he kau All Blacks.
Tà kilikiki auloa a mautolu he tau Aho Faiumu.
Pelè tènisi a au mo e taokete haaku, ko Mele.

Track 44 Vocabulary for Unit 8 to Accompany Lesson A

You will hear the names of some sports spoken in vagahau Niue. Repeat the names in the pauses. Here are the names:

heketutu
laga vaka
lakapì
netepolo
poitufi
tà kilikiki
tà tika
tènisi
toloafi

Track 45 to Accompany Unit 8 WS 1 Lesson A

You will hear eight sentences. As you listen to each sentence, draw a line between the sport you hear and the person who likes that sport. You will hear each sentence spoken twice.

Taha
Fiafia a Maria ke he netepolo.

Ua
Fiafia a Tose ke tà kilikiki Niue.

Tolu
Nàkai fiafia a James ke he lakapì.

Fà
Ko e lakapì e sipote mahuiaga ha Billy.

Lima
Nàkai fiafia a Joyce ke he feua poitufi.

Ono
Ko e tà tika e sipote mahuiaga ha Nuku.

Fitu
Ko e tènisi kà e sipote mahuiaga haau, ma Kip?

Valu
Nàkai, nakai fiafia a au ke he tènisi.

Track 46 to Accompany Unit 8 OHT 2 Lesson A

You will hear seven sentences. Listen carefully to each sentence and repeat it in the pause.

Ko e tènisi e sipote mahuiaga haaku.
Ko e heigoa e sipote mahuiaga haau?
Ko e tènisi kà e sipote mahuiaga haau?
Fiafia nàkai a koe ke he netepolo?
Ë, fiafia a au ke he netepolo.
Nàkai, nàkai fiafia a au ke he netepolo.
Fiafia a au ke he tau poi tufi.
Track 47 to Accompany Unit 8 OHT 4
Lesson B

Listen to these conversations and quietly practise the pronunciation along with the CD.

Ko e heigoa e sipote mahuiga haau?
Lakapi, ka hâ!

Pelê hâ a koe?
Pelê netepolo.

Fiafia nakai a koe ke he lakapi?
È, ko e oka hâ ia.

Fiafia nakai a koe ke he poitu'i?
Nâkai, fiafia a au ke heketutu.

Fiafia lahi e magafaoa haaku ke he lakapi. Fiafia e Matua Fifine ke he kau All Blacks.

Tâ kilikiki auloa a mautolu he tau Aho Faiumu.
Pelê tênisî au mo e taokete haaku, ko Mele.

Track 48 to Accompany Unit 8 WS 2
Lesson C

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.

Ko e higoa haaku ko Togia. Fiafia lahi a au ke pelê lakapi. Ko e kau mahuiga haaku ko e All Blacks!

Ko e higoa haaku ko Mona. Nâkai fiafia a au ke he netepolo. Fiafia lahi a au ke he tâ kilikiki.

Ko e higoa haaku ko Sally. Ko e heketutu e sipoti mahuiga haaku. Nâkai fiafia a au ke he poitu'i.


Ko e higoa haaku ko Anna. Fiafia lahi a au ke he feua laga vaka. Ko Vaka Tiale e kau mahuiga haaku.
Learning Outcomes

Students will:

- identify some Niue arts and crafts items;
- use expressions for shapes, sizes, and colours;
- make a craft item.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in The New Zealand Curriculum;
- Level 1 of the vagahau Niue guidelines (VNiNZC).

The strands and achievement objectives are:

- Communication (page 45)
  - 1.5 use expressions for shapes, sizes, weights, and colours;
  - 1.8 begin to use the language of respect;
- Language (pages 44–45);
- Culture (pages 44 and 46).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>Niue Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>akau telie</td>
<td>wood</td>
</tr>
<tr>
<td>foufou fiti</td>
<td>floral headband</td>
</tr>
<tr>
<td>kato</td>
<td>bag, basket</td>
</tr>
<tr>
<td>lalaga</td>
<td>weaving</td>
</tr>
<tr>
<td>laufà</td>
<td>pandanus leaf</td>
</tr>
<tr>
<td>lili</td>
<td>table-mat</td>
</tr>
<tr>
<td>nafa</td>
<td>wooden slit drum</td>
</tr>
<tr>
<td>pàogo</td>
<td>a type of strong floor mat</td>
</tr>
<tr>
<td>palasitiki</td>
<td>plastic</td>
</tr>
<tr>
<td>pulou</td>
<td>hat</td>
</tr>
<tr>
<td>lafia</td>
<td>raffia</td>
</tr>
<tr>
<td>tia</td>
<td>stitch-weaving</td>
</tr>
<tr>
<td>tàlaga</td>
<td>to make, to fashion, to create</td>
</tr>
<tr>
<td>maö</td>
<td>strong, hard</td>
</tr>
<tr>
<td>pakafà</td>
<td>square</td>
</tr>
<tr>
<td>velivelì</td>
<td>round</td>
</tr>
</tbody>
</table>

This vocabulary is on CD 1 track 49.
**Structures and Expressions**

- Ko e kato hà a è?  
  What kind of bag is this?
- Ko e kato paka fa.  
  It's a square bag.
- Ko e kato lanu uli mo e tea.  
  It's a black and white bag.
- Fulufuluola hà ia!  
  It's beautiful!
- Ko e lili velivel i haaku.  
  I have a round table-mat.
- Heigoa ne tia aki?  
  What's it made of?
- Ko e palasitiki.  
  It's (made of) plastic.
- Tâlagà aki e akau telie.  
  It's made of (carved from) telie wood.
- Homo e tau potu è!  
  These mats are cool!
- Lalaga aki e tau laufà.  
  They're made with (woven from) pandanus leaves.
- Ko e potu pâogo a è.  
  This is a strong mat.

These sentences are on CD 1 track 50.

**Language Notes**

To express the idea of “made of” in vagahau Niue, you change the verb to suit the materials involved, for example:

- Tâlagà aki e akau telie.  
  It's carved from telie wood.
- Lalaga aki e tau laufà.  
  They're woven from pandanus leaves.

**Cultural Knowledge**

**Weaving**

Weaving is a popular craft activity for women in Niue. Some men weave, too. Lalaga and tia are two popular techniques. The lalaga (warp and weft closed weave) technique is used by many other cultures. Different cultures use different materials. The tia style open weave is shared with other Pacific cultures. It's a process of fashioning “eyes” that is somewhat similar to crocheting and knitting, though it is not done in precisely the same way. It is sometimes also called stitched weaving. Lili (table-mats) are often stitch-woven, for example. Weavers in Niue mainly use laufà (pandanus leaves), kà niu (coconut leaf mid-ribs), launiu (coconut leaves), and kala fou (fou fibres). Weavers often use previously prepared fou (wild hibiscus) fibres. They also use the fibres and thin roots of the ovava (banyan) tree. Niue weavers in New Zealand obtain these traditional materials from Niue, but they also use harakeke (New Zealand flax) in place of laufà (pandanus), although it is a rougher fibre to work with. Today, weavers also use modern materials, such as plastic strips, plastic bread bags, raffia, wool, and string.

**Other Craft Items**

People make jewellery, including necklaces and bracelets, from shells, beads, and hihi (little yellow land snail) shells. Items made from hihi are prized gifts because the shells are so small and a necklace made with hihi takes a long time to make. People pierce holes in them
by hand with a needle. A necklace made of the rarer red and white *hihi* shells is especially valuable.

Carvers make *nafa* (wooden slit drums) from the wood of several different kinds of trees in Niue (including the *kieto* and the *telie*). They also use New Zealand woods, such as tōtara.

**Teachers’ Notes**

If you do decide to use harakeke (flax) in a learning activity, for example, to make *foufou* (headbands), you should respect the Māori protocol for cutting and using it. Before cutting a harakeke leaf, you need to ask for permission from Papatūānuku (Mother Earth) by saying a prayer. 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 hold up the plant. (This also allows 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. Keep the leftover bits tied together and put them back under the plant you took the leaves from. Don’t put leftover pieces in a rubbish bin.
UNIT 9  
TAU TUFUGA – ARTS AND CRAFTS

LESSON A

Learning Outcomes
Students will:
• identify some Niue arts and crafts items;
• use expressions for shapes, sizes, and colours.

Resources

Unit 9 DVD and transcript
OHT 1
Unit 9 audio CD and transcript
OHT 2
WS 1
CS 1
WS 2a and WS 2b

You supply:

The Tau Lolo'o Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
Copies of OHT 2
Copies of WS 1
Copies of either WS 2a or WS 2b

Lesson Outline

Introduction

• Play “Tama Niue” quietly as the students enter.
• Exchange greetings.

Looking Back

• Find out what the students know – or have found out – about Niue arts and crafts. Have
the students show and talk about arts and crafts items or a photograph of one they have
brought from home or found in a book. If possible, add these in the Ako Niue corner.
(Make sure that they are safe while they are on display.)
Learning Experiences

- Discuss the learning outcomes for Unit 9.
- View the DVD cultural section. Discuss what the students observe. Ask them whether they have learned anything new.
- View the DVD cultural section again. Get the students to focus on the materials that are used for making Niue arts and crafts items. Help them to see the difference between the tia items and the lalaga ones. Can they distinguish between the items made from traditional and contemporary materials? Discuss what they notice.
- Now show the DVD language section. Play it through several times so that the students can pick out words and meanings they know.
- Show OHT 1. Play CD 1 track 51. Get the students to look at the illustrations and repeat the name of each thing in the pause. Cover the words with strips of paper, leaving only the illustrations showing. Play the track again and have the students say the words along with the CD.
- Show OHT 2. Play CD 1 track 52. Get the students to look at the sentences and the illustrations as they repeat the sentences in the pauses. Then hand out copies of OHT 2. With the students working in pairs, have them take turns to point to the items and practise saying the sentences out loud. Get them to test each other’s vocabulary knowledge by taking turns to point to an illustration and having their partner name the item.
- Hand out WS 1 and play CD 1 track 52. After the students have heard a sentence read out twice, they draw a line between the sentence and its matching illustration. Then show CS 1 so that they can confirm their responses. Finally, play the track again and have the students review their responses as they repeat the sentences along with the CD.
- 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

- Hand out either WS 2a or WS 2b, depending on which craft item you decide to make with your students. Tell them that they will be making the item in Lesson C.

Close

- Exchange farewells.
An Introduction to Vagahau Niue

akau telie
foufou fiti
kato

lalaga
laufā
lili

nafa
pāogo
palasitiki

palau
pulou
lāfia

tia
An Introduction to Vagahau Niue

Ko e kato laufā.
Ko e kato lalaga.
Ko e kato pakafā.
Ko e lili velivelī haaku.
Ko e foufou taute aki e tau fiti lākau.
Ko e nafa tālaga aki e telīe.
Ko e pulou palasitiki.
Ko e tau lili tia aki e lāfia.
Ko e tau potu lalaga aki e tau laufā.
Ko e potu lahi.
Ko e ti'a loa.
An Introduction to Vagahau Niue

Ko e kato laufā.

Ko e kato lalaga.

Ko e kato pakafā.

Ko e lili veliveli haaku.

Ko e foufou taute aki e tau fiti lākau.

Ko e nafa tālaga aki e telie.

Ko e tau lili tia aki e lāfia.

Ko e pulou palasitiki.

Ko e tau potu lalaga aki e tau laufā.

Ko e potu lahi.

Ko e tika loa.
Ko e kato laufā.

Ko e kato lalaga.

Ko e kato pakafā.

Ko e lili velveli haaku.

Ko e foufou taute aki e tau fiti lākau.

Ko e nafa tālaga aki e telie.

Ko e tau lili tia aki e lāfia.

Ko e pulou palasitiki.

Ko e tau potu lalaga aki e tau laufā.

Ko e potu lahi.

Ko e tika loa.
Instructions
To make a small basket using strips of harakeke, work in pairs and take turns, with one person holding down the strips while the other person weaves:

He hē hogofulu ma ua e kala harakeke.

Tuku ono e kala he laulau.

Lalaga taha e kala ki luga mo lalo.

Lalaga foki ke oti e tau kala.

Omoi fakalataha e tau kala.

Haia, ko e potu tote.

Ko e tau kala harakeke he tau faahi ne fā, lagaki e tau kala he taha faahi.

Pipi aki e tama kala harakeke.

Taute pihia foki ke he taha faahi.

Lagaki hake e tau kala ne toe.

Pipi aki e tama kala harakeke.

Haia! Kua mau e kato tote. Mo tuku kai, tuku fua lākau, po ke tuku fiti lākau.

Start with twelve strips of harakeke.

Lay six strips vertically on a table.

Weave a strip over and under each vertical strip.

Repeat with the remaining five strips.

Gently push the strips close together.

Now it’s a small, square woven mat.

You have the ends of the harakeke strips on all four sides. Lift the strips from one side.

Tie them together with a thin strip of harakeke.

Do the same with the strips on the opposite side.

Now pick up the strips from the other two sides.

Tie them together with thin strips of harakeke (to look like a curved handle).

There you are! You’ve made a small basket. You can use it as a fruit or flower basket.
Instructions
To make a *foufou* (headband) using harakeke:

1. **Hē taha e faahi he lau harakeke.** Strip off one side of a harakeke leaf.

2. **Hehē hifo tolu e kala, toka taha vala he kelekele.** Strip three strips down it, leaving a bit intact at the bottom.

3. **Lagaki hake e kala he taha faahi.** Pick up the strip on one side.

4. **Lalaga ki lalo mo luga he tau kala ne ua.** Weave it over and under the two remaining strips.

5. **Tutaki e tau matapotu ti pipi aki e tama kala harakeke.** Join the two ends together and tie them with a thin strip of harakeke.

6. **Haia! Kua mau e foufou harakeke.** Awesome! You’ve made a harakeke headband.
UNIT 9 TAU TUFUGA – ARTS AND CRAFTS
LESSON B

Learning Outcomes
Students will:
• describe some Niue arts and crafts items;
• use expressions for colours.

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 9 DVD and transcript</td>
</tr>
<tr>
<td>OHT 2 (from Lesson A)</td>
</tr>
<tr>
<td>Unit 7 DVD</td>
</tr>
<tr>
<td>WS 3</td>
</tr>
<tr>
<td>Unit 9 audio CD and transcript</td>
</tr>
<tr>
<td>CS 3</td>
</tr>
<tr>
<td>The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD</td>
</tr>
<tr>
<td>The colour poster you made for Unit 7 Lesson B</td>
</tr>
<tr>
<td>Colour flashcards (using coloured card)</td>
</tr>
<tr>
<td>Copies of WS 3</td>
</tr>
<tr>
<td>Copies of the DVD transcript</td>
</tr>
</tbody>
</table>

Lesson Outline

Introduction
• Play “Tama Niue” as the students enter the room.
• Exchange greetings.

Looking Back
• View the DVD cultural section to help the students recall the Niue craft items. Tell them that they will be revising the words for colours in this lesson.
• Show OHT 2. The students practise saying the descriptions in pairs, taking turns to read the sentences or challenging each other to repeat a sentence without looking at the OHT. Walk around the room, listening, helping, and assessing their level of confidence and speaking fluency.

Learning Experiences
• Discuss the Māori protocols for preparing harakeke. Explain that Niue people prepare harakeke in the same way. Talk with students about adapting materials to make craft items, for example, using plastic bread bags. Discuss transliterations, for example, *plasitiki* for “plastic”. Have the students make comparisons with some transliterated words they use in their own language(s).
• Revise the colours using the classroom wall poster you made for Unit 7. Play the Unit 7 DVD studio section. If you have made flashcards using coloured card, show these and have the students say the colours in *vagahau Niue*. (You could write the *vagahau Niue* word on the back of each card to check their responses.)

• Hand out WS 3. The students listen to CD 1 track 53 and colour in each item to match the descriptions they hear. They will hear each description twice. They verify their responses using CS 3. Warn them that a colour isn’t given in one of the descriptions. Get them to select an appropriate colour for this one (the *pàogo* floor mat). Play the track again. The students say the sentences along with the CD.

**Don’t worry that the sentences seem more complex than those in earlier units. Students need to have a lot of experience with listening to *vagahau Niue* so that they can learn the vocabulary and grasp the meaning of what they hear in context.**

• 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-playing. Tell them that they can use the *vagahau Niue* they know to adjust the dialogue to suit themselves.

**They need to take time to practise their speaking skills.**

**Looking Ahead**

• Remind the students that they will be assessing their own learning in Lesson C and that they will be making a craft item. Ask them to bring the worksheet with the instructions on it to the next lesson.

**Close**

• Finish with a Niue song. Let the students choose one that you can all sing together.

• Exchange farewells.
An Introduction to Vagahau Niue
Ko e kato laufā uli mo e tea.
It’s a black and white pandanus leaf bag.

Ko e kato lalaga kāki.
It’s a brown woven bag.

Ko e kato pakafā kula.
It’s a square red bag.

Ko e tau lili veliveli haaku.
I have round yellow table-mats.

Ko e foufou taute aki e tau fiti tea.
The headband is made of white flowers.

Ko e nafa kāki tālaga aki e telie.
The brown drum is made of telie wood

Ko e lili tia aki e lau lāfia lanu moana.
The table-mat is made of blue raffia.

Ko e pulou palasitiki lanu laukou.
This is a green plastic hat.

Ko e tau potu lalaga aki e tau laufā uli a ē.
These mats are woven with black pandanus leaves.

Ko e potu pāogo.
This mat is strong.

Ko e tika uli.
The tika is black.
Learning Outcomes

Students will:

- identify some Niue arts and crafts items;
- use expressions for shapes, sizes, and colours;
- make a craft item.

Resources

Unit 9 audio CD and transcript
WS 3
CS 3
WS 2a (from Lesson A)
WS 2b (from Lesson A)
Unit 9 Achievement Checklist
Niu Progress Chart

You supply:

The *Tau Lologo Niue ma e Tau Aoga i Niu Silani* : Niuean Songs CD
Copies of WS 3
Copies of CS 3
Extra copies of either WS 2a or WS 2b
Some harakeke
Copies of the Unit 9 Achievement Checklist

Lesson Outline

*Introduction*

- Play “Tama Niue” quietly as the students enter the room.
- Exchange greetings.

*Looking Back*

- Play the DVD language section.
- Play CD 1 track 53 and repeat the listening activity from Lesson B using WS 3 and CS 3, with the students repeating the sentences along with the CD.
**Learning Experiences**

- The students use either WS 2a or WS 2b, depending on which one you gave them. Ask them to listen to the CD. Track 54 on CD 1 supports WS 2a, and track 55 on CD 1 supports WS 2b. They listen to the instructions as they look at the illustrations that show the details of the steps involved in making the item. Track 55 is the final track on CD 1.

- Hand out the harakeke. The students make their own individual craft item. Play the *Niuean Songs* CD and ask the class to sing along with the songs they know as they do their weaving. When their item is finished, they place it on a table in the Ako Niue corner to join the rest of the displayed arts and crafts items.

- The students complete their Unit 9 Achievement Checklist, checking with a peer in the usual way, and colour in band 9 on their Niu Progress chart.

**Looking Ahead**

- There is no new learning in Unit 10. The students will demonstrate – and celebrate – what they have been learning in Units 1–9. They need to think about what they would like to present or perform. For example, one of the role-play scenarios they presented in one of the previous units would be acceptable and so would a dialogue or giving personal information. Take some time to get them thinking about what they might like to do, choosing from anything they have learned in Units 1–9.

**Close**

- Have the students sing one of the songs they have learned.

- Exchange farewells.
Ko au ko ________________________.

Now I can:

☐ identify some Niue arts and crafts items

☐ use expressions for shapes, sizes, and colours

☐ make a craft item
Anna:
Fiafia a Tupuna Fifine ke he tau kato. Ka e kua e kato lalaga è?
Moana:
Fuluola hà ia.
Anna:
Taha e kato haaku ne lalaga. Ai fuluola pehè. Teteki!
Moana:
Ka e kua e kato è? Lahi foki.
Anna:
Kato lalaga aki e tau laufà. Ai fiafia au ke he lanu!
Moana:
Nàkai, ai mitaki lahi! Hmm, ka e kua e potu?
Anna:
È, homo foki e potu è!
Moana:
È, homo. Ka e ono là ke he tau pulou!
Anna:
Homo foki e tau lili è. Tia aki e laufà.
Moana:
Homo e tau lanu. Fia loto a Tupuna Fifine ke he tau lili velveli mo tuku aki e kapiniu tì.
Anna:
Mafola. Ko e tau faga mahuiha haana a ia!
Moana:
Ae, ka e ono là ke he tau tika!

Anna:
Grandma really likes bags. What about this woven bag?
Moana:
It's beautiful.
Anna:
I made a woven bag. My bag isn't fabulous like this. It's ugly!
Moana:
What about this bag? It's big, too.
Anna:
The basket is woven with pandanus leaves. I don't like the colour!
Moana:
No, it's not very nice! Hmm, how about a mat?
Anna:
Yeah, this mat is cool!
Moana:
Yeah, it is nice. But look at the hats!
Anna:
These table-mats are cool. They're stitch-woven with pandanus.
Moana:
Great colours. Grandma likes round table-mats for putting cups of tea on.
Anna:
Cool. It's her favourite style!
Moana:
But, hey, look at the tika!
UNIT 9 AUDIO TRANSCRIPT

Track 49 Vocabulary for Unit 9
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.

akau telie
foufou fiti
taute
kato
lalaga
laufa
lii
nafa
pago
palasitiki
palau
pulou
lafia
tia
talaga
mao
pakafo
velivesi

Track 50 Structures and Expressions for Unit 9
Listen to these conversations and quietly practise the pronunciation along with the CD.

Ko e kato ha a e?
Ko e kato pakafo.
Ko e lili velivesi haaku.
Heigoa ne tia aki?
Ko e palasitiki.
Talaga aki e akau telie.

Homo e tau potu e!
Lalaga aki e tau laufa.
Ko e potu pago a e.

Track 51 Vocabulary for Unit 9 to Accompany OHT 1 Lesson A
As you listen to each word, say it aloud in the pause after the word is spoken.

Track 52 to Accompany Unit 9 OHT 2 and WS 1 in Lesson A
Listen to these sentences and repeat them in the pauses.

Ko e kato laufa.
Ko e kato lalaga.
Ko e kato pakafo.
Ko e lili velivesi haaku.
Ko e foufou taute aki e tau fiti laku.
Ko e nafa talaga aki e telie.
Ko e tau lili tia aki e laafia.
Ko e pulou palasitiki.
Ko e tau potu lalaga aki e tau laufa.
Ko e potu lahi.
Ko e tika loa.
**Track 53 to Accompany Unit 9 WS 3 in Lesson B**

As you listen to the descriptions of the items, colour in each item according to its description.

- Ko e kato laufā uli mo e tea.
- Ko e kato lalaga kākī.
- Ko e kato pakafoa kula.
- Ko e tau lili velivelē haaku.
- Ko e foufou tauate aki e tau fitī tea.
- Ko e nafa kākī tālaga aki e telie.
- Ko e lili tia aki e lau lāfia lanu moana.
- Ko e pulou palasitiki lanu laukou.
- Ko e tau potu lalaga aki e tau laufā uli a ē.
- Ko e potu pāogo.
- Ko e tika uli.

**Track 54 to Accompany Unit 9 WS 2a in Lesson C**

Listen to the instructions for making a small basket using strips of harakeke.

- He hē hogofulu ma ua e kala harakeke.
- Tuku ono e kala he laulau.
- Lalaga taha e kala ki luga mo lalo.
- Lalaga foki ke oti e tau kala.
- Omoi fakalataha e tau kala.
- Haia, ko e potu tote.
- Ko e tau kala harakeke he tau faahi ne fā, lagaki e tau kala he taha faahi.
- Pipi aki e tama kala harakeke.
- Taute pihia foki ke he taha faahi.
- Lagaki hake e tau kala ne toe.
- Pipi aki e tama kala harakeke.
- Haia! Kua mau e kato tote. Mo tuku kai, tuku fua lākau, po ke tuku fitī lākau.

**Track 55 to Accompany Unit 9 WS 2b in Lesson C**

Listen to the instructions for making a headband using harakeke.

- Hē taha e faahi he lau harakeke.
- Hehē hifo tolu e kala, toka taha vala he kekelele.
- Lagaki hake e kala he taha faahi.
- Lalaga ki lalo mo luga he tau kala ne ua.
- Tutaki e tau matapotu ti pipi aki e tama kala harakeke.
- Haia! Kua mau e foufou harakeke.
UNIT 10 AKO NIUE – FIAFIAAGA – AKO NIUE – CELEBRATION

OVERVIEW

Learning Outcomes

*Levels 1 and 2 Learning Languages*

Proiciency 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 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 *vagahau Niue*.

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

*Fakaaua lahi.* (Thank you very much.) We hope that you and your students are enjoying learning *vagahau Niue* so far. You’re at the halfway mark, and this is the celebration!

Presentations

For Unit 10, the students practise the language and cultural knowledge they have learned in Units 1–9 in situations where they can show their communication skills. With your assistance, they choose activities to perform so that they can consolidate their learning and demonstrate their achievement in *vagahau Niue*. 
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 the students for the role-plays, find out your students’ preferences. There may be students who wish to make up their own role-plays, based on their learning in Units 1–9. Others who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If that is the case, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 1–9. In this way, all the learners will be encouraged to be creative, receiving the level of support that they need.

Audience

Consider who the audience is. Depending on the circumstances within your school and the availability of people, you could consider the following:

- keeping this a class activity;
- arranging to present/perform to another class also learning vagahau Niue;
- arranging to present to invited parents and community members;
- arranging a visit from the principal as a respected member of the audience.

There may also be other options for you to consider within your school and community. Your students may also 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 continue to build and apply their knowledge, to develop their skills, and to have an 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 assist students to achieve increases their motivation to continue their learning, even for those who find learning a language challenging.

Assessment

Reviewing Progress

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point in time. The recording can be a learning and evaluating tool for the students, helping them to critically engage with their own achievement and work out ways in which they can improve. Setting improvement targets helps to identify areas for future focus.
Assessment Criteria

Suggested assessment criteria are listed in the template below. As your students review their presentations, they could assess themselves or each other, working in pairs, using these criteria.

### 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 vagahau Niue, 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 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.

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 it.

### Moving on to Unit 11

It will be clear from the outcomes of Unit 10 whether your students need more time to consolidate certain aspects of their learning in Units 1–10 or are ready to advance to Unit 11.

For language learning to be successful, your students need to gain sufficient control of the language they have learned so that they can use it automatically and spontaneously in the situations they have become familiar with. By now, they need to be showing confidence in meeting the objectives that have been set and to be responding without undue delay with reasonable levels of accuracy.
Consider to what extent the activities in Units 1–10 could be exploited further to reinforce your students’ learning in particular areas of knowledge. In this way, the students can engage with the next phase of their learning with confidence. Repetition is the key to successful language learning.

**Promotion**

A DVD of your students’ presentations could also, with the agreement of the students, be shown at a school function, such as a parents’ evening, where the school is proud to promote the students’ achievements to the community. This would showcase student learning in a positive way and would help to promote the learning of *vagahau Niue* in your school and its community.
UNIT 10 AKO NIUE – FIAFIAAGA – AKO NIUE – CELEBRATION
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 performances and presentations that will be made in Lesson C in order to complete the requirements for this unit.

Resources

<table>
<thead>
<tr>
<th>You supply:</th>
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</thead>
<tbody>
<tr>
<td>OHT 1</td>
</tr>
<tr>
<td>Units 1–9 DVDs and transcripts</td>
</tr>
<tr>
<td>Units 1–9 audio CDs and transcripts</td>
</tr>
<tr>
<td>OHTs from Units 1–9, as required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You supply:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An enlarged copy of OHT 1</td>
</tr>
<tr>
<td>Copies of the Units 1–9 DVD transcripts</td>
</tr>
</tbody>
</table>

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 self-, peer, and teacher assessment.

Looking Back
- Discuss how the students need to be able to understand the language (by listening, reading, and viewing), to use the language (by speaking, writing, and presenting or performing), and to develop their cultural knowledge and understandings so that they can show appropriate behaviours, for example, body language.
- Explain that this unit will assess their speaking and listening skills. Tell them that if they know the criteria, they can start checking their own progress.

Learning Experiences
- Show OHT 1. Explain that this level of proficiency is what they are aiming for. Place an enlarged copy on the classroom wall.
- Divide the students into nine groups, each group with a different unit to work on. The students are to give a presentation based on that unit. The presentations should be around three minutes long and are to be oral-based so that all members of every group are involved and have opportunities to speak vagahau Niue. Hand out the DVD transcripts from the units.
  Tell the students that the time is limited to three minutes per group. Their presentation is part of recalling and revising the language they have learned. As the other students will be learning from their presentations, the vagahau Niue used must be accurate and simple. Remind them that everyone must participate and that everyone should have an equal speaking part.
Check back through the units. Show the relevant parts of the DVD.

Go over the main points, paying particular attention to the areas that the students found difficult and challenging. For example, a focus on pronunciation could include the vowel sounds, the “g” sound, the “s” for “t” pronunciation (as in tika), macrons, and the correct pronunciation of lahi and mutolu.

With the students, set up further resources and activities in the Ako Niue corner and around the classroom for the students to use.

Give the students time to work on their presentations.

- 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 as well as using people’s names and titles.

This is also part of their learning and the development of their proficiency.

- Some ideas for those not using the DVD language scenario transcripts are:
  - Unit 1 (Fakafeleveia – Introductions) and Unit 2 (Magafaoa – Family): A new student arrives in a school. He or she meets other students at different times of the day, they greet each other, and they give information about themselves. Or two students could meet and introduce themselves to each other and then, when a third student arrives, the first two could introduce each other to the third student (to provide a variety of language production).
  - Unit 2 (Magafaoa – Family) and Unit 4 (Tau Fakafetuiaga he Magafaoa – Family Relationships): All the members of a family are standing frozen on the spot pretending to be a photograph. One by one, they come to life and introduce themselves, give some personal information, and then “step back” into the photograph. They could introduce other family members, saying what that person likes to do while the one being introduced acts out their part.
  - Unit 5 (Tau Mena Kai – Food): Some students are shopping in a supermarket, commenting on the food items as they pass by them. Alternatively, the students have been to the supermarket with a budget you gave them. They individually show the items and say what the cost for each is, and then they state the overall cost, comparing their purchases with those of others.
  - Unit 6 (Tau Fakailoaaga Haaku – Personal Information): The students are being interviewed for a job as a supermarket checkout assistant. They have to give personal information at their interview. This could include saying who their parents are (Unit 2 Magafaoa – Family) and giving information from other units, as they choose.

This should be a busy session, with all the students engaged in organising their presentation and practising. 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 or playing a CD track.

Looking Ahead

- The students can bring something from home, for example, a costume or a cultural item to help with their presentations.

Close

- 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.

*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 vagahau Niue, 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).
UNIT 10 AKO NIUE – FIAFIAAGA – AKO NIUE – CELEBRATION

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 performances and presentations that will be made in Lesson C.

Resources
- Unit 10 Achievement Checklist
- Units 1–9 DVDs and transcripts
- Units 1–9 audio CDs and transcripts
- OHTs from Units 1–9, as required

You supply:
- Things that can be used as props
- Copies of the Unit 10 Achievement Checklist

Lesson Outline

Introduction
- Exchange greetings.
- Explain that this lesson is devoted to preparing for the students’ presentations begun in Lesson A. The students use the time to practise and rehearse their presentations and prepare some props.

Learning Experiences
- Remind the students that the purpose of the presentation is to practise their vagahau Niue skills, not to spend too much time on making props. Props need to be simple. Encourage them to improvise.
- The students work on their presentations. Move around the groups providing assistance, answering questions, encouraging the students, and ensuring that each group is on task.

Looking Ahead
- Remind the students that their classmates are going to help evaluate their performance. Check that the students are ready and know what they will be doing. Go over the achievement checklist with the class and confirm the criteria.

Close
- Exchange farewells.
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, the students will:

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

Resources

Unit 10 Achievement Checklist
Niu Progress Chart
You supply:

- Copies of the Unit 10 Achievement Checklist
- Copies of the class list
- A DVD camera or a CD recorder

Lesson Outline

Introduction

- Exchange greetings.
- Give each group a few minutes to set up and have a final practice before their performance. While they get ready, set up your recording equipment.

Allow more time than usual in this lesson for setting up and delivering all the presentations.
Learning Experiences

- Get the students to give their own presentations and act as the audience for the other groups. Encourage them to use appropriate greetings and to say thank you in vagahau Niue at the end of their presentation.

It’s a good idea to set tasks for the students to do as they view other student’s performances. Get them to use the assessment criteria on the handout. Hand out a class list and get them to tick off each student as they listen to and view the performances, keeping in mind the assessment criteria.

Record the performances.

The recording can be used for self-, peer, and teacher assessment purposes. It will provide base-line data for ongoing assessment. The students can view their own performances afterwards and use the recording to identify their own strengths and the areas in which they need further practice. Do allow time for this viewing (and assessment) activity.

- When the presentations have been completed, have the students complete their Unit 10 Achievement Checklist and colour in band 10 of their Niu Progress Chart.

Looking Ahead

- Tell the students that they will be learning more about the place of gift giving in aga fakamotu in Unit 11. Ask them to think about the place of gift giving in the cultures they are familiar with. Is there more to giving a gift than is immediately apparent?

Close

- Choose a song to sing together.
- Exchange farewells.
Ko au ko __________________________. 

Now I can:

☐ receive and produce information

☐ produce and respond to questions and requests

☐ show social awareness when interacting with others

☐ speak well enough for others to understand what I say

☐ respond to questions and say sentences without hesitating too much
Learning Outcomes

Students will:
- identify and describe some gifts;
- offer and accept gifts;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:
- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the *vagahau Niue* guidelines (VNiNZC).

The strands and achievement objectives are:
- Communication (page 50)
  2.1 identify and describe people, places, and things;
  2.3 offer, accept, refuse, and deny things;
- Language (page 51);
- Culture (pages 50–52).

Language Knowledge

**Vocabulary**

- *fagatohi*: envelope
- *kåtoua*: a traditional weapon
- *matau*: fish-hook
- *mena fakaalofa*: gift
- *monuina*: blessings, good luck, best wishes
- *tupe*: money
- *vaka*: canoe
- *foaki*: to offer, to give (formal)

This vocabulary is on CD 2 track 1.

**Structures and Expressions**

- *Ko e aho fanau ha Mele.*
  It’s Mele’s birthday.
- *Hå e mena fakaalofa haaku.*
  This is my gift.
- *Ko e fagatohi tupe e mena fakaalofa he magafaoa.*
  The envelope of money is our family gift.
- *Mitaki hå e mena fakaalofa haau.*
  Your gift is lovely.
Monuina e aho fanau haau, ma Mele.  Best wishes for your birthday, Mele.
Oue tulou ke he mena fakaalofa.  Thank you for the gift.
Oue tulou.  Thank you.
Mâlie!  Mâlie!  Mâlie!  Wonderful!  Wow!  Great!
Oka!  Oka!  Oka!  Awesome!  Marvelous!  Fantastic!

These sentences and expressions are on CD 2 track 2.

**Language Notes**

The three expressions listed immediately above are often called out when gifts are presented.

Remind the students that *vagahau Niue* does not use the ordinal numbers in the way English does when expressing dates, for example:

*Aho hogofolu ma ua i a Iulai.*  July the twelfth.  (or)  The twelfth of July.

**Cultural Knowledge**

**Gift Giving**

Traditionally, gifts were usually favourite foods or arts and crafts items, such as hats, *kahoa fou* (*fou* necklaces), or drinking coconuts. Today, gifts of money often replace these traditional items. For example, when relatives meet, gifts of money may be given to children. It is rude to refuse a gift. Children must always tell their parents about any gifts given to them. Young children are expected to give the money to their mother for safe keeping.

When presenting a gift, you make a slight bow, presenting the gift with both your hands. If giving the gift to a relative, you give them a kiss on the cheek and say something like *Monuina e aho fanau haau, ma Mele* (Best wishes for your birthday, Mele).

When you receive and accept a gift, you make a slight bow, receiving the gift with both your hands, and you touch the gift to your head, saying *Fakaau e lahi* (Thank you) or *Oue tulou ke he mena fakaalofa* (Thank you for the gift).

The following is a traditional chant that, as a song, is performed at a traditional gift giving to a child. It calls for the blessings of Tagaloa on the child. It is performed on track 44 and the words are on OHT 2 (Lesson B).

**Tagaloa**

*Tagaloa, Tagaloa, Tagaloa*

*Hò lagi mamo े*

*Ko e pù mo e fonu*

*Tau ika tapu ia*

*He moana*

*Tagaloa, Tagaloa*

*Hò lagi mamo े*

*Tukulua!*

The leader shouts out *Tukulua!* at the end.

**Tagaloa**

*Tagaloa, Tagaloa, Tagaloa*

*Thy heaven so far away*

*The shark and the turtle*

*They, the sacred fish*

*Of the sea*

*Tagaloa, Tagaloa*

*Thy heaven so far away*

*Tukulua!*
A Niue birthday song is “Monuina e Aho Fanau Haau”. It is performed on the DVD, and the words are on OHT 1 (Lesson A).

**Monuina e Aho Fanau Haau**

*Monuina e aho fanau haau*  
Happy Birthday to you

*Monuina e aho fanau haau*  
Happy birthday to you

*Monuina e aho fanau haau ma ...*  
Happy birthday to you and ...

*Monuina e aho fanau haau*  
Happy birthday to you

The leader then calls out *Tolu e kalaga fiafia!* (Three cheers!), and everyone shouts *Hurei! Hurei! Hurei!*

**Gift Giving Occasions**

Some traditional celebrations and occasions when gift giving is customary include:

- *aho ne fanau ai*: the actual day of births
- *hifi ulu*: hair-cuttings (boys only)
- *huki teliga*: ear-piercings (girls only)
- *mau hoana*: weddings
- *mauku*: funerals

Some modern celebrations that also include gift giving are:

- *aho fanau*: birthdays
- *Aho Kirisimasi*: Christmas
- *Aho Liu Tū Mai*: Easter
- *Aho he tau Matua Fifine*: Mothers’ Day
- *Aho he tau Matua Taane*: Fathers’ Day
- *tū tau uafulu ma taha*: twenty-first birthdays

**Teachers’ Notes**

**Gifts**

In addition to those mentioned above, traditional gifts often include woven items, such as mats, baskets, fans, table-mats, *kahoa* (necklaces), and *fo fou* (floral head dresses) made with pandanus, sennit, *fou* (hibiscus plant) fibres, *ovava* (banyan) fibres, and flowers. Examples of carvings and other wooden items that are given as gifts include *kātoua*, *tika*, model canoes, coffee tables, and twenty-first birthday keys carved from Niue wood. Gifts of jewellery are also made from various natural materials. Colourful fabric with Niue or other Pasifika patterns on it has largely replaced *hiapo* (tapa cloth).

The nearest equivalent in New Zealand to a *kātoua* is a Māori taiaha. There is no exact English equivalent. Today, *kātoua* are mainly used in the performing arts, which display their ancient functions of protecting and guarding. *Kātoua* are associated with the *takalo* war dance, which is usually the first dance to be performed when an important guest is led into a function or meeting or when a group is led onto the stage.
The most important gifts are the time and energy people give to helping the family when they are in need. Gifts are given without expectation of reciprocity. Customarily, gifts or an acknowledgment of your gift will be offered to you at another time and another place. At a traditional function or event, gifts are often presented by groups of people. Often, there is more than one presenter for one gift. One gives a speech, and another presents the gift. When there is more than one gift (or a large gift), more people present the gifts. Gifts are displayed as they are presented. At a less formal gathering, such an ordinary birthday party, the speech-maker may call on a child to give the gift.

**Huki Teliga (Ear-piercing) and Hifi Ulu (Hair-cutting)**

*Huki teliga* and *hifi ulu* are rite-of-passage ceremonies. A *huki teliga* is a celebration for a female child. When a girl reaches puberty, her ears are pierced. A *fagatohi* (envelope) of money, a *kahoa tupe* (necklace made of money), and jewellery made from Niue’s special trees, stones, and shells would be among a girl’s gifts. A *hifi ulu* is a celebration for a male child. When a boy reaches puberty, his hair is cut for the first time. Guests give a *fagatohi* with money inside, and they are given a snip of hair. The gifts of money are recorded, and they are often announced. A *kahoa tupe* from the grandmothers would be among a boy’s gifts. Modern-day gifts are presented at both ceremonies. Where a child has more than one cultural heritage, gifts reflecting the child’s other cultural heritages are also given. For example, a part-Tongan and part-Sàmoan child might be given traditional gifts from these cultures, such as *ngatu* (tapa cloth) from Tonga and ‘*ie toga* (fine mats) from Sàmoa.

Because of the protocols associated with traditional Niue celebrations and occasions it is not considered appropriate to role-play them in the classroom. This is why the focus is on birthdays at this beginner level.
Learning Outcomes

Students will:

- identify and describe some gifts;
- make connections with their own language(s) and culture(s).

Resources

Unit 11 DVD and transcript
OHT 1
Unit 6 DVD
WS 1
Unit 11 audio CD and transcript
CS 2

You supply:

Copies of WS 1
Copies of OHT 1

Lesson Outline

Introduction

- Play the DVD performance of “Monuina e Aho Fanau Haau” quietly as the students enter the room. Display OHT 1. Ask the students to listen and then sing along several times.
- Exchange greetings.

Looking Back

- Ask the students what they remember about how to ask about someone's birthday. Show the Unit 6 DVD language section to recall this information.

Learning Experiences

- Display the learning outcomes for Unit 11 and discuss these with the students. Identify the learning outcomes for Lesson A.
- View the DVD cultural section. Discuss the gifting practices with the students, drawing out from them what they notice. Show the DVD again to reinforce their observations and learning and ask them to make connections with the gift giving practices in their own culture(s). As a class, discuss what a young person should do when accepting gifts, taking into account the safety message about not accepting gifts from strangers. Explain that this is not a problem in Niue because everyone knows everyone. It is different in New Zealand.
Show OHT 1 again. Find out whether any of the students have a birthday around the time of the lesson. Can they say when their birthday is in \textit{vagahau Niue}? Set up a special birthday chair. Invite the birthday person to sit on the chair, as on the DVD. Arrange a caller to lead the three cheers. Play the DVD language section with “Monuina e Aho Fanau Haau” in it. Have your students sing along with the DVD. The caller leads with \textit{Tolu e kalaga fiafia!} (Three cheers!), and the students respond with \textit{Hurei! Hurei! Hurei!} Discuss with the students what they do in their own language(s) and culture(s) on their birthdays.

Play the DVD language section again. Ask the students to listen and to watch carefully. Discuss any observations they wish to make.

Hand out WS 1. The students listen to the words spoken on CD 2 track 3 and write the number of the word they hear against its matching illustration. They check their responses using CS 2. Then ask the students to write the correct \textit{vagahau Niue} name under each illustration, with a peer checking their accuracy when they have completed the task.

Optional activity: The students work in groups and take turns to ask each other \textit{A fè e aho fanau haau?} (When is your birthday?), with each student responding according to the pattern \textit{Aho hiva i a lanuali} (January the ninth). One person in each group records the birthdays. The person with the birthday closest to the day of the lesson sits in the “birthday chair” with the others singing, as on the DVD.

**Looking Ahead**

Ask the students to find out about traditional Niue celebrations where gifting is a feature. Tell them that if anyone in their family has a birthday, they can sing “\textit{Monuina e Aho Fanau Haau}” to them. If needed, hand them photocopies of the words.

**Close**

Exchange farewells.
Monuina e Aho Fanau Haau

Monuina e aho fanau haau
Monuina e aho fanau haau
Monuina e aho fanau haau ma ...
Monuina e aho fanau haau

The leader calls out Tolu e kalaga fiafia! (Three cheers!) at the end, and everyone shouts Hurei! Hurei! Hurei!
11A

An Introduction to Vagahau Niue

Tau Mena Fakaalofa

potu kātoua vaka tupe komopiuta matau fagatohi tāpulu miti polo kahoa telefoni uta fano pepa
An Introduction to Vagahau Niue

1. tupe
2. fagatohi
3. kātoua
4. vaka
5. matau
6. pepa
7. telefoni uta fano
8. komopiuta
9. tāpulu miti
10. polo
11. potu
UNIT 11 FOAKI MENA FAKAALOFA – GIFTING

LESSON B

Learning Outcomes

Students will:

• identify and describe some gifts;
• offer and accept gifts.

Resources

Unit 11 DVD and transcript
OHT 2
CS 1 (from Lesson A)
WS 1 (from Lesson A)
OHT 3
Unit 11 audio CD and transcript
WS 2

You supply:

An OHT of CS 1 (from Lesson A)
Copies of OHT 3
An OHT or wall poster made from WS 2
A wall poster made from OHT 2

Lesson Outline

Introduction

• Play “Tagaloa” on CD 2 track 44 quietly as the students enter the room.
• Exchange greetings.
• Ask the students to stay standing quietly. Explain that what they are listening to is a traditional blessing that is performed as a chant or song at a gift giving to a child. Play “Tagaloa” again.

Looking Back

• Discuss with the students what they have found out about traditional Niue celebrations.

Learning Experiences

• Remind the students of the learning outcomes.
• Display OHT 2. Play the Tagaloa chant on CD 2 track 44 again. Have the students chant along with the voice several times.
• Show CS 1 as an OHT. Play the DVD language section and have the students further review the vocabulary. Working in pairs, one student points to an item on WS 1, and their partner responds by saying the *vagahau Niue* term.

• Tell the students that they will not be role-playing traditional Niue celebrations. Explain that it is culturally inappropriate to simulate certain traditional ceremonies. Explain that because they are in a learning situation, they have the elders’ permission to role-play some parts, for example, presenting a gift. Explain that they will learn more about these ceremonies in Unit 15.

• Now explain that they are going to learn how to offer and accept gifts. Show the DVD studio section.

  Display OHT 3. Ask the students to read the statements aloud together in the pauses as they listen to them on CD 2 track 4. They then read them as dialogues in groups. Once they have practised these dialogues until they can say them quite fluently, have them repeat the dialogues, this time substituting other items as the gifts. Ask them to remember the body language they need to use when accepting a gift.

• Hand out copies of OHT 3. The students role-play their dialogues to other groups, using the appropriate body language.

• Make an OHT or a wall poster from WS 2 and discuss the celebrations and occasions with the students. Ask them to listen to CD 2 track 5 and repeat the names of the celebrations and occasions in the pauses. Repeat this if necessary.

• Show OHT 2 as an enlarged wall poster and play CD 2 track 44. Have the students practise saying the chant along with the voice and then get them to write the chant in their workbooks.

• Optional activity: Hand out copies of the DVD role-play transcripts so that the students can practise the role-play, working in pairs or groups. Show the DVD to them as a model for their pronunciation and use of body language.

**Looking Ahead**

• Remind your students about the learning outcomes for Unit 11. Ask them to practise offering and accepting gifts because they will be doing this in the next lesson. Challenge them to learn the words of the Tagaloa blessing and “Monuina e Aho Fanau Haau” before the next lesson.

**Close**

• Sing “Monuina e Aho Fanau Haau”.

• Exchange farewells.
Tagaloa

Tagaloa, Tagaloa, Tagaloa
Hō lagi mamao ē
Ko e pū mo e fonu
Tau ika tapu ia
He moana
Tagaloa, Tagaloa
Hō lagi mamao ē
Tukulua!

The leader shouts out the *Tukulua!* at the end.
Situation A

Monuina e aho fanau haau, ma Sarah.

Aho hogofolu ma ua i a lulai.

Situation B

Ko e aho fanau ha Mele. Hā ē e mena fakaalofa haaku.

Ko e fagatohi tupe e mena fakaalofa he magafaoa.

Situation C

Monuina e aho fanau haau, ma Mele.

Oue tulou ke he mena fakaalofa. Mitaki hā e mena fakaalofa haau.
Some traditional celebrations and occasions where gifting is customary:

- aho ne fanau ai: the actual day of births
- hifi ulu: hair-cuttings (boys only)
- huki teliga: ear-piercings (girls only)
- mau hoana: weddings
- mauku: funerals

Some contemporary celebrations and occasions where gifting has become customary:

- aho fanau: birthdays
- Aho Kirisimasi: Christmas Day
- Aho Liu Tū Mai: Easter
- Aho he tau Matua Fifine: Mothers’ Day
- Aho he tau Matua Taane: Fathers’ Day
- tū tau uafulu ma taha: twenty-first birthdays
UNIT 11 FOAKI MENA FAKAALOFA – GIFTING
LESSON C

Learning Outcomes
Students will:
• identify and describe some gifts;
• offer and accept gifts;
• make connections with their own language(s) and culture(s).

Resources
Unit 11 DVD and transcript
OHT 3 (from Lesson B)
Unit 11 Achievement Checklist
Niu Progress Chart
WS 2 (from Lesson B)

You supply:
Copies of the Unit 11 Achievement Checklist
Copies of the Unit 11 DVD transcript (optional)
A copy of Koloa Uho ha Mele, together with the English translation in the teachers’ notes

Lesson Outline

Introduction
• Play CD 2 track 44 quietly as the students enter the room. The students chant along quietly.
• Exchange greetings.

Looking Back
• Play “Tagaloa” again and check to see how many of the students can now chant along without using the words as a prompt.
• Sing “Monuina e Aho Fanau Haau” and check in the same way whether the students know the words. Remind the students that knowing the words of special songs and chants is an important part of their language learning.
Learning Experiences

- Review the Unit 11 learning outcomes with the students.
- Play the DVD language section.
- Show OHT 3 from Lesson B. The students work in groups of two and three to role-play the dialogues, swapping roles and substituting other items as gifts. Walk around the room, helping where necessary and monitoring the students’ engagement in the task and the success of their efforts. Remind them to use the appropriate body language.
- Have a quick around-the-class (or around-the-group) activity with the students following this sequence:
  
  Áfē e aho fanau haau, ma Sarah? (When is your birthday, Sarah?)
  Aho hogofolu ma ua i a lulai. (July the twelfth.)
  Monuina e aho fanau haau, ma Sarah. (Happy birthday, Sarah.)
  Fakaauae lahi. (Thank you very much.)

- Have the students chant the Tagaloa blessing along with CD 2 track 44.
- Have the students complete their Unit 11 Achievement Checklist with a peer. Ask them to write down two connections they can make to a practice in their own culture.
- Ask the students to colour in band 11 on their Niu Progress Chart.
- Show the DVD cultural section and find out what the students can remember about Niue celebrations. Refer them to WS 1 from Lesson B.
- Optional activity. Read the English version of Koloa Uho ha Mele, showing the illustrations in the vagahau Niue version as you go. Discuss any observations that the students make. Place a copy in the Ako Niue corner and encourage the students to read the story for themselves.
- Optional activity: The students use copies of the Unit 11 DVD transcript and role-play it. They practise their role-plays in groups and then perform them to other groups or to the class. Show the DVD language section several times to provide a model for their performance.

Looking Ahead

- Ask the students to find out about the seasons on Niue for the next lesson.

Close

- Sing “Monuina e Aho Fanau Haau”.
- Exchange farewells.
Ko au ko ____________________________ .

Now I can:

☐ identify and describe some gifts

☐ offer and accept gifts

☐ make connections with my own language(s) and culture(s)

(a)

(b)
UNIT 11 DVD TRANSCRIPT

Moana:
Fakaalofa lahi atu ki a koe, ma Agikolo Bob!

Agikolo Bob:
Fakaalofa atu, ma Moana! Mitaki hā ia kua feleveia!

Moana:
Malolō nakai a koe?

Agikolo Bob:
Mitaki, fakaauae. Malolō nakai e magafaoa?

Moana:
Mafola, fakaauae. Hā i kō. Ko e kai nani.

Agikolo Bob:
Fiafia lahi e kau he kai nani. Omai oti nakai a mutolu ke he fiafia he Tupuna Fifine?

Moana:
Ē. Ko e kumi mena fakaalofa e magafaoa ha mutolu he tau fale koloa.

Agikolo Bob:
Ko e potu e mena fakaalofa magafaoa ha mutolu.

Moana:
Homo! Fano fai au ke kai e nani. Kua fai nakai a mutolu?

Agikolo Bob:
Nākai. Ai là fai, tō taha e lahi e mena fakatau ha mutolu ke taute!

Moana:
Ē, lahi foki e fakatau ha mutolu.

Agikolo Bob:
Hā ē, ma Moana, mo kai e nani haau kia.

Moana:
Fakaauae lahi ke he mena fakaalofa, ma Agikolo Bob.

Sifa:
Fakaauae ma, Moana! Atu e hai?

Moana:
Ko Agikolo Bob.

Moana:
Hi, Uncle Bob!

Uncle Bob:
Hi, Moana! Good to see you!

Moana:
How are you?

Uncle Bob:
I’m good, thank you. How’s the family?

Moana:
Good, thank you. They’re over there. They’re eating nani.

Uncle Bob:
They’re enjoying eating the nani. Are you all coming to Grandma’s party?

Moana:
Yes. We’re shopping for a family gift.

Uncle Bob:
Our family gift is a mat.

Moana:
Great! I’d better go and eat some nani. Did you get any?

Uncle Bob:
Not yet. We’ve lots of shopping to do!

Moana:
Yeah, our shopping list is big, too.

Uncle Bob:
Hey, Moana, this is for your nani.

Moana:
Thank you very much for the gift, Uncle Bob.

Sifa:
Thanks, Moana. Who gave it to you?

Moana:
Uncle Bob.
UNIT 11 AUDIO TRANSCRIPT

Track 1 Vocabulary for Unit 11
Here is the vocabulary for Unit 11. 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.

fagatahi
katóua
matau
mena fakaalofa
monuina
tupe
vaka
foaki

Track 2 Structures and Expressions for Unit 11
You will hear the 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.


Track 3 to Accompany Unit 11 WS 1 Lesson A
Listen to the words spoken in vagahau Niue. Write the number of the word you hear against the illustration that it matches. Each word is spoken twice.

Tau Mena Fakaalofa

taha

ua
fagatahi
tolu
katóua
fā
vaka
lima
matau
ono
pepa
fitu
telefoni uta fano
valu
komopiuta
hiva
tápulu miti
hogofoulu
polo
hogofoulu ma taha
potu
hogofoulu ma ua
kahoa

Track 4 to Accompany Unit 11 OHT 3 Lesson B
You will hear three dialogues. First listen to each complete dialogue. Then repeat each part of the dialogue in the pauses.

Situation A
Ā fē e aho fanau haau, ma Sarah?  Aho hogofoulu ma ua i a lului.  Monuina e aho fanau haau, ma Sarah.  

Situation B
Ko e aho fanau ha Mele.  Hā è e mena fakaalofa haaku.  Ko e fagatahi tupe e mena fakaalofa he magafaoa. 

Situation C
Monuina e aho fanau haau, ma Mele.  Oue tulou ke he mena fakaalofa.  Mitaki hā e mena fakaalofa haau.
You will hear the names of some traditional celebrations and occasions where gifting is customary in Niue culture. Say the names of each celebration after the speaker.

* aho ne fanau ai
* hifi ulu
* huki teliga
* mau hoana
* mauku

Some contemporary celebrations and occasions where gifting has become customary are:

* aho fanau
* Aho Kirisimasi
* Aho Liu Tù Mai
* Aho he tau Matua Fifine
* Aho he tau Matua Taane
* tù tau uafulu ma taha
UNIT 12 TAU VAHĀ HE TAU – SEASONS

OVERVIEW

Learning Outcomes
Students will:
• identify and describe the seasons in New Zealand and Niue;
• describe the weather in New Zealand and Niue.

Curriculum Links
The curriculum links are:
• Levels 1 and 2 of learning languages in The New Zealand Curriculum;
• Levels 1 and 2 of the vagahau Niue guidelines (VNiNZC).
The strands and achievement objectives are:
• Communication (page 50)
  2.2 understand and use time expressions, such as day, month, year, and dates;
  2.10 express concepts of state and order;
• Language (page 51);
• Culture (pages 50 and 52).

Language Knowledge

Vocabulary

<table>
<thead>
<tr>
<th>Vahā</th>
<th>time (in the sense of “season”)</th>
<th>Havili</th>
<th>windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vahā laā</td>
<td>dry season</td>
<td>Laā</td>
<td>sunny, sun</td>
</tr>
<tr>
<td>Vahā mafana</td>
<td>summer</td>
<td>mafana</td>
<td>warm</td>
</tr>
<tr>
<td>Vahā makalili</td>
<td>winter</td>
<td>makalili</td>
<td>cold</td>
</tr>
<tr>
<td>Vahā tau mateafu</td>
<td>autumn</td>
<td>mokomoko</td>
<td>chilly, cool</td>
</tr>
<tr>
<td>Vahā tau tupu</td>
<td>spring</td>
<td>tō uha</td>
<td>raining</td>
</tr>
<tr>
<td>Vahā uha</td>
<td>rainy season</td>
<td>Vela</td>
<td>hot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>féfé</td>
<td>what</td>
</tr>
</tbody>
</table>

This vocabulary is on CD 2 track 6.

Structures and Expressions

Ko e vahā hā a nei? What season is it?
Ko e vahā makalili. It’s winter.
Makalili e vahā makalili i Niu Silani. It is cold in winter in New Zealand.
Mokomoko e vahā makalili i Niue. Winter in Niue is cool.
Mafana mo e vela e vahā mafana i Niu Silani.

Lahi e vela i Niue he vahā mafana.
Fếfè e hagahaga he matagi he aho nei?
Makalili e aho nei.
Kua tò e uha.

These sentences are on CD 2 track 7.

Language Notes

Tropical countries such as Niue have two seasons – a wet season and a dry season – not four. Seasons are referred to as both vahā and tau. The vagahau Niue expressions for summer and winter are made up from vahā and the term that describes the prevailing state. For example, vahā (time) and makalili (cold) form the expression for winter. Tau mateafu is the expression for autumn. This means “the season when trees shed or lose their leaves”. Similarly, tau tupu (spring) is “the season when plants and trees sprout and grow”. Vahā is frequently used with the words for autumn and spring, giving vahā tau mateafu (autumn) and vahā tau tupu (spring).

Cultural Knowledge

As a tropical country, Niue has a climate that is fairly mild most of the time. At 19˚ south of the equator, Niue is never really cold. The wet season is December to March, and the dry season is April to November. Niue has an average annual temperature of 25˚ Celsius. It rains on about 170 days per year.

Tau tupu is the time of the year for planting and growing crops such as ufi (yams). It is the time of year for new life. Many Niue fruit and nut plants flower at this time, including mago (mangoes), vine (passionfruit), mati (wild figs), telie (nut trees), and ví (mountain apples). People study the weather and look for signs of plant growth and other indicators. If mati plants are over-abundant, it is a sign that there could be hurricanes (tropical cyclones). Too many kotà (frigate birds) flying too low is also a sign that a tropical cyclone is coming. These are important indicators, and people start preparing for a cyclone by strengthening their houses and stockpiling food and water. Ironically, this is also a time of mild weather and calm seas. A lot is accomplished at this time.

Tau mateafu is the time of year when things rest or die. It is the time for harvesting your ufi crop. It is also the time for Fakaaue Tau (a celebration giving thanks for the year past and the year ahead). It is also a very important time because of Fakaulu Ufi (Blessing of the Yams). Fakaulu Ufi is an important event during which the best and biggest yams from the first harvest are taken to the malè (village green) to be blessed and gifted.

Teachers’ Notes

Listed in the preface is Jennifer Wendt’s Blessing Yams in Niue, which is about the yam blessing ceremony. You may wish to locate it – or any other resources you think are relevant – to add to student learning in Unit 12. They could go in the Ako Niue corner.

Your students learn about the seasons and weather patterns in Niue in Unit 12, but they are also learning the language that enables them to talk about what is relevant to them in their own lives, that is, the weather and seasons here in New Zealand.
Learning Outcomes
Students will:
• identify the seasons;
• identify and describe the weather.

Resources
Unit 12 DVD and transcript
OHT 1
Unit 12 audio CD and transcript
WS 1
You supply:
The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
An OHT of the words to “Tama Niue”
Flashcards for the months of the year and the days of the week
Copies of WS 1

Lesson Outline
Introduction
• Play “Tama Niue” as the students enter and greet each other. Have the words on an OHT.
The students can sing along until the whole class is ready.
• Exchange greetings.

Looking Back
• Use the flashcards of the months of the year and the days of the week to review this
vocabulary with the students.
• Ask the students what they found out about the seasons – and the weather – in Niue.
Have them share what they know with the rest of the class.
• If you have immediate access to the Internet, you might set some of the students the
task of checking further online to see what else they can find out about the seasons and
weather in Niue.

Learning Experiences
• Discuss the Unit 12 learning outcomes with the students and identify those for Lesson A.
• Show the DVD language section and discuss it with the students.
• Show OHT 1. Have the students listen to CD 2 track 8 and repeat the sentences in the
pauses.
• Hand out WS 1. Play CD 2 track 8 again and have the students write what they hear in the space beneath the matching illustration using a pencil. Have the students check their written descriptions by showing OHT 1. Check to see how many of the students managed this task successfully. You may wish to repeat this activity in Lesson B.

Now tell the students to write their descriptions in ink and have a peer check them for accuracy.

• Have the students, in pairs, take turns to ask each other the question Fefē e hogahaga he matagi he aho nei? (What’s the weather like today?). They can use WS 1 as a reference for making their responses.

• Show the DVD cultural section and discuss their observations with the students.

• Sing “Tama Niue”, showing the OHT you made of the words.

• Show OHT 1 again and review the learning with the students by playing CD 2 track 8 again, with the students repeating the sentences in the pauses.

Looking Ahead

• Ask the students to revise how to say the days of the week and the months of the year in vagahau Niue and to practise saying what the weather is like. In Lesson C, they will be giving a weather report.

Close

• Sing “Tama Niue” together.

• Exchange greetings.
Fēfē e hagahaga he matagi he aho nei?

Kua tō e uha.
Kua havili e matagi.
Kua mokomoko.
Kua vela.
Kua mafana.
Kua laā.
Kua makalili.
Makalili e aho nei.
Ko e vahā tō uha.
Ko e vahā tō laā.
Instructions
As you listen to the CD, write the vagahau Niue you hear in the spaces beneath the matching illustration. Use a pencil.

Fēfē e hagahaga he matagi he aho nei?

WS 1

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Learning Outcomes

Students will:
- describe the weather in New Zealand;
- describe the weather in Niue.

Resources

- Unit 12 DVD and transcript
- OHT 1 (from Lesson A)
- Unit 12 audio CD and transcript
- OHT 2
- WS 2
- WS 3
- CS 1
- CS 2

What you need to supply:
- The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* CD
- The OHT of the words to “Tama Niue”
- Copies of WS 2
- Copies of WS 3
- Collage material (optional)

Lesson Outline

**Introduction**

- Display the OHT of the words to “Tama Niue” and play it quietly as the students enter the room.
- Exchange greetings.
- Sing “Tama Niue” together.

**Looking Back**

- Review the weather expressions from Lesson A. Play the DVD language section. Show OHT 1 and play CD 2 track 8, with the students repeating what they hear in the pauses.

**Learning Experiences**

- View the DVD cultural section and discuss with the students what they notice. Help them to make connections with their own culture(s).
• Show OHT 2. The students listen to CD 2 track 9 and repeat the sentences in the pauses.

Hand out WS 2. The students complete the worksheet as instructed on CD 2 track 10. Play the DVD several times through as they work on this task or play some of the songs on the Niuean Songs CD.

The students work in pairs, taking turns to read out the descriptions that they have written on WS 2.

• Hand out WS 3. This activity is in two sections. For Section A, play CD 2 track 11. As the students listen to each weather description on the CD, they draw an illustration of the weather that is being described beside the appropriate place name on the map.

Depending on their level of confidence in Section A, you can verify their responses using CS 1 (but without showing it to them) before they begin Section B of the activity.

The students now complete Section B, writing in a time when this weather occurs. Use CS 2 to verify their responses.

• Optional activity: Make a class collage about the four seasons in New Zealand. Divide the class into four groups and have each group build a seasonal picture and write information in vagahau Niue about the weather in their season and what they like or dislike about that weather. Display OHT 1 to help them.

• Optional activity: The students work in pairs – or groups – to prepare a poster on Niue that includes information about the weather there. Allow them time to research pictures that they would like to include. Remind them that the focus of Unit 12 is on weather expressions.

• Optional activity: Repeat the listening activity described above, using WS 2 and CD 2 track 10.

Looking Ahead

• Remind your students about the learning outcomes for Unit 12. Ask them to practise their weather expressions because they will be writing a weather report to present to others in Lesson C.

Close

• Exchange farewells.
Fēfē e hagahaga he matagi he vahā tau tupu?
What’s the weather like in spring?

Mafana e vahā tau tupu.
It’s warm in spring.

Tō uha e vahā tau tupu.
It rains in spring.

Laā e vahā tau tupu.
It’s sunny in spring

Fiafia a au ke he mafana.
I like the warmth.

Fiafia a au ke he uha.
I like rain.

Nākai fiafia a au ke he uha.
I don’t like rain.
<table>
<thead>
<tr>
<th>Fēfē e hagahaga he matagi he vahā tau tupu?</th>
<th>Fēfē e hagahaga he matagi he vahā mafana?</th>
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<tr>
<td></td>
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<tr>
<td>Fēfē e hagahaga he matagi he vahā tau mateafu?</td>
<td>Fēfē e hagahaga he matagi he vahā makalili?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fēfē e hagahaga he matagi?
Fēfē e hagahaga he matagi?
Fēfē e hagahaga he matagi?

NIUE

Alofi
very hot
vahā uha

Fepualiai

NIUE

wet season

Auckland

sunny

lanualiai

New Plymouth

windy

Novema

NEW ZEALAND

hot

vahā mafana

Greymouth

rainy

lulai

Christchurch

chilly

vahā tau tupu

Dunedin

cold

aho nei
UNIT 12 TAU VAHĀ HE TAU – SEASONS

LESSON C

Learning Outcomes

Students will:

• identify and describe the seasons in New Zealand and Niue;
• describe the weather in New Zealand and Niue.

Resources

Unit 12 DVD and transcript
WS 2 (from Lesson B)
Unit 12 audio CD and transcript
WS 3 (from Lesson B)
Unit 12 Achievement Checklist
Niu Progress Chart

You supply:

Copies of WS 3
The season and weather flashcards
Strips of card (optional)
Copies of the Unit 12 Achievement Checklist
Copies of the Unit 12 DVD transcript (optional)

Lesson Outline

Introduction

• 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.
• Review the learning outcomes of Unit 12.
• Play CD 2 track 11 and repeat the listening activity for WS 3.

Learning Experiences

• Have the students work in pairs. Hand out two copies of WS 3 to each pair. The students write their weather report on one copy of the worksheet, ready to present to others. When all the weather reports are ready, have each pair join with another pair. The pairs take turns to present their report to the other pair, who identify the weather on their blank worksheet and then check their responses with the presenters.
Optional activity: If the students are sufficiently confident, they can present their weather reports to the whole class.

Discuss with the students what they have learned and which activities helped them to learn best.

Their responses will help you to adapt the lesson plans to suit the particular learning needs of your students.

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.

The students complete their Unit 12 Achievement Checklist and colour in band 12 on their Niu Progress Chart.

Optional activity: The students can role-play the language scenarios using the Unit 12 DVD transcript.

Looking Ahead

Remind the students to keep using the weather expressions with each other outside the classroom and with their families. Ask them to review the names of things in the classroom from Unit 3 and to practise them with their family or friends, ready for their learning in Unit 13.

Close

Show the DVD cultural section. Ask the students what has been new learning for them, that is, new information, words, and concepts.

Exchange farewells.
Ko au ko ________________________.

Now I can:

☐ identify and describe the seasons in New Zealand and Niue

☐ describe the weather in New Zealand and Niue
Anna: Hm, ko e mahina Fepuali i Niu Silani. Fefē e hagahaga matagi?
Moana: Ko e vahā mafana i Niu Silani. Vela mo e laa.
Anna: To o a lautolu ke kakau he aho nei.
Moana: Fiafia lahi a lautolu ke he vahā mafana i Niu Silani.
Anna: Kā? Ai fiafia au ke he vahā mafana. Tō lahi e vela.
Moana: È, vela mooli. Uafulu ma hiva e tikulī he fuafluaga vela he aho nei!
Anna: Fefē la e fuafluaga he matagi i Niu Silani?
Moana: Uafulu ma taha e tikulī he fuafluaga vela. Ai vela lahi!
Anna: Afua mo e agi e matagi. Tō foki e laa.
Moana: Kā?
Anna: È, ka e fā makalili lahi i Niu Silani he vahā makalili.
Moana: Makalili fefē?
Anna: Valu po ke hiva e tikulī!
Moana: Valu po ke hiva e tikulī? Aae! Makalili hā a ia he vahā makalili i Niu Silani!
Anna: È. Makalili lahi e vahā makalili i Niu Silani. Fā tō foki e uha.
Moana: Fiafia au ke he uha! Ka e nākai fiafia au ke he makalili!
Anna: Fiafia lahi au ke he vahā tau tupu.
Moana: È, fiafia lahi foki au ke he vahā tau tupu, ka e vela lahi e vahā mafana!
UNIT 12 AUDIO TRANSCRIPT

Track 6 Vocabulary for Unit 12
Here is the vocabulary for Unit 12. 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.

vahà vahà laà vahà mafana vahà makalili vahà tau mateafu vahà tau tupu vahà uha

Track 7 Structures and Expressions for Unit 12
You will hear the 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.

Ko e vahà hà a nei?
Ko e vahà makalili.
Makalili e vahà makalili i Niu Silani.
Mokomoko e vahà makalili i Niue.
Mafana mo e vela e vahà mafana i Niu Silani.
Lahi e vela i Niue he vahà mafana.
Fèfè e hagahaga he matagi he aho nei?
Makalili e aho nei.
Kua tò e uha.

Track 8 to Accompany Unit 12 WS 1 Lesson A
Fèfè e hagahaga he matagi he aho nei?
As you listen, write the vagahau Niue you hear in the spaces beneath the matching illustration. Use a pencil.

Kua tò e uha.
Kua havili e matagi.
Kua mokomoko.
Kua mafana.
Kua laà.
Kua makalili.

Track 9 to Accompany Unit 12 OHT 2 Lesson B
Listen to the sentences that describe the weather and say each one in the pause after the speaker.

Fèfè e hagahaga he matagi he vahà tau tupu?
Mafana e vahà tau tupu.
Tò uha e vahà tau tupu.
Laà e vahà tau tupu.
Fiafia a au ke he mafana.
Fiafia a au ke he uha.
Nàkai fiafia a au ke he uha.

Track 10 to Accompany Unit 12 WS 2 Lesson B
Listen to these questions about the seasons. As you listen, draw the kind of weather that comes during the particular season.

Fèfè e hagahaga he matagi he vahà tau tupu?
Fèfè e hagahaga he matagi he vahà mafana?
Fèfè e hagahaga he matagi he vahà tau mateafu?
Fèfè e hagahaga he matagi he vahà makalili?

Track 11 to Accompany Unit 12 WS 3 Lesson B
You will hear ten descriptions of the weather in particular places. As you listen to each weather description, draw a picture of the weather that is being described beside the appropriate place name on the map.

Fèfè e hagahaga he matagi?
Havili e matagi i New Plymouth i a Novema.
Laà lahi i Auckland i a Ianuali.
Vela e vahà mafana i Niu Silani.
Vela lahi e vahà uha i Alofi.
Ko e vahà tò uha i Niue i a Fepuali.
Tò uha i Greymouth i a Iulai.
Mokomoko e vahà tau tupu i Christchurch.
Makalili e aho nei i Dunedin.
Learning Outcomes
Students will:
- ask about things;
- locate things;
- describe things.

Curriculum Links
The curriculum links are:
- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of the *vagahau Niue* guidelines (VNiNZC).

The strands and achievement objective are:
- Communication (page 50) 2.1 identify and describe people, places, and things;
- Language (page 51);
- Culture (pages 50 and 52).

Language Knowledge

**Vocabulary**

*kumi* to find  
*moua* found  
*ō* to go (plural)  
*ko fē* where  
*hā ē* here  
*hā i kō* over there  
*hā nā* there  
*he tapa* beside  
*i fafo* outside  
*i lalo* down, under  
*i loto* in, inside  
*i luga* on

This vocabulary is on CD 2 track 12.
Structures and Expressions

Ko fè e pepa? Where is the book?
Ko fè e tau pepa? Where are the books?
I fafo. Outside.
I loto he poko. Inside the room.

Hà i kô e tau tohi. The books are over there.
Ko e tau tohi i luga he laulau. The books are on the table.
Moua e au i fafo. I found it outside.
Ko e nofoa he tapa he laulau. The chair is beside the table.
Ko e kato i lalo he nofoa. The bag is under the chair.
Hà ia i luga he laulau. It’s on the table.

These sentences and expressions are on CD 2 track 13.

Language Notes

Note these expressions and their equivalent meanings in English:

hà è here
hà nà there
hà i kô over there

The expression you use depends on how close you are to the item you are referring to. If the item is within reach and you could possibly touch it, use hà è. If the item is further away, beyond your reach, use hà nà. When you need to point to an item that is even more distant, use hà i kô.

Both pepa and tohi mean “book”.

Cultural Knowledge

When you want to interrupt someone in vagahau Niue, you need to use the appropriate fakalilifu (respectful) language. For example, your students should put their hand up and say Fakamolemole, ma faiaoga (Please, teacher or Excuse me, teacher) and wait to be acknowledged. Other useful expressions are:

Fakamolemole, ma Sione. Excuse me, Sione.
Fakaaue lahi, ma faiaoga. Thank you very much, teacher
Fakaaue, ma Sione. Thank you, Sione.

Teachers’ Notes

It is important that students practise good manners, politeness, and respect. Ways of interrupting can be practised using vocabulary such as fakamolemole (please, excuse me) and fakaaue (thank you), as stated above. Your students also need to continue to practise correct pronunciation.

Help them to check, add to, and review their portfolios as these are important records to be used for assessing their progress.
Learning Outcomes

Students will:

- ask about things;
- locate things.

Resources

- Unit 13 DVD and transcript
- WS 1 (from Unit 3 Lesson A)
- Unit 3 audio CD and transcript
- Flashcards master (from Unit 3 Lesson A)
- OHT 1
- Unit 13 audio CD and transcript
- Vocabulary cards master
- WS 1

You supply:

- Copies of WS 1 (from Unit 3 Lesson A)
- Copies of the classroom objects flashcards cards from Unit 3 Lesson A (optional)
- Copies of OHT 1
- Copies of the vocabulary cards
- Copies of WS 1

Lesson Outline

Introduction

- Play the DVD quietly in the background as the students enter the room.
- Exchange greetings.

Looking Back

- Hand out copies of WS 1 from Unit 3. Play CD 1 track 18 and have the students match the word they hear with the object illustrated. Ask the students to work in pairs and to test each other to see how quickly they can name all the objects in *vagahau Niue*.
- Optional activity: Show the classroom objects flashcards from Unit 3 and test the students on their recall of the *vagahau Niue* terms.
Learning Experiences

- Discuss the learning outcomes for Unit 13 and identify those that are the focus for Lesson A.

- Show the DVD language section. Ask the students to notice the *vagahau Niue* words that describe where something is, for example, for “in”, “beside”, “under”, and “on”. Discuss what they notice.

- Play CD 2 track 14. Show OHT 1. The students repeat the sentences they hear. Give a copy of OHT 1 to each student. The students work in pairs, taking turns to read the sentences aloud to each other.

- Now play twenty questions. Ask the students to close their eyes. Once they have, hide a bag. Then tell them to open their eyes and ask *Ko fē e kato?* (Where is the bag?). When a student responds *È, ma Tina?* (Yes, Tina?), using the student’s actual name, of course, Tina might say *Ko e kato i loto he puha* (The bag is in the box). If the bag is not in the box, say *Nākai i loto he puha*. Then let another student respond, and so on until either twenty questions have been asked or a student correctly guesses where the object is hidden.

- Optional activity: The students work in pairs. Say *Ô ke kumi e tau mena* (Go and find the things). Hand each pair a card with a list of five classroom objects printed on it. The students try to locate the five objects in the classroom. As they find each of them, they say to their partners *Hà è e lopa. Moua e au i lalo he nofoa* (Here is the rubber. I found it under the chair), using the correct name of the object, of course. Give them two to three minutes to find all five items and then call them back.

- Give a copy of WS 1 to each student. As they listen to CD 2 track 15, they complete the worksheet, following the instructions. When they have heard the ten statements, pause the CD and ask whether anyone can say where the object is hidden in *vagahau Niue*. The first student to say *I lalo he tau laupepa* (It’s under the papers) wins. Play this answer on the CD to reinforce the pronunciation. Repeat the activity if the students need to check their choices.

- Play the DVD language section again to reinforce the students’ learning of location words in *vagahau Niue*.

- Optional activity: The students take the cards from the activity *Ô ke kumi e tau mena* described above and, working in pairs or groups, say where they found each of the items on the list in response to the question *Ko fē?* (Where is it?).

Looking Ahead

- Tell the students to keep practising the sentences on their handout (OHT 1) until they can say them fluently.

Close

- Exchange farewells.
Ko fē e mena nei? Where is it?
Ko fē e tau mena nei? Where are they?

Ko fē e pepa? Where is the book?
Ko fē e tau pepa? Where are the books?

Moua e au e kato i lalo he nofoa. I found the bag under the chair.
Moua e au e tau kato i lalo he nofoa.
Moua e au e tau kato i lalo he tau nofoa.

Moua e au:
  he tapa he laulau. I found it/them:
  i loto he puha pene. by the table.
  i fafo. in the pencil case.
  i luga he laulau. outside.
  i loto he pokō. on the table.
  i lalo he tau nofoa. inside the room.
  hā ē. under the chairs.
  hā nā. here.
  hā i kō. there.

Nākai i loto he tau laulau. (It’s) not in the desks.
<table>
<thead>
<tr>
<th>tohi</th>
<th>laupepa</th>
</tr>
</thead>
<tbody>
<tr>
<td>fakamaama</td>
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<td>lula</td>
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<tr>
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<tr>
<td>komopiuta</td>
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<tr>
<td>lapa tea</td>
<td>lula</td>
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<tr>
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<td>lopa</td>
<td>gutuhala</td>
</tr>
<tr>
<td>puha pene</td>
<td>laulau</td>
</tr>
</tbody>
</table>
Ko fē?

Instructions

Listen to the voice on the CD. As you hear each place where the item *isn’t* located, mark each of those places on your worksheet by putting a cross in the circle.
UNIT 13 *KUMI E TAU MENA* – FINDING THINGS

LESSON B

Learning Outcomes

Students will:

- ask about things;
- locate things;
- describe the things they have found.

Resources

- Unit 13 DVD and transcript
- Vocabulary cards master (from Lesson A)

You supply:

- The *Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs* CD
- Colour flashcards
- Copies of the vocabulary cards
- Copies of the Unit 13 DVD transcript

Lesson Outline

*Introduction*

- Quietly play “Punua Kumà” on the *Niuean Songs* CD as the students enter the room.
- Exchange greetings.

*Looking Back*

- Using flashcards, recall the names of the colours in *vagahau Niue* with the students.
- Play the DVD language section. Discuss any observations the students wish to make.
- Hand out the vocabulary cards from Lesson A and ask the students to work in pairs, saying where each item is located in response to the question *Ko fè?*

*Learning Experiences*

- Remind the students of the lesson’s learning outcomes and what they need to do to achieve them.
- Now play the DVD language section again, this time with a focus on the language scenario. Hand out copies of the transcript to the students and tell them that they will be role-playing the drama for their assessment in Lesson C.
  
  Arrange the students into groups and give them time to practise. Tell them that they can substitute other vocabulary items, if they wish, to make their role-play unique. As the students make adjustments to the vocabulary, they deepen their understanding of how the language is organised.
• Play the DVD cultural section. Discuss their observations with the students and ask what connections they can make to their own experiences and culture(s).

• In groups, have a round robin. The students listen to CD 2 track 16. Then one student begins with Ne moua e au e kato i fafo (I found a bag outside). The next student repeats what the first student said and then adds their own item, and so on, around the circle. A more challenging version of this activity could be used when the students have achieved basic fluency with describing the items. This would be to add their location, for example, Ne moua e au e lapalapa pakatolu kula he lalo nofoa (I found a red triangle under the seat). This activity could be further adapted, for example:

  I loto he pokopoko aoga, ne moua e au e ... In the classroom, I found ...
  I loto he laulau haaku, ne moua e au e ... In my desk, I found ...

• Optional activity: One student leaves the room. The other students hide an object. The student returns to the classroom and looks for the object. The students use the following words to indicate distance from the hidden object, directing the student’s search:

  makilili cold (far away)
  mokomoko chilly (not so far away)
  mafana warm (getting closer)
  vela hot (very close)

  On finding the object, the student uses the pattern Hà ia i luga he laulau (It’s on the table) to describe where the object is located.

**Looking Ahead**

• Remind the students of the learning outcomes for Unit 13 and that they need to practise their role-play as much as they can before Lesson C.

**Close**

• Exchange farewells.
• Play “Punua Kumà” as the students leave the room.
UNIT 13 KUMI E TAU MENA – FINDING THINGS
LESSON C

Learning Outcomes

Students will:

• ask about things;
• locate things;
• describe things.

Resources

Unit 13 DVD and transcript
Unit 13 Achievement Checklist
Niu Progress Chart

You supply:

The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs CD
Coloured number cards (optional)
Copies of the Unit 13 Achievement Checklist

Lesson Outline

Introduction

• Play “Punua Kumā” as the students enter the room.
• Exchange greetings.

Looking Back

• Play the DVD language section, with the students taking particular note of the language scenario they are to role-play.

Learning Experiences

• Remind the students of the learning outcomes for Unit 13. From the activities they have completed in Lessons A and B and the role-play they are about to perform, they will be able to achieve these outcomes. Ask whether they wish to repeat any of the activities to build their confidence and skills.
• Depending on the students’ level of confidence, move on to having them practise their role-plays. If necessary, play the DVD language scenario again to give them an effective model to work with. Decide whether the students are to perform their role-plays before other groups or before the class. Remind the students about the assessment criteria and that when they are the audience, they need to understand what the performers say.
• The students perform their role-plays. Discuss their performances with them and encourage them to give each other feedback. Feedback discussion will help the students to build their critical thinking and learn how to take responsibility for the development of their own knowledge and skills.

• Hand out the Unit 13 Achievement Checklist for the students to complete. They also colour in band 13 on their Niu Progress Chart.

• Show the DVD cultural section and discuss it again. Do the students notice more on second viewing?

• Optional activity: Play a bingo game where the cards are different colours. The caller calls out, say, *nūmela valu, ago* (number eight, yellow), and those with a yellow eight on their card cover it. This can be played in groups, and the students can take turns to be the caller.

• Optional activity: Another version of bingo – with an additional challenge – is to include both numbers and shapes, for example, *nūmela valu, pakatolu kula* (number eight, red triangle).

*Looking Ahead*

• Tell the students that they need to revise their vocabulary and cultural knowledge from Unit 5 because they will be learning more about food in Unit 14.

*Close*

• Exchange farewells.
UNIT 13 ACHIEVEMENT CHECKLIST

Ko au ko ___________________________.

Now I can:

☐  ask about things

☐  locate things

☐  describe things
Misita Magaoa

Hopo:
Fakamolemole là, ma Misita Magaoa. Nákai moua e au e pepa haaku.

Misita Magaoa:
Ko e tau pepa oti hâ i kô, ma Hopo.

Hopo:
Fakamolemole là – hâ e fê?

Misita Magaoa:
Fano ki tua he pokó. I luga he fata.

Hopo:
Homo. Fakaâue lahi.

Moana:
Fakamolemole, ma Misita Magaoa. Moua e pene he fuga laulau haaku.

Misita Magaoa:
Ko e lanu hâ?

Moana:
Lanu moana.

Misita Magaoa:
Fakaâue, ma Moana. Fânau, fai tama nakai ne galo e pene? Taha e pene lanu moana ne moua e Moana.

Hopo:
Fakamolemole, ma Misita Magaoa. Ko e pene ha Anna.

Misita Magaoa:
Fakaâue, ma Hopo. Kua tâmate nakai e tau komopiuta uta fano?

Hopo:
È. Ae kua galo tai e kato haaku. Na toka i lalo he fuga nofoa.

Misita Magaoa:
Ko e lanu hâ?

Hopo:
Ko e lanu fua moli mo e lanu moana.

Moana:
Moua tuai e au. Hâ è i lalo he laulau, ma Hopo!

Hopo:
Oi, fakaâue lahi, ma Moana! Ko e kato fóou haaku a e! Nákai manako au ke galo!
UNIT 13 AUDIO TRANSCRIPT

Track 12 Vocabulary for Unit 13
Here is the vocabulary for Unit 13. 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.

kumi
moua
ō
ko fē
hā ē
hā i kō

mā nā
he tapa
i fafo
i lalo
he laulau
i lalo

Track 13 Structures and Expressions for Unit 13
You will hear the 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.

Ko fē e pepa?
Ko fē e tau pepa?
I fafo.
I loto he pokō.
Hā i kō e tau tohi.
Ko e tau tohi i luga he laulau.
Moua e au i fafo.
Ko e nofoa he tapa he laulau.
Ko e kato i lalo he nofoa.
Hā ia i luga he laulau.

Moua e au:
he tapa he laulau.
i loto he puha pene.
i fafo.
i luga he laulau.
i loto he pokō.
i lalo he tau nofoa.
hā ē.
hā nā.
hā i kō.

Nākai i loto he tau laulau.

Track 14 to Accompany Unit 13 OHT 1 Lesson A
Listen to these expressions and say each one after the speaker in the pause.

Ko fē e mena nei?
Ko fē e tau mena nei?
Ko fē e pepa?
Ko fē e tau pepa?
Moua e au e kato i lalo he nofoa.
Moua e au e tau kato i lalo he nofoa.
Moua e au e tau kato i lalo he tau nofoa.

Track 15 to Accompany Unit 13 WS 1 Lesson A
Listen to the voice on the CD. As you hear the speaker name each place where the item isn’t located, mark each of those places on your worksheet by putting a cross in the circle.

Nākai i luga he laulau.
Nākai i fafo.
Nākai i lalo he tau nofoa.
Nākai he tapa he gutuhala.
Nākai he tapa he fakamaama.
Nākai i loto he tau laulau.
Nākai i lalo he kato.
Nākai i loto he puha pene.
Nākai he kaupā.
Nākai he tapa he tau komopiuta.

Where is the object hidden? Ko fē?
I lalo he tau laupepa.

Track 16 to Accompany the Round Robin Activity in Lesson B Unit 13
Ne moua e au e kato i fafo.
Ne moua e au e lapalapa pakatolų kula he lalo nofoa.
I loto he pokō aoga, ne moua e au e ...
I loto he laulau haaku, ne moua e au e ...
Learning Outcomes

Students will:

- identify places where they can buy food;
- identify and describe some foods;
- use money to buy food;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of the *vagahau Niue* guidelines (VNiNZC).

The strands and achievement objectives are:

- Communication (page 50)
  - 2.1 identify and describe, people, places, and things;
  - 2.8 express concepts of amount and quantity;
- Language (page 51);
- Culture (page 52).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Vagahau (Niue)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>onion</td>
<td>aniani</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td>òpala</td>
<td></td>
</tr>
<tr>
<td>fish shop</td>
<td>fale ika</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td>fua falaoa</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td>huhu</td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td>kàlote</td>
<td></td>
</tr>
<tr>
<td>lettuce</td>
<td>lètisi</td>
<td></td>
</tr>
<tr>
<td>market</td>
<td>makhete</td>
<td></td>
</tr>
<tr>
<td>supermarket</td>
<td>supamakhete</td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td>tomato</td>
<td></td>
</tr>
<tr>
<td>a portion of fish</td>
<td>vala ika</td>
<td></td>
</tr>
</tbody>
</table>

This vocabulary is on CD 2 track 17.
**Structures and Expressions**

- *Ne fano a au ke he supamakete.*  
  I went to the supermarket.
- *Ko e heigoa ne fakatau e koe?*  
  What did you buy?
- *Ne fakatau e au falu fua aniani.*  
  I bought some onions.
- *Ne fakatau e au taha e kilo vala ika.*  
  I bought a kilo of fish.
- *Ne fakatau foki e au fà e kilo fua tipolo.*  
  I also bought four kilos of lemons.
- *Fà e talà he taha e kilo.*  
  (They were) four dollars a kilo.
- *Ne fakatau e au fakamolemole.*  
  I paid sixteen dollars.
- *Ne fakatau falu fua aniani, fakamolemole.*  
  I want to buy some onions, please.
- *Fiha e totogi he kilo?*  
  How much is a kilo?
- *Taha e talà uafulu sene.*  
  A dollar twenty.
- *Manako a au ke he ua e kilo, fakamolemole.*  
  I would like two kilos, please.
- *Hà è e ua talà mo e fàgofulu e sene.*  
  Here’s two dollars forty.

**Language Notes**

Use the particle *ne* before a verb at the beginning of a sentence to indicate that the sentence is in the past tense, for example:

- *Ne fano a au ke he supamakete.*  
  I went to the supermarket.

**Cultural Knowledge**

Niue custom is that if someone walks past or calls in for a visit when you are having a meal, you always ask them to join you. You say *Hau ke kai* (Come and eat). To accept politely, you say *È, fakaaue lahi* (Yes, thank you very much). To politely decline, you say *Nàkai, fakaaue kua kai au to hau* (No, thank you. I ate before I came). If you decline, they will wrap some food up for you to take home. Accept the food and take it with you. If you come across someone on your way, especially an elderly person, offer the food to them.

**Ota (Raw Fish)**

*Tagata Niue* commonly use a white-fleshed fish to make *ota* (a raw fish dish). When you make *ota* in New Zealand, use fresh fish, such as warehou, kingfish, gumard, or snapper, and coconut cream made from fresh, dry coconuts. It is customary to serve *talo* with *ota*. Green bananas and kūmara are acceptable alternatives if you don’t have *talo*. You can use tinned coconut cream when fresh coconuts aren’t available, but you would normally apologise for doing so.

**Maniota (Cassava)**

*Maniota* (which is also called *fua kàufi* or *kapia*) is variously known in English as manioc, tapioca, and cassava. As with *pia*, the powder made from it is called arrowroot flour. *Maniota* is considered to be less prestigious than *pia*, and it isn’t offered to guests unless they ask for it. It is planted in case of drought. People use *maniota* flour to make *pitako* (Niue bread) or as a substitute for *pia*. 
Other Foods

Coconut cream is an important ingredient in the Niue cuisine. It is used in most dishes. Although *punu niu* (tinned coconut cream) is readily available from the shops, most Niue people still prefer to make fresh coconut cream from coconuts for special Niue dishes such as *ota* and *takihi* (a *talo* and pawpaw dish). Many Niue people in New Zealand shop at supermarkets and markets where Pasifika foods are sold, for example, the Ōtara market in South Auckland and the riverside market in Lower Hutt. For more information, refer to Unit 5.

Teachers’ Notes

You may wish to give a copy of an *ota* recipe to your students. They could take it home and try it out with their family. Or you may choose to set aside some time when you and your students could make this dish and enjoy tasting it together. An *ota* recipe is on WS 4.
Learning Outcomes

Students will:

- identify places where they can buy food;
- identify and describe some foods;
- make connections with their own language(s) and culture(s).

Resources

- Unit 5 DVD
- Unit 14 DVD and transcript
- *Mena kai* flashcards masters (from Unit 5 Lesson A)
- OHT 1a
- OHT 1b
- Unit 14 audio CD and transcript
- OHT 2

You supply:

- The sets of *mena kai* flashcards you made for Unit 5
- A second set of *mena kai* flashcards made from OHT 1a (optional)

Lesson Outline

**Introduction**

- Play the DVD for Unit 5 quietly as the students enter the classroom.
- Exchange greetings.

**Looking Back**

- Discuss what the students can recall about food and food items in *aga fakamotu*. Show the Unit 5 DVD language section.
- Using the *mena kai* flashcards, show each one in turn, with the students recalling the *vagahau Niue* terms for the fourteen food items.

**Learning Experiences**

- Display the Unit 14 learning outcomes. Discuss these with the students and identify the learning outcomes for Lesson A.
- Play the Unit 14 DVD studio section. Repeat this so that the students become familiar with the names of the items shown.
• Show OHT 1a and OHT 1b. The students read the names of food items and the names of the places to buy food along with CD 2 track 17.

• Card activity: In groups, the students play a game of Ko e heigoa? (What is it?) A leader holds up the illustration side of a food item flashcard. The other students take turns to answer. The first person to give the correct answer becomes the next leader. You may wish to add the mena kai cards from Unit 5 to some from OHT 1a so that the students can practise with a larger vocabulary set.

• Play the DVD language scenario and see whether the students can work out which items are being bought. 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.

• Show OHT 2. As the students listen to each part of the dialogue on CD 2 track 18, they repeat it. Then they work in pairs to make up their own dialogues, following the model on OHT 2 but changing the items and amounts.

• Optional activity: In a round robin activity, the first student says Ne fano au ke he supamäkete (I went to the supermarket). The whole class says Ko e heigoa ne fakatau e koe? (What did you buy?). The student responds with something like Ne fakatau e au falu fua aniani (I bought some onions). Continue this sequence, moving around the class. The rule is that if a student repeats any item that has already been mentioned, they are “Olo” (“Out”). Tell them that they can describe an item by adding, for example, a colour or a shape to make their item unique.

• Optional activity: Play the DVD cultural section and discuss their observations with the students. Help them to make connections with their own culture(s) and experiences.

**Looking Ahead**

• Tell the students that they will be practising buying food for a meal in Lesson B. Ask them to make sure that they know the vocabulary they have learned in Lesson A by practising it with their friends and families.

**Close**

• Ask the students to stand. Play the Tagaloa blessing on CD 2 track 44.

• Exchange farewells.
An Introduction to Vagahau Niue

<table>
<thead>
<tr>
<th>English</th>
<th>Vagahau Niue</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>aniani</td>
<td>āpala</td>
<td></td>
</tr>
<tr>
<td>fale ika</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fua falaoa</td>
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<tr>
<td>huhu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kālote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lētisi</td>
<td>mākete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supamākete</td>
<td></td>
</tr>
<tr>
<td>tomato</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vala ika</td>
<td></td>
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</tr>
</tbody>
</table>
An Introduction to Vagahau Niue

- **Fakatau**
- **Totogi**
- **Falu**
- **Kilo**
- **Sene**
- **Talā**
I bought some onions.
I bought a kilo of fish.
I also bought four kilos of lemons.
They were four dollars a kilo.
I paid sixteen dollars.

I went to the supermarket.

What did you buy?

Ne fano a au ke he supamākete.

Ko e heigoa ne fakatau e koe?

Ne fakatau e au falu fua aniani.
Ne fakatau e au taha e kilo vala ika.
Ne fakatau foki e au fā e kilo fua tipolo.
Fā e talā he taha e kilo.
Ne totogi e au hogofulu ma ono e talā.
UNIT 14 FAKATAU MENA KAI– BUYING FOOD
LESSON B

Learning Outcomes

Students will:

• use money to buy food.

Resources

Mena kai flashcards masters (from Unit 5 Lesson A)
OHT 1a (from Lesson A)
Unit 14 DVD and transcript
Unit 14 audio CD and transcript
OHT 3
WS 1
WS 2
CS 1
WS 3
CS 2

You supply:

The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
An OHT of the words of “Hihi e Và” (optional)
The sets of mena kai flashcards from Lesson A
Copies of WS 1
Copies of WS 2
Copies of WS 3
Some play money (optional)
Some imitation mena kai (optional)

Lesson Outline

Introduction

• Play the chant “Hihi e Và” quietly as the students enter the classroom. It is at the start of track 4 on the Niuean Songs CD.
• Exchange greetings.

Looking Back

• Hand out the sets of mena kai vocabulary flashcards. The students repeat the card activity Ko e heigoa? (What is it?) from Lesson A.
Learning Experiences

- Identify the learning outcomes for Lesson B and discuss these with the students.
- Play the DVD studio section that shows what to say when you buy things. Show OHT 3. The students listen to CD 2 track 19 and repeat the sentences in the pauses. Have them work in groups to practise saying the dialogue.
- 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 WS 1. Play CD 2 tracks 18 and 19 to model the pronunciation and rhythms of the spoken language. The students can practise saying the sentences along with the CD.
- Hand out a copy of WS 2 to each student. Play CD 2 track 20. As they listen, they write the numbers of each item bought in the space alongside the matching illustration. Use CS 1 to verify the students’ responses.

Now ask the students to listen to track 20 once again. This time they write the words they hear in *vagahau Niue* after the number alongside the illustration of each item. Check the accuracy of their spelling using CS 1.

This activity continues the focus on noticing the written patterns of *vagahau Niue* and reproducing them accurately when they hear them spoken.

- Hand out WS 3. Play CD 2 track 21. As the students listen, they circle the amounts on their worksheet that match what they hear spoken on the CD. Verify their responses using CS 2.
  You may choose to play the first six items only and reserve the last six items to use as a warm-up listening activity in Lesson C.
- Play the DVD language scenario. The students work in groups to prepare their role-play for Lesson C, using WS 1 as their reference. Each group role-plays:
  (a) making a list of the food items they bought and the total cost;
  (b) going to a shop and buying what they need.
- Optional activity: Set up a pretend shop or market in the classroom, ready for the role-plays in Lesson C.

Looking Ahead

- Remind the students of the learning outcomes for Lesson C. They are going to base the role-plays they perform on the dialogues they have viewed and heard.

Close

- Exchange farewells.
- Play the chant “Hihi e Vā” as the students leave.
Manako a au ke fakatau falu fua aniani, fakamolemole.

Fiha e totogi he kilo?

Taha e talā uafulu sene.

I want to buy some onions, please.

How much is a kilo?

A dollar twenty.

I would like two kilos, please.

Here’s two dollars forty.
Manako a au ke fakatau falu fua aniani, fakamolemole.

Fiha e totogi he kilo?

Manako a au ke he ua e kilo, fakamolemole.

Hā è e ua talā mo e fāgofulu e sene.

Ne fano a au ke he supamākete.

Ko e heigoa ne fakatau e koe?

Ne fakatau e au falu fua aniani.
Ne fakatau e au taha e kilo vala ika.
Ne fakatau foki e au fā e kilo fua tipolo.
Fā e talā he taha e kilo.
Ne totogi e au hogofulu ma ono e talā.
Instructions

As you listen, write the number of each item bought on the short line alongside the matching illustration. Mele buys the following items:

- [Image of bread]
- [Image of fish fillet]
- [Image of onion]
- [Image of milk bottle]
- [Image of cabbage]
- [Image of plastic bag]
- [Image of tomato]
- [Image of glass with ice cubes]
- [Image of plastic bag]
- [Image of potato]
- [Image of potato]
- [Image of lemon]
An Introduction to Vagahau Niue

- fua falaoa
- fua aniani
- fua lētisi
- fua tomato
- taga fua āpala
- kilo he tau talo
- vala ika
- lupo huhu
- taga kālote
- punu gako niu
- fua futi
- fua tipolo
Fiha e tau?

Instructions

You will hear each item mentioned with a price. Circle the price that matches what you hear for each item.

- $5.40
- $4.50
- $5.50
- $1.40
- $4.10
- $4.40
- $9.95
- $1.90
- $1.95
- $6.00
- $2.66
- $6.20
- $2.30
- $2.50
- $3.20
- $6.45
- $4.65
- $4.56
- $3.00
- $2.00
- $5.00
- $1.75
- $1.70
- $1.65
- $5.35
- $3.55
- $3.85
- $2.99
- $2.89
- $9.29
- $1.25
- $1.45
- $1.65
- $2.55
- $2.15
- $2.25
<table>
<thead>
<tr>
<th>Image</th>
<th>Price 1</th>
<th>Price 2</th>
<th>Price 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>$5.40</td>
<td>$4.50</td>
<td>$5.50</td>
</tr>
<tr>
<td>Onion</td>
<td>$1.40</td>
<td>$4.10</td>
<td>$4.40</td>
</tr>
<tr>
<td>Cabbage</td>
<td>$9.95</td>
<td>$1.90</td>
<td>$1.95</td>
</tr>
<tr>
<td>Tomato</td>
<td>$6.00</td>
<td>$2.66</td>
<td>$6.20</td>
</tr>
<tr>
<td>Carrots</td>
<td>$2.30</td>
<td>$2.50</td>
<td>$3.20</td>
</tr>
<tr>
<td>Bag</td>
<td>$6.45</td>
<td>$4.65</td>
<td>$4.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Image</th>
<th>Price 1</th>
<th>Price 2</th>
<th>Price 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish</td>
<td>$3.00</td>
<td>$2.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Milk</td>
<td>$1.75</td>
<td>$1.70</td>
<td>$1.65</td>
</tr>
<tr>
<td>Potato</td>
<td>$5.35</td>
<td>$3.55</td>
<td>$3.85</td>
</tr>
<tr>
<td>Banana</td>
<td>$2.99</td>
<td>$2.89</td>
<td>$9.29</td>
</tr>
<tr>
<td>Juice</td>
<td>$1.25</td>
<td>$1.45</td>
<td>$1.65</td>
</tr>
<tr>
<td>Lemon</td>
<td>$2.55</td>
<td>$2.15</td>
<td>$2.25</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will:

- identify places where they can buy food;
- identify and describe some foods;
- use money to buy food;
- make connections with their own language(s) and culture(s).

Resources

- Unit 14 DVD and transcript
- WS 3 (from Lesson B)
- Unit 14 audio CD and transcript
- CS 2 (from Lesson B)
- Unit 14 Achievement Checklist
- Niu Progress Chart
- WS 4 (optional)

You supply:

- Some play money (optional)
- Some imitation *mena kai* (optional)
- Copies of the Unit 14 Achievement Checklist
- Copies of WS 4 (optional)

Lesson Outline

Introduction

- Play the DVD quietly in the background as the students enter the classroom.

Looking Back

- Ask the students to take out WS 3 from Lesson B. Play CD 2 track 21 and have the students review the first six prices and then select the remaining six prices from those listed on the worksheet. The students verify their responses with CS 2.
- Play the DVD language section for the students to recall their learning.
Learning Experiences

- Remind the students of the Unit 14 learning outcomes. Discuss ways in which they can achieve all the learning outcomes.
- The students work in their groups to complete their dialogues and to practise them. Choose whether the students are to perform their dialogues to other groups or to the whole class. If you have set up a shopping scene with play money and imitation *mena kai*, the students can use these as props for their role-plays.
- Remind the students of the assessment criteria (which are those that they used in Unit 10). 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 when they speak *vagahau Niue* so that they can give this kind of feedback.

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 14 Achievement Checklist. The students work with a peer to complete these, and then they colour in band 14 on their Niu Progress Chart.
- Optional activity: Hand out copies of WS 4, play CD 2 track 22, and discuss the *ota* recipe with the students.
- Optional activity: Make arrangements with the students to prepare and serve *ota* with the appropriate protocols, for example, saying a blessing before eating the food (see Unit 5).

Looking Ahead

- Ask the students to think about the special family celebrations they have in their own culture(s) as they will be learning about some more occasions that are frequently celebrated in *aga fakamotu* in Unit 15.

Close

- Exchange farewells.
Ko au ko ________________.

Now I can:

☐ identify places where I can buy food

☐ identify and describe some foods

☐ use money to buy food

☐ make connections with my own language(s) and culture(s)
CUT the fish into small pieces and put them into a big bowl. Squeeze the lemons, covering all the fish. Add a little salt. Put this in the fridge.

TAKE the bowl of fish out of the fridge. Drain the lemon juice, leaving a little to taste. Put the fish in a large serving bowl.

NOW chop the vegetables into small pieces and add them to the dish. It is up to you how much of the chopped vegetables you put in, but don’t put in too much or you’ll lose the taste of the fish.

ADD some fresh herbs if you like and pepper and salt. Add the coconut cream. (You can dilute the coconut cream with some water if you want to.)

STIR gently to mix the vegetables, fish, and coconut cream. Then either put the ota in the fridge to chill or serve it straight away.
Lina: Taute ota au ke lata mo e kai afiafii.

Togia: Oka! Fiafia lahi au ke he ota. Ko e heigoa ka taute aki e koe e ota?

Lina: Ko e kai taute aki e ika mata.

Togia: Ti kua lata a tautolu ke fakatau e ika.

Lina: È. Hā è e laupepa kua tohi ai e tau mena fakatau: ika, tau fua aniani, tau fua tomato, punu gako niu, talo ...

Togia: Oi! Fiha e mena ne tohi he laupepa fakatau?

Lina: Liga uafulu ma lima e tau mena fakatau ...

Mala: (lafi) ... hogafulu ma valu!

Lina (kata): Mena lahi e magafaoa ha tautolu. Ai popole, ma Togia. Ai kelea ka nákai fakatau oti e tau mena he laupepa fakatau!

Mala: Tau fua aniani?

Lina: Fiha e tau?

Togia: Taha e talà hivavalu e sene he kilo.

Lina: Mafola, tamai taha e kilo. Tau fua tipolo ...

Togia: Fiha?

Lina: Ono e fua tipolo – taga kālote foki!

Togia: Tau fua lākau? Tamai falu fua futi.

Lina: Fiha e tau?

Togia: Ua talà hivafitu sene he kilo.

Lina: Mafola.

Lina: I'm making ota for dinner.

Togia: Yum! I love ota. What do you need to make ota?

Lina: Well, it's a raw fish dish.

Togia: So we need to buy fish.

Lina: Yes. Here’s the shopping list: fish, onions, tomatoes, carrots, coconut cream, taro ...

Togia: Hey, how many things are on the list?

Lina: About twenty-five ...

Mala: (counting) ... eighteen things!

Lina (laughing): We have a big family. Don’t worry, Togia! We don’t need to buy all the things on the list!

Mala: Onions?

Lina: How much are they?

Togia: One dollar ninety-eight a kilo.

Lina: Good, we’ll get one kilo. Lemons ...

Togia: How many?

Lina: Six lemons – and a bag of carrots!

Togia: Fruit? Let’s get some bananas.

Lina: How much are they?

Togia: Bananas are two ninety-seven a kilo.

Lina: OK.
UNIT 14 AUDIO TRANSCRIPT

Track 17 Vocabulary for Unit 14 and OHTs 1a and 1b Lesson A

Here is the vocabulary for Unit 14. 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.

- aniani
- àpala
- fale ika
- fua falaoa
- huhu
- kàlote
- lètisi
- màkete
- supamàkete
- tomato
- vala ika
- fakatau
- totogi
- falu
- kilo
- sene
- talà

Track 18 to Accompany Unit 14 OHT 2 Lesson A

Listen to the following dialogue, where Mele tells Sione what she has bought at the supermarket and how much she paid. Then say each part of the dialogue in the pause after the speaker.

Ne fano a au ke he supamàkete.
Ko e heigoa ne fakatau e koe?
Ne fakatau e au falu fua aniani.
Ne fakatau e au taha e kilo vala ika.
Ne fakatau foki e au fà e kilo fua tipolo.
Fà e talà he taha e kilo.
Ne totogi e au hogofulu ma ono e talà.

Track 19 to Accompany Unit 14 OHT 3 Lesson B

Listen to Salote and Clayton at the market. Say the sentences after the speakers to practise the pronunciation.

- Manako a au ke fakatau falu fua aniani, fakamolemole.
- Fiha e totogi he kilo?
- Taha e talà uafulu sene.
- Manako a au ke he ua e kilo, fakamolemole.
- Hà è e ua talà mo e fàgofulu e sene.

Track 20 to Accompany Unit 14 WS 2 Lesson B

As you listen, write the number of each item bought in the space alongside the matching illustration. Mele buys the following items:

- Fà e fua falaoa.
- Hogofulu ma ua e fua aniani.
- Tolu e fua lètisi.
- Valu e fua tomato.
- Ua e taga kàlote.
- Taha e taga fua àpala.
- Hogofulu ma fà e vala ika.
- Lima e lupo huhu.
- Fà e kilo he tau talo.
- Hogofulu ma ono e fua futi.
- Lima e punu gako niu.
- Uafulu ma tolu e fua tipolo.
Track 21 to Accompany Unit 14 WS 3  
Lesson B

You will hear twelve sentences that express amounts. As you listen, circle the amounts on your worksheet that match what you hear spoken on the CD.

Fiha e tau?

Ko e fua falaoa – fā e talā limagofulu sene.  
Ko e kilo fua aniani – taha e talā fagofulu sene.  
Taha e fua lētisi – taha e talā hivagofulu ma lima sene.  
Taha e kilo fua tomato – ono e talā uafulu sene.  
Taha e taga kālose – ua e talā tolugofulu sene.  
Taha e taga fua āpala – fā e talā onogofulu ma lima sene.  
Taha e vala ika – tolu e talā.  
Taha e lupo huhu – taha e talā fitugofulu sene.  
Taha e kilo talo – tolu e talā valugofulu ma lima sene.  
Taha e kilo fua futi – ua e talā hiva hiva sene.  
Taha e punu gako niu – taha e talā fagofulu ma lima sene.  
Lima e teau kuleme fua tipolo – ua e talā uafulu ma lima sene.

Track 22 to Accompany Unit 14 WS 4  
Lesson C

These are the ingredients for ota – the raw fish dish.

Ota

taha e kilo vala ika sinapa  
taha e fua aniani fāpogi  
taha e fua aniani kā loa  
taha e fua lētisi  
uā e fua tomato  
uā e kālote  
taha e fua kēpesikamu ago  
taha e fua kukama  
tolu e kilo fua tipolo  
uā e fua niu pakupaku po ke tau punu gako niu  
tau fakamanogi kai  
pepa mo e mātima
Learning Outcomes

Students will:
- identify some family celebrations;
- accept and decline invitations;
- express interest and enjoyment;
- make connections with their own language(s) and culture(s).

Curriculum Links

The curriculum links are:
- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the *vagahau Niue* guidelines (*VNiNZC*).

The strands and achievement objectives are:
- Communication (page 50)
  2.3 offer, accept, refuse, and deny things;
  2.5 express interest and enjoyment;
- Language (page 51);
- Culture (pages 50 and 52).

Language Knowledge

**Vocabulary**

| fiafiaaga | celebration | foki | also, too |
| galue     | feast       | ka e | but       |
| leo kofe  | music       | ia   | she, her, he, him, it |
| lologo    | song        | lautolu | they, them (three or more people) |
| uiina     | invitation  |      |           |
| uhu e lologo | to sing a song |      |           |
| auloa     | together    |      |           |
| igatia    | each        |      |           |

This vocabulary is on CD 2 track 23.
**Structures and Expressions**

Sam, uiina e au a koe ke he fiafia aho fanau haaku.
Hā ē e uiina.
Fakaaue, ma Tule ke he uiina.
Fakaaue, to age e au ki a Matua Fifine.

È, to finatu a au.
Fakamolemole, nākai maeke a au ke finatu.

**Language Notes**

In Unit 8, your students were introduced to auloa (all, all together). Now they can expand this to include the meaning “together”.

Here are examples of a formal written invitation to a birthday party from a child’s parents:

**Kua fiafia e magafaoa ke uiina a Susana Tuki ke he fiafia aho fanau 10aki he tama fifine fakahele ha lautolu ko Malama Maile Hala.**

A fē: 12 Iulai
Matahola: 11 mogo pogipogi
Ki fē: Fale Holo i Kelston
Fakamolemole tali mai: Telefoni (09) 820 9674

**The family is happy to invite Susana Tuki to the 10th birthday celebration of their dear daughter Malama Maile Hala.**

When: 12 July
Time: 11 a.m.
Where: Kelston Community Hall
RSVP: Phone (09) 820 9674

**Cultural Knowledge**

Sending written invitations is a modern custom copied from other cultures. Traditionally in Niue, 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 brought gifts of food to add to the galue (feast). They still do. It is a Niue custom to let children and siblings choose a gift from all the gifts received at a celebration. Tagata Niue also show their love and respect for the elderly by giving them birthday party celebrations and lots of gifts.
Aga fakamotu has two main celebrations for children, huki teliga (ear-piercing) and hifi ulu (hair-cutting). These are described in Unit 11.

Tapu Fānau (White Sunday) is a Christian festival for children. White Sunday acknowledges and celebrates children, their knowledge of the Bible, and their ability to memorise verses from it. Children perform sermons and drama items based on Bible stories. They are given new white clothes for the occasion. Proud parents and families donate money to the church on the children’s behalf, and these donations are recorded. Big feasts are usually prepared, and on this day parents and other adults wait on the children.

Teachers’ Notes

Some of the information and ideas in Unit 15 have already been encountered in previous units, for example, Unit 5, Unit 11, and Unit 12. You may wish to return to some of the activities and information in these units for your students to reinforce their knowledge of vagahau Niue and aga fakamotu. While the theme of some earlier units may appear to be the same as for this one, the focus of the learning in Unit 15 is on the language and cultural practices associated with extending and responding to invitations.
UNIT 15 Tau Fiafia Fakamagafaoa
- Family Celebrations

LESSON A

Learning Outcomes

Students will:

- identify some family celebrations;
- make connections with their own language(s) and culture(s).

Resources

Unit 15 DVD and transcript
OHT 1
Unit 15 audio CD and transcript
WS 1
Unit 5 DVD

You supply:

Copies of WS 1

Lesson Outline

Introduction

- Play the Unit 15 DVD quietly as the students enter the room.
- Exchange greetings.

Looking Back

- Briefly discuss what the students learned from Units 9, 11, and 12 about celebrations in aga fakamotu. If necessary, replay the DVD language and/or cultural sections from those units to help them with their recall. With the students, discuss the special celebrations they have in their culture(s).

Learning Experiences

- Discuss the learning outcomes for Unit 15 and identify those that are the focus of lesson A.
- Play the DVD language scenario and discuss the content with the students. What did they understand? If you have Niue students in your class, they may have information to add about the ear-piercing or hair-cutting ceremonies they have experienced.
• Play the DVD studio section. Show OHT 1 and play CD 2 track 23. The students repeat the words in the pauses.

• Play the DVD studio section again. Hand out WS 1 and play CD 2 track 24, with the students listening to the dialogue. Replay track 24 so that the students can repeat the dialogue in the pauses. Ask the students to role-play the dialogue in pairs until they achieve a good level of fluency.

• Play the DVD cultural section and connect it with the discussion earlier in the lesson. 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)?

Looking Ahead

• Ask the student to practise the dialogues so that they can say the sentences fluently by the next lesson.

Close

• Play the Tagaloa chant on track 44, with the students saying it, too.
• Exchange farewells.
An Introduction to Vagahau Niue

fiafiaaga
galue
leo kofe
lologo
uiina

uhu e lologo

auloa
igatia

foki
ka e

ia
lautolu
Sam, uiina e au a koe ke he fiafia aho fanau haaku. Hā ē e uiina.

Matahola hogofulu ma taha he mogo pogipogi.

Yes, I'll come.

I'm sorry, I can't come.

Fakaauē, ma Tule, ke he uiina. Fakaauē, to age e au ki a Matua Fifine. Matahola fiha?

È, to finatu a au.

Fakamolemole, nākai maeke a au ke finatu.

Thank you for the invitation, Tule. Thank you. I'll give it to Mum. What time?

Eleven in the morning.

Sam, I'm inviting you to my birthday party. Here's the invitation.

Yes, I'll come.
UNIT 15 TAU FIAFIA FAKAMAGAFAOA – FAMILY CELEBRATIONS

LESSON B

Learning Outcomes
Students will:
• accept and decline invitations;
• express interest and enjoyment.

Resources
Unit 11 DVD
OHT 1 (from Unit 11 Lesson A)
Unit 15 DVD and transcript
WS 1 (from Lesson A)
Unit 15 audio CD and transcript
WS 2
CS 1
OHT 2
WS 3

You supply:
Copies of WS 2
Copies of WS 3

Lesson Outline

Introduction
• Play the Unit 11 DVD version of “Monuina e Aho Fanau Haau” as the students enter the room.
• Find out who has the nearest birthday to today’s lesson. Display OHT 1 from Unit 11. Tell the students to remain standing and sing “Monuina e Aho Fanau Haau” to the birthday student.
• Exchange greetings.

Looking Back
• Play the DVD studio section. The students look at their copies of WS 1 from Lesson A. Play CD 2 track 24, with the students listening to the dialogue. Ask the students to role-play the
dialogue in pairs, repeating the dialogue several times until they achieve a good level of fluency.

Monitor the students’ performance by walking around the room, listening to them as they engage with the activity.

**Learning Experiences**

- Identify the learning outcomes that are the focus of Lesson B.
- Hand out WS 2. Play CD 2 track 25. 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 Maka) and then check the students’ responses before continuing. This will give you a check on how they are responding individually and as a class to this kind of sustained listening activity. Use CS 1 to verify their responses.

  In English, the information is:

  My name is Maka Hala. 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 Ana Maki. 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 Pasha. 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.

- Display OHT 2. Play CD 2 track 26. The students repeat the sentences in the pauses. Tell the students that they can use some of these sentences in the dialogues they will make up later in the lesson.
- Hand out WS 3. The students practise reading the invitation to each other in pairs along with CD 2 track 27.
- Now have the students write in the details for an invitation to their next birthday party. They can use the information on CS 1 to guide their work.
- Tell the students that they are to work in pairs and prepare dialogues to present in Lesson C for their assessment. Using the invitation they have made, they invite their partner to come to their birthday celebration. Their partner responds, accepting or declining and expressing interest and enjoyment. Play the DVD language section and show OHT 2 to review the language they could be using.

**Looking Ahead**

- Remind the students that they will be assessing their learning outcomes in Lesson C.

**Close**

- Sing a Niue song of your choice.
- Exchange farewells.
Instructions

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: Maka Hala
Age: 
When: 
Day: 
Time: 
Where: _____ Green Street
Phone: 

Name: Ana Maki
Age: 
When: 
Day: 
Time: 
Where: _____ Tūī Street
Phone: 

Name: Neelam Pasha
Age: 
When: 
Day: 
Time: 
Where: _____ Pūriri Street
Phone: 

WS 2
Uiina Fiafaaga Aho Fanau
### Instructions

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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Maka Hala</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>13</td>
</tr>
<tr>
<td>When:</td>
<td>5 October</td>
</tr>
<tr>
<td>Day:</td>
<td>Saturday</td>
</tr>
<tr>
<td>Time:</td>
<td>2 o’clock</td>
</tr>
<tr>
<td>Where:</td>
<td>22 Green Street</td>
</tr>
<tr>
<td>Phone:</td>
<td>835 7291</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Ana Maki</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>16</td>
</tr>
<tr>
<td>When:</td>
<td>21 December</td>
</tr>
<tr>
<td>Day:</td>
<td>Friday</td>
</tr>
<tr>
<td>Time:</td>
<td>6 o’clock</td>
</tr>
<tr>
<td>Where:</td>
<td>98 Tūi Street</td>
</tr>
<tr>
<td>Phone:</td>
<td>469 8321</td>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Neelam Pasha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td>15</td>
</tr>
<tr>
<td>When:</td>
<td>31 March</td>
</tr>
<tr>
<td>Day:</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Time:</td>
<td>11 o’clock</td>
</tr>
<tr>
<td>Where:</td>
<td>54 Pūriri Street</td>
</tr>
<tr>
<td>Phone:</td>
<td>667 0589</td>
</tr>
</tbody>
</table>
Oka! Fiafia lahi a au ke he tau pati.

Awesome! I love parties.

Mafola! Fiafia a au ke finatu.

Cool! I'd love to come.

Oka! A fē?

Great! When is it?

Lologo “Fiafia Aho Fanau”.

Let’s sing “Happy Birthday”.

Fuluola e tau pati.

Parties are fun.
Uiina e au a koe ke he fiafiaaga aho fanau haaku.

Higoa: ______________________
Tau: ______________________
Aho: ______________________
Matahola fiha:______________
Ki fē:_____________________
Telefoni mai:______________

Uiina e au a koe ke he fiafiaaga aho fanau haaku.

Higoa: ______________________
Tau: ______________________
Aho: ______________________
Matahola fiha:______________
Ki fē:_____________________
Telefoni mai:______________
UNIT 15 TAU FIAFIA FAKAMAGAFAOA – FAMILY CELEBRATIONS

LESSON C

Learning Outcomes

Students will:
- identify some family celebrations;
- accept and decline invitations;
- express interest and enjoyment;
- make connections with their own language(s) and culture(s).

Resources

Unit 15 DVD and transcript
WS 2 (from Lesson B)
Unit 15 Achievement Checklist
Niu Progress Chart
OHT 3

You supply:
- Copies of WS 2
- Copies of the Unit 15 Achievement Checklist
- Copies of OHT 3 (optional)
- Materials for making a mural (optional)

Lesson Outline

Introduction
- Play the DVD quietly as the students enter the room.
- Exchange greetings.

Looking Back
- Repeat the listening activity from Lesson B using WS 2 and CD 2 track 25. Ask the students whether their understanding has improved since the first time they heard the information.

Learning Experiences
- Hand out copies of the Unit 15 Achievement Checklist and discuss it with the students.
- Play the DVD language section. The students work in pairs, using the invitations they composed in Lesson B to extend an invitation to their friend, who accepts or declines
it and expresses interest and enjoyment. They take turns to be the one extending the
invitation.

Remind the students that when they use *vagahau Niue*, they should respect the culture
(for example, by requesting their parents’ permission before they accept or decline an
invitation). They should show this respect in their dialogues.

- When ready, the students complete their Unit 15 Achievement Checklist and colour in
  band 15 on their Niu Progress Chart.

- Optional activity: Play CD 2 track 28. Show OHT 3. The students listen to the thank-you
  speech and repeat the sentences in the pauses. Remind them that saying thank you and
  showing appreciation is important in every culture. Challenge the students to see whether
  they can memorise this small speech, saying it to each other without looking at the
  OHT. Tell them that knowing how to say thank you in culturally appropriate ways is very
  important and helps to build good relationships.

- Optional activity: Make a large collage mural of a Niue celebration feast, using drawings,
  paintings, photographs from magazines, information from the Internet, and so on. Use
  captions and string to show the names of the foods – refer to Unit 5 – and use other
  descriptive terms in *vagahau Niue*. This can challenge the students to go through their
  workbooks and find words and expressions to use on the mural.

- Play the DVD cultural section again to help the students become very familiar with the
  content.

**Looking Ahead**

- Encourage the students to find out more things about celebrations in *aga fakamotu*.

- Optional activity: Challenge them to practise saying the thank-you speech until they can
  say it fluently.

**Close**

- Sing “Monuina e Aho Fanau Haau” together.

- Exchange farewells.
UNIT 15 ACHIEVEMENT CHECKLIST

Ko au ko ____________________________.

Now I can:

☐ identify some family celebrations
☐ accept and decline invitations
☐ express interest and enjoyment
☐ make connections with my own language(s) and culture(s)
Greetings to you all.
Thank you very much for coming to my birthday celebration.
Thank you very much, Father and Mother.
Thank you very much to my family, too.
Thank you very much for the gifts.
Blessings.
Mark: A fe e fiafaaga hifulu ha Tomasi?
Togia: He aho hogofulu ma ua i a Aokuso.
Mark: Ki fe?
Togia: Ke he holo.
Mark: Matahola fiha?
Togia: He matahola ua. Faiumu e magafaoa.
Mark: Ko hai kua uiina?
Togia: Tau aniti ha maatolu, tau agikolo, tau kasini, mo e tau kapitiga.
Mark: Tokofiha he katoa?
Togia: Ko e mano!
Mark: Tokofiha?
Togia: Molea e taha e teau.
Mark: Fai nakai ka omai i Niue?
Togia: Liga tokolima. Uiina foki onogofulu e tau kapitiga.
Mark: Uiina nakai au?
Togia: E ka hâ! Uiina e magafaoa katoa haau.

Mark: When's Tomasi's hair-cutting?
Togia: It's on the twelfth of August.
Mark: Where is it?
Togia: At the hall.
Mark: What time?
Togia: At two o'clock. The family is doing an umu.
Mark: Who's invited?
Togia: All our aunts, uncles, cousins, and friends.
Mark: How many are there?
Togia: Heaps!
Mark: How many?
Togia: There will be more than a hundred.
Mark: Anyone from Niue?
Togia: Maybe five. We also invited sixty friends.
Mark: Am I invited?
Togia: Of course! Your whole family's invited.
Here is the vocabulary for Unit 15. 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.

fiapiaaga
galue
leo kofe
lologo
uiina
uhu e lologo
auloa
igatia
foki
ka e
ia
lautolu

Listen to the following dialogue. Then listen to the dialogue again and say the sentences after the speakers when they pause.

Sam, uiina e au a koe ke he fiafi a hofanu haaku. Hà è e uiina.
Fakaawe, ma Tule, ke he uiina. Fakaawe, to age e au ki a Matua Fifine. Matahola fiha?
Matahola hofogofu ma taha he mogo pogipogi.
È, to finatu a au.
Fakamolemo, nàkai maeke a au ke finatu.

You will hear three people, Maka, Ana and Neelam, giving some information about themselves. As you listen, enter the information in the spaces on your worksheet in English.

Ko e higoa haaku ko Maka Hala. Hogofulu ma tolu e tau haaku he aho lima i a Oketopa. Hà è e uiina ke he fiafi a hofanu haaku he aho Faiumu, matahola ua. Ko e kaina haaku he nùmela ua ua Green Street. Maeko nakai a koe ke hau? Fakamolemo, telefoni mai valu tolu lima fitu ua hiva taha.

Ko e higoa haaku ko Ana Maki. Hogofulu ma ono e tau haaku he ufufulu ma taha i a Tesemo. Hà è e uiina ke he fiafi a hofanu haaku. He aho Falailie, matahola ono. Ko e kaina haaku he nùmela hiva valu Tûi Street. Maeko nakai a koe ke hau? Fakamolemo, telefoni mai fà ono hiva valu tolu ua taha.

Ko e higoa haaku ko Neelam Pasha. Hogofulu ma lima e tau haaku he aho tolugofu ma taha i a Masi. Hà è e uiina ke he fiafi a hofanu haaku. He aho Lotu, matahola hogofulu ma taha. Ko e kaina haaku he nùmela limagofu ma fà Pûriri Street. Maeko nakai a koe ke hau? Fakamolemo, telefoni mai ono ono fitu nàkai lima valu hiva.

Listen to these sentences and say them in the pause after each speaker.

Oka! Fiafi lahi a au ke he tau pati.
Mafola! Fiafi a au ke finatu.
Oka! A fe?
Lologo fiafi aho fanau.
Fuluola e tau pati.
Track 27 to Accompany WS 3 Lesson B

Listen to the vagahau Niue words that are used on an invitation and say them after the speaker.

Uiina e au a koe ke he fiafiaaga aho fanau haaku.

Higoa:
Tau:
Aho:
Matahola fiha:
Ki fè:
Telefoni mai:

Track 28 to Accompany OHT 3 Lesson C

Listen to the thank-you speech. Then listen again and practise saying the sentences when the speaker pauses.

Fakaalofa lahi atu ki a mutolu oti.
Fakaaue lahi he omai ke he fiafia aho fanau haaku.
Fakaaue lahi, ma Matua Taane mo Matua Fifine.
Fakaaue lahi foki ke he magafaoa haaku.
Fakaaue lahi ke he tau mena fakaalofa.
Kia monuina.
UNIT 16 HĀ HAI? – WHOSE IS IT?

OVERVIEW

Learning Outcomes

Students will:

- identify and describe what belongs to them;
- identify and describe what belongs to others;
- name some parts of the body.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Level 2 of the *vagahau Niue* guidelines (*VNiNZC*).

The strands and achievement objectives are:

- Communication (page 50)
  - 2.1 identify and describe people, places, and things;
  - 2.9 express concepts of ownership and relationship;
- Language (page 51);
- Culture (pages 50 and 52).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>gutu</th>
<th>mouth</th>
<th>aamo</th>
<th>to touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>ihu</td>
<td>nose</td>
<td>pehē</td>
<td>to say</td>
</tr>
<tr>
<td>lima</td>
<td>arm, hand</td>
<td>ha maua</td>
<td>our (two people)</td>
</tr>
<tr>
<td>mata</td>
<td>eye</td>
<td>ha mua</td>
<td>your (two people)</td>
</tr>
<tr>
<td>matahui</td>
<td>toe</td>
<td>ha mautolu</td>
<td>our (three or more people)</td>
</tr>
<tr>
<td>matatuli</td>
<td>knee</td>
<td>ha mutolu</td>
<td>your (three or more people)</td>
</tr>
<tr>
<td>teliga</td>
<td>ear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tukeaua</td>
<td>shoulder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ulu</td>
<td>head</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This vocabulary is on CD 2 track 30.

**Structures and Expressions**

*Hā hai e penetala nei?*  
*Whose is this pencil?*

*Ko e haaku.*  
*It’s mine. (or) They’re mine.*

*Hā hai e tau pepa i kō?*  
*Whose books are those over there?*

*Ko e ha mautolu.*  
*They’re ours. (three or more owners).*
Whose red pens are these?
They’re Tina’s.

Are these your bags? (two owners)
Yes, they’re ours. (two owners)

Simon says touch your shoulder.

Language Notes
In Unit 1, the students were introduced to:

haaku
my

haau
your

Note the distinction between singular, dual, and plural when using pronouns.
The word lima refers to both the arm and the hand, whereas in English, there are separate
words.

Cultural Knowledge
In aga fakamotu, it is not appropriate to touch a child’s head unless you are a very close
family member. Touching and hugging people who are not close relatives is not customary
practice.

If tagata Niue students are asked to stand while the teacher is sitting, they may appear to
be slouching as they consider it respectful to put themselves into a lower position than the
teacher.

The following song is on OHT 2.

Tau Vala he Tino
Parts of the Body

Ulu, tukeua, matatuli, matahui
Head, shoulder, knee, toe

Ulu, tukeua, matatuli, matahui
Head, shoulder, knee, toe

Ulu, tukeua, matatuli, matahui
Head, shoulder, knee, toe

Teliga, mata, gutu, mo e ihu
Ear, eye, mouth, and nose

Teachers’ Notes
Activities that require the students to touch each other are not appropriate in terms of aga
fakamotu. As it is important to take account of aga fakamotu when teaching vagahau Niue,
choose activities that do not require this and make sure that your students understand why.

There are opportunities in this unit for the students to draw on vocabulary from other units,
such as Unit 13 and Unit 14.

Keep checking the students’ pronunciation and replay the DVD and audio CD many times to
give them good models to follow. Pay careful attention to lahi, fefè, mutolu, and tete. If these
words are not pronounced correctly, they can be mistaken for words that have meanings that
are inappropriate for students to be learning.
Learning Outcomes
Students will:
- identify what belongs to them;
- name some parts of the body.

Resources
- Unit 16 DVD and transcript
- OHT 1
- Unit 16 audio CD and transcript
- OHT 2
- OHT 3
You supply:
- Copies of OHT 3

Lesson Outline

Introduction
- Play the DVD quietly in the background as the students enter the classroom.
- Exchange greetings.

Looking Back
- If you set the students the task of memorising the thank-you speech in Unit 15, check to see how many of them have memorised it. Ask them to say it to each other, working in pairs.

Learning Experiences
- Display the Unit 16 learning outcomes and discuss these with the students. Identify the outcomes that are the focus of Lesson A.
- Display OHT 1. Have the students practise saying the vocabulary along with CD 2 track 30. Then ask them to sketch a person and label the parts of the body, copying the vocabulary they need from OHT 1. Get them to check each other’s copying to ensure that they are developing their writing skills on a strong foundation of careful observation and accuracy.
- Play the DVD studio section where the students point to the different parts of the body. Display OHT 2. Replay the DVD and then have the students sing the song, performing the actions.
• Play Simon Says. Use the expression *Pehē a Saimona aamo e tukeua haau* (Simon says touch your shoulder), substituting the vocabulary for the different body parts. It is on CD 2 track 30. You may have some students in your class who have sufficient fluency in *vagahau Niue* to act as caller. Then you can join in with the rest of the class, performing the actions.

• Play the DVD language scenario. Discuss with the students what they notice. Can they pick out the words for *my* (*haaku*) and *your* (*haau*) in *vagahau Niue*? Tell them that they are going to learn some more words and expressions that show ownership or possession. Show OHT 3. Hand out a copy to each student. Play CD 2 track 31.

• The students work in groups, using their copies of OHT 3 to practise saying the expressions. Tell them to make sure that they show, by a hand movement, the correct number of people being referred to.

• Have a quick round-the-class-activity. The first student says *Ko e fua futi haaku* (It's my banana), and then the second student uses the same sentence pattern but changes the item. Follow this pattern round the class. The challenge is for the students to avoid repeating an item that has already been mentioned.

• Play the DVD cultural section. Share cultural information with the class about the sacredness of the head in *aga fakamotu*. The students will be able to respond from their own cultural perspectives and experience.

• Play Simon Says again or have the students sing “*Tau Vala he Tino*”.

**Looking Ahead**

• Ask the students to practise singing “*Tau Vala he Tino*” with each other as often as they can before the next lesson.

**Close**

• Exchange farewells.
gutu
ihu
lima
mata
matahui
matatuli
teliga
tukeua
ulu

aamo
pehē

ha maua
ha mua

ha mautolu
ha mutolu

Pehē a Saimona aamo e tukea haau.
An Introduction to Vagahau Niue

**Tau Vala he Tino**

*Ulu, tukeua, matatuli, matahui*

*Ulu, tukeua, matatuli, matahui*

*Teliga, mata, gutu, mo e ihu*

**Parts of the Body**

Head, shoulder, knee, toe

Head, shoulder, knee, toe

Head, shoulder, knee, toe

Ear, eye, mouth, and nose
"Hā hai e penetala nei?
Ko e haaku.

Whose is this pencil?
It’s mine. (or) They’re mine.

"Hā hai e tau pepa i kō?
Ko e ha mautolu.

Whose books are those over there?
They’re ours. (three or more owners)

"Hā hai e tau pene kula ē?
Ko e ha Tina.

Whose red pens are these?
They’re Tina’s.

"Ko e tau kato nakai ha mua a ē?
Ē, ko e ha maua.

Are these your bags? (two owners)
Yes, they’re ours. (two owners)
Learning Outcomes

Students will:

- identify and describe what belongs to them;
- identify and describe what belongs to others.

Resources

Unit 16 DVD and transcript
OHT 3 (from Lesson A)
OHT 1 (from Lesson A)
WS 1
Unit 16 audio CD and transcript
CS 1
WS 2
CS 2

You supply:

Copies of the DVD transcript
Copies of WS 1
Copies of WS 2

Lesson Outline

Introduction

- Have the students sing “Tau Vala he Tino” with the actions. Repeat this several times.
- Exchange greetings.

Looking Back

- Revise the body parts by playing Simon Says.

Learning Experiences

- Discuss the learning outcomes for Lesson B.
- Show OHT 3. Play CD 2 track 31 and have the students repeat the sentences in the pauses.
- Play the DVD language scenario several times until the students become familiar with the dialogue and what it means. Show OHT 1 and remind the students about the use of the different expressions for saying “you” and “our”, which depend on the number of people involved.
Hand out copies of the DVD transcript. The students role-play the language scenario, working in pairs.

Hand out WS 1. Play CD 2 track 32. As the students listen, they draw lines between the people and the item(s) they own. The students verify their responses using CS 1. Play the track again, this time for the students to confirm their understanding, verifying what they heard to the correct(ed) responses on their worksheet. As usual, check how they manage this activity and its level of difficulty.

An English translation of track 32 is:

1
Is this your bag, Moka?
Yes, it’s mine.

2
I found a blue pen. Whose is it?
It’s mine.
Here you are, Maria.
Thank you.

3
Whose is this?
It’s William’s.
Yes, it’s my ruler, thanks.

4
Is this your ball, Mele?
No, it’s not mine. It’s Tina’s.

5
Whose T-shirts are these?
They’re ours.
Here you are, Simon and Josh.

6
Whose shoes are those? They’re yours Mark, Jay, and Susan.

7
Where’s my pencil case?
It’s under the chair, Tuki.

8
Are those books yours, Jay, Mele, and Jenny?
Yes, they’re ours, thank you.

Play the DVD cultural section and discuss their observations with the students.

Hand out WS 2. The students read the passage and then write their responses in English in the spaces on their worksheet according to the instructions. Verify their responses using CS 2. Discuss with the students the level of difficulty this activity posed for them. Reassure them by discussing how reading in another language is a skill that requires a lot of practice and reminding them that they are still in the early stages of their learning. Play CD 2 track 33 so that they can hear the passage read aloud.

An English translation of track 33 is:

Anna: Here’s my house. My bedroom is cool. It’s blue and white and I have a TV, as well.
Michael: Do you have a computer in your bedroom? I do.
Anna: No, I don’t, but my older sister, Margaret, has one in her bedroom. She has two beds and a cell phone, too. I don’t have a cell phone. I want one.
Michael: Here’s my younger brother, Sione, feeding our cat. I gave him a rugby ball for his birthday.
Anna: Cool! Do you have any sisters?
Michael: Yes, I have two younger sisters, but Sione is the youngest in our family.
Anna: Here’s our grandmother. She’s sixty years old. Where are your grandparents?
Michael: They live in Niue with Uncle Bob. We have lots of cousins.
Anna: Wow! We only have three cousins.

Looking Ahead

- Remind the students that they will be assessing their learning in Lesson C and that they will role-play the Unit 16 DVD language scenario. Ask them to practise reading their dialogues until they can say them naturally and easily in vagahau Niue. Tell them that they may change the vocabulary as they wish.

Close

- Play Simon Says or sing “Tau Vala he Tino”.
- Exchange farewells.
Instructions

As you listen to the CD, draw a line between the person who owns an item and the picture of the item.

Moka

Maria

William

Simon

Josh

Mark

Jay

Susan

Tina

Mele

Tuki

Jenny
Instructions
Anna and Michael are looking at photographs of their homes and families as they talk to each other. They mention people who belong to their families or things that they have or own. In English, write the people and items in the spaces below for Anna and Michael, according to what they say.

Anna:  Hā ē e fale haaku. Homo e pokó mohe haaku. Lanu moana mo e tea, ti fai TV, foki au.

Michael:  Fai komopiuta nakai a koe he pokó mohe haau? Fai au.

Anna:  Nākai, nākai fai ka e taha ha taokete fakamua haaku, ko Margaret. Fai telefoni utafano, foki a ia. Nākai fai telefoni utafano a au. Manako a au ke fai.

Michael:  Hā ē e tehina fakamui haaku, ko Sione, ha ne fagai he pusi ha mautolu. Age e au e fua polo lakapì he aho fanau haana.

Anna:  Oka! Fai mahakitaga nakai a koe?

Michael:  È, ua e mahakitaga fakamui haaku, ka ko Sione e fakamui aki he magafaoa ha mautolu.

Anna:  Hā ē e tupuna fifine ha mautolu. Onogofulu e tau haana. Ko fē e tau tupuna haau?

Michael:  Nonofo a laua i Niue mo Agikolo Bob. Tokologa e tau kāsini ha mautolu.

Anna:  Åe! Tokotolu nī e kāsini ha mautolu.
Instructions

Anna and Michael are looking at photographs of their homes and families as they talk to each other. They mention people who belong to their families or things that they have or own. In English, write the people and items in the spaces below for Anna and Michael, according to what they say.

Anna:

Hā ē e fale haaku. Homo e pokō mohe haaku. Lanu moana mo e tea, ti fai TV, foki au.

Michael:

Fai komopiuta nakai a koe he pokō mohe haau? Fai au.

Anna:

Nākai, nākai fai ka e taha ha taokete fakamua haaku, ko Margaret. Fai telefoni utafano, foki a ia. Nākai fai telefoni utafano a au. Manako a au ke fai.

Michael:

Hā ē e tehina fakamui haaku, ko Sione, ha ne fagai he pusi ha mautolu. Age e au e fua polo lakapī he aho fanau haana.

Anna:

Oka! Fai mahakitaga nakai a koe?

Michael:

Ē, ua e mahakitaga fakamui haaku, ka ko Sione e fakamui aki he magafaaoa ha mautolu.

Anna:

Hā ē e tupuna fifine ha mautolu. Onogofulu e tau haana. Ko fē e tau tupuna haau?

Michael:

Nonofo a laua i Niue mo Agikolo Bob. Tokologa e tau kāsini ha mautolu.

Anna:

Ae! Tokotolu nī e kāsini ha mautolu.

Anna: _______________ Michael: _______________

| house                      | bedroom                     |
| ___________________________ | ___________________________ |
| bedroom                   | computer                    |
| TV                        | younger brother, cat        |
| older sister               | two younger sisters         |
| grandmother               | grandparents, Uncle Bob    |
| three cousins              | cousins                     |
UNIT 16 HĀ HAI? – WHOSE IS IT?

LESSON C

Learning Outcomes

Students will:

- identify and describe what belongs to them;
- identify and describe what belongs to others;
- name some parts of the body.

Resources

- Unit 16 DVD and transcript
- Unit 16 audio CD and transcript
- WS 2 (from Lesson B)
- Unit 16 Achievement Checklist
- Niu Progress Chart

You supply:

- Copies of the DVD transcript
- An OHT of the Unit 16 learning outcomes
- A video recorder (optional)
- Copies of the Unit 16 Achievement Checklist

Lesson Outline

Introduction

- Play the DVD language section quietly as the students enter the room.
- Sing “Tau Vala he Tino” and perform the actions together.
- Exchange greetings.

Looking Back

- Play CD 2 track 33 and have the students silently read along on WS 2 as they listen to the CD.

Learning Experiences

- Display and discuss the Unit 16 learning outcomes.
- Play Simon Says to recall the names of the parts of the body.
- Play the DVD language scenario. Allow time for the students to practise their role-plays. Remind them that they can adapt them, substituting different items for those in the transcript.
Arrange with the students who the audience will be (other groups or the whole class).

This may be an opportunity for the students to present their work to the class while the class acts as a critical – yet appreciative – audience, giving feedback. You could record the presentations and put them on DVD as an evaluation tool for a subsequent review and critical discussion with the students, using it to help them learn where they need to improve and what their next learning steps are.

- Play the DVD cultural section and discuss what further observations the students wish to make in relation to their own language(s) and culture(s).
- The students now complete their Unit 16 Achievement Checklist, working in pairs. They colour in band 16 of their Niu Progress Chart.

**Looking Ahead**

- Encourage the students to use the language they have been learning in Unit 16 from now on in the classroom whenever they are looking for and find things. They will then be using their language in real-life situations.

**Close**

- Exchange farewells.
Ko au ko ________________________.

Now I can:

☐ identify and describe what belongs to me

☐ identify and describe what belongs to others

☐ name some parts of the body
Togia: Ae, ma Mark, ko e tâpulu misi nakai haau a ē?

Mark: Ė, ko e haaku, fakaue.

Togia: Ko fè haku tau tèvae?

Mark: Fakamolemole, ai iloa au. Hā hai e tau tèvae i kō?

Togia: Ai haaku. Hā Mala.

Mark: Oi, mafola, ae ko fè e kato haaku?

Togia: Hā i kō! Ko e haku tau tèvae nakai i loto he kato haau?

Mark: Ė!

Togia: Oi – Ė – hā ē e tau tèvae haaku. Fakamolemole mai!

Mark: Hei, ko e hā a koe?

Togia: Mategoiga mo e hoge au!

Mark: Mafola, mate foki au he hoge! Hā i kō e mahakitaga haau ko Mala.

Togia: Hā e fè?

Mark: Hā i kō.

Togia: Homo!

Togia: Hey, Mark, is this your T-shirt?

Mark: Yeah, it’s mine, thanks.

Togia: Where are my shoes?

Mark: Sorry, I don’t know. Whose shoes are those over there?

Togia: They're not mine. They're Mala’s.

Mark: Oh, well, where’s my bag?

Togia: It’s over there! Are my shoes in your bag?

Mark: Yep!

Togia: Oh – yeah – here are my shoes. Sorry!

Mark: Hey, what’s the matter with you?

Togia: I’m tired and hungry!

Mark: Fair enough. I’m starving, too! There’s your sister Mala.

Togia: Where?

Mark: Over there.

Togia: Great!
UNIT 16 AUDIO TRANSCRIPT

Track 29 Structures and Expressions for Unit 16
You will hear the 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.

Hā hai e penetala nei?
   Ko e haaku.

Hā hai e tau pepa i kō?
   Ko e ha mautolu.

Hā hai e tau pene kula e?
   Ko e ha Tina.

Ko e tau kato nakai ha mua a e?
   È, ko e ha maua.

Pehê a Saimona aamo e tukeua haau.

Track 30 to Accompany Unit 16 OHT 1 Lesson A
Here is the vocabulary for Unit 16. 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.

- gutu
- ihu
- lima
- mata
- matahui
- matatuli
- teliga
- tukeua
- ulu
- aamo
- pehê
- ha maua
- ha mua
- ha mautolu
- ha mutolu

Track 31 to Accompany Unit 16 OHT 3 Lesson A
Listen to these sentences that express ownership and say each one when the speaker pauses.

Hā hai e penetala nei?
   Ko e haaku.

Hā hai e tau pepa i kō?
   Ko e ha mautolu.

Hā hai e tau pene kula e?
   Ko e ha Tina.

Ko e tau kato nakai ha mua a e?
   È, ko e ha maua.

Track 32 to Accompany Unit 16 WS 1 Lesson B
You will hear eight short dialogues with people talking about things they own or other people own. As you listen, draw a line between the people and the items they own.

taha
   Ko e kato nakai haau a e, ma Moka?
   È, ko e haaku fakaau e.

ua
   Moua e au e pene lanu moana. Ko e hâ hai?
   Ko e haaku.
   Ia, ma Maria.
   Fakaau e.

tolu
   Hâ hai?
   Ko e hâ William.
   È, ko e lula haaku, fakaau e.

fā
   Ko e polo nakai haau a e, ma Mele?
   Nâkai, nâkai haaku. Ko e ha Tina.

lima
   Ko e tau tâpulu miti hâ hai a e?
   Ko e ha maua.
   Ia, ma Simon mo Josh.
An Introduction to Vagahau Niue

Track 33 to Accompany WS 2 Lesson B

Listen to the following passage and see how much you can understand.

Anna: Hā ē e fale haaku. Oka e poko mohe haaku. Lanu moana mo e tea ti fai TV, foki au.

Michael: Fai komopiuta nakai a koe he poko mohe haau? Fai au.

Anna: Nākai, nākai fai ka e taha ha taokete fakamua haaku, ko Margaret. Fai telefoni utafano, foki a ia. Nākai fai telefoni utafano a au. Manako a au ke fai.

Michael: Hā ē e tehina fakamui haaku, ko Sione, ha ne fagai he pusi ha mautolu. Age e au e fua polo lakaapi he aho fanau haana.

Anna: Oka! Fai mahakitaga nakai a koe?

Michael: È, ua e mahakitaga fakamui haaku, ka ko Sione e fakamui aki he magafaoa ha mautolu.

Anna: Hā ē e tupuna fifine ha mautolu. Onogofulu e tau haana. Ko fē e tau tupuna haau?

Michael: Nonofo a laua i Niue mo Agikolo Bob. Tokologa e tau kāsini ha mautolu.

Anna: Ae! Tokotolu ni e kāsini ha mautolu.
UNIT 17 TAU FINAGALO – FEELINGS

OVERVIEW

Learning Outcomes

Students will:

• say how they feel;
• ask others how they feel;
• respond appropriately in different contexts.

Curriculum Links

The curriculum links are:

• Levels 1 and 2 of learning languages in The New Zealand Curriculum;
• Level 2 of the vagahau Niue guidelines (VNinZC).

The strands and achievement objectives are:

• Communication (page 50);
  2.5 express interest and enjoyment;
  2.7 express feelings, emotions, and needs;
• Language (page 50);
• Culture (pages 50 and 52).

Language Knowledge

Vocabulary

lekua       trouble, problem
fia inu     thirsty
hoge        hungry
mafana      hot
mainiini    excited
mategugu    tired
matehoge    starving
momoko      sad, cold
tatalu      sick
tupetupe    down, a bit depressed, worried
laua        they, them (two people)

This vocabulary is on CD 2 track 34.

Structures and Expressions

Ko e heigoa e lekua?  What's wrong?
Fefē a koe?           How are you feeling?  (one person)
Fefē a mua?           How are you feeling?  (two people)
Fefē a mutolou?       How are you feeling?  (three people)
Language Notes

This unit extends the students’ understanding of the pronouns (including possessive pronouns) introduced in Units 1, 15, and 16. Note that vagahau Niue does not distinguish gender with the third person pronoun:

- **ia**
  - he, him, she, her, it

Also note the dual/plural distinction between the following pronouns:

- **laua**
  - they, them (two people)

- **lautolu**
  - they, them (three or more people)

The question *Ko e heigoa e lekua haana?* (What’s wrong?) uses a structure that translates as “What is the name of the problem?”. Note that some of the vocabulary introduced in Unit 12 to describe weather can also be used to describe states of mind and how you are feeling, for example:

- **Makalili a laua.** They’re cold.
- **Mafana a laua.** They’re hot.
- **Momoko a laua.** They’re sad (depressed). (and) They’re cold.

Cultural Knowledge

Feelings are not openly expressed with words in aga fakamotu, and some tagata Niue are selective about who they confide their feelings in. However, they do use body language to express their feelings. When people know each other very well, for example, a light touch on the shoulder or arm could mean “Nice to see you” or “How are you feeling? I’m thinking about you”.

Teachers’ Notes

Your students can draw on the vocabulary from earlier units to help them with using the new vocabulary in Unit 17 in different contexts.

The word-find activity was generated using a programme found on the Internet. It is 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. Just remember that these kinds of activities support learning so that the students can communicate well in particular situations – they are not ends in themselves.
Learning Outcomes

Students will:

- say how they feel;
- ask others how they feel;
- respond appropriately in different contexts.

Resources

Unit 17 DVD and transcript
OHT 3 (from Unit 16 Lesson A)
OHT 1
Unit 17 audio CD and transcript
WS 1
OHT 2
Unit 16 DVD
WS 2

You supply:

Copies of WS1
Copies of WS 2

Lesson Outline

Introduction

- Play the DVD quietly as the students enter the classroom.
- Exchange greetings.

Looking Back

- Remind the students to use as much *vagahau Niue* in class as they can. Let them practise finding something and asking their partner if it’s theirs. They can turn back to their copy of OHT 3 from Unit 16 Lesson A to help them recall what to say.

Learning Experiences

- Display and discuss the Unit 16 learning outcomes and identify those that are the focus of this lesson.
- Show the DVD studio section. Then show OHT 1. Play CD 2 track 34. The students listen to the words and repeat them in the pauses.
In pairs, have the students match the *vagahau Niue* words to the pictures on WS 1. Ask them to read the words to each other. Play CD 2 track 36 for them to review their pronunciation. Ask them to repeat the words they hear in the pauses on the CD.

Display OHT 2. Recall with the students how *vagahau Niue* distinguishes between one person (singular), two people (dual), and three or more people (plural). Play CD 2 track 35 and have the students repeat the sentences in the pauses. Ask them to practise the sentences with each other, pointing to the number of people identified as they say each sentence.

Ask the students to fold over the left side of WS 1 keeping only the pictures visible. Then ask them to write the *vagahau Niue* word alongside each picture. Repeat this with the pictures on the left. They can then check their accuracy by unfolding the page and comparing their efforts with the words on the worksheet.

Review the vocabulary. Have the students work in pairs. With their WS 1 folded over, they point to one of the pictures and their partner says the word in *vagahau Niue*. Extend this activity by having the student respond with a sentence, for example, *Momoko a au* (I’m cold). Have a game of Simon Says or sing “Tau Vala he Tino” along with the Unit 16 DVD to further review their vocabulary.

**Looking Ahead**

- Hand out WS 2. Ask the students to complete the word-find activity before the next lesson. Tell them to forget about macrons for this worksheet only.

**Close**

- Exchange farewells.
lekua  trouble, problem
fia inu  thirsty
hoge  hungry
mafana  hot
mainiini  excited
mategūgū  tired
matehoge  starving
momoko  sad, cold
tatalu  sick
tupetupe  down, a bit depressed, worried
laua  they, them (two people)
Instructions

Draw a line between the vagahau Niue word and the picture that matches the meaning of the word.

- fia inu
- hoge
- mafana
- mainiini
- mategūgū
- matehoge
- momoko
- tatalu
- tupetupe
Ko e heigoa e lekua?  What’s wrong?
Fēfē a koe?  How are you feeling?  (one person)

Fēfē a mua?  How are you feeling?  (two people)

Fēfē a mutolu?  How are you feeling?  (three people)

Ko e heigoa e lekua haana?  What’s wrong with him/her?  (one person)

Ko e heigoa e lekua ha laua?  What’s wrong with them?  (two people)

Ko e heigoa e lekua ha lautolu?  What’s wrong with them?  (three people)

Matehoge a ia.  He’s/She’s starving.  (one person)

Momoko a laua.  They’re cold.  (two people)

Fia inu a lautolu.  They’re thirsty.  (three or more people)
Instructions
There are nineteen words listed below. Find the *vagahau Niue* equivalents in the puzzle. Draw a line around each *vagahau Niue* word. The words can be found horizontally, vertically, diagonal, or backwards.

<table>
<thead>
<tr>
<th>thirsty</th>
<th>they, them (two people)</th>
<th>cold</th>
<th>hot</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td>they, them (three or more people)</td>
<td>tired</td>
<td>worried</td>
</tr>
<tr>
<td>name</td>
<td>hot, warm</td>
<td>starving</td>
<td>sick</td>
</tr>
<tr>
<td>hungry</td>
<td>excited</td>
<td>sad</td>
<td>you (two people)</td>
</tr>
<tr>
<td>you (singular)</td>
<td></td>
<td></td>
<td>you (three or more people)</td>
</tr>
</tbody>
</table>

Vocabulary Word-find Puzzle

```
LD MATEH OGE VMKSANLNLD
AEOBEC JAUGVEC JUSUTBR
CYPBXT I LW D WRYRALYS J T
APOLEQANEFBBXPLONBKC
JNPMTZKIBTWIUUPPGOV
AAGFAZNCDISBNQPBJHEG
NIQTTHHNIMNSIZDWSGOO
AFHYFMAULHIDLCEWLVH
FADJOIAIAWIDAMIEGHOHR
AIPTYDRWILGUMCLUDSR
MFGUDEMEFMETTISIHZHG
HYIGQGDQMCODLTEABKHD
INVGLUROELQWECOBMAK
UFIAUGKULMQBPMGJSUM
ZMVLTULOCIOXGEOIWVSU
KQHJSPOXENJTEENRNV
TRQMCLTOVWYPVFUHGAEE
LXWXTTUMONQYPUYEHLF
FDTRAVAPZSADWEOYXEEF
HNBRQLHSSVZDXYZPKQVZ
```
UNIT 17 TAU FINAGALO – FEELINGS
LESSON B

Learning Outcomes
Students will:
• say how they feel;
• ask others how they feel;
• respond appropriately in different contexts.

Resources
Unit 17 DVD and transcript
CS 1
OHT 2 (from Lesson A)
Unit 17 audio CD and transcript
WS 1 (from Lesson A)
WS 3
CS 2
You supply:
Flashcards of faces showing different feelings (using the illustrations on WS 1 from Lesson A and WS 3)
Copies of the DVD transcript
Copies of WS 3

Lesson Outline

Introduction
• Play the DVD quietly in the background as the students enter the classroom.
• Exchange greetings.

Looking Back
• The students who have completed the word-find puzzle can check their responses against CS 1. Remind them that mategū is normally written with macrons.
• Display OHT 2. Recall with the students how vagahau Niue distinguishes between one person (singular), two people (dual), and three or more people (plural). Play CD 2 track 35 and have the students repeat the sentences in the pauses. Ask them to practise the sentences with each other, pointing to the number of people identified as they say each sentence.
• Show the flashcards of the different faces and have the students respond with the word in vagahau Niue.
Learning Experiences

- Identify the learning outcomes for Lesson B.
- 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 vagahau Niue as accurately and fluently as they can. Tell them that they will be presenting their role-plays in Lesson C as part of their assessment.
- Repeat the listening activity from Lesson A, with the students following their responses on WS 1 as they listen to CD 2 track 36.
- Hand out WS 3. The students draw lines between the statement and description that matches each picture. Use CS 2 to verify their responses. Play CD 2 track 37 for them to review their responses and hear the statements and descriptions pronounced.
- 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).

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 speak well in Lesson C.

Close

- Sing a song of your choice.
- Exchange farewells.
These are the words to find:

- **FIA INU**
- **FIAFIA**
- **HEIGOA**
- **HOGE**
- **KOE**
- **LAUA**
- **MAFANA**
- **MAINIINI**
- **MAKILILI**
- **MATEHOGES**
- **MATEGUGU**
- **MAF ANAL**
- **MUTOLU**
- **MUA**
- **MOMOKO**
- **N IQ TH H N I M W N S I F D W S G O O**
- **A F T Y F M A Y U L H I D L C E W L V H**
- **N I Q T H H N I M W N S I F D W S G O O**
- **N I Q T H H N I M W N S I F D W S G O O**
- **N I Q T H H N I M W N S I F D W S G O O**

[Word search puzzle with the words listed above]
Instructions
Draw a line between each statement and description and the picture that best matches them.

Mategūgū a au. Loga e tau fekau he tau aho Faiumu.

Hoge a au. Lata a au ke fakatau mena kai.

Makalili a au. Makalili lahi e vahā makalili i Niu Silani.

Vela a au. Uafulu ma valu e tikulī he aho nei.

Fia inu a au. Hā ē e kalase vala vai.

Fiafia lahi a au. Ko e aho fanau haaku.

Momoko a au. Nākai fai telefoni utafano a au. Manako a au ke he taha.

Tupetupe a au. Ko fē e tāpulu miti mahuiga haaku?
Mategūgū a au. Loga e tau fekau he tau aho Faiumu.
I’m tired. Whew! Lots of chores on Saturdays.

Hoge a au. Lata a au ke fakatau mena kai.
I’m hungry. I need to buy some food.

Makalili a au. Makalili lahi e vahā makalili i Niu Silani.
I’m cold. The winter is very cold in New Zealand.

Vela a au. Uafulu ma valu e tikulī he aho nei.
I’m hot. It’s twenty-eight degrees today.

Fia inu a au. Hā ē e kalase vala vai.
I’m thirsty. Here’s a glass of water.

Fiafia lahi a au. Ko e aho fanau haaku.
I’m excited. It’s my birthday.

Momoko a au. Nākai fai telefoni utafano a au.
Manako a au ke he taha.
I’m sad. I don’t have a cellphone. I want one.

Tupetupe a au. Ko fē e tāpulu miti mahui ga haaku?
I’m worried. Where’s my favourite T-shirt?
UNIT 17 TAU FINAGALO – FEELINGS
LESSON C

Learning Outcomes
Students will:
• say how they feel;
• ask others how they feel;
• respond appropriately in different contexts.

Resources
Unit 17 DVD and transcript
Unit 17 Achievement Checklist
Niu Progress Chart
You supply:
Copies of the Unit 17 Achievement Checklist

Lesson Outline

Introduction
• Play the DVD quietly as the students enter the classroom.
• Exchange greetings.

Looking Back
• Review the learning outcomes for Unit 17.
• Play the DVD language scenario.

Learning Experiences
• Give the students time to practise their language scenarios, playing the DVD as often as required to enable them to model their pronunciation and body language on those used by the actors.
• The students present their role-plays, either to another group or to the whole class. Discuss their performances and invite the students to give each other feedback.
• 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 vagahau Niue 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. The sentences are spread 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 *vagahau Niue*. If they are successful, they have another turn. If not, they place the paper face down and the turn passes to the next student.

The students complete their Unit 17 Achievement Checklist and colour in band 17 on their Niu Progress Chart.

Play the DVD cultural section and challenge the students to observe aspects of what is shown on the DVD that have not already been discussed.

**Looking Ahead**

Tell the students that they will be learning more about interesting places in Niue in Unit 18. Challenge them to see what information they can find about Niue’s landmarks to bring to class for the next lesson.

**Close**

Exchange farewells.
Ko au ko ____________________________.

Now I can:

☐ say how I feel

☐ ask others how they feel

☐ respond appropriately in different contexts
Mark:
Hey, Mala, how are things?
Mala:
Hi, Mark. I'm good. How are you?

Mark:
I'm good – but your brother Togia isn't so good. He's a bit grumpy.
Mala:
Really? Hey, Togia – what's the matter?
Togia:
Hi, Mala. I'm playing cricket on Saturday. I'm worried about the game.
Mala:
Don't worry. You're really good at cricket.

Togia:
But I get really tired and thirsty.
Mala:
Aren't you excited?
Togia:
Yeah – but I'm tired and hungry.
Mala:
Yeah – I'm starving, too. Mum's making ota today.
Mark:
Yum! I love raw fish.
Mala:
Yum!
Mark:
Can I eat at your place?
Mala:
Sure.
Mark:
I'll text my mum.
UNIT 17 AUDIO TRANSCRIPT

Track 34 to Accompany Unit 17 OHT 1 Lesson A
Here is the vocabulary for Unit 17. 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.
lekua
fia inu
hoge
mafana
mainiini
mategugu
matehoge
momoko
tatalu
tupetupe
laua

Track 35 to Accompany Unit 17 OHT 2 Lesson A
Listen to these expressions. Say them in the pauses after the speaker.
Ko e heigoa e lekua?
Fêfê a koe?
Fêfê a mua?
Fêfê a mutolu?
Ko e heigoa e lekua haana?
Ko e heigoa e lekua ha lauau?
Ko e heigoa e lekua ha lautolu?
Matehoge a ia.
Makalili a lauau.
Fia inu a lautolu.

Track 36 to Accompany Unit 17 WS 1 Lesson A
Draw a line between the vagahau Niue word and the picture that matches the meaning of the word.
Ko e heigoa e lekua?
Fia inu
hoge
mafana
mainiini
mategugu
matehoge
momoko
tatalu
tupetupe

Track 37 to Accompany Unit 17 WS 3 Lesson B
Listen to the following eight statements and look at the written descriptions on your worksheet.
Mategugu a au. Loga e tau fekau he tau aho Faimu.
Hoge a au. Lata a au ke fakatau mena kai.
Makalili a au. Makalili lahi e vahà makalili i Niu Silani.
Vela a au. Uafulu ma valu e tikuli he aho nei.
Fia inu a au. Hâ è e kalase vala vai.
Fiafi a lahi a au. Ko e aho fanau haaku.
Momoko a au. Nàkai fai telefoni utafano a au.
Manako a au ke he taha.
Tupetupe a au. Ko fê e tâpulu miti mahuiga haaku?
Learning Outcomes

Students will:

- describe some places;
- identify places on a map.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of the *vagahau Niue* guidelines (VNiNZC).

The strands and achievement objective are:

- Communication (page 50)
  - 2.1 identify and describe people, places, and things;
- Language (page 51);
- Culture (page 52).

Language Knowledge

**Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Vagahau Niue</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>cave</td>
</tr>
<tr>
<td>feutu</td>
<td>cliff</td>
</tr>
<tr>
<td>kaukau tahi</td>
<td>coast</td>
</tr>
<tr>
<td>mataofaga</td>
<td>beach</td>
</tr>
<tr>
<td>mepe</td>
<td>map</td>
</tr>
<tr>
<td>moana</td>
<td>sea (open ocean)</td>
</tr>
<tr>
<td>motu</td>
<td>island, country</td>
</tr>
<tr>
<td>mouga</td>
<td>mountain</td>
</tr>
<tr>
<td>namo</td>
<td>lake</td>
</tr>
<tr>
<td>vailele</td>
<td>river</td>
</tr>
<tr>
<td>vaitafe</td>
<td>waterfall</td>
</tr>
<tr>
<td>uluulu</td>
<td>reef</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Vagahau Niue</th>
</tr>
</thead>
<tbody>
<tr>
<td>hahau</td>
<td>cool</td>
</tr>
<tr>
<td>hokulo</td>
<td>deep</td>
</tr>
<tr>
<td>lalali</td>
<td>huge (plural)</td>
</tr>
<tr>
<td>matila</td>
<td>sharp</td>
</tr>
<tr>
<td>momole</td>
<td>smooth</td>
</tr>
<tr>
<td>potake</td>
<td>shallow</td>
</tr>
<tr>
<td>tokolalo</td>
<td>low</td>
</tr>
<tr>
<td>tokoluga</td>
<td>high, tall</td>
</tr>
<tr>
<td>tule</td>
<td>rocky</td>
</tr>
</tbody>
</table>

The above vocabulary is on CD 2 tracks 38 and 39.
**Structures and Expressions**

*Hä è e fakatino ki a Matapa.*  Here is a picture of Matapa.

*Lahi mo e hokulo a Matapa.*  Matapa is huge and deep.

*Tokoluga e tau feutu ti matila e tau patuō.*  The cliffs are very high, and the rocks are sharp.

*Loga e vailele i Niu Silani.*  New Zealand has lots of rivers.

*Nākai fai vailele i Niue.*  There are no rivers on Niue.

These sentences are on CD 2 track 40.

**Language Notes**

*Motu* is the word for “island”. When *tagata Niue* refer to Niue, they often refer to it as their *motu*. *Tau feutu* is the plural of cliff.

*Hahau*, *mokomoko*, and *momoko* all have the meaning of cool relating to weather and temperature. *Hahau* is the word for “cool” when the temperature is pleasant. *Mokomoko* was introduced in Unit 12. *Momoko* has the additional meaning of feeling sad (see Unit 17).

*Tule* and *tuletule* describe a rough, rugged, rocky place.

**Cultural Knowledge**

Visitors to Niue are often welcomed and farewelled with a *kahoa* (a lei made with flowers), a *maile* (a lei made with *maile* leaves), or a shell necklace made with *hihi* (little yellow land snail) shells. Women collect the *hihi* and make them into strands for necklaces and other items of jewellery. It’s time-consuming and arduous work because the snails are tiny, and their shells are only about half a centimetre in diameter. The whole family is often involved. Holes are painstakingly made in the delicate shells so that they can be threaded into strands. Each strand can fetch up to fifty dollars at the market. They are very popular with tourists.

**Niue’s Landmarks**

*Avaiki*

*Avaiki* is Niue’s equivalent of Hawaiki, Havaiki, Hawai‘i, and Savai‘i – the original homeland of the people of the Pacific. Legend has it that wherever Pacific people first landed, they named that place after their homeland. Many *tagata Niue* believe that Avaiki is the landing place of their ancestors. *Avaiki* is reached through a limestone cave. The entrance faces the ocean. Around the corner is a spectacular swimming pool sheltered by a large canopy of limestone.

*Talava*

There are huge, natural rock arches at Talava. In ancient times, these arches provided the local people with good lookout points and a natural defence. Limestone caves and an inland swimming hole are Talava’s other attractions. The numerous ledges and caves were also used as burial places.
Matapa Chasm

Matapa is a natural swimming pool nestled between very steep cliffs. In earlier times, whenever Niue was at peace and a king was elected, the local people would gift Matapa as the bathing place for the king. Diving from the high cliffs is a popular activity. Young people from the nearby village are famous for their agility in climbing the cliffs and diving into the deep end of the pool. A freshwater cave in the cliff provides fresh water during droughts and is used for the final rinse during pia making.

Uluvehi

Uluvehi was the landing place of the first Christian missionary to reach Niue, Peniamina. Peniamina was one of several young men kidnapped by missionaries who were based in Sāmoa. He was converted and sent back to Niue. Local fishermen launch from Uluvehi when they go fishing. They store their canoes in a cave to protect them from the sea and bad weather.

Togo

Togo is a small oasis of white sand in a chasm. It is situated about a hundred metres inland from the sea and is shaded by several coconut trees growing inside the chasm. It is reached through rough, sharp coral terrain and then a steep climb down a ladder.

Teachers’ Notes

You will find it helpful to look ahead to Units 19 and 20 to review the ways to revise and celebrate the students’ learning that are suggested there. You might like to start discussing these with the students now so that they can start to prepare for this celebration.

A number of sites on the Internet describe Niue’s landmarks. If you have ready access to the Internet, you may wish to have a session with your students on the Internet to see what they can find.
UNIT 18 TALAHUAGA KE HE TAU MATAKAVI
– DESCRIBING PLACES

LESSON A

Learning Outcomes
Students will:
• describe some places.

Resources
Unit 18 DVD and transcript
OHT 1a
WS 1
OHT 1b
Unit 18 audio CD and transcript
You supply:
A map of Niue
Materials for adding to a mural
Copies of WS 1
Sets of vocabulary cards made from OHT 1a

Lesson Outline

Introduction
• Play the DVD quietly as the students enter the classroom.
• Exchange greetings.

Learning Experiences
• Display the Unit 18 learning outcomes and identify the two that are the focus of Lesson A.
• Discuss with the students what they have already seen on the DVD about Niue and its landmarks and what they know from other sources of information. Ask the students where they got their information from. Show the DVD cultural section. Discuss what the students notice. They can make comparisons with landmark features that they know about in New Zealand or elsewhere. Play the DVD so that the students can check their observations. Ask whether the students have sharpened their observation as a result of the discussion. The mural the students made in Unit 15 Lesson C and a map of Niue will be useful reference points for them, and there may be ways to add further information (written or visual) to the mural.
• Play the DVD language scenario. Check with the students to see how much they understand. Show OHT 1a. Play CD 2 track 38 and have the students repeat the words in the pauses. Tell the students to think of the spelling of the words as they pronounce them in preparation for the next activity.

• Hand out WS 1. Play CD 2 track 38. The students write the words in vagahau Niue on their worksheet as they hear them spoken on the CD, making sure that they write them under the matching picture. They check their spelling using OHT 1a and have a peer check their accuracy.

• Replay the DVD studio section. The students join in again, saying the words in the pauses. Show OHT 1b. Play CD 2 track 39 and have the students repeat the words in the pauses. Tell the students to copy the words carefully into their workbooks and check each other’s accuracy.

• Optional activity: Hand out sets of vocabulary cards. Have each set contain two sets of cards: one set with the vocabulary in vagahau Niue and the other set with the matching illustrations. Place the cards in separate stacks, face down. The students take turns to pick up two cards, one from each stack, say the vagahau Niue word aloud, and check to see whether the illustration card matches. If it does, they keep the pair and have another turn.

These cards can also be used for other activities. See the earlier units for suggestions.

• Review what the students have learned about Niue from the DVD, either as a class or by asking the students to work in pairs, taking turns to tell their partner three things they have learned from the DVD.

**Looking Ahead**

• Remind the students to keep learning their vocabulary because they will be using the words in sentences in Lesson B.

**Close**

• Exchange farewells.
An Introduction to Vagahau Niue

moana
mepe
mataafaga
tahi
feutu
ana

uluulu
vaitafe
vailele
namo
mouga
motu
<table>
<thead>
<tr>
<th>Niuean Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>hauhau</td>
<td>cool</td>
</tr>
<tr>
<td>hokulo</td>
<td>deep</td>
</tr>
<tr>
<td>lalahi</td>
<td>huge</td>
</tr>
<tr>
<td>matila</td>
<td>sharp</td>
</tr>
<tr>
<td>momole</td>
<td>smooth</td>
</tr>
<tr>
<td>pōtake</td>
<td>shallow</td>
</tr>
<tr>
<td>tokolalo</td>
<td>low</td>
</tr>
<tr>
<td>tokoluga</td>
<td>high, tall</td>
</tr>
<tr>
<td>tule</td>
<td>rocky</td>
</tr>
</tbody>
</table>
Learning Outcomes

Students will:

- describe some places;
- identify places on a map.

Resources

Unit 18 DVD and transcript
OHT 2
Unit 18 audio CD and transcript
WS 2
CS 1
WS 3
CS 2
CS 3

You supply:

- The sets of vocabulary cards from Lesson A
- Large flashcards of the illustrations from the vocabulary cards (optional)
- Copies of OHT 2
- Copies of WS 2
- Copies of WS 3

Lesson Outline

Introduction

- Play the DVD quietly in the background as the students enter the room.
- Exchange greetings.

Looking Back

- Hand out the sets of vocabulary cards, one set to each pair of students. Challenge the class to see which pair of students can assemble the cards in their matching pairs the fastest.
• Ask the students to remove the word cards, leaving only the illustration cards. Challenge them to take turns to say all the words in *vagahau Niue* as they point to the pictures. Check to see who manages to do this as you may need to vary your lesson plan to ensure that they have mastered the vocabulary.

• Optional: Show the large flashcards of the illustrations, with the students saying the word in *vagahau Niue* for each one in turn.

**Learning Experiences**

• Identify the learning outcomes for Lesson B.

• Play the DVD language scenario. Afterwards, ask the students what they understood. Show OHT 2. Play CD 2 track 40 and have the students repeat the expressions in the pauses. Hand out a copy to each student.

• Hand out WS 2. Play CD 2 track 41 and have the students draw pictures of what they hear in the boxes that correspond to the numbers on the map. Use CS 1 to verify the students’ responses. Play track 41 again for the students to verify or correct their pictures.

• Still using WS 2, have the students start to create a description of New Zealand. Tell them to make up five sentences about New Zealand's landscape. Then ask them to practise saying their sentences in pairs to make sure that another person can understand them.

• Hand out WS 3. Play CD 2 track 42. The students complete the worksheet and verify their choices using CS 2. Play track 42 again to further reinforce the correct match.

• Play CD 2 track 42. Still using WS 3, the students now write the sentence they hear under the matching sentence. Play track 42 again to help the students check their response before verifying their accuracy with CS 3.

• Optional activity: Still using WS 3 and working in pairs, the students practise saying the *vagahau Niue* equivalents for the remaining English sentences on WS 3. Tell them to use the existing *vagahau Niue* sentences as models, replacing the adjectives to match the meaning.

**Looking Ahead**

• Remind the students that they will be assessing their learning outcomes in Lesson C. They are to use their worksheets to prepare a description of either Niue or New Zealand to present to others.

**Close**

• Play the DVD studio section again to review the vocabulary.

• Exchange farewells.
Hā ē e fakatino ki a Matapa.

Here is a picture of Matapa.

Lahi mo e hokulo a Matapa.

Matapa is huge and deep.

Tokoluga e tau feutu ti matila e tau patuō.

The cliffs are very high, and the rocks are sharp.

Loga e vailele i Niu Silani.

New Zealand has lots of rivers.

Nākai fai vailele i Niue.

There are no rivers on Niue.
Instructions
As you listen to the CD, draw a picture of the word you hear in vagahau Niue. There are ten features of the landscape to illustrate.
An Introduction to Vagahau Niu

Mepe ha Niu Silani

1. [Image]
2. [Image]
3. [Image]
4. [Image]
5. [Image]
6. [Image]
7. [Image]
8. [Image]
9. [Image]
10. [Image]
Instructions
As you listen to the CD, circle the phrase that matches what you hear.

1. (a) a rocky beach (b) a smooth beach

2. (a) a high waterfall (b) a low waterfall

3. (a) a shallow lake (b) a deep lake

4. (a) a smooth cliff (b) a rough cliff

5. (a) the high mountains (b) the small mountains

6. (c) the smooth cliffs (b) the rocky cliffs

7. (a) a deep river (b) a shallow river

8. (a) the high reefs (b) the sharp reefs

9. (a) a cool cave (b) a high cave

10. (a) a big island (b) a small island
1. (a) a rocky beach  (b) a smooth beach

2. (a) a high waterfall  (b) a low waterfall

3. (a) a shallow lake  (b) a deep lake

4. (a) a smooth cliff  (b) a rough cliff

5. (a) the high mountains  (b) the small mountains

6. (a) the smooth cliffs  (b) the rocky cliffs

7. (a) a deep river  (b) a shallow river

8. (a) the high reefs  (b) the sharp reefs

9. (a) a cool cave  (b) a high cave

10. (a) a big island  (b) a small island
1. (a) a rocky beach  
   _Ko e mataafaga tule._  
   (b) a smooth beach

2. (a) a high waterfall  
   _Ko e vaitafe tokolalo._  
   (b) a low waterfall

3. (a) a shallow lake  
   _Ko e namo hokulo._  
   (b) a deep lake

4. (a) a smooth cliff  
   _Ko e kautahi tuletule._  
   (b) a rough cliff

5. (a) the high mountains  
   _Ko e tau mouga tokoluga._  
   (b) the small mountains

6. (c) the smooth cliffs  
   _Ko e tau feutu momole._  
   (b) the rocky cliffs

7. (a) a deep river  
   _Ko e vailele pōtake._  
   (b) a shallow river

8. (a) the high reefs  
   _Ko e tau uluulu matila._  
   (b) the sharp reefs

9. (a) a cool cave  
   _Ko e ana hauhau._  
   (b) a high cave

10. (a) a big island  
    _Ko e motu tote._  
    (b) a small island
UNIT 18 TALAHAUAGA KE HE TAU MATAKAVI – DESCRIBING PLACES

LESSON C

Learning Outcomes
Students will:
• describe some places;
• identify places on a map.

Resources
Unit 18 DVD and transcript
OHT 2 (from Lesson B)
Unit 18 Achievement Checklist
Niue Progress Chart
You supply:
Flashcards (optional)
Copies of the Unit 18 Achievement Checklist
Materials for making posters

Lesson Outline

Introduction
• Play the DVD as the students enter the classroom.
• Exchange greetings.

Looking Back
• Optional activity: Using flashcards, quickly review the vocabulary.
• Show OHT 2 and play CD 2 track 40 for the students to review the sentence patterns they will be using in their descriptions.

Learning Experiences
• Remind the students of the learning outcomes for Unit 18. Tell them that they have already shown that they can identify places on a map. Now they are going to show that they can describe those places.
• Give the students time to work on their descriptions. Decide whether they are to be group or class presentations.
  The students give their presentations as arranged. Make sure that they receive feedback from the students who are viewing the presentations. Help them to use the criteria from
Unit 10. Continue with the spoken presentations and evaluations until everyone has had a turn. Discuss with the students how they felt as they presented, what challenged them, and what they learned. Ask them to write down two or three aspects of their learning that they need to improve.

- The students complete their Unit 18 Achievement Checklist and colour in band 18 of their Niu Progress Chart.
- The students, working individually or in pairs, make a poster of any place they choose and show five attractions, with sentences to describe them in *vagahau Niue*.
- Optional activity: The students use a computer to write a description of some places in New Zealand. If you are in contact with students in Niue, your students can email their descriptions (attaching photographs if possible). Print out the descriptions and display them on the classroom wall or somewhere else in the school (for example, in the library/information centre).

**Looking Ahead**

- Tell the students that they will be presenting their work in Unit 19. They will act out dialogues or perform role-plays. They will also have the opportunity to perform as a group by singing a song. The focus is on presentation and performance, showing what they have achieved in their learning. Tell them to think about which of the scenarios they would like to present.

**Close**

- Sing a Niue song together as the students leave.
- Exchange farewells.
Ko au ko ________________________.

Now I can:

☐ describe some places

☐ identify places on a map
Moana:
Ae, ma Hopo. Fia fano nakai a koe ke koukou tahi a pogi?
Hopo:
Oka! Ki fè?
Moana:
Ô oti ki Hikutavake.
Hopo:
Homo. Ka laà mo e afua e aho.
Moana:
Fiafia lahi au ke koukou tahi.
Hopo:
Lata ke ô ki Matapa?
Moana:
È, fuluola a Matapa. Homo lahi ke kakau. Hokulo mo e hahau!
Hopo:
È, tokoluga foki e tau matafeutu – ti matila foki e tau patuô!
Moana:
È. Homo foki a Avaiki.
Hopo:
È, homo a Avaiki.
Moana:
Ko fè e tau matakavi mahuiga haau?
Hopo:
Hmm ... Togo!
Moana:
Togo! Mamao lahi a Togo. Ô oti e faoa ki Hikutavake!
Hopo:
Fakamolemale, kua nimo i a au ko e ô oti e faoa ki Hikutavake!
Moana:
Hey, Hopo, do you want to go swimming tomorrow?
Hopo:
Cool! Where?
Moana:
Everyone’s going to Hikutavake.
Hopo:
Great. I hope it’s a sunny day.
Moana:
I love swimming in the sea.
Hopo:
Can we go to Matapa?
Moana:
Yes, I love Matapa. It’s great for swimming. It’s deep and cool!
Hopo:
Yeah, the cliffs are really high – and the rocks are sharp!
Moana:
Yes. Avaiki’s good, too.
Hopo:
Yeah, Avaiki’s good.
Moana:
Which is your favourite?
Hopo:
Hmm ... Togo!
Moana:
Togo! It’s too far away. Everyone’s going to Hikutavake!
Hopo:
Sorry, I forgot that everyone’s going to Hikutavake!
Here is the vocabulary for Unit 18. 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.

ana
feutu
kaukau tahi
mataafaga
mepe
moana

Track 39 to Accompany Unit 18
OHT 1b Lesson A

Here is more vocabulary for Unit 18. 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.

hauhau
hokulo
lalahi
matila
momole

Track 40 to Accompany Unit 18
OHT 2 Lesson B

You will hear the 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.

Ha e fakatino ki a Matapa.
Lahi mo e hokulo a Matapa.
Tokoluga e tau feutu ti matila e tau patuō.

Loga e vailele i Niu Silani.
Nākai fai vailele i Niue.

As you listen, draw a picture of the word you hear in vagahau Niue. There are ten features of the landscape to illustrate.

Mepe ha Niu Silani

These are the features:
taha
uluulu
ua
motu
tolu
feutu
fā
ana
lima
moana

Track 41 to Accompany Unit 18 WS 2
Lesson B

As you listen, circle the phrase on your worksheet that matches what you hear.
taha
ua
tolu
fā
lima
moana

Track 42 to Accompany Unit 18 WS 3
Lesson B

As you listen to what is spoken on the CD, circle the phrase on your worksheet that matches what you hear.
taha
ua
tolu
fā
lima
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.

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 *vagahau Niue*.

Adapted from *The New Zealand Curriculum* (learning languages foldout page)

Curriculum Links

Unit 19 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 11–18.

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 11–18 in the preface.

**Presentations**

For Unit 19, the students practise the language and cultural knowledge they have learned in Units 11–18 in situations where they can show their communication skills. With your assistance, they choose activities to perform so that they can consolidate their learning and demonstrate their achievement in *vagahau Niue*.

**Items**

The students will present or perform one or more items. Unit 19 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 the students for the role-plays, find out your students’ preferences. There may be students who wish to make up their own role-plays, based on their learning in Units 11–18. Others who are less confident may find it helpful to use the DVD transcripts of the language scenarios. If that is the case, ask them to vary some of the dialogue or add some extra dialogue from their knowledge of Units 11–18. In that way, all learners are encouraged to be creative while still receiving the level of support they need. It is suggested that you keep this as a class activity. Unit 20 provides an opportunity to repeat the presentations to a wider audience.

**Assessment**

**Reviewing Progress**

Recording the presentations on DVD will provide you and your students with a record of their achievement at this point in time. The recording can be a learning and evaluating tool for the students, helping them to critically engage with their own achievement and work out ways in which they can improve. Setting improvement targets helps to identify areas for future focus.

**Assessment Criteria**

The template on page 369 lists the suggested assessment criteria. As your students review their presentations, they could assess themselves or each other, working in pairs and using these criteria.
### 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:*

<table>
<thead>
<tr>
<th>Receive and produce information;</th>
<th>Produce and respond to questions and requests;</th>
<th>Show social awareness when interacting with others;</th>
</tr>
</thead>
<tbody>
<tr>
<td>• give information;</td>
<td>• ask questions and give answers to questions;</td>
<td>• use body language;</td>
</tr>
<tr>
<td>• understand what others say;</td>
<td>• make requests and respond to requests;</td>
<td>• use language that suits the situation.</td>
</tr>
</tbody>
</table>

*When speaking vagahau Niue, 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 your 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 that.

**Lessons**

It is suggested that the students prepare their presentation in Lesson A, do their actual presentations in Lesson B, and use Lesson C to review their performances and give each other feedback.
UNIT 19 FAKAKITEKITE – PRESENTATIONS
LESSON A

Learning Outcomes
Students will:
• select and use language appropriate for a presentation to an audience.

Resources
A selection of resources from Units 11–18
OHT 1 (from Unit 10 Lesson A)
You supply:
DVD transcripts from Units 11–18
Resources as required for the presentations

Lesson Outline

Introduction
• Play any DVD language section from Units 11–18 as the students enter the classroom.
• Exchange greetings.

Looking Back
• Tell the students that they will give presentations based on their work in Units 11–18 and that these will be digitally recorded and used for self-, peer, and teacher assessment.
• Discuss how the students need to be able to understand the language (by listening, reading, and viewing) as well as be able to use the language (by speaking, writing, and presenting or performing) and develop their cultural knowledge and understandings so that they can show appropriate behaviours, for example, body language.
• Explain that this unit will assess their viewing and presenting skills as well as their speaking and listening skills.
• Show OHT 1. Remind the students that this is the level of proficiency that they are aiming for. You may already have a copy on the classroom wall. Ask the students to keep this focus in mind as they prepare and give their presentations.

Learning Experiences
• Divide the students into groups and arrange for each group to work on a different unit.
Focus on Units 11–18. The presentations should be around three minutes long and must be oral based so that all the members of a group are involved and have opportunities to speak vagahau Niue. Hand out the DVD transcripts for the respective units.
Tell the students that the time is limited to three minutes per group. Their presentation is part of the recalling and revision of the language they have learned. The other students will be viewing their presentation and learning from it, so the vagahau Niue used must be accurate, simple, and understandable. Each member in the group must participate, and everyone should have an equal speaking part.

Tell the students that they can adapt the scenarios as they wish, for example, by changing the vocabulary. As a result, the audience will need to pay attention because the role-plays, in this way, will be fresh.

- With the students, check and set up further resources in the Ako Niue corner and around the classroom for the students to use.
- Give the students time to work on their presentations. Remind them about appropriate cultural behaviours that they should by now be routinely using in class. This is also part of their learning and developing proficiency.
- Consider having an opportunity for the students to perform together as a class, for example, by singing a song with actions. This would be a good finale to the presentations, with everyone involved.
- Practise the song that has been chosen.

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 levels of engagement how confident they are about their skills in presenting and performing. Help them where necessary. This may mean showing a segment on 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 for their presentation, as long as they are manageable.

**Close**

- Sing the chosen song again.
- Exchange farewells.
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 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 *vagahau Niue*.

**Resources**

- OHT 1 (from Unit 10 Lesson A)
- You supply:
  - Any resources that the students will be using in their presentations
  - A DVD recorder

**Lesson Outline**

*Introduction*

- Sing the chosen song.
- Exchange greetings.

*Learning Experiences*

- The students give their presentations, which are recorded.

*Looking Ahead*

- Tell the students that they will be reviewing the recorded presentations in Lesson C to assess how well they are progressing.

*Close*

- Exchange farewells.
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 *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 *vagahau Niue*.

**Resources**

- OHT 1 (Unit 10 Lesson B)
- Unit 19 Achievement Checklist
- Niue Progress Chart

You supply:

- The DVD recordings you made in Lesson B
- Copies of the Unit 19 Achievement Checklist

**Lesson Outline**

*Introduction*

- Exchange greetings.

*Looking Back*

- The students complete their presentations if they were not completed in Lesson B.
**Learning Experiences**

- The students watch the recording and evaluate each group’s presentation. Make sure that the students share their experiences and feelings about the presentations and their learning.

  Discussion, feedback, and review are all important contributions to the evaluation process when all students are engaged in critiquing their own and others’ work.

- The students complete the Unit 19 Achievement Checklist and colour in band 19 on their Niu Progress Chart.

**Looking Ahead**

- Prepare for the Ako Niue Celebration in Unit 20. Discuss what will happen at the celebration and who will be there. List the tasks to be done (see Unit 20 Lesson A).
- Discuss possible items for the programme.

**Close**

- Exchange farewells.
Ko au ko ______________________.

Now I can:

☐ receive and produce information

☐ produce and respond to questions and requests

☐ show social awareness when interacting with others

☐ speak well enough for others to understand what I say

☐ respond to questions and say sentences without hesitating too much
Learning Outcomes

Students will:

- demonstrate the knowledge and skills they have acquired;
- participate appropriately in a celebration;
- use language that is appropriate to the audience and the situation.

Curriculum Links

The curriculum links are:

- Levels 1 and 2 of learning languages in *The New Zealand Curriculum*;
- Levels 1 and 2 of the *vagahau Niue* guidelines (*VNiNZC*).

Language Knowledge

There is no new learning. This is a consolidation unit.

Cultural Knowledge

There is no new learning. This is a consolidation unit.

Teachers’ Notes

It is advisable for the students to repeat their presentations from Unit 19. In this way, they can take note of the feedback they received in Unit 19 and make a conscious effort to improve on those aspects of their delivery that could have been done better.

Use Lesson A for preparation and practice. Combine Lessons B and C for the celebration. The celebration can take place in the classroom, in the school hall during a school assembly, or at a specific time discussed with the students and the principal.

Consider who the audience is. Depending on the circumstances in your school and the availability of people, you could consider:

- presenting/performing to another class also learning *vagahau Niue*;
- presenting to invited parents and community members;
- inviting the principal as a respected member of the audience.

Arrange the programme in the way that best suits you and your school’s circumstances. The celebration environment should reflect the students’ learning. Decorations are additional to the students’ work for the celebration. Pictures, murals, large posters, photographs, and PowerPoint presentations are excellent demonstrations of the students’ skills. Niue music can be played quietly in the background. You could invite the students’ families to contribute.
with food or assist in preparing food and costumes. It may be possible to prepare an umu with the help of members of your school’s community. Keep in mind that it is a celebration of the students’ learning and that this celebration is a very important part of their learning. It can be short and simple but still have the formality of a Niue celebration.

Here is some language that is suited to a formal occasion:

*Monū tonu Tagaloa.*  
Blessings of Tagaloa.

*Fakaalofa lahi atu ki a mutolu oti.*  
Greetings to you all.

Ask a community member who is present to give a *liogi* (blessing).

*Fakamolemole omai ke kai.*  
Please come and eat.

*Fakaaue lahi he omai ke fiafia mo mautolu he aho nei.*  
Thank you for coming to celebrate with us today.

*Oue tulou.*  
Thank you. (formal)

*Kia monuina.*  
Blessings.

These sentences are on CD 2 track 43. The Tagaloa chant is on CD 2 track 44.

This is the last unit of *Haia! An Introduction to Vagahau Niue*. You may wish to further acknowledge the students’ achievements by arranging to have their completed Niu Progress Chart awarded to them at a special ceremony or at a school assembly.

Best wishes to you and your students as you continue your learning journey with *vagahau Niue* and *aga fakamotu*.

*Kia monuina.*
UNIT 20 AKO NIUE – FIAFIAAGA – AKO NIUE – CELEBRATION

LESSON A

Learning Outcomes
Students will:
• select language that is appropriate to the audience and the situation.

Resources
Unit 20 DVD and transcript
A selection of materials from Units 1–18
You supply:
Resources to be used for the presentations
The Tau Lologo Niue ma e Tau Aoga i Niu Silani: Niuean Songs book and CD
An OHT of the words to “Kua Tata Mai e Magaaho”

Lesson Outline

Introduction
• Play “Kua Tata Mai e Magaaho” in the background as the students enter the room. The first verse is on the DVD. The whole song is on the Niuean Songs CD.
• Exchange greetings.

Looking Back
• Explain to the students that repeating their presentations at this point is an opportunity for them to take note of the feedback they received in Unit 19 and to take steps to improve their delivery. Tell them that you will be watching for these improvements because effective learning is all about being able to improve. Remind them that they will also be monitoring each other’s performances.

Learning Experiences
• Discuss the Ako Niue celebration. Make decisions about:
  • Who to invite. Prepare written invitations using the models in Unit 15.
  • The seating arrangements. Make a list of special, important guests to sit in the front.
  • The food requirements.
  • People’s roles. Select two students to act as MCs and help them to prepare their speeches (greetings and farewells).
• Decorations if these are required. Select samples of the students’ work to put on display.
• Any gifts to be presented.
• The programme. Make sure that all the students are actively involved.
• Organise the students to practise their presentations. Walk around, assisting them.
• Play the DVD studio team singing the farewell song (“Kua Tata Mai e Magaaho”). Show the OHT of the words of “Kua Tata Mai e Magaaho” and have the students sing along.
• Decide on a welcome song to sing at the Ako Niue celebration and practise this song together too.

Looking Ahead
• Check that everyone understands what they have to do and ensure that they have the resources they need. Arrange for an extra practice time if necessary.

Close
• Play the DVD and sing the first verse of “Kua Tata Mai e Magaaho” once more.
• Exchange farewells.
Learning Outcomes

Students will:

- demonstrate the knowledge and skills they have acquired;
- participate appropriately in a celebration;
- use language that is appropriate to the audience and the situation.

Resources

- Unit 20 audio CD and transcript
- Certificate of Achievement
- Unit 20 Achievement Checklist
- Niu Progress Chart
- Unit 20 DVD and transcript

You supply:

- Copies of the Certificate of Achievement
- The resources for the celebration that you agreed on with the students in Lesson A
- The OHT of the words to “Kua Tata Mai e Magaaho”
- Copies of the Unit 20 Achievement Checklist

Ako Niue Celebration

- Here’s one possible programme. The vagahau Niue sentences are on CD 2 track 43.

  The MCs (a boy and a girl): Welcome the guests and announce all the events.
  An MC: Monū tonu Tagaloa. Fakaalofa lahi atu kia mutolu oti.
  Students: Sing a welcome song, such as “Fakaalofa Atu”.
  Minister: Give a liogi (blessing).
  A student: Give a welcome speech.
  Students: Introductions.
  Students: Presentations.
  Principal, teacher, or a student: Make a thank-you and farewell speech.
  Parents: Speak here if they want to. Gifts can be presented by the parents and the students.
  Principal and teacher: Award the Certificates of Achievement.
Everyone: Join in with singing of the first verse to “Kua Tata Mai e Magaaho” while it is played on the DVD and the words are displayed on the OHT.

MCs’ last task: Say

_Fakaau lahi he omai ke fiafia mo mautolu he aho nei._
Thank you for coming to celebrate with us today.

_Fakamolemole omai ke kai._
Please come and eat.

_Kia monuina._
Blessings.

Students: Escort the special guests to the food table. The students bless the food using the grace they learned in Unit 5.

**Follow-up Session**

- Give the students feedback on their presentations and the celebration experience and invite their reflections and feedback. The students complete their Unit 20 Achievement Checklist and colour in band 20 of their Niu Progress Chart.
Ko au ko ____________________________.

Now I have:

☐ demonstrated the knowledge and skills I have acquired

☐ participated appropriately in a celebration

☐ used language that is appropriate to the audience and the situation
VAGAHAU NIUE
TOHI FAKAMAILOGA
(CERTIFICATE OF ACHIEVEMENT)

____________________________________ higoa (name)

kua kautū e fakaakoaga (has successfully completed):
Haia! Introduction to Vagahau Niue
Units _______

Faiaoga (teacher): ____________________________

Ulu Aoga (principal): __________________________

Aoga (school): ________________________________

Aho (date): ________________________________
**UNIT 20 DVD TRANSCRIPT**

**Vahega:**
Kua tata mai e magaaho  
Ke mavehe a tautolu.  
Tūmou e fakaalofa, ki a koe ma kapitiga.  
Fano a koe nofo au kapitiga fakahele.  
Liu a koe ki kaina, mo e loto fiafia.

**Class:**
The time is drawing near  
For us to say farewell.  
May my love be with you, my friend.  
As you go, I will stay, my beloved friend.  
May you return home with a joyful heart.
Here is some language suited to a formal occasion:

Monù tonu Tagaloa.
Fakaalofa lahi atu ki a mutolu oti.
Fakamolemole omai ke kai.
Fakaaue lahi he omai ke fiafia mo mautolu he aho nei.
Oue tulou.
Fakaaue lahi he omai ke fiafia mo mautolu he aho nei.
Fakamolemole omai ke kai.
Kia monuina.

Track 44 Tagaloa

Tagaloa, Tagaloa, Tagaloa
Hō lagi mamo e
Ko e pū mo e fonu
Tau ika tapu ia
He moana
Tagaloa, Tagaloa
Hō lagi mamo e
Tukulua!