Peace Corps

Samoan langage
A manual for the study and teaching
As taught by Peace Corps/W. Samoa



TABLE OF CONTENTS

	Pag e
Memo from the Director of	
Peace Corps/Western Samoa.	vi
Introduction to this book:	7.
incroduction to this book:	v iii
Unit One: nominative	1 - 38
Singular of roung	_
Singular of nouns	2, 26
Pronounciation	7
Singular demonstratives	11, 26
Singular question	11, 26
Plural of nouns4	15, 26
Plural demonstratives	15, 26
Plural question	15 26
Indefinite (singular and plural)	19 30
Negative (singular and plural)	19, 30
Reading	24
Grammar Review One	33
Work sheet one	
	36
Unit Two: numbers	_
	39 - 7 5
Counting 7 7	. 40. 64
Pronounciation8	45 , 04
Buying and selling	, 4) 18 61
Telling time (clock)10	. 40 , 0 4
Locative bases	, 52, 66
Reading	57, 68
Grammar Pavior Two	62
Grammar Review Two	69
Work Sheet Two	73
Ini+ Mhnas	
<u>Unit Three:</u> pronouns	76 - 1 28
Personal pronouns	77 444
The question 'who?'	77, 114
Nouns in apposition (*to be*)	11, 114
Adjectives	82, 114
Adjectives	82
	_
singular - for singular neuns 15	€7 , 11 6
(negative and indefinite) 15	87, 116
singular - for plural nouns 16	92. 116
(negative and indefinite) 16	92 116
pair plural - for singular nouns 17	26. 119
(negative and indefinite) 17	95 119
pair plural - for plural nouns 18	03. 119
(negative and indefinite) 18	03, 119
plural - for singular nouns 19	07. 121



; · · ii

(negative and indefinite)	9 107. 121
plural - for plural nouns 1	9 107 . 121
(negative and indefinite) 1	9
Grammar Review Three	123
Work Sheet Three	••••• 127
Unit Four: verbal tenses	129 - 173
Present tense (Ina)	00
Present tense ('ua)	,22
Statements of emotions	130
Statements of emotions	135
Dependent pronouns	,23 ·····135,142,148,167
Present negative (e le 'o)	135
Statements of desire	142
Plural verbs	142, 167
Three tenses - positive	
present continuous ('o lo'o) 23	•••••• 148
past (sa) 23	 148
future ('o le'a)	• • • • • • • • • • • • • • • • • • • •
Passive verb form	148, 166
Three tenses - negative	·
present (e le'o)	154
past (e le'i)	15/
future ('o le'ā lē)	•••••• 154
Comparison of five tenses	
present indefinite (e/te)	158
present immediate ('ua)	•••••• 158
present continuous ('o lo'o)	•••••• 15 8
past (sa)	•••••• 158
future ('o le'ā)	••••• 158
Grammar Review Four	••••• 168
Work Sheet Four	••••• 172
Unit Five: Adjectives and Adverbs	174 - 219
The verbal structure its bat	, ,
The works structure to be	175
The verbal structure 'to have'	
Adjectives of colour	
Formal demonstratives	····· 188
To be like (what's it like?; like this, etc). 29	 188
Comparative and superlative (adjectives) 30	••••••• 191
Kinship termnology (the family)	•••••• 191
Calendar (months, days, etc)	•••••••••• 196
Adverbs of time	202-208
Parts of the Samoan day 32	202
Gr mmar Review Five	212
Work Sheet Five	217
Unit Six: miscellaneous concepts	·
miscerrations couldn't	220 – 257



Giving directions in town 34	. 221, 246
Geographical terms - world map	
Words of doubt	
Negative commands	. 231
Common vices and bad habits 37	. 231
Greetings, salutations, congratulations 38	
Gerunds and infinitive mood 39	
Words requiring ona	236
Passive and active voice	239. 249
The relative particle ai	242
Grammar Review Six	250
Work Sheet six	
<u>Utilt Seven:</u> conjunctions, prepositions, idioms	258 - 296
	_
Why - because ('aisea - 'aua)	259
But, nevertheless ('a, 'ae, 'ae peita'i) 43	263
If, when ('ā, 'āfai, 'ana)	266
While, when ('a'o, 'ina 'ua)	269
Before ('a'o le'i, 'ae le'i)	272
Until, unless, lest (se'i, se'iloga, nc'i) 47	275
Except, especially (Vagana, 'aemaise) 48	278
And then('ona ai lea)	280
In order to ('ina 'ia)	283
Or (pe, po)	285
The same as (tutusa, pei lava) 51	285
Different than ('ese'ese)	285
I thought (fa'apea a'u)	285
That is why ('o le mea lea)	288
Since (talu mai, -ona,-ai)	288
He who, they who ('o le, 'o e)	288
Past perfect ('ua 'uma ona)	290
After ('ina 'ua 'uma, pe'ā 'uma)	290
To become ('avea ma)	290
To act as (fai ma)	200
Self reciprocals	200
Almost (semanu, toeitiiti)	290
Just (fa'ato'ā)	293
Without (aunoa ma)	293
Although (a wilder inc)	293
Although (e ui lava ina)	293
That means ('o lona uiga)	293
In regards to (e uiga 'i)	293
Grammar Review Seven	296
Work Sheet Seven	304
nit Eight: dialogues and stories	307 - 324
Dialogues	
Common greetings and farewells No. 1	308



.. J

Megotiating with a taxi driver 6 313 Detailed biographical data 7 314 Making a date 8 315 Drinking at a club 9 316 Preparing a cup of cocoa 10 317 A cricket gume 11 318 Studying (school preparation) 12 319 Talk in the market 13 320 Stories 321 My family No. 1 321 My swetheart 2 322 An evening at the club 3 323 Additional stories in Unit Seven Ny friend (a dog) 266 Ny girl friend 265 267 The rugby team 268 New Zealand (a trip to Wellington) 270 The meeting (with the Prime linister) 274 276 The visitor (to Samoa) 279 276 The visitor (to Samoa) 279 275 The Samoan - way (courtship) 281 School (the import noe of learning) 284 APPENDIX 325-3 Samoan grammar 369 Engl	S G O	Stography - questions and answers	310 311 312
Preparing a cup of cocoa 10 317 A cricket game 11 318 Studying (school preparation) 12 319 Talk in the market 13 320 Stories 321 My family No. 1 321 My sweetheart 2 322 An evening at the club 3 323 Additional stories in Unit Seven 26 My friend (a dog) 26 My girl friend 265 The rugby team 268 New Zealand (a trip to Vellington) 270 The meeting (with the Prime Finister) 274 My car 276 The visitor (to Samoa) 279 The Samoan - way (courtship) 281 School (the importance of learning) 284 APPENDIX 325-3 Samoan grammar 326- English - Samoan glossary 359- Agricultural + mechanical 363 Biological + medical 361 Domestic and food preparation 363	D M	etailed biographical data	314 315
Stories 321 My family No. 1 321 My swectheart 2 322 An evening at the club 3 323 Additional stories in Unit Seven 262 My friend (a dog) 262 My girl friend 265 The rugby team 268 New Zealand (a trip to Wellington) 270 The meeting (with the Prime Minister) 274 My car 276 The visitor (to Samoa) 279 The Samoan - way (courtship) 281 School (the importance of learning) 284 APPENDIX 325-3 Samoan grammar 326- English - Samoan glossary 359- Agricultural + mechanical 361 Domestic and food preparation 363 Education 365 Fishing 366 Physical education + card playing 368 Relationships - kinship 371 Samoan ceremonial speech 373	P A S	reparing a cup of cocoa	317 318 319
My family No. 1 321 My swectheart 2 322 An evening at the club 3 323 Additional stories in Unit Seven 262 My friend (a dog) 262 Ly girl friend 265 The rugby team 268 New Zealand (a trip to Wellington) 270 The meeting (with the Prime Minister) 274 My car 276 The visitor (to Samoa) 279 The Samoan - way (courtship) 281 School (the importance of learning) 284 APPENDIX 325-3 Samoan grammar 326-3 English - Samoan glossary 359-3 Agricultural + mechanical 359 Biological + medical 361 Domestic and food preparation 363 Education 365 Fishing 366 Physical education + card playing 368 Relationships - kinship 371 Samoan ceremonial speech 373			
Samoan grammar	M M A	y family	321 322 323 262 265 268 270 274 276 279 281
English - Samoan glossary			325 –396 326 – 358
Biological + medical			
	Bi Do Ed Fi Pr Re Sa	iological + medical mestic and food preparation. ducation ishing iysical education + card playing. elationships - kinship moan ceremonial speech	361 363 365 366 368 371 373
Samoan - English glossary	Samoar Biblio	n - English glossary	378 –3 95 396

®®©©®CELL (CEBLECK CCECULACTECT CONTRACTOR CONTRACTO



PEACE CORPS/WESTERN SAMOA

Memorandum

TO

: Whom It May Concern

DATE: December 1, 1975

FROM

: William D. Lontz

William D. Director, Peace Corps/Western Samoa

SUBJECT: This Language Book

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

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

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



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

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

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

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



INTRODUCTION TO THIS BOOK

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

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

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

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

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



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

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

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

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



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

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

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

9

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

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

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



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

HOW TO USE THIS BOOK

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

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

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

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

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

WORD ACTION TARGET RESPONSE

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



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

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

As a final note of introduction, I wish to point out to the reader that the ultimate source or reference for pronounciation, spelling, definition of words, and grammar, has been the Western Samoan Department of Education.

Mrs. Koke Aiono of the Samoan Language Curriculum Development Unit has devoted a great deal of time and effort to insure that what is presented in this book is in agreement with materials currently being developed for teaching Samoan Language in the government school system.

Unfortunately, Samoan is not yet standardized to the point where it is spoken and written uniformaly throughout the islands. Many of these variations are slight, but the student will notice that they do exist especially in the writte language. Existing texts on Samoan are not widely used among the public and although there are some points of disagreement among them, the potential effectivened they of have on standardizing the language and providing consistancy in the language and providing consistancy in the language and providing consistancy in the language and the language and standardizing the Samoan Language and therefore benefit both foreign and the native students of Samoan.

J.F.M.
December, 1975



Agreement the second se

SINGULAR AND PLURAL

DEFINITE AND INDEFINITE

POSITIVE AND NEGATIVE

PRONOUNCIA'TION

READING AND WRITING

LESSON ONE

TOPICS

(a)	Nominative singular	
` .	The pen	'O le peni
	It's a pen	'O le peni.
(b)	Simple command	
	take	'ave
	bring	'aumai
(c)	Conjunction, preposition	
	and	ma
	to	iā

METHOD

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

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

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



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

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

MATERIALS

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

TIME: 45 minutes

@@*@ *@*©*©	*©*@* @ *	THE LESSON	*@*@*@*@*@*@*@*@*@*
Teacher says below.	the <u>Word</u>	At the same time teacher performs the <u>Action</u> below.	Students say the Target Response below.
Word		Action	Target Response
(pen)	Peni!	Hold up a pen. (Hold up one finger to indicate one word)	Peni!
(It's the)	<u>'O le</u>	hold up two fingers to indicate two word	is 'O le!
	'O le peni!	Hold up the pen and three fingers to indicate three words	'O le peni!
(notebook)	'Api!	Hold up a notebook Full sentence	<u>-</u>
	((Remember to review 'peni)	0 le
(pencil)	Penitala!	Hold up a pencil Full sentence	
(paper)	Pepa!	Hold up a sheet of p	aper Pepa!



	Full sentence	'O le papa.
-	Place a pen and a notebook in the centre of the table.	
(and) <u>Ma</u> !	Touch the empty space bet- ween the pen and the note- book	Ma!
	Touch the penthe space	'0 le peni. ma 'o le'api.
	in that order and make students respond to each touch.	
	Using your fingers, indicate that the second 'o is to be thrown out	'O le peni ma le 'api.
	Try combinations of other pairs. (Make sure the second 'o is left out)	(i.e.) 'O le penitala ma le pepa.
	Set out four objects in a line and touch them in the following manner.	
	the penthe spacethe paperthe spacethe pencil	'O le peni ma le pepa ma le penitala.
	Now point to the whole line of objects and indicate a full unbroken sentence	'O le peni ma le pepa ma le penitala.
	Repeat this with other com- binations.	
(take) 'Ave!	With everyone watching take any single object	'Ave!
' <u>Ave le peni</u> !	Touch the pen and indicate one student must take it. All students repeat the command.	'Ave le peni.

Indicate one student is to command another to take any-'Ave le object. thing..... Let each student command and act several times. Make sure they expand the sentences to more than one object at a (i.e.) time..... 'Ave le peni ma le 'api. Ia! Motion away from yourself Ia! 'Ave le peni ia Ioane! Indicate that the pen is to be given to one of the students. Students repeat. When you hear the correct target response immediately give the 'Ave le peni ia Ioane. pen to that student..... Point to a pencil and then 'Ave le penitala ia another student. Student says student's name. Let the students practice with each other. Give each student an object. (bring) 'Aumai! Hold out your hand and indicate that you want them to give their 'Aumai! objects to you. All repeat.... 'Aumai le peni! Hold out your hand to the student who has the pen and make him give you the pen. Indicate another student is to ask you for that same pen 'Aumai le peni. Immediately give him the pen, then indicate another student is to ask for the pen...... 'Aumai le peni Continue letting students ask for and receive the pen as well as other objects. Finally, let them make up sentence about anything they have learned in the lesson...... (i.e.) 'Aumai le peni. 'Ave le peni ia name. etc.

SUMMARY REVIEW

'O le peni. pepa 'api.

notebook. penitala. pencil.

'O le peni ma le 'api.

'Ave le peni 'Aumai.

'Ave le peni ia Mika.

It's a pen and a notebook. Take (away) the pen. Bring (to me). Take the pen to Mike.

piece of paper.

It's a pen.

@*@*@*@@*@*@*C*@*C*@*C*@*@



20 -6-

LESSON TWO

TOPIC: Pronounciation

<u>NETHOD</u>: Fidel Charts

MATERIALS

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

FIDEL CHARTS

Samoan Lanugage

Short Vowels	Consonari ts	Long Vowels	"A" Glottal Vowels
A E I O U AE EA IA OA UA AI EI IE OE UE AC EO IO OI UI AU EU IU OU UO	F <u>G</u> H L M H P R S T V	Ā Ē Ī Ō Ū ĀE EĀ IĀ OĀ UĀ ĀI EĪ IĒ OĒ UĒ ĀO ĒO ĪO OĪ UĪ ĀU EŪ IŪ OŪ UŌ 3	'A 'A'A A'A 'AE 'A'E A'E 'AI 'A'I A'I 'AO 'A'C A'O 'AU 'A'U A'U 4

"E"	Glottal	Vowels		lottal owels		"C"	Glottal	Vowels	"Մ"	Clottal	Vowels
'E	'E'E	E'E	'I	·I·I	I'I	'0	'0'0	0'0	י ט	'U'U	טי ט
'EA	*L*A	l'A	'IA	'I'A	I'A	¹OA	'C'A	O'A	'UA	*U * A	U * A
'EI	'E'I	E'I	'IE	'I'E	Ι'Ε	'OE	OE	O'E	'UE	'U'E	U'E
'EO	'E'0	E'O	' IO	'I'O	I'0	' 0I	*0 * I	0'1	'UI	יטיו	U'I
EU	'E'U	E'U	"IU	'I'U	טיו	*0U	יסי די	סיט	• UO	'U'O	U ' O
5					6	7					8



TIME: 45 Minutes

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

THE LESSON

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

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

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

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

THE EXERCISE

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

CHART NO. 1 - SHORT VOWELS

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

(i.e.) AB

Teacher points to and pronounces A and E separately.

Student pronounces A and E separately.

Teacher pronounces AE normally.

Student pronounces AE rormally.

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

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



CHART NO. 2 - CONSONANTS

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

(i.e.) F.

Teacher points to and pronounces F.

Students pronounce F.

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

Students say FA.

Teacher points to F and AE.

Students say FAE.

Teacher points to F and AI.

Students say FAI.

Teacher points to F and AO.

Students say FAO.

Teacher points to F and AU.

Students say FAU.

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

CHART NO. 3 - LONG VOWELS

I. Teacher points to and pronounces each long vowel.

Students repeat immediately.

ĀĒĪŌŪ

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

A E I O U

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



(i.e.) **XE**

Teacher points to and says AF

Students say AE

Teacher points to AE (Chart No. 1)

Students say AE

Repeat this procedure for all of the long \bar{A} combinations ($\bar{A}I$, $\bar{A0}$, $\bar{A}U$) and all the other long vowel columns (E, I, 0, U). Always contrast ach long dipthong with the corresponding short dipthong in Chart No. 1.

III. Point to some consonant and long vowel combinations and let the students pronounce them. Contrast the long and short combinations.

(i.e.) FAI and FAI.

CHART NO. 4 - 'A GLOTTAL VOWELS

I. Point to the 'A combinations and pronounce each once. Students repeat.

'A 'A'A A'A

II. Move down the first column ('A) and pronounce each dipthong once. Students repeat after each one. Contrast each with the equivalent short vowel dipthong.

(i.e.) 'AE

Teacher points to and says 'AE

Students repeat 'AE

Teacher points to AE (Chart No. 1).

Students pronounce AE.

Repeat with all of the 'A combinations, then repeat the procedure with the 'A'A column and the A'A column.

III. Point to some consonant and glottal vowel combinations and contrast with the long and short vowels.

NOTE: A consonant cannot come directly before a glottal vowel. Teacher must limit the combinations to the last column of 'A glottal vowels (A'A, A'E, A'I, A'O, A'U).

(i.e.) FA'I FĀI FAI

CHARTS NO. 5,6,7,8: Repeat the proceedure used for Chart No. 4.



LESSON THREE

TOPICS

(a) Singular demonstratives

'O le penilea. This pen..... 'O le peni lele/ That pen..... lena/lale

(b) Question word (what)

'O le a lea? What is this?.... '0 le a lele/ What is that?.... lena/lale?

METHOD

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

MATERIALS

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

TILE: 45 Minutes

THE LESSON ***@#@*@*@*@***C*C*O*C*C*@

Word

@x@x@x@x@x@x@x@x@x@x@

Target Response Action

> Hold up a pen; '0 le peni.

Hold up each of the known pepa. objects in turn. Leave the 'api. penitala. new objects on the table

but don't give their

Samoari names.



Word		Action	Target Response
(that)	<u>Lale</u> ;	Throw the pen far away but within sight	'O le peni lale.
(that)	Lele!	Point to one object which you have placed in the centre of the table	'O le <u>object</u> lele.
		Give each one including yourself an object.	
(that)	<u>Lena</u> ;	Make everyone point to your object and repeat	
(that)	<u>Lea!</u>	Make all the students point to the object still in his own hand and repeat	
		Review all demonstratives. Make sure that students realize that <u>lena</u> is used when referring to someone elses object, but <u>let</u> is for something close by that rone possesses.	<u>le</u>
(thing)	Mea!	Touch any object and indicate students to respond	
		Practice using objects close, fa	



(what) <u>A</u> ;	Draw a question with your hand (hold up a finger to indicate one word),	ā:
<u>0 le:</u>	Hold up two fingers	'0 le:
	Now indicate a question and hold up three fingers	'0 le a?
	Now place one of the new objects, which still hasn't been given a Samoan name into the centre of the table and point to it, Draw a question mark and indicate a full sentence.	'0 le a le mea lele?
(the book) '0 le tusi;	Immediately answer.	
	Indicate all are to repeat this answer	'Ò le tusi!
·	Try the question with a known object, Point to a pen and indicate a question,	'O le a le mea lele?
' <u>O le peni</u>	Immediately anguer	'O le peni,'
(comb) O lo golut	Throw another one of the unn- amed objects far away (but well within sight of all) and indi- cate a question	'0 le a le mea lale?
(comp) o te setu:	Immediately answer.	
	Have each student repeat the new answer	'O le selu!
	Hold the last unramed object in your hand and indicate a question	'O le a le mea lena?
(match) 0 le afi- tusi.	Make each student repeat the new answer	'O le afitusi:
	Give each student an object. Each student points to the object in his hand and asks of another student	'O le a le mea lea?
	The other student answers	'0 le <u>object</u> lena.

Student now may ask questions about anything in the room or if time permits, everyone can walk outside and continue the exercise. Every student must repeat the name of each new object encountered.

SUMMARY REVIEW

'O le tusi <u>lea</u> .	This here book.
<u>lele</u>	That there book.
lena	That there (someone's) book.
<u>lale</u>	That there (far away) book.



LESSON FOUR

TOPICS

(a)	Nominative plural	
	Pens	10 nl.
	They're pens	'O peni.
(b)	Plural demonstratives	
	These pens	0 peni la
	Those pens	O peni na/la
(c)	Plural question (what)	
	What are these?	'0 a ia?

METHOD

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

MATERIALS

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

TIME: 45 Minutes

@@*@ *@*@*©*©*©*©*©	THE LESSON	*@*@*@*@*@ *@*@*@*@*@*@*
Word	Action	Target Response
thre word Now indi	up one pen. Hold up e fingers to show thre s	'O le peni!
thro	wn out	'O peni!



Word		Action	Target Response
		Try it with the other familiar objects	'0 afitusi. 'aví penitala etc.
		Switch back to the singular a few times so that they realize the difference between singular and plural. (drop the le)	(i.e.) 'O le penitala. 'O penitala.
(those)	<u>La</u> !	Throw two pencils far away but well within sight.	
		Point to the two distant pencils Indicate a full sentence	-
		Use other objects.	
(those)	<u>Na</u> !	Place some books on the table and point to them.	
		Point to the books	Na:
		Indicate a full sentence	'0 tusi na.
		Use other objects and review <u>la</u> .	
(those)	<u>Na.</u> !	Hold 2 notebooks and make every- one point to them	Na!
		Indicate a full sentence	'0 'api na.
·		Let the students hold objects and describe them to each other. (Review all).	
		Give each student pairs of objects.	
(those)	<u>Ia!</u>	Teacher points to his own objects.	

Word	Action	Target Response
	Each says is while he is pointing to his own objects	Ia!
	Indicate a full sentence	'0 objects ia.
	Practice with all the familiar objects using both singular and plural	'0 objects is/na/la '0 le object lea/ lele/lena/lale.
(Things) 'O mea!	Touch several pairs of objects indicating that they are all things	'0 mea!
(When) A:	Draw a question mark	Ã:
	Indicate a full sentence with three words	'0 le a ?
	Throw out the second word (le)	'0 a?
	Point to a new pair of objects on the table (rings) and indicate a question	'0 a mea nã?
(Rings) ' <u>O mama</u> !	When the students say the question properly, teacher answers.	
	Point to the rings and have them repeat	'O mama!
(cigarettes)	Throw the cigarettes far away and indicate a question	'O ā mes lā?
' <u>O sikaleti!</u>	When they ask the question proper- ly answer immediately.	
	Indicate all must repeat	'0 sikaleti!
	Hold the pair of watches in your hand and indicate question	'0 ā mea nā?
(watches)'0 uati	Immediately answer.	
	Make everyone repeat the answer	'0 uati!
	Give everyone a different pair of objects. Each student points to his own objects and asks another student	'0 ā mea ia?
	The other student replies	°0 <u>objects</u> na



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

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

SUMMARY REVIEW

'0 uati . They are watches.

sikaleti cigarettes

mane rings

'0 uati ia . These here are watches.

na Those there

Those there (far)

'0 a? They are what?

 'O a mea ia?
 What are these?

 ma
 those

 la
 those

'O mea ia 'o <u>uati.</u> These are <u>watches.</u>

<u>sikaleti</u> <u>cigarettes</u>

<u>mama</u>

<u>rings</u>



LESSON FIVE

TOPICS

(a)	Indefinite	singular	and	plural
-----	------------	----------	-----	--------

Is it a pen?...... '0 so peni?

Are they pens?..... '0 ni peni?

(b) Negative singular and plural

It's not a pen..... E le 'o se peni.

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

METHOD: Silent Way

MATERIALS

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

TIME: 45 Minutes

*@ *@*@*@*@*@*@*@*@*		THE LESSON	*©* ©*©*©*©*©*©*©*© *©*©		
Word		Action	Target	Response	
<u>'O le 'api lele</u> !	table. Hold up for indicate a	notebook on the ur fingers to four word	. '0	le 'api	lele !
(a) <u>Se</u> !	finger. M	stion with your ake everyone new word	. Se	1	
	but this to four finger finger and	to the notebook agine when you hold rs, touch the second show that word is	up ond s a	se 'api	lele?



Word	Action	Target Response
	When the students ask the correct question then teacher must immediately answer:	
(Yes) <u>'Ioe</u> !	Shake your head yes.	'Ioe!
	Indicate that the students are to answer in a full sentence after 'Ioe	'Ioe, o le 'api lele.
	(IMPORTANT: - The students must switch back to using le instead of se when they are giving a yes answer. Use your fingers for this changing).	
	Practice with other objects. DO NOT use the new objects yet.	
'O se tusi lele?	Point to a new object on the table (a glass) and ask the question.	
	Make everyone repeat	'O se tusi lele?
(No) <u>Leai</u> ;	Shake you head no. Make all repeat this new word	Leai:
	Practice this question using the names of different objects and	4
	pointing to the glass	'O se <u>object</u> lele?
	After each question the students say no	Leai:
(It's not) Ele:	Show two words with your fingers. Shake your head no	E le!
	Make everyone repeat stressing the long le sound, so that it will not be confused with le the article.	



Word	Action Tar	get Response
<u>'E le 'o se</u> peni lele!	Point to the glass and shake your head no. Say this sentence, and hold up six fingers.	
	Make everyone point to the glass and say the sentence	E le 'o se peni lele!
	Make everyone point to the glass and say the sentence	E le o se peni lele:
(glass) <u>Ipu</u> !	Identify the glass.	
(3222)	All repeat	'O le ipu!
	Repeat this with other objects.	(i.e.) O se mama lera? Leai, e le 'o se mama lea. or 'Ioe, 'o le mama lea.
	Following the same procedure as the singular, continue with the plural.	
10 tusi na!	Point to some books on the table. Hold up three fingers	'O tusi na!
(some) <u>Ni</u> !	Draw a question in the air with your finger	Ni:
	Point again to the books but this time draw a question and hold up four fingers and touch the second finger to indicate that this is ni	'O ni tusi na?
	When you hear the correct question immediately answer.	

Word	<u>Action</u>	Target Response
' <u>Ioe</u> !	Shake your head yes. Students repeat	'Ioel
	Indicate students are to respond in a full sentence.	'Ioe, 'o tusi na.
	(IMPORTANT: Make sure the students remove the indefinite ni from their "yes" sentence. Use your fingers if necessary to show that ni is thrown out).	
	Practice with other familiar objects	•
'O ni ipu na?	Point to a pair of unfamiliar objects (i.e. ashtrays) and ask if they are glasses. Students repeat	'O ni ipu na?
	Let students practice the question.	
	Shake your head no! All repeat	Leai!
	Let students ask this question using the names of other familiar	
	objects while pointing to the ashtrays	(i.e.) 'O ni objects na? Answer: Leai!
E le!	Hold up two fingers to show two words. Shake your head no and point to the ashtrays. All repeat	E 1 - ;
E le 'o ni ipu na!	Point to the ashtrays and hold up 6 fingers.	
	Point to the ashtrays, make everyone point to them and repeat	E le 'o ni ipu na!
Tālefulefu	Identify the ashtray. St lents repeat	Talefulefu!



Action

Practice questions and answers with other objects, both yes and no answers.

If time permits also review singular and plural together.

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

SUMMARY REVIEW

'0 se <u>ipu</u>? talefulefu Is it a glass? ashtray

'Ioe, 'o le <u>ipu.</u>
<u>talefulefu</u>

Yes, its a glass. ashtray

Leai, e le 'o se <u>ipu</u>. talefulefu No, its not a glass. ashtray

'O ni ipu ia?

Are these glasses? those those

Yes, these are glasses. those those

Leai, e le 'o ni ipu <u>ia.</u>
na
la

No, these are not glasses. those those

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

LESSON SIX

TUPIC: Reading

METHOD: Word Charts

MATERIALS

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

PENI 'AVE LENA MA NI \mathbf{SE} LEA 'AUMAI IĀ 'IOE MA MAMA LALE LELE LEAI UATI IA NA PENITALA TALEFULEFU SINA IOANE SELU

TIME: 45 Minutes

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

THE LESSON

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

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

THE EXERCISE

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



The teacher does not model the words.

(i.e.) '0 le peni

Teacher touches 'o

Students say 'o

Teacher touches le

Students say le

Teacher touches peni

Students say peni

The teacher must begin with short easy sentences from Lesson One and continue on with examples from later lessons (Lessons Three, Four and Five).

III. Allow students to come up and point out sentence while the rest of the class responds orally.

A PROPERTORE CONTRACTOR CONTRACTO

REVIEW DRILL ONE

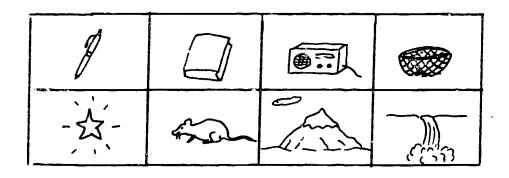
TOPICS

Nominative singular	'O le peni.
Singular demonstratives	'0 le peni lea.
Singular question	'O le a lea?
Nominative plural	'O peni.
Plural demonstratives	'O peni ia.
Plural question	'0 a ia.

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.



TIME: 20 Minutes

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

THE DRILL

*@x@x@x@x@x@x@x@x@x@x

I. VOCABULARY

Teacher pronounces the name of each object pictured. Students repeat.

peni	fetū
tusi	'isumu
letio	mauga
ato	āfu



II. STATEMENTS:

Teacher will model the sentence once after which the student will respond automatically as the teacher points to each new picture.

MOVE QUICKLY: Do not give the English translation.

10	le	peni. tusi etc.		It¹s a	book etc.
10	le	peni lea. tusi etc.	(Point down)	This i	s a pen. book etc.
10	le	peni lele	. (Point away)	That i	s a pen.
·0	le		(Point to yourself)	That i	s a pen.
' 0	le	peni lale.	(Point far away)	That i	s a pen.

III. QUESTIONS:

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

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

'O le a lena? What's that?

'O le peni lena. That's a pen.
etc.

'O le a lale? What's that?

'O le peni lale. That's a pen.

etc. etc.

IV. MORE QUESTIONS:

Repeat the same procedure as before.

"O le a le mea lea?

"O le peni le mea lea.

"O le a le mea lea?

"O le a le mea lea?

"O le penitala le mea lea.

"This thing is a pen.

What's this thing?

"O le penitala le mea lea.

"This thing is a pencil.

etc.

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

'O le a le mea lena? What's that thing?

'O le peni le mea lena. That thing's a pen.

etc. etc.

'O le a le mea lale?

'O le mea lale 'o le peni.

etc.

What's that thing?

That thing's a pen.

etc.

V. PLURAL STATEMENTS:

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

'0 peni They're pens etc

'0 peni ia. (Point down) These are pens. etc etc 'O peni na. (Print away) These are pens. etc. etc. '0 peni la. (Point afar) These are pens. otc etc.

VI. PLURAL QUESTIONS:

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

'0 a ia? What are these? 0 peni ia. These are pens. etc etc

'0 a na? What are those? 0 peni nā. Those are pens. etc otc '0 a la?

0 peni la. Those are pens. <u>etc</u> etc.

What are those?

VII MORE PLURAL QUESTIONS:

'0 a mea ia? What are these things? '0 peni mea ia. These things are pens. etc

'0 a mea na? What are those things? '0 peni mea na. Those things are pens. etc

'0 a mea la? What are those things? '0 peni mea lã. Those things are pen. etc

REVIEW DRILL TWO

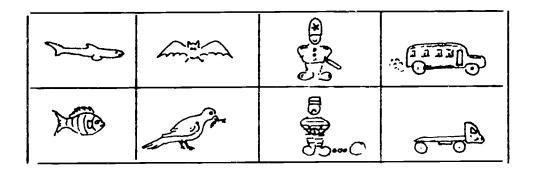
TOPICS

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

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.



TIME: 15 Minutes

I. VOCABULARY:

Teacher pronounces each picture and students repeat.

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



II. QUESTION - INDEFINITE:

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

'O se malie? Is it a shark? pe'a <u>bat</u> leoleo COP <u>bus</u> pasi fish <u>i'a</u> lupe dove pagota prisoner loli truck 'O ni malie? Are they sharks?

etc.

III. QUESTION AND ANSWER - POSITIVE:

.

etc.

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

'O se malie? 'Ioe, 'o le malie. Is it a shark?

etc.

etc.

Yes, it's a shark.

etc.

'O ni malie? 'Ioe, 'o malie. Are they sharks?

etc.

Yes, they're sharks.

etc.

IV. QUESTION AND ANSWER NEGATIVE:

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



QUESTION	UPPER PICTURE	LOWER PICTURE
'0 se malie?	'Ioe, 'o le <u>malie</u> .	Leai, 'e le 'o se <u>malie</u> .
pe'a	pe†a	pe a
<u>leoleo</u>	<u>leoleo</u>	<u>leoleo</u>
pasi	pasi	pasi
'0 ni malie?	'Ioe, 'o <u>malie</u>	Leai, 'e le 'o ni <u>malie</u> .
pe a	pe ¹a	<u>pe'a</u>
leoleo	<u>leoleo</u>	leoleo
pasi	pasi	pasi

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

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



GRANDIAR REVIEW ONE

NOTES ON LESSON ONE:

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

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

SENTENCE	INCOMPLETE	COMPLETE
The boy The sun	le tama le lā	'0 le tama '0 le la
America	Amelika	'0 Amelika
Samoa	Samoa	'O Samoa

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

It's a boy! '0 le tama!

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

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

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

Give (me) the notebook.

'Ave le 'api Take the notebook.

Give (to someone) the notebook.

La is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, \underline{i} , is used.

NOTES ON LESSON THREE:

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



	lea	• • • • • • • • • • • •	••••••	this	close proximity	
	lele		•••••	<u>that</u>	(not too distant	from the speaker)
	lena		••••••	that	(used for <u>lele</u> wh in someone elses	en the object is possession)
	lale .		•••••	that	(at a great dista	nce from the speaker).
	Note:	There are to because of t	hree formal heir reocci	l demon	nstratives that wi roots - lenei, len	ll be introduced ā (above), lelā
The den	nonstrat	tives can oc	cur both be	efore a	and after the noun	they modify:-
	'0 le m	mea lea	••••••	• • • • •	this	thing
	'0 lea	-				
	(note :	since these le is omitt	are all con ed before	ntract: the der	ions of le + base, monstrative).	the singular ar-
Ā is a	questi	on word used	as the pro	noun '	'what".	
	'0 le 8	<u>.</u> ?			a what? t is it?)	
	'0 le 8	ī lea?	•••••	It's (Wha	a what this? t is this?)	
' <u>0 le 8</u>	is als	30 an idioma	tic express	sion u	sed when answering	someones call.
	Hey you	ı !				
	What?	•••••	• • • • • • • • • • • • • • • • • • • •	• • • • • •	10 1	e ā?
NOTES 0	N LESSO	N FOUR:				
ish. Sa	ns). Pl	ouns do not	change from	n singu	fore the noun. A lar to plural (the is a singular in	ere are a few ex-
	10 peni	i	• • • • • • • • •		They	are pens
Ia, nā, tern is	la are	the common red as in si	plural den ngular.	nonstra	tives (these, tho	se). The same pat
	<u>ia</u>		• • • • • • • • •	these	(close or touchin	g)
	nā		•••••	those	(not far or in so	meones possession)
	18		•••••	those	(far away)	
	Note: later la (at	because of	hree formal their frequ	l demor	nstratives which wo occuring roots:	ill be introduced nei, na (above)
	The de	emonstrative	s can occur	r befor	re or after the no	un.
. .	'0 mea	n <u>a</u> mea	• • • • • • • • • •	•••••	Thos	e things
is us					referring to plu	
•	'0 <u>a</u> n	mea ia?	• • • • • • • • • • • • • • • • • • • •	• • • • • •	What	are these things?



GRAMMAR REVIEW ONE

NOTES ON LESSON ONE:

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

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

SENTENCE	INCOMPLETE	COMPLETE
The boy The sun America Samoa	le tama le la Amelika Samoa	'0 le tama '0 le la '0 Amelika '0 Samoa

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

It's a boy! 'O le tama!

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

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

<u>La</u> is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, \underline{i} , is used.

NOTES ON LESSON THREE:

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



7 33 4 J

	leathis	close proximity to the speaker)
:	lel e <u>that</u>	(not too distant from the speaker)
:	lena that	(used for <u>lele</u> when the object is in someone elses possession)
:	lale that	(at a great distance from the speaker).
<u>]</u>	Note: There are three formal demonstrater because of their reoccuring r	estratives that will be introduced roots - lenei, lenā (above), lelā
The demo	onstratives can occur both before a	and after the noun they modify:-
	'O le mea lea	this thing to the singular ar-
'	ticle <u>le</u> is omitted before the den	
_	question word used as the pronoun	
1	'0 le <u>a</u> ? (What	a what? is it?)
1	'O le ā lea?It's (What	a what this? is this?)
' <u>0 le a</u>	is also an idiomatic expression us	ed when answering someones call.
F	Hey you!	
Ā	Mhat?	'0 le a?
NOTES ON	N LESSON FOUR:	
ish, San	is shown by omitting the article be moan nouns do not change from singu	
the noun	s). Plural is assumed unless there	is a singular indicator before
the noun	•	is a singular indicator before
the noun	n. 'O peni	is a singular indicator before
Ia, rej, tern is	18 are the common plural demonstra followed as in singular. ia these those	is a singular indicator before
Ia, rej, tern is	18 are the common plural demonstra followed as in singular. ia these those	is a singular indicator before
In resp. term is	18 are the common plural demonstra followed as in singular. ia these those	is a singular indicator before
In response	la are the common plural demonstra followed as in singular. ia	is a singular indicator before
In response	later because of their frequently la (above).	is a singular indicator before
the nount term is	la are the common plural demonstra followed as in singular. ia these na those la those Note: There are three formal demon later because of their frequently la (above). The demonstratives can occur befor 'O mea na 'O ma mea	is a singular indicator before



NOTES ON LESSON FIVE:

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

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

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

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

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



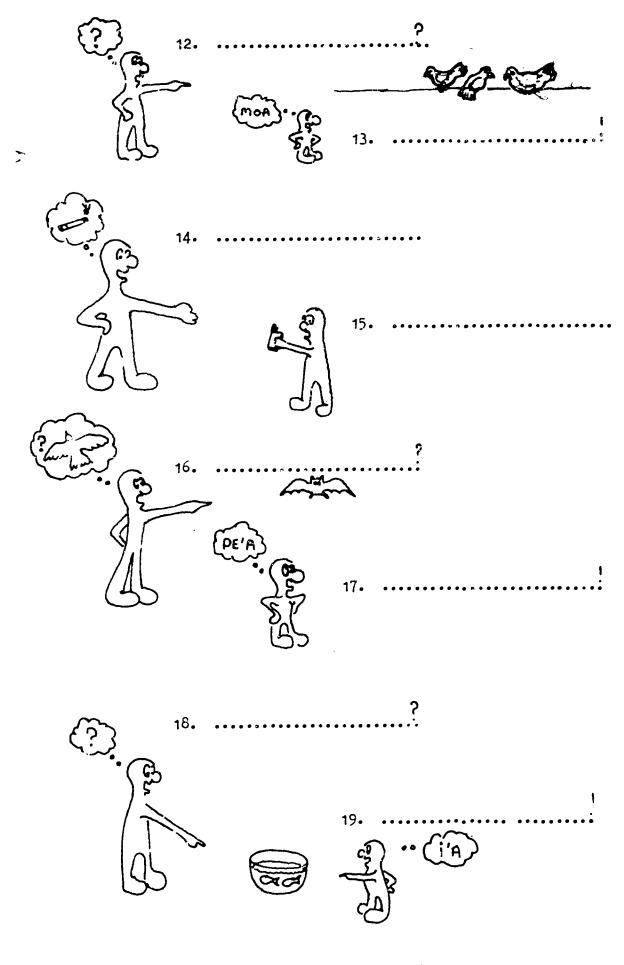
WORK SHRETS

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

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

1 1.	••••••	8 5.	•••••••••••••••••••••••••••••••••••••••
2.	••••••	<i>β</i> 6.	••••••
	•••••		
9.	2		••••••
₩₩ ₽ ₽ 11.	?	PUA'A	••••••••••••
中田	?	AA.	•••••••••••





ERIC PRINTED TO PRINTE

₃₇ 50

	20.	?
(A)	200	وي و الحراق
B		حراً € 21 ال

	21
'O a mea ia? 'O ni nofoa mea na?	22
'O lea le mea lea? 'O se moa lena?	24
'O se nofoa lea?	26
'O se pua'a lele?	27
'O a mea la? 'O ni i'a mea na?	28
E le 'o se fa'i lea?	30
'O ni peni	31O. le peni.
E le o se moa la.	32
*O se ipu lea?	33
O le nin ma le pua a	34
E le 'o se i a mea ia	35



COUNTING

BUYING AND SELLING

TELLING TIME

LOCATION

LESSON S. G

MATERIALS

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

TIME: 45 minutes

"6"@"@"@"@"@"@"@"@"@"@"@"@"	THE LESSON "O" O"	"@" @"@"@"@"@"@"@"
Word	Action	Target Response
(card) Pepa!	Hold up some cards. IMPORTANT - do not show the face of the cards to the students. Just let them see the backs	Pepa:
	Indicate a full sentence	'0 pepa.
	Hold up only one sard	'0 le pepa.
(one) <u>Tasi</u> !	Hold up one finger and point to the single card	Tasi:
' <u>O le pepa e tasi</u> !	Indicate a full sentence and point to the card	'O le pepa e tasi.
	Point to some other single ob that (i.e. pen, chair, etc.) and students give the response	'0 le <u>object</u> e tas:
(two) <u>Lua</u> !	Point to two cards on the table	Lua!
	Indicate a full sentence IMPORTANT - The singular articles le must be dropped when more than one card is used. If students don't drop the le, show with your fingers that it is to be removed.	'O pepa e lua.
5	$\widetilde{\widetilde{\mathcal{O}}}$	

Word	Action	Target Response
	Try <u>lua</u> with other objects. Remember to review <u>tasi</u> .	
(three) Tolu!	Point to three cards on the table	Tolu!
	Indicate a full sentence	'0 pepa e tolu.
	Review all numbers and objects	
(four) <u>Fā</u> :	Same procedure	Fā!
(five) Lima!	Same procedure	Lime!
	Review all numbers 1-5 and objects.	
		/ - × j
(how many) Fia!	Draw a question with your fingers	Fia!
	Place 4 cards on the table in a neat stack so that the students cannot see how many there are.	f.
E fia pepa na?	Draw a question with your fingers and point to the pile	E fin peps na?
	When the question is mastered you give the reply.	
E fā pepa nā!	Count the cards with much action	E fā pepa na!
	Try the question again but with a different number of cards on the pile (5 cards)	E fia pepa na? E lima pepa na.
	Practice with other objects, all the numbers (1-5) and plural demonstratives (ia, na, la).	
(six) <u>Ono</u> !	Show six cards	Ono? 10 popá s ono.
(seven) Fitu;	Show seven cards	Fitu! 'O pepa e fitu.
	Place a stack of cards (6 cards) on the table and indicate a question	E fia pepa na?
	per : :	

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



Word	<u>A</u> .	tion			Target Response
Selau sefulufitu	Show 117	·		•••••	Selau sefulufita
Selau luasefulu tasi!	Show 121	•••••	, 	• • • • •	Selau .uasefulu tasi:
	Continue	e to two h	undred.		
(200) Les selau!	Show two	hundred.		• • • • • •	Taa selau!
	Now go to the blackboard and write these arabic numbers on the board. Students say the Samoan number after each number.				
	201	263	5 2 9	821	
	205	3 00	683	909	
	211	444	777	999	
(thousand) Afe:	Write th	ne number	one thousa	and	Afe:
E tasi le afe selau ma le tasi:	Write th	ne number	1101		E tasi le afe selau ma le tasi.
	Continue million.	-	examples u	ip to one	
(million) Miliona!	Write 1	,000,000 (one millio	on)	Miliona!
E tasi le miliona lua afe iva selau ma le tasi:	Write 1	,002,901	· • • • • • • • • • • • • • • • • • • •		E tasi le miliona lua afe iva selau ma le tasi!
	Continue writing examples with students giving the Samoan equivalent.				

SUMMARY REVIEW

'O le pepa e tasi . 'O pepa e lua . tolu fa lima ono fitu valu	It's one card. They are two cards. three four five six seven eight nine
<u>iva</u> sefulu	ten
	,



Summary Review, Cont'd

E fia pepa?

How many cards?

E tasi le pepa.

One card.

E lua pepa

Two cards

etc.

etc.

E sefulutasi.

Eleven.

E luasefulu tasi.

Twenty-one.

E selau ma le tasi.

One hundred and one.

E afe lua selau sefulufa.

One thousand two hundred and fourteen.

E miliona

One million.



LESSON BIGHT

TOPIC: Pronounciation

METHOD: Contrast drills

These contrast drills are used in the following way.

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

MATERIALS

Fidel chart, paper and pencils and blackboard.

TIME: 45 minutes.

- I. Exercise No.1. i vs e
 - (A) Teacher points to <u>i</u> and <u>e</u> on fidel chart No.1 and pronounces them. Teacher then recites these pairs. (<u>DO NOT</u> give the English meaning in class).

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



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

II. Exercise No.2. e vs ei

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

```
1. lei
             (ivory)
                                      1. le
                                                     (not)
2. nei
                                     2. ne
             (now)
                                                     (to hesitate)
                                     3. pe
4. se
                                                     (die - animals and plants) (class of insects)
3. pei
             (as, like)
4. sei
             (flower on ear)
             (young sibling)
5. tei
                                                     (protrude)
```

Dictate five words and correct in class.

III. Exercise No.3. o vs ou

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

1.	fou	(new)	1.	fo	(to doctor; name of a fish)
2.	lou	(your)	2.	1 0	(name of a fish)
3.	mou	(disappear)	3.	шо	(for)
4.	nou	(frown)	4.	no	(to borrow)
5.	p ou	(a post)	5.	p o	(night)
6.	sou	(rough sea)	6.	3 <u>0</u>	(possessive marker)
7.	tou	(you plural)	7.	to	(pregnant)

Dictate five words and correct in class.

IV. Exercise No.4 ao vs au

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

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

Dictate 10 words and correct in class.

V. Krercise No.5 ae vs ai

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

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



3. sai	(bind)	3. sae	(to skin)
4. tai	(tide)	4. tae	(feces)
5. vai	(water)	5. v ae	(leg)

Dictate five words and correct in class.

VI. Exercise No.6. the glottal

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

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

```
ma'a (rock)
te'a (to be past)
i'a (fish)
to'a (numeral prefix; a submerged rock)
fu'a (flag)
```

Teacher points to glottal 'E and says.

```
ta'e (to break)
fe'e (octopus)
ti'e (a kind of crab)
to'e (cock's comb)
```

Teacher points to glottal 'I and says.

```
ma'i (sick)
le'i (negative past)
si'i (to raise)
fo'i (also)
su'i (to sew)
```

Teacher points to glottal '0 and says.

```
a'o (learn)
le'o (negative present)
li'o (circle)
o'o (to reach)
```

Teacher points to glotts1 'U and says.

```
a'u (I, me)
se'u (kind of bird)
i'u (to be ended)
lo'u (my)
nu'u (village)
```

- (B) Repeat the reading, this time students repeat each word after the teacher
- (C) Teacher dictates 10 words, students write.
- (D) Teacher reads all the words again, students listen.

LESSON NINE

TOPICS

(a)	Using the numbers (buying and selling)	
(b)	How much	(E) fia
(c)	Distributive prefix	ta'i

METHOD

Silent Way and role playing. In this lesson the students will be learning how to use and count Samoan money. As a method of re-enforcing the new words and structures, they will be given objects and money and will mimic a shopkeeper and customer.

MATERIALS

Several familiar objects and several new objects. Each object will have a small price tag taped to it with realistic prices:

pen 10¢	can of fish	35¢
pencil 5¢	can of beer	
notebook	can of corned beef	
cigarettes 45¢	candy	1,6
matches2¢	razor blades	

Each student must have one tala in change (including 1,2,5,10,20 cent coins). Teacher has some extra change and a one tala note.

TIME: 45 minutes

ՠ <i>֍</i> ՠ֍ՠ֍ՠ֍ՠ֍ՠ֍ՠ֍ՠ֍ՠ֍ՠ֍	The Lesson "g"@"@"@"@"@"	Qnononononononono
Word	Action	Target Response
(can ol beer) 'Apa pia!	Hold up a beer can	'Apa pia! 'O le apa pia lena.
(can of Dish) 'Apa i'a!	Hold up a can of fish Indicate a full sentence	'Apa i'a! 'O le 'apa i a lenā.
(can of corred Apa pisupo! beef)	Hold up a corned beef can Indicate a full sentence	'Apa pisupo! 'O le 'apa pisupo lenā.
(price) <u>Tau</u>	Pull the price tag off the corned beef can and hold it up	Tau! 'O le tau.



Word		Action	Target Response
		Now hold up the can of corned beef again and indicate a full sentence	'O le 'apa pisupo.
		Finally hold up the price tag first and then the can of beef right next to it. Indicate a full sentence	'O le tau o le 'apa pisupo.
		Point to the price tag on the can of fish	'O le tau o le 'apa i'a.
		Point to the price tag on the can of beer	'O le tau o le 'apa pia.
(how much)	E fia!	Draw a question with your hand	E fia!
		Place the can of fish on the table but cover the price tag ith your hand so the students cannot see the price. Indicate a question	E fia le tau o le 'apa i'a?
		(If the students cannot say the complete question properly the teacher can model it for them).	
		When they have asked the questi properly, point to the price ta and let the students answer	ug
(cent)	Sene!	Point to the f on the price tag	g Sene!
		Point to the price tag again. Indicate a full sentence	E tolusefulu lima sene.
		Practice the question and answer with other objects letting the students ask and answer	Por a la abicot?
(candy)	<u>Lole</u> !	Hold up a piece of candy Indicate a question Indicate an answer	E ila le tau o le lele.
(razor bl	ade) <u>Matatafi</u> !	Hold up a razor blade	Matatafi! E fia le tau o le matatafi?
		Indicate an answer	E fa sene.



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

E tasi le sene!	Point to one cent	E tasi le sene!
E lua sene!	Point to a 2¢ coin	E lua sene!
E lima sene!	Point to a 5¢ coin	E lima sene!
E sefulu sene!	Point to a 10¢ coin	E sefulu sene!
E luasefulu sene!	Point to a 20¢ coin	E luasefulu sene!
E tasi le tala!	Point to the tala note	E tasi le tala!

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

ROLE PLAYING

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

The teacher models a shopkeeper-customer conversation first.

Ta'i! E ta'i fia i le 'apa i'a?	Indicate all are to repeat Point to the can of fish. All repeat	E ta'i fia i le 'ar
E ta'i tolusefulu lima sene!	Point to the price. All repeat	E ta'i tolusefulu lima sene.
Ia aumai le 'apa e tasi!	Indicate that you want only one. All repeat	
'O le 'apa lea!	Give a can. All repeat	'O le 'apa lea!
Fa'afetai. '0 le tupe lea!	Take the can and set 35 cents down. All repeat	

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



. F				
Word	Action	Target Response		
	Introduce these two words for the students to use in their dialogues	S.		
(expensive) <u>Taugata</u> !	Point to the highest price tags	Taugata!		
E taugata le 'apa pisupo!	Point to the corned beef	E taugata le 'apa pisupo.		
(cheap) Taugofie:	Point to the cheapest price tags	Taugofie!		
E taugofie le afitusi!	Point to the matches	E taugofie le afitusi.		
		-		
SUMMARY REVIEW				
'O le tau o le ' <u>a</u> 'a		n of fish. an of beef.		
<u>-</u>				

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

How much is the price of the <u>can of fish?</u>
<u>etc.</u>

candy.

razor.

can of beer.

 E tasi le sene.
 One cent.

 lua
 Two cents.

 lima
 Five cents.

 sefulu
 Ten cents.

 luasefulu
 Twenty cents.

'apa pia.

<u>lole</u>.
matatafi.

E tasi le tala. One dollar.

lua Two dollars.

E ta'i fia i le 'apa i'a?
E ta'i tolusefulu lima sene.
E ta'i sefulu sene i le <u>tasi</u>.

<u>lua</u>.

How much for each can of fish? Thirty five cents each. Ten cents for $\underline{\text{one}}$. $\underline{\text{two}}$.

<u>taugatā</u> le 'apa i'a.
 <u>taugofie</u>

The can of fish is $\frac{\text{expensive}}{\text{cheap}}$.

ແລ້ກອີກວັກກ**©**ກ©ກວັກວັກຮັກວັກຮັກອີກອີກອີກອີກອີກອີກຮັກຮັກຮັກຮັກອັກອີກ



LESSON TEN

TOPICS

- (a) Telling time (clock)
- (b) Present tense marker 'ua
- (c) Relative particle ai
- (d) The preposition 'to' i

METHOD

Silent Way with a model clock aid. It is important to follow the lesson in the order presented. Note that there are four word structures for telling the time. They are presented in the order that they occur normally.

- 1. The hour 'Ua ta
- 2. Past the hour 'Ua te'a
- 3. Half past the hour 'Va 'afa

Following in this sequence the model clock can be used rapidly and efficiently.

MATERIALS

A large cardboard model clock (approx. 1 foot diameter) with movable hands.

TIME: 45 minutes

୩୫୯ ଜୁ ଅଟ୍ୟା ବ୍ରମ୍ୟ ପ୍ରମୟ ଅଟେ ବ୍ରମ୍ୟ ବ୍ରମ୍ୟ କ୍ଷ୍ୟ ବ୍ରମ୍ୟ କ୍ଷମ ବ୍ରମ୍ୟ କ୍ଷମ ବ୍ରମ୍ୟ କ୍ଷମ ବ୍ରମ୍ୟ କ୍ଷମ ବ୍ରମ୍ୟ କ୍ଷମ କ୍ଷମ ବ୍ରମ୍ୟ କ୍ଷମ ବ୍ୟୟ କ୍ଷମ ବ୍ୟୟ

(strike) Ta! Show 1 o'clock	Word	Action	Target Response
realize <u>ta</u> is the equivalent of o'clock.	(strike) <u>Tā</u> !	Show 2 o'clock indicate the same response	··



Word	<u>Action</u>	Target Response
(It is) ' <u>Ua</u> !	Hold up 1 finger	'Ua!
	clock set at 1 o'clock	'Ua ta
	Show 2 o'clock	'Ua tā
(one) <u>Le tasi</u> !	Point to the number 1 on the clock. All repeat	Le tasi:
	Set the clock at 1 o'clock and indicate a full sentence. Hold up 4 fingers	'Ua tā le tasi. 'Ua tā le lua. 'Ua tā le tolu.
	The teacher now takes the clock so the students <u>cannot</u> see the face. Set it at 7 o'clock and put it face down on the table. The students do not know the time.	
(how much) Fia!	Draw a question with your hand, then touch the 4th finger to indicate the last word of the 4 word sentence. All repeat	Fia!
	Now draw a question, indicate a full sentence and point to the clock	_
	upside down on the table	'Ua tā le fia?
	Let everyone practice the question Turn over the clock and let everyone	'Ua ta le fia?
	read the time shown on the clock	'Va ta le fitu.
	Practice questions and answers.	
-		
	Set the clock at 10'clock. Move the minute hand back and forth between the 12 and the 6 to indicate minutes past the hour.	
(past) <u>E te'a ai</u> !	Show past time. All repeat	E te'a ai!



W	ord

Action

Target Response

Set the clock at 10 minutes past one.

Seft	ılu	mInu	<u>te!</u>

Point to the ten. All repeat..... Sefulu minute!

Indicate a full sentence...... Sefulu minute e te'a ai

Le tasi!

Point to the one. All repeat..... Le tasi!

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

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

Sefulu minute e te'a ai le tasi.

S 'ulu minute e té'a ai le tasi.

IIa:

All repeat.....'Ua!

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

'Ua sefulu minute e te'ai le tasi.

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

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

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

(half) 'Afa!

Review the other time structures and questions.

Word	Action	Target Response
	Set the hour hand at two and move the minute hand back and forth between the 6 and 12 to indicate time remaining before the hour.	
(remain) <u>Toe</u> !	Indicate time before the hour Set the hand at 10 minutes till two and point to the ten. Indicate a full sentence	Tce! De sefulu minute.
(to two) I le lua!	Point to the 2	I le lua!
	Now point to the clock which is set at 10 till 2 and indite a full mentence	Toe setule winute i
' <u>Ua</u> !	All repeat	'Ua!
	Point to the clock still set at 10 till 2 and indicate a full sentence	'Ua toe sefulu minute i le lua.
	Set the clock at 15 till 2 and indicate a full sentence	'Ja toe sefululisa minute i le lua.
	Set the class, at 20 till two, and indicate a full sentence	'Ua toe luasefulu mihute i le lua,
	Practice with other time setting and then review all the times. Stress questions and answers and let student set their own times. If time permits introduce these expressions.	s
	'Ua te'a ai le <u>tasi.</u> <u>lua</u> <u>etc</u>	
	'Ua toeitiiti ta le tasi. lum etc	



SUMMARY REVIEW

'Ua ta le tasi. Its one o'clock.

te'a ai Its past one

toe sefulu Its ten till one

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

ai le tasi.

<u>lua</u> <u>two</u>

<u>lima</u> <u>five</u>

etc. etc.

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

<u>lua</u> two

<u>lima</u> <u>five</u>

etc.

'Ua ta le fia? What's the time?

'Ua toeitiiti ta le tasi. It's almost one o'clock.



LESSON ELEVEN

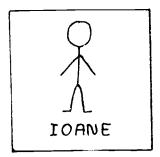
TOPICS

(a)	Structure for locating objects	'o la e	
(b)	Locative basesinside	(i) totomu	
	cutside	(i) fafo	
	front	(i) luma	
etc.			
(c)	Question word (where)	('o) fea	
(d)	Question word (who)	('o) ai	
(e)	Prefix for counting people	to'a	

METHOD: Silent Way

MATERIALS

One clear glass, 3 pens, 10 index cards on each of which is a human stick figure and a common person's name (see sample below), and a model house to place the index cards in and around. Use the students' names on the cards.



TIME: 45 minutes

<mark>௷௷௵௹</mark> ௭௵௸௸௵	3"9"@"@ <u>The Lesson</u> "@"3"@"6"@"6"	֎ֈֈ֎ ֈֈ֎ֈֈ֎ֈֈ֎ֈֈ֎ֈֈ֎ֈֈ֎ֈֈ
Word	Action	Target Response
<u>Ipu</u> !	Point to the glass	
'C le peni lā!	Point to the pen on the table. All repeat	. 'O le peni la!
	57	



<u>Word</u>	Action	Target Response
	Repeat this several times	'O le peni la!
I totonu!	Fut the pen inside the glass. Hold up 2 fingers	I totonu!
<u>E</u> :	Make all repeat	£:
	inside the glass	e i totonu!
	Pick up the pen, point to it. Indica	te
	a sentence	'O le peni la.
	fingers	e i totonu
	Finally point to the glass	o le ipu.
	Point to the pen sitting in the glass and indicate a full unbroken	s
	sentence	'O le peni la e i totonu c le ipu.
	<u>Practice</u>	
' <u>O fea</u> !	Draw a question	'O fea! 'O fea le peni? 'O le peni la e i totonu o le ipu.
(outside) <u>I fafo</u> !	Pull the pen out and drop it on the table outside the glass. Point around the outside of the glass Indicate a full sentence	I fafo! 'O le peni la e i fafo o le ipu.
	Draw a question	'O fea le peni?
	Point to the pen and indicate a full sentence	"O l peni la e i faro o le ipu.
	Review i totonu	
(under) <u>X lolo</u> !	Place the pen under the glass Indicate a question Indicate a full answer	I lalo: O fea le peni? O le peni lā e i lalo o le ipu.



Review all

(behind) <u>I tua</u> !	Place the pen directly behind the glass. Indicate a question	I tua! 'O fea le peni? 'O le peni la e i tua o le ipu.
(in front) I luma!	Place the pen directly in front of the glassQuestion	I luma! 'O fea le peni? 'O le peni la e i luma o le ipu.
	Review all	
	Place the glass at the far end of the table.	
(beyond) <u>I tala atu</u> !	Throw a pen beyond the glass (but within sight)	I tala atu! 'O fea le peni? 'O le peni la e i tala atu o le ipu.
(this side of) <u>I tala mai</u> .	Place another pen somewhere on the class side of the glass	I tala mai! 'O fea le peni? 'O le peni la e i tala mai o le ipu.
(beside) <u>I tala ane</u> :	Place the pen beside the glass Question Answer	I tala ane! 'O fea le peni? 'O le peni la e i tala ane o le ipu.
	Review tala atu. tala mai. and	

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

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



Word	Action	Target Response
(house) <u>Fale</u> !	Point to the house Full sentence	Fale: 'O le fale.
' <u>O fea Ioane</u> ?	Teacher asks about a picture card in the house. All repeat	'O fea Ioane?
' <u>O Ioane la e i totonu</u> <u>o le fale</u> !	Make all point to the card in question and repeat	'O Ioane la ei totomu o le fale.
	Let the student ask and answer all questions about the location of all the picture cards.	
	For variation when these are mastered introduce the short forms in the following way:	
'O Simi la e i totonu o le fale!	Point to Jim's picture, all repeat	'O Simi la e i totonu o le fale.
' <u>O la e i totonu</u> !	Using your hands show contraction by compressing a space in the air before you. All repeat the sentence	'O la e i totonu
		o la e i totonu
	Repeat this with the other locations.	(i.e.) 'O fea Mele? 'O la e i fafo.
	If times permits introduce these other question and answer variations.	
(person) <u>Tagata</u> !	Point to each picture card and each student	Tagata!
E to'afia tagata la e i tua o le fale?	Draw a question and point to the people-pictures behind the house. All repeat	E to'afia tagata lā e i tua o le fale?



Word	Action		Target Response
(2) E to'alua!	Point to the two people behind the house		E to'alua!
	Repeat with other loca	ations	
' <u>O ai la e i totonu</u> <u>o le fale</u> ?	Draw a question, point on the people-cards in All repeat	the house.	'O ai la e i totomo
' <u>O Mele ma Sina!</u>	Point to the 2 names.	••••••	'O Mele ma Sina!
	Repeat for other location	tions and names	
-			
	SUMMARY REVIEW	Ī	
'0 fea le peni?		Where's the pe	m ?
_	1 · /- ·	_	
'O la e i <u>totonu</u> fafo	o le ipu.	It's in the gl	从48.
tua tua		behind	
luna		in fron	
lalo		beneath	
luga		above	
tala at		beyond.	
tala ma		this side	<u>of</u>
tala ar	<u>1e</u>	next to	
'O la e i <u>totonu</u> .		ts inside.	
fafo		outside.	
etc.		eto.	
E to'afia tagata	la e i fafo o le fale?	How many people	e are outside the house?
E to'atasi le tag	pata la e i fafo.	One person is	outside.
lua		Two people are	
etc.		etc.	
'O ai la e i toto	nu?	Who is inside?	

'O Mel' ma Tina la e i totonu. Mary and Tina are inside.

LESSON TWELVE

TOPIC: Reading

MITTALS

A large word chart like the one below:

LĀ 10 E TASI ĬŒ PEPA MA LIMA 'UA TE'A IA I SENE TA'I FIA TOE SELAU 'AFA GNO TO'A VALU TOLU LENA 'APA TOLU NA PISUPO MILIONA TAU I'A FAFO TOTONU FA LUMA TUA SELAU AFE LOLE FITU LUA IVA TAGATA FALE TĀLĀ MĪNUTE

TIME: 45 minutes

"֎"**֎**"֎ֈ֎ֈ֎ֈ֎ֈ֎ֈ֎ֈ֎ֈ֎ֈ֎ֈ֎

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

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

(i.e.)

- I. 'O le pepa e <u>tasi</u>.
 'O pepa e <u>lua</u>.
 tolu.
 - E <u>tasi</u> le pepa.

 <u>fā</u>
 lima



```
E fia pepa ma?
            laps 111
             1010
      E ono 'apa i'a na.
        fitu
        valu
                                      E fia le tau o le 'apa i'a?
II. E ta'i fia i le 'apa i'a?
                                                          'apa pīsupo
                'apa pisupo
                                                           lole
                 lole
    E ta'i luasefulu fitu sene.
            tolusefulu valu
            valusefulu_iva
            Tala.
    E ta'i sefulu sene i le lua.
           luasefulu
                             fā
           fasefulu
                             valu
   'Ua ta le fia?
   'Ua tā le tasi.
             lua
             tolu
   'Ja sefulu minute e te'a ai le ono.
       sefululima
                                   fitu
                                   valu
       luasefulu
   'Ua 'afa le iva.
               sef ulu
               sefululua
   'Ua toe sefulu minute i le tasi.
           sefululima
                               lua
                               tolu
           luasofulu
   'O fea le tagata?
             'apa i'a
             'apa plsupo
   'O le tagata la e i totonu o le fale.
                       fafo
                       tua
                       luma
   'O la e i fafo.
                                    III. Let the students get up and point cut
             luga.
```

their own sentences.

lalo

REVIEW DRILL THREE

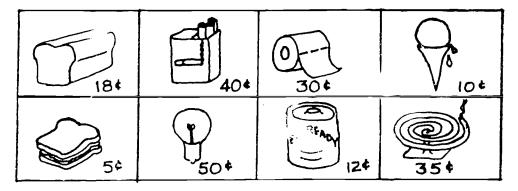
TOPICS

Using numbers (counting, buying things).

METHOD: Substitution drills

MATERIALS

Large wall chart like the one shown below.



TIME: 15 minutes

THE DRILL

~@~@~@~@~@~@~@~@~@~@~@~**@~@~@~**

I. DRILL ONE

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

First student: tasi
Second student: lua
First student: tolu
Second student: fa

Continue alternating in this way. DO IT QUICKLY

II. DRILL TWO

<u>Pronounciation</u>: Teacher points to each picture on the wall chart pronounces the word. The students repeat after each word. (i.e.)

falaoa pepa sikaleti pepa faleuila 'aisakul**im**i

bread packet of digarettes toilet paper

ice cream



sanuisi matauila ma'a moliuila mea tulinamu

an dwich _ight bulb bat ery mosquito coil

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

E fia le tau o le falaoa? pepa sikaleti How much is the price of bread? packet of cigarettes etc.

E sefuluvalu sene le tau o le falaoa. e price of the bread is 186. pepa sikaleti fäsefulu etc. etc.

packet of cigarettes etc. eto.

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

How much is the bread? packet of cigarettes etc.

E ta'i sefuluvalu sene. fäsefulu etc.

Eighteen cents each. forty cents etc.

E taugata le falaoa. etc.

The bread is expensive. eto.

E taugofie le falaoa. etc.

The bread is cheap. etc.

5.

REVIEW DRILL FOUR

TOPIC: Telling time

METHOD: Substitution drill

MATERIALS

A cardboard clock with numbers and movable hands.

TIME: 15 minutes

"G"G"G"@"G"G"G"G"G"G"G"G"G

THE DRILL

I. O'clock

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

(i.a.)

'Ua ta le fia?

What's the time?

'Ua ta le tasi,

i, It's ne o'clock.

lua etc.

etc.

II. Past the hour

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

(i.e.)

'Va ta le fia?

What's the time?

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

sefulu

sefululima

15

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

III. Half past

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

(i.e.)

'O le a le taimi? What's the time?

'Ua 'afa le lue. It's half past 2.

fa 4
cno 6
valu 8
etc. etc.

IV. Time before the hour

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

(i.e.)

O le a le taimi?

'Ua toe luasefulu lime in i le tolu. It's 25 minu till 3.

luasefulu

sefululima

sefulu
lima

10

10

10

10

5

REVIEW DRILL FIVE

TOPICS: Location

METHOD: Situation and repetition drills.

MATERIALS: a book and a pen

Time: 20 minutes

$oldsymbol{G}^{*}old$

I. INTRODUCTION

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

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

II. Class.

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

'O fea le peni?

Where is the pen?

'O la e i logge o le tusi. It's on the book

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

Teacher: lalo under behind tua luma in front totonu in**si**de fafo outside tala atu beyond tala mai this side of

tala ane next to

Let each student take a turn at placing the pen.



8.7

GRAMMAR REVIEW TWO

NOTES ON LESSON SEVEN

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

- E safulutasi Eleven
- E sefu na le tasi.
- E selau _ asefulu tasi One hundred and one
- E selau luasefulu ma le tasi.

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

Word Order depends on which is to le stressed: the objects or the number of objects.

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

Fia is the question word used for numbers and counting. The present tense marker e is used w. '. 'ia.

(NOTE fia is a multiple meaning word).

NOTES ON LESSON HINE

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

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

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



NOTES ON LESSON TEN

Ta literally means to 'strike'.

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

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

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

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

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

Toe is a multiple meaning word. Here it means remaining, or time remaining before the next hour. In Samoan, time leftere the hour (up to 30 minutes) is always described in this way. This isn't always the case in Engl. 3h.

*Ua toe sefululima i le iva. Twenty till nine

or

Eight forty five.

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

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

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

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

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

'O le a le taimi? What's the time?

'O le a le taimi i lau wati? What is the time on your watch?



 8σ

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

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

MOTES ON LESSON ELEVEN

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

'O le ta'avale <u>la</u> e 1 tua. The car (that) is in the back.

or

The car, <u>it</u> is in the back.

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

A complete sentence such as:

10 he maile be a fafo o le fale.... The dog is outside of the house.

would usually be triumed down by a Samoan, leaving a low understood.

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

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

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



Atu, mai, ane are frequently occurring directional words usually suffixed to verbs.

atu mai	
ane	-
Soso ru!	Move away!
Soso mai!	Move her (to speaker).
Soso ane!	Move over.

[ୢ]୲ଢ଼୲ଢ଼୲ଢ଼୲ଢ଼୲ଢ଼୲ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୲ଢ଼୳ଢ଼୲ଢ଼୳ଢ଼୲ଢ଼୳ଢ଼୲୕୕୲୲ଢ଼<mark>୳ଢ଼୲ଢ଼</mark>ଽଢ଼୳୷୶ଡ଼୲ଢ଼୳ଢ଼<mark>୲ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୳ଢ଼୵୷ଢ଼ଽଢ଼</mark>



WORK SHEET FOR LESSONS 7. 9. 10 & 11

1.	(1)	11.	(20)	21	(90)
2.			(25)	2 2	(100)
3. 4. 5. 6. 7.	(3,(4)(5)(6)(7)(8)	13. 14. 15. 10. 17. 18.	(30) (35) (40) (45) (50)	23 24 25 26 27 28	(155)
9.			(70)		(1,000,000)
10.	(10)	20.	(80)	30	(1,111,111)
* Section of the sect	2 2 2 2 9		ia <u>isumu</u> na? to'afia <u>tag</u> ata ia?	31.	•••••••••
	关系	_			
	184	Εí	fia le tau o le falac	oa?	33
354	90 4 654 504				• • • • • • • • • • • • • • • • • • • •
			au o le 'apa pisupo?		
	a'i valuselulu se e a'i fia i le 'apa m			37	
			• •••••••	••••	•••••
	A	39	• ••••••	••••	•••••
	(?)	4 C	• •••••••		'g g-è a • • • • • • • •



	42. Kuata 'ua te'a	toe Kuata i le
43.	43.	44.
	to le a Jo taimi o le pasi?	45. !O le ong
	'O le 5 le mini o le lotu?	46
	'O le a le taimi o le va'alele?	47

'0 fea tagata': 49. 'O fea le paipa? 50. 'O fea le moa? 51. 'O fea le niu? 52. 'O fea le pasi? 53. 'O fea pua'a? 54. 'O a mea 'o la e i luga i le ata? 55. 'O a mea 'o la e i fafo o le fale? 'O a mea 'o la e i totonu o le fale? PERSONAL PROMOUNS

THE STRUCTURE 'TO BE'

POSSESSIVE PRONOUNS

PLURAL VERBS

LESSON THIRTEEN

TOPICS

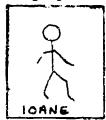
(a) Personal pronouns:

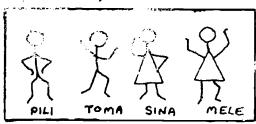
I'0 a'u
You'0 'oe
He/she/it ...'0 ia
We (2)'0 ta'ua, ma'ua
You (2)'0 'oulua
They (2) ...'0 la'ua
We'C tatou, matou
You'0 'outou
They'0 latou
(b) Who'0 ai

METHOD: Silent way

MATERIALS

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





TIME: 45 minutes

Word		Action	Target Response
(I)	<u>A'u</u> !	Teacher points to himself. Each student points to himself and repeats	A'u!
	' <u>o</u> :	Everyone repeat	'0:
		Teacher points to himself and indicates two words. Each studoes likewise	**************************************



(Yeu)	* <u>0e</u> !	Teacher makes everyone point at him (teacher) and report	-0e! '3 'oe.
(He) <u>1</u>	<u>Ia </u>	Teacher points to a single student but says to everyone else. All point to that student and say	Ia! 10 ia.
(Who) ≜	<u>u:</u> :	Draw a question. Everyone repeat	Ai!
•	' <u>o</u> :	Everyone repeat	'0! '0 ai.
		Now point yourself and look at the students. Indicate a question	'0 ai 'oe:
(I'm Joh	nn) ' <u>O a'u 'o</u> <u>Ioane!</u>	Teacher answers using his name.	
		Each student asks another who he is and that student answers with his own name	(i.e.) 'O ai 'oe? 'O a'u 'o <u>name</u> .
		Point to a single student and indicate a quastion to the others	'C ai ia?
		Indicate all are to answer Practice with all the students.	'0 ia 'e name.
		Teacher passes out the pictures. Each student receives his own picture. The teacher keeps his com and three others of imaginary people. On the wall is a picture of four other people.	
(₩e) Tê	atou!	Teacher points to all the pictures on the table. All repeat Full sentence	Tatou!
(You) ' <u>(</u>		Teacher points to all the students Then makes all the students point to the teacher and the teacher's pictures	'Outou! 'O 'outou.
(They) Li		Teacher points to group picture on the wall. Students point and repeat	Lātou! 'O lātou.



(W o)	Ma tou!	Teacher points to his group of pictures only. All students touch each other to show they are one group and repeat to the teacher	Matou: 'O matou.
		Indicate a question and point to the picture on the wall. Students ask	'0 ai latou? 0 latou 'e name ma name ma name ma name.
		Indicate another question. Students point to the teacher's group of pictures	'O ai outou?
	(Read names)	Students respond pointing to the teacher and his picture	'0 'outou 'o name.
		Teacher indicates another quest- ion and points to all the pictures on the table	'0 ai tatou? '0 tatou 'o <u>name</u> etc.
		Practice questions and answers with all the plurals and singu-	
		Collect all the cards and seat everyone in pairs. The teacher must have a partner as well.	
(We)	Tā'ua.	Teacher puts his arm around his partner and says to his partner. Everyone repeats this to this own partner. Full sentences	Ta'ua! 'O ta'ua
(You)	'Culus!	Teacher points to a pair and says only to them. Everyone points to the teacher and his partner says.	'Oulua!



		Full sentence	'0 'culua
(They)	La'ua!	Teacher points to one pair but says to the other pair. Everyone points to that pair and says to the teacher	La'ua! 'O la'ua
(We)	Ma'ua!	Teacher now puts his arm around his partner. Everyone must touch his partner while he says the response to the teacher	Ma'ua '0 ma'ua
		Indicate a question and point to a distant pair, Everyone asks Everyone answers	'O ai la'ua? 'O l.'ua o <u>name</u> ma nume.
		Indicate another question and make all point to the teacher's pair and ask	'0 ai 'oulua? '0 ma'ua'o name ma name .
		Everyone asks this same question of another pair	'0 ai 'oulua? '0 ma'ua 'o name etc.
		Finally each student asks his own partner	'O ai ta'ua? 'O ta'ua 'o 'oe ma a'u.
		Review all the pronouns.	

SUMMARY REVIEW

'0 <u>a'u</u> .	It i	.s <u>I</u> .
'a <u>e</u>		you
<u>ia</u>		he/she/it
ta'ua		we (2) inclusive
ma'ua		we (2) exclusive
oulua		you (2)
<u>la 'ua</u>		they (2)
tatou		we inclusive
matou		me explusive

'outou you latou they

'0 ai oe? Who are you?
ia is he
etc etc

 '0 a'u 'o Toma.
 I am Tom.

 'oe
 You (are)

 etc
 Etc

'O ma'ua to Toma ma Sina. We are Tom and Sina.

la'ua

etc

Etc

LESSON FOURTEEN

TOPICS

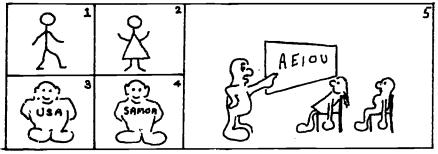
- (a) The structure 'I am a boy''O a'u 'o le tama.
- (b) Question, 'Are you a boy?''0 'oe 'o se tama?
- (c) Use of adjectives.

American boy Tama Amerika

METHOD: Silent way

MATERIALS

A picture chart like the one below. For simplicity in presenting this lesson, the teacher is assumed to be a male Samoan.



TIME: 45 minutes

099999999	00000000000	GOOGOOO THE LESSON GOOGOOOO	9996999999999999999	
Word		<u>Action</u>	Target Response	
(Boy)	Tama!	Point to the picture of a boy (No.1) Indicate a full sentence	Tama: 'O le tama.	
(Girl)	Teine!	Point to the picture of the girl (No. 2)	Teine! 'O le teine	
(I)	<u>A'u!</u>	Point to youself	A'u '0 a'u	



		Make a male student point to himself, while you point to the picture of a boy, indicate a full sentence	'O a'u o le tama.
		Let each student repeat the sentence depending on his sex	'0 a'u 'o le tama! '0 a'u 'o le teine.
(You)	' <u>oe</u> :	Make all point to you and repeat	'06;
	<u>Se</u> :	Drew a question	Se!
	Ioe, 'o a'u	Point to yourself and shake your head yes. Let each student ask and answer each other's question	'O 'oe'o se teine? 'Ioe, 'o a'u 'o le teine.
		Point to yourself, point to the girl picture, Indicate a question	'0 'oe 'o se teine?
	Leai! E le!	Shake your head no. All repeat Point to the girl picture and yourself and shake your head no. All repeat	Leai: E 1=:
	E le 'o a'u o se teine:	Point to yourself and the girl picture. Shake your head no.	
		Let each student ask and answer in the negative	'O 'oe 'o se tama? Leai, e la 'o a'u 'o se tama.
(He)	<u>Ia</u> !	Point to a single boy. All point to him and repeat	<pre>Ia: '0 ia 'o le tama! '0 ia 'o se tama?</pre>

		Indicate an answer	'Ioe, 'o ia'o le tama.
		Point to the girl picture and repeat with the same student.	'O ia 'o se teine? Leai, e 15 'o ia 'o se teine.
		Review a'u and 'oe	
(Person)	Tagata!	Point to each of the people in all the pictures	Tagata:
		cate a full sentence	'0 le tagata.
(U.S.A.)	Amerika!	Point to the word "USA" in the picture No. 3	Amerika!
		indicate a full sentence	'O le tagata Amerika.
	Samoa!	Point to picture No. 4 Indicate a full sentence	Samoa! 'O le tagata Samoa.
		Have each student point to him- self while you point to the "USA", picture (No. 3). Indica- te a full sentence	'O a'u 'o le tagata
			Amerika.
		Make all point to you and indi- cate a question (point to pic- ture No. 3)	(i.e.) 'O 'oe 'o se tagata Amerika?
Leai, e l	o'o a'u 'o		
se tagata	Amerika.	Point to yourself and picture No. 3. Shake your head no.	
		Let each student ask and answers each other in the negative	'0 'oe 'o se tagata Samoa? Leai, e 1e 'o a'u 'o se tagata Samoa.
(Teacher)	Faia'oga!	Point to the picture of the teacher (No. 5) All repeat	Faia'oga! 'O a'u 'o le faia'oga.
		Question	'0 'oe 'o se faia oga?
		Answers	Leai, e 16'o a'u 'o se faia'oga.
			Ice, 'o a'u 'o le fai- a'oga.

(School Tama a oga: Point to the male student, picture poy) (5) Tama a'oga! Teine a'oga! (School Point to the female student, picgirl) ture (5) Teine a'oga! Indicate a full sentence smat el o' u'a_0' a'oga. Continue as before with questions, (i.e) and positive and negative answers. '0 'oe 'o se teine a'oga? Leai, e le'o a'u o se teine a'oga. For re-enforcement, expand using the plural and pair plural pronouns. (i.e.) '0 'outou 'o ni faia 'oga? 'Ice, 'o matou 'o faia oga.

Leai, e le'o matou o ni faia oga.

'0 'oulua 'o ni tagata Amelika? 'Ice, 'o ma'ua 'o tagata Amelika. or: Leai, e le'o ma'ua o ni tagata Amelika.

Use all the pronouns. Add other (i.e.) nouns or descriptive adjectives. '0 a'u'o le tagata poto <u>vales</u>

etc

SUMMARY REVIEW

'0 a'u 'o le tama. I am a boy. 90 You are ia He is

'0 'oe 'o se teine a'oga? Are you a school girl? <u>ia</u> Is she

a'u <u>An I</u>

E le o a'u 's se tagata Samoa. I'm not a Samoan.

> '<u>00</u> You're ia He is

'0 latou 'o ni faia oga? Are they teachers? ta'ua

'outou

'oulua

'oulua

'loe, 'o latou 'o faia'oga.

matou

Leai, e 18'o latou 'o ni
faia'oga.

Mo, they are not teachers.

we

LESSON FIFTEEN

TOPICS

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

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

(b) Negative possession:

not my E le'o sa'u/so'u not your E le'o sau/sou not her/his/its E le'o sans/sons

METHOD: Silent Way

MATERIALS:

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

TIME: 45 minutes

0.00000000000000000000000000000000000	THE LESSON	00 0000000000000000000000000000000000
--	------------	--

Word		Astion	Target Response
(Glass)	Ipu!	Hold up a glass	Ipu!
(M y)	<u>La'u!</u>	Foint to yourself. Make each student point to himself and repeat	La'u! La'u ipu .
	' <u>o</u> !	All repeat this word. Now hold up three fingers to show a full sentence	'0 la'u ipu.
(Sho●)	Se'evae!	Hold up the shoe	Se'evae!
(My)	Lo'u!	Point to yourself. Make every- one point to himself	Lo'u!
		103	



		Each one points to his own shoe. Show two fingers	Lo'u se'evae.
	' <u>o</u> !	All repeat this word Indicate a three word sent-	'0!
		ence	'0 lo'u se'evas
		Review with ipu (la'u)	
(My)	Sa'u!	Point to your glass and draw a question. All point to their own glasses	Sa'u!
		Indicate a full sentence quest- ion as they point to their glass.	'0 sa'u ipu?
(Yes)	' <u>Ioe</u> :	Shake your head yes. All repeat Indicate a full sentence NOTE: Students must change the sa'u to la'u for the yes answer.	'Ioe 'Ioe, 'o la'u ipu.
(My)	So'u!	Point to your shoe and draw a question. All point to their own shoe	So'u! 'O so'u se'evae? 'Ioe, 'o lo'u se'evae.
		Now point to the glass in the center of the table and draw a question	'0 sa'u ipu lele?
(No)	Leai!	Shake your head no. All repeat	Leai!
(It's no	t) <u>E le:</u>	Point to the glass and shake your head no. All repeat	E le!
Leai, e ipu lele	le 'o sa'u !	Point to the glass. All repeat .	Leai, e le 'o sa'u ipu lele!
		Repeat with se'evae	(i.e.) 'O so'u se'evae lele? Leai, e lë 'o so'u se'evae lele.
(Your)	Lau!	Make everyone point to you Point to your glass and indicate	Lau!
	•	a full sentence	'O lau ipu.

(Your)	Lou!	Point to your shoe	Lou! 'O lou se'evae.
(Your)	Sau!	Draw a question and point to your glass	Sau! 'O sau ipu?
'Ioe, 'o	o la'u ipu!	Nod your head yes: Let the students ask and answer each other this question.	
	Sou!	Draw a question and point to your shoe. All point to your shoe Full sentence question	Sou! 'O sou se'evae?
' <u>Ioe, 'o</u>	o lo'u se'evae!	Nod your head yes. Let students practice with both objects	(i.e.) 'O sou se'evae? 'Ioe, o lo'u se'evae. 'O sau ipu? 'Ioe, o la'u ipu.
T. d. A	- t	Point to the glass in the center of the table and draw a question	'O sau ipu lele?
ipu lele	le 'o sa'u	Shake your head no, point to the glass. Let students ask and answer each other	'O sau ipu lele? Leai, e le'o sa'u ipu lele.
		Repeat with se'evae.	(i.e.) Q: 'O sou se'evae lele A: Leai, e le 'o so'u se'evae lalè.
		Review la'u/lo'u	
(His)	Lana!	Point to one single person but speak to all the other students	Lana!
		Point to his glass and indicate a full sentence	'0 lana ipu.
(His)	Lona!	Point to his shoe	Lona! 'O lona se'evae.
(His)	Sana!	Point to the single student's glass again and draw a question. All point and repeat	Sana! 'O sana ipu?

		Nod your head yes and all respond	'Ioe, 'o lana ipu.
		Point to his shoe and indicate a question	'O sona se'evae? 'Ioe, 'o lona se'evae.
		Practice	
		Point to the glass in the center, point at the single student and indicate all are to ask a question	'O sana ipu lele? Leai, e le'o sana ipu lele.
		Repeat with se'evae.	(i.e.) 'O sona se'evae lele? Leai, e le 'o sona se'evae lele.
		Review all from the beginning	
	0 la ipu!	Hold up any student's glass	0 le ipu:
(Of who) (Whose)		Draw a question	A ai!
("Moso)	' <u>O le ipu a ai?</u>	Point to his glass draw a quest- ion. Everyone points to the glass and repeats	'0 le ipu a ai?
	' <u>O lana ipu!</u>	Point to the student who owns the glass. All point to him and repeat	'O lana ipu.
		Now hold up your glass and indicate a question	'0 le ipu a ai?
	' <u>O la'u ipu!</u>	Point to yourself and your glass.	
		Practice letting students quest- ion and answer themselves with their glasses.	
	' <u>O le se'evae!</u>	Hold up any student's shoe	'0 le se'evae.
(Of who) (Whose)	<u>0 ai</u> !	Draw a question	0 ai:
		Point to the shoe in your hand All repeat the question	'O le se'evas o ai?
	O lona se'evae!	Point to the student who owns the shoe. All repeat	'O lona se'evae.
		Let the students practice with this structure. They can ask	
		90 108 [44]	

each other questions about anyone's object.....

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

SUMMARY REVIEW

'0 <u>la'u</u> ipu.

It's my glass.

lau

your

lana

his/her/its

'0 lo'u se'evae.

It's my shoe.

lou

your

lona

her/his/it3

'0 sa'u ipu?

Is it my glass?

sau

your

sana

his/her/its

'0 so'u se'evae?

Is it my shoe?

sou

your

sona

his/her/its

Leai, e le 'o sa'u/so'u ipu/ se'evae.

seu/sou

your

No, it's not my glass/shoe.

sana/sona

his/her/its

'Ioe, 'o <u>la'u/lo'u</u> ipu/se'evae. Yes, it's my glass/shoe.

lau/lou

your

lana/lona

her/his/its

'0 le ipu a ai?

Whose glass is it?

LESSON SIXTEEN

TOPICS

(a) Singular possessive pronouns (for plural nouns)

(b) Negative possession.

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

METHOD: Silent Way

MATERIALS

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

TIME: 45 minutes

Word		Action	arget Response
	<u>Tusi!</u>	Point to your books. All repeat	Tusi:
(My)	<u>A'u!</u>	Point to yourself. Make every- one point to himself and repeat	A'u!
		Make each point to his books and say a full sentence	'0 a'u tusi.
	Se'evae!	Point to your shoes. All repeat	Se'evae!
(My)	<u>0'u!</u>	Point to yourself. Make each point to himself	0'u! '0 o'u se'evae.



(Some)	Ni !	Draw a question. All repeat	Ni:
	0 ni o'u se'evae?	Point to your shoes and draw a question. Make everyone point to his own shoes and repeat Teacher nods his head to indicate each student must answer	'O ni o'u se'evae?
		yes NOTE: Students must drop <u>ni</u> in the affirmative. Make everyone point to his books on the table. Indicate	'Ioe, 'o o'u se'evae.
		a question	'O ni a'u tusi? 'Ioe, 'o a'u tusi.
		Now point to the books in the center of the table and indicate a question from asch	•• • • • • • •
		student	'0 ni a'u tusi na?
	Leai!	Shake your head no. All re- peat	Leai!
	E le!	Point to the books and shake your head no. All repeat	E le:
Leai, e	tusi na!	Teacher points at the books. Everyone points at the books	_
		and repeat	Leai, e le 'o ni a'u tusi na!
		Repeat with se'evae.	'0 ni o'u se'evae na?
			Leai, e le 'o ni o'u se'evae na.
(Your)	<u>Au:</u>	Point to yourself and make all point to you and repeat	Au!
		Make everyone point to your books. Indicate a full sentence	'0 au tusi.
(Your)	<u>Ou!</u>	Make everyone point to your shoes. All repeat	Ou! 'O ou se'evae.
	<u>Ni!</u>	Draw a question. All repeat. Make everyone point to your books. Indicate a full sent-	Ni!
		ence.question.	0 ni au tusi?
	•	The teacher replies:	
' <u>Ioe, '</u> o	a'u tusi!	Let each student ask and ans- wer each other.	(i.e.) 'O ni au tusi? 'Ioe, 'o a'u tusi.



•4		Point to the books in the center and indicate all are to ask you a question	'O ni au tusi nā?
na!	'o ni a'u tusi	Let each student ask and answer each other in the same way.	
		Repeat with se'evae	(i.e.) 'O ni on se'evae na? Leai, e le 'o ni o'u se'evae na.
(His)	Ana!	Point to one student but speak to all the others. All repeat Point to his books and indicate a full sentence	Ana! 'O ana tusi.
(His)	Ona!	Point to his shoes. All repeat. Indicate a full sentence	Ona! 'O ona so'evao.
	<u>N1.</u> !	Draw a question. All repeat Point to his books and indicate a full sentence question Indicate a yes answer Repeat with setevae	Ni! 'O ni ana tusi? 'loo, 'o ana tusi. (1.0.) 'O ni ona se'evae? 'loo, 'o ona se'evae.
		Point to the books in the center of the table. Point to the odd student again and indicate a question	'O ni ana tusi na? Leai, e le 'o ni ana tusi na.
		Repeat with so'evac	(i.e.) 'O ni ona se'evae na? Leai, e le 'e ni ona se'evae na.
' <u>O ni se'eva</u>	<u>o o ai</u> ?	Point to the odd student's shoes Indicate a question. All repeat Indicate a full answer	'O ni so'evae o ai? O ona so'evae.
		Ropeat with tusi	(1.0.) 10 nd tubi a ai? 10 ana tubi.
		Ropeat with the other plural pronouns (a'u/o'u, au/ou)	(1.0.) 'O ni so'ovno ani? 'O o'u so'ovno.

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

each student.....

(i.e.) 1 book:
'0 sau tusi?
'Ioo, b la'u tusi. or
Leai, e le 'o sa'u tusi.

(i.e.) 1 shoe:
'O sona se'evae?
'Ioe, 'o lona se'evae. or
Leai, e le 'o sona se'evae

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

SUMMARY REVIEW

'0 a'v tusi.

au

ana

They are my books.

your

his/her/its

'0 o'u se'evae.

<u>ou</u>

ona

They are ty shoes.

your

his/her/its

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

au/ou

ana/ona

Are they my books/shoes?

VOUT

his/her/its

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

au/ou

ana/ona

your

his/her/its

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

au/ou

ana/ona

Yes, they are my books/shoes.

your

his/her/its

'O ni se'evae o ai na?

'0 ni tusi a ai na?

Whose shoes are those?

Whose books are those?

LESSON SEVENTEEN

TOPICS

(a)	Pair plural possessive pronouns	(for	singular	nouns)
	our (2)	lo/la	tā	
	our (2)	lo/la	mā.	
	your (2)	lo la	lua	
	their (2)	lo/1 a	1ā	
(b)	Negative and indefinite	10		
	our (2)	50/5A	tā	
	our (2)	50/5R	ma	
	your (2)	50/58	lua	
	Ab = 4 = (0)	/	· —	

METHOD

their (2) 50/sa la

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

MATERIALS

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

TIME: 45 minutes

e to to to to to to to a to to to	e de la legio de flata e meteoristique	THE LESSON COLORS	
Word		Aotton	Target Response
(Bottle)	Fagu!	Hold up a soda bottle. All repeat	Fagu!
(Our)	La ta!	Teacher points to himself and partner and says to his partner so all can hear.	
		Everyone repeats this to his own partner	La tā!



		Now have everyone point to their bottle and say to their own part- ner a full sentence	'0 la ta fagu.
(Lavalava)	'Ie!	Point to the lavalava. All repeat	'le!
. *	Lo ta:	Again point to yourself and your partner and say only to your partner so all can hear. All repeat to their own partner	Lo tā!
		Everyone point to their lavalava and say to their own partner	'0 lo ta '1e.
	Sa ta:	Teacher point to he bottle and draws a question. Say to your partner so all can hear	Sa tā!
' <u>0 sa</u>	tā fagu?	Teacher points to his bottle and indicates a full sentence quest-den and says to his partner only, so all can hear. All point to their own bottle and ask their	'O sa tā fagu?
		partner	O Ba ta lagur
		Teacher nods his head yes and each student says a full sentence to his partner	'Ioe, o la ta fagu.
		Let each practice the question.	
	So ta:	Point to your lavalava and draw a question. All point to their lavalava and repeat	'So tā!
		tion to their partner	'O so ta 'ie?
		Nod your head yes. All students answer his partner	'Ioe, 'o lo tā 'ie.
		Let everyone ask and answer the question.	
		Point to the bottle in the center, indicate a question from your part-	'O sa ta fagu lele?
		Everyone points to that bottle and asks their partner	'0 sn tā fagu lele?

Leai!	Teacher shakes his head no. All repeat	Leai!
R 10!	Teacher points to the bottle. All point and repeat	E 1ë!
	Teacher indicates a full negati- ve sentence	E 13 '2 sa tā fagu lele.
	NOTE: If the students cannot make up this sentence on their own, the teacher must model it first.	
	Let everyone ask and answer their	
	own partner giving both the yes and no answers	(i.e) 'O sa tā fagu lele?
		Leai, e le 'o sa tā fagu lele.
		'0 sa ta fagu
		lea? Ioe, 'o la ta fagu lea.
	Repeat with the lavalava.	
	For this next section, ma'ua, it is necessary for the speaker to show unity with his partner as he is speaking to the other students. This is easily shown by putting your arm around your partner's shoulder.	
La ma!	Teacher puts his arm around his part- ners shoulder, point to their bottle and says to the other students.	
	All students touch their partners, look at the teacher and say	La ma!
	Teacher points to the bottle and indicates his partner to speak an full sentence to the other students	'O la ma fagu.
	All students repeat in the same man- ner (touching their partner but spea- king to the teacher)	'O la ma fagu.
Lo ma!	Teacher now points to the lavalava.	
	Everyone repeats to the teacher while touching his own partner and pointing to their lavalava	Lo mā:

(Our)

	Teather indicates a full sentence	'O lo mā 'ie.
Sa mā!	Teacher points to his bottle, put hs arm around his partner and draws a question. Everyone repeats this to the teacher	Sa ma!
	Indicate a full sentence Each one asks this question of the teacher while they are linked in pairs and pointing to their bottle.	'0 sa ma fagu?
	Teacher indicates a yes answer (full sentence)	'Ioe, 'o la ma fagu.
	Repeat with the lavalava.	(i.e.) 'O so mā 'ie? 'Ioe, 'o lo ma 'ie.
	Teacher points to the bottle in the center. Everyone touches his partner and each asks the teacher question	'0 sa ma fagu lele?
	Each one asks the question.	
Leai!	Teacher shakes his head no. All repeat	Leai!
E le!	Teacher points to the bottle in the center of the table, and shakes his head no. All repeat	E lē!
	Teacher indicates a full sentence (about the Nottle in the center) from his partner	E le 'o sa ma fagu lele.
	Each student repeats the question directed at the teacher	0 sa ma fagu lele?
	The student answers his own quest-	Leai, e le 'o sa mā fagu lele.
	Repeat with the lavalava	'0 so ma 'ie lele? Leai, e le 'o so ma 'ie lele.



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

(Your)	La lua!
--------	---------

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

La lua!

'0 la lua fagu.

Lo lua!

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

Lo lua!

'O lo lua 'ie.

Sa lua!

Sa lua!

'O sa lua fagu?

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

'Ioe, 'o la ma fagu.

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

Repeat with the lavalava.....

(i.e.)

O so lua 'ie?'
'Ioe, 'o lo mu

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

'0 sa lua fagu lele?

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

Leai, e le o sa ma fagu lele.

Let all the students practice this negative question.

		Repeat with lavalava	(i.e.) 'O so lua 'ie lele? Leai, e le 'o so ma 'ie lele.
		For this last section on la'ua the speaker must point to one pair but speak to another to show you are referring to 'them' two.	
(Their)	<u>La la:</u>	Teacher points to a pair of students but looks at the other students and says to them. Every one points to that pair but speaks to the teacher	La la!
		Point to the pair's bottle and indicate a full sentence	'0 la la fagu.
	Lo la!	Point to the pair's lavalava. All point and say to the teacher. Indicate a full sentence	Lo la: 'O lo la 'ie.
	Sa la!	Point to the pairs bottle and indicate a question. All point to that bottle and repeat Indicate a full sentence	Sa la! 'O sa la fagu?
		Let each person ask you this question about another pair's bottle.	'0 sa la fagu?
		Nod your head yes and indicate a full sentence	'Ioe, 'o la la fagu.
	So la!	Point to their lavalava. Every- one points and repeats Indicate a full sentence	So la! 'O so la 'ie?
		Nod your head yes	'Ioe, 'o lo la 'ie.
		Point to the bottle in the center of the table and to the distant pair. Indicate the students are to ask you a full question about	
		the pair	'0 sa la fagu lele?
		Shake your head no	Leai, e lē 'o sa lä fagu lele.
		Repeat with lavalava	'O so lā 'ie lele? 'Ioe, 'o lo lā 'ie.



Review all pair pronouns (la ta, lo ta, la ma, lo ma, la lua, lo lua, la la, lo la) (Who) 0 ai! Indicate a question and point to 0 ai! a pair's lavalava...... Indicate a full question..... '0 le 'ie o ai? '0 lo la ie. Indicate an answer..... Repeat with other promouns. Indicate a question and point to A ai! A ai! a pairs bottle..... '0 le fagu a ai? Indicate a full question..... '0 la la fagu. Indicate a full answer Repeat with other pronouns,

SUMMARY REVIEW

'0 la ta fagu.

This our (2) bottle.

our (2)

lua

your (2)

their (2)

'0 so ta 'ie?

Their (2)

Is it our lavalava?

our

etc

Ele 'o sa ta fagu.

*O le 'ie o ai lea? Whose layalava is this?

fagu a ai bottle

LESSON EIGHTEEN

TOPICS

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

(b) Negative and indefinite e le

METHOD

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

MATERIALS

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

TIME: 45 minutes

oderional human de la company de la company

Word Action Target Response Roview the pair possessives for singular nouns (Lesson Seventeen) before beginning this lesson. (Cigarotte) Point to a cigarette..... Sikaleti: Sikaleti! (0ur) A ta! Say this only to your partner but loud enough for the other students to hear, Each student repeats to his partner..... A ta!

		Point to the sigarettes and in- dicate a full sentence	'0 a ta sikaleti.
	N1:	Draw a question	N1!
		student is to ask his partner	'O ni a ta sika- leti?
		Indicate a yes answer	'Ioe, 'o a ta sikaleti.
		Point to the oigarettes in the center of the table and indi-	
		cate a question	'0 ni a ta sika- leti na?
	B lo!	Shake your head no	¥ 15!
		Indicate a full answer. Each student speaks only to his part-	
		ner	E le 'o ni a ta sikaleti na.
		Let all practice.	
r - shirt)	Mitiafu!	Point to your T shirts	Mitiafu!
	c ta:	Say this only to your partner. Each student repeats to his part-	
		ner	0 ta:
		Indicate a full sentence	'O o ta mitiafu.
		Point to the shirts in the center of the table and indicate a ques-	
		tion	'O ni o ta miti- afu na?
		Indicate a no answer	Leai, e le 'o ni o ta mitiafu na.
		Let everyone practice this.	
)ur)	A mã!	Speak on behalf of your pair to	
, , , , , , , , , , , , , , , , , , ,		the other students	A ma: 'O a ma sikaleti.
	0 ma!	Point to the T shirts	0 ma! 'O o ma mitiafu.
	A lua!	Point to a pair and speak only to them. Point at their oigarettes.	
		All repeat to the teacher's pair. Full sentence	A lua! 'O a lua sikaleti.
		groups cigarettes	'0 ni a lus sika- leti?
ic ic		104 125	

	Indicate that your partner is to answer yes.	'loe, 'o a ma sikaleti.
	Indicate a similar question about the ciga- rettes in the center of the table	'0 ni a lua sikaletinā?
	Indicate a no answer from your partner	Leai, e le 'o ni a mā sika- letinā.
	Let each student practice.	
0 lua;	Point to the T shirts of a pair and speak to them. All repeat to the teacher and his	
	Pull sentence	0 lua! 10 o lua mitiafu. 10 ni o lua miti- afu nā? Leai, e le o ni o mā mitiafu
	Let each atudent practice this and the positive answer as well.	nā.
A lā!	Point to a distant pair Point to their oigarettes and indicate a full sentence Indicate a question about the cigarettes	A la! 'O a la sikaleti. 'O ni a la sika- leti?
	Indicate a yes answer	'Ine, 'o a la sikaleti.
	Indicate a no answer	Leai, e le 'o ni a la sikaleti na.
<u>o 1ā:</u>	Point to that pairs T shirts	0 1ā! 'O ni o 1ā miti- afu?
	Indicate a yes answer	'Ioe, 'o o la mitiafu?
	Indicate a no answer	Leai, e le 'o ni o la mitiafu
	Review all.	na.
0 ai:	Draw a question	0 ai!
<u>^ 210</u>	Point to the distant pair's T shirts and indi- cate a question	'O mitiafu o ai? 'O o la mitiafu.



A ai! A ai Draw a question

> Point to the distant pairs oigarettes and indicate a question...... '0 sikaleti a ei? 'O a la sikaleti. All answer.....

Repeat with all the other pronouns.

SUMMARY REVIEW

'0 a ta sikaleti. They're our (2) sigarettes.

our (2)

lua la your (2) their (2)

Are they our T shirts? 'O ni o ta mitiafu? our

eto

e to

E 15 'o ni a ta sikaleti. They aren't our oigarettes. oto . etc

Whose T shirts? '0 mitiafu o ai? sikaleti a oignrettes

CONTRACTOR OF THE PARTY OF THE

LESSON NINETEEN

TOPICS

(a) Plural possessive pronouns (for singular nouns)

	<u>Definite</u>	Indefinite
our	la/lo tatou	sa/so tatou
our	la/lo matou	sa/so matou
your	la/lo tou	sa/so tou
their	la/lo latou	sa/so latou

(b) Plural possessive pronouns (for plural nouns)

	<u>Definite</u>	Indefinite
ouryour	a/o matou a/o tou	ni a/o tatou ni a/o matou ni a/o tou ni a/o latou

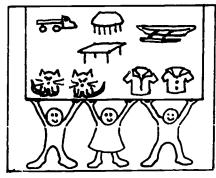
(c) Negative e le

METHOD

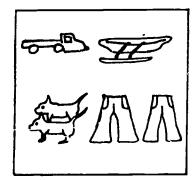
Silent Way. There must be three groups of three students or more. In this lesson there is a teacher's group (teacher and two students); a student's group (three students) and a picture of three people on the wall.

MATERIALS

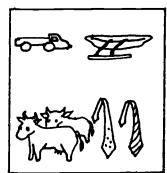
Three large picture charts line the ones shown below. (One for each group).



WALL CHART



STUDENT'S GROUP



TEACHER'S GROUP

TIME: 45 minutes





	0000000000000000000	
--	---------------------	--

		IIIS ALLOSOM	
Word		<u>Action</u>	Target Response
(Table)	Laulau!	Point to the class table	Laulau!
	La tatou!	Point to everyone in the room (including the three people in the picture on the wall and yourself).	to Alband
		yourself /	Le tatou!
		Point to the class table and indicate a full sentence	'0 la tatou lau- lau.
	Sa tatou!	Draw a question	Sa tātou! 'O sa tātou lau-
		Indicate a yes answer	lau? 'Ioe, 'o la tatou laulau.
(House)	Fale!	Point at the house you are in.	Fale:
	Lo tatou!	Again point to everyone (including yourself)	Lo tatou!
		Point to the house and indicate a full sentence	'0 lo tatou fale.
	So tatou!	Draw a question	So tatou? 'O so tatou fale? 'Ioe, 'o lo tatou
			fale,
		Point to the house in the picture on the wall. Indicate a full question	'0 so tatou fale?
/ N	- -	ratt dagarron	O 80 CYCON LATES
(Not)	<u>B le!</u>	Shake your head no	B le: B le 'o so tatou fale.
		Repeat with the picture of the table	(i.e.) 'O sa tātou laulau? Leai, e lē 'o sa tātou laulau.
(Truck)	Loli!	Teacher points to the picture of a truck	Loli:
(Our)	La matou!	Teacher speaks on behalf of his group to the other students. All repeat to the teacher's	_
		group	La matou!

		Each student in the teacher's group points to their truck and says to the other group	'O la mātou loli.
		Each student in the other group points to their truck and says to the teacher's group	'O la matou loli.
(Canoe)	Paopao!	Point to the canoe picture	Paopao!
	Lo matou!	Teacher speaks on behalf of the students in his group	Lo matou!
		Each student in the teacher's group points to the picture of their boat and says to the other group	0 lo matou paopao.
(Your)	Lo tou!	Teacher points to the other groups cance. All repeat	Lo tou!
		Each student in the teacher's group points to the other group's cance and says to them	'O lo tou pacpac.
		Each student in the other group points to the teacher's cance and says to them	'0 lo tou paopao.
		Repeat with the truck using la.	'0 la tou loli.
	Sa tou!	Point to the other groups truck and indicate a question	Sa tou!
		Indicate that the two groups are to question each other	(i.e.) 'O sa tou loli? 'Ioe, 'o la matou loli. Leai, e le 'o sa matou loli.
	So tou!	Point to the other groups cance and indicate a question Indicate that the two groups are to question each other	(i.e.) 'O so tou paopao? 'Ioe, 'o lo matou paopao. Leai, e le 'o so matou paopao.
(Their)	Lo latou!	Point to the canoe of the group picture on the wall	Lo latou!
	La latou!	Indicate a full sentence Point to the group's truck	'0 lo latou paopao. La latou!

		Indicate a full sentence	'O la latou loli.
	Sa latou!	Point to the truck in the wall picture and indicate a question. Full sentence question Indicate a 'Yes' answer	Sa latou! 'O sa latou loli? 'Loe, 'o la latou loli. Leai, e le 'o sa
		Indicate a 'No' answer	latou loli.
	So latou!	Indicate a question and point to the cance in the group pic-	·
		Full sentence question Yes answer	So latou! 'O so latou paopao? 'Ioe, 'o lo latou paopao.
		'No' answer	E le 'o so lato paopao.
		Raview all at this time and let the students ask and answer ques- tions using any pronoun. Then pro- ceed with the plurals below.	
(Cat)	Pusi!	Point to the picture of cats on the wall	Pusi!
(Their)	A latou!	Point to the group picture on the wall	A latou: 'O a latou pusi.
(3020)	Ni!	Draw a question	Ni:
		Point to the cats and indicate a full sentence	'0 ni a latou pusi?
		Indicate a 'yes' answer	'Ioe, 'o a latou pusi.
		Indicate a 'no' answer	Leai, e le 'o ni a latou pusi.
(Shirt)	'Ofutino!	Point to the picture of the shirts	'Ofutino!
	0 latou!	Point to the group picture	0 latou!
		Indicate a full santence	'0 o latou 'ofu-
		Draw a question	tino. 'O ni o latou 'ofu- tino?
		Indicate a 'yes' answer	'Ioe, 'o o latou 'ofutino.
		Again indicate the same question	'0 ni o latou 'ofu- tino?
		10)	

		Now shake your head no	Leai, e le 'o ni o latou ofutino.
(Dog)	Maile!	Point to the dog picture	Maile!
(Cow)	Povi!	Point to the cow	Povi:
(Your)	A tou!	Teacher points to the other group All repeat	A tou!
		Teacher points to the other group's dogs. Each of the teacher's group says to the other group	'0 a tou maile.
		The other group now points to the teacher's group's cows and says to them	'O a tou povi.
(Pants)	Ofuvae!	Point to the picture of pants	'Ofu v a e !
(Necktie)	<u>Fusiua!</u>	Point to the neckties	Fusiua!
	0 tou!	Point to the other group	0 tou!
		All the teacher's student's say to them	'O o tou 'ofuwae.
		The other group says to the teacher's group about the neckties	'O o tou fusiua.
(0ur)	A matou!	Teacher speaks on behalf of the students in his group but talks to the other group. Point to the cows All repeat	A matou!
		Each student in the teacher's group points to their cow picture and says to the other group	'O a matou povi.
		Repeat with fusiua using 'o'	'0 o matou fusiua.
		Each student in the other group points to their to their dog picture and says to the teacher's group	'0 a matou maile.
		Repeat with of uvae using the 'o'	'0 o matou ofu- vae.
	Ni o tou!	Indicate a question and point to the pants and neckties Indicate that the students are to ask and answer each other	Ni o tou! (e.g.) 'O ni o tou fusi- ua?
		127	'Ioe, 'o o matou fusiua.



			Leai, e le 'o ni o matou fusiua.
	<u>Ni a tou</u>	Indicate a question and point to the dogs and the cows Indicate that the students are to ask and answer each other	Ni a tou! (i.e.) 'O ni a tou povi? 'Ioe, 'o a matou povi. Leai, e le 'o ni a matou povi.
(0ur)	0 tatou!	Teacher points to his own group's neckties and speaks only to his group. All repeat	0 tatou!
		Each student points to his own group's objects and says to his own group only	'0 o tatou fusiua. or '0 o tatou 'ofuvae.
		Repeat with maile and povi using	(i.e.)_ 'O a tatou maile. 'O a tatou povi.
	Ni a tatou!	Indicate a question	Ni a tatou: (i.e.) 'O ni a tatou povi? 'Ioe, 'o a tatou powi. Lewi, e le o ni a tatou povi.
		Repeat with ni o tatou	(i.e.) 'O ni o tatou fusiua? Ica O tatou fusiua. Leai, e le 'o ni o tatou fusiua.
	A ai!	Indicate a question and point to the cat picture	A ai! 'O ni pusi a ai? 'O a latou pusi.
	0 ai!	Indicate a question and point to the shirt picture	0 ai! 10 mi ofutino e ai?

SUMMARY REVIEW

'0 la tatou laulau. It's our table. matou our your tou latou their '0 sa tatou laulau? Is it our table? matou our your tou latou their E le 'o sa tatou laulau. It's not our table. etc etc '0 o tatou 'ofuvae. They're our pants. etc etc '0 ni o tatou 'ofuvae? Are they our pants? Leai, e le 'o ni o tatou ofuvae. No, they aren't our pants. etc etc Whose truck? '0 le loli a ai? table laulau '0 'ofuvae'o ai? Whose pants? boats va'a

REVIEW DRILL SIX

TOPICS

Personal pronouns

METHOD: Substitution drill.

TIME: 35 minutes

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

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

First:	°0 ai a'u?	Who am I?
Second:	'0 'oe 'o <u>Ioane</u> .	You are John.
First:	'0 ai 'oe?	Who are you?
Second:	O a'u o Toma.	You are Tom
Pirst:	'0 ai ia?	Who is he?
Second:	'O ia 'o <u>Simi</u>	He is Jin.

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

Student:	'0 ai ta'ua?	Who are we?
Partner:	'O 'oe ma a'u.	You and I.
Student:	'0 ai 1a'ua?	Who are they?
Partner:	'O Sina ma Toma.	Sina and Toma.

Student to

Sina:	'O ai ma'ua?	Who are we?
Sina:	'0 lua ma Simi (partner)	You and Simi.

Student to

Sina:	'O ai 'oulua?	Who are you (2)
Sina:	'O ma'ua ma Toma.	Toma and I (we and Toma

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



(i.e.)

GROUP I

Tina, Ioane, Siaki. Simi, Toma, Mele.

SIMI: '0 ai tatou? Who are we?

'O Toma, 'o Mele, 'o Siaki 'o Ioane, 'o 'oe ma a'u. Toma, Mele, Siaki, Ioane, you TINA:

GROUP 2

and I.

SIMI: '0 ai 'outou? Who are you (pl)?

'O Toane, 'o Siaki, ma a'u. Ioane, Siaki and I. TINA:

SIMI ASK'S

OF SOMEONE

IN HIS GROUP: '0 ai latou? Who are they?

TOMA: 'O Tina, 'o Ioane, ma Siaki. Tine, Ioane, and Siaki.



REVIEW DRILL SEVEN

TOPICS

Singular possessive (singular and plural nouns)

METHOD: Substitution drill

MATERIALS

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

TIME: 30 minutes

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

'A' Nouns

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

'0! Nouns:

'0 le se'evae o ai?
'0 lo'u se'evae.
'0 le fusipa'u o ai?
'0 lou fusipa'u.
'0 le 'ofutino o ai?
'0 lona 'ofutino.

Whose shoe?
Whose belt?
Your belt.
Whose shirt?

A Nouns:

'O sa'u peni?
'Ioe, 'o la'u peni.
Leai, e le'o sa'u peni.

'O sau tusi? 'Ioe, 'o lau tusi. Leai, e le 'o san tusi.

'O sana uati? Ioe, 'o lana uati. Leai, e le 'o sana uati. Is it my pen? Yes, it's my pen. No, it's not my pen.

Is it your book? Yes, it's your book. No, it's not your book.

Is it his watch? Yes, it's his watch. No, it's not his watch.



'0' Nouns:

'O so'u se'evae?
'Ioe, 'o lo'u se'evae.
Leai, e le 'o so'u se'evae.

'O sou fusipa'u?
'Ioe, 'o lou fusipa'u.
Leai, e le 'o sou fusipa'u.

'O sona 'ofutino? 'Ioe, 'o sona 'ofutino. Leai, e le 'o sona 'ofutino. Is it my shoe? Yes, it's my shoe. No, it's not my shoe.

Is it your belt? Yes, it's your belt. No, it's not your belt.

Is it his shirt?
Yes, it's his shirt.
No, it's not his shirt.

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

Nouns:

'0 peni a ai?
'0 a'u peni.
'0 tusi a ai?
'0 au tusi.
'0 uati a ai?
'0 ana uati.

Whose pens?
My pens.
Whose books?
Your books.
Whose watches?
His watches.

'0' Nouns:

'0 se'evae o ai?
'0 o'u se'evae.
'0 fusipa'u o ai?
'0 ou fusipa'u.
'0 'ofutino o ai?
'0 ona 'ofutino.

Whose shoes?

My shoes.

Whose belts?

Your belts.

Whose shirts?

His shirts.

A' Nouns:

'O ni a'u peni?
'Ioe, 'o a'u peni.
Leai, e le 'o ni a'u peni.

'O ni au tusi? 'Ioe, 'o au tusi. Leai, e le'o ni au tusi.

'O ni ana uati?
'Ioe, 'o ana uati.
Leai, e le'o ni ana uati.

Are they my pens?
Yes, they're my pens.
No, they're not my pens.

Are they your books?
Yes, they're your books.
No, they're not your books.

Are they his watches?
Yes, they're his watches.
No, they're not his watches.

'0' Nouns:

'O ni o'u se'evae?
'Loe, 'o o'u se'evae.
Leai, e le'o ni o'u se'evae.

'O ni ou fusipa'u?

Are they my shoes?
Yes, they're my shoes.
No, they're not my shoes.

Are they your belts?



'Ioe, 'o ou fusipa'u. Leai, e le 'o ni ou fusipa'u.

'O ni ona 'ofutino? 'Ioe, 'o ona 'ofutino. Leai, e le 'o ni ona 'ofutino. Yes, they're your belts.
No, they're not your belts.

Are they his shirts? Yes, they're his shirts. No, they're not his shirts.



REVIEW DRILL EIGHT

TOPICS

Pair possessive(singular and plural)

METHOD: substitution - expansion drill.

A Company of the Company of the

MATERIALS

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

TIME: 30 minutes

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

'0 la ta pepa sikaleti.

'O sa ta pepa sikaleti?

E le 'o sa tā pepa sikaleti.

'0 <u>la ma</u> pepa sikaleti. sa mā (?)

E le

'0 la lua ta'avale. sa lua (?)

E le

'0 la la 'api. sa la (?)

Our pack of cigarettes.

Is it our pack of cigarettes? It's not our pack of cigarettes.

Our pack of cigarettes.

Our (7)

It's not

Your car. Your (?)

It's not

Their netabook

Their (?)

It's not

(B) '0' Objects:

> '0 lo ta mitiafu. so ta (?)

<u>e 18</u>

Our T shirt.

Our (?)

It's not

23.00

'0 lo ma mitiafu. Our T shirt. so ma (?) Our (?) E le It's not '0 lo lua pulou. Your hat. so lua (?) Your (?) E le It's not '0 lo la fusiua? Their necktie. so la (?) Your (?) It's not II. PLURAL NOUNS: Repeat the drill in the same way but this time each pair has two of each object mentioned in part one. 'A' Objects: '0 <u>a tā</u> pepa sikaleti. Our packs of cigarettes. ni a ta (?) Our (?) E le They aren't 'O a ma pepa sikaleti. Our packs of cigarettes. ni a mā (?) Our (?) E le They aren't '0 a lua ta'avale. Your cars. ni a lua (?) Your (?) E 15 They aren't '0 <u>a la 'api.</u>
ni a la (?) Their notebooks. Their (?) E le They aren't '0' Objects: '0 o ta mitiafu. Our T shirts. ni o ta (?) Our (?) E le They aren't

(B)

(A)

'0 o ma mitiafu. ni o ma (?)

'0 o lua pulou. <u>ni o lua</u> (?) E lë

'0 <u>o la</u> fusiua. ni o la (?) Our T shirts.

<u>0ur</u> (?)

They aren't

Your hats.

Your (?)

They aren't

Their neckties.

Their (?)

They aren't

REVIEW DRILL NINE

TOPICS

Plural possessive pronouns (singular and plural)

METHOD: Substitution drill

MATERIALS

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

TIME: 30 minutes

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

'0 la <u>tatou</u> laulau. <u>matou</u> <u>tou</u> <u>latou</u>	Our table. Our Your Their
o sa tatou laulau? matou tou latou	Is it <u>our</u> table? <u>our</u> <u>your</u> <u>their</u>
E le 'o sa tatou laulau. matou tou latou	It's not our table. our your their
10 lo tatou fale. matou tou latou	Our house. Our Your Their
o so tatou fale? matou tou 137 121	Is it <u>our</u> house? <u>our</u> <u>your</u> <u>their</u>

Ble's se tatou fale.

| matou | our house.
| tou | your |
| tatou | their

II. Plural: Teacher models the first sentence, students repeat. Teacher then says only the underlined word, student substitute accordingly. Everyone places two pens and two shoes on the table.

o a tatou peni.

matou

tou
latou

Their

*O ni a tatou peni?

matou

tou

latou

tou

latou

their

E le 'o ni a tatou peni. They aren't our pens.

matou
tou
tou
latou
their

10 o tatou se evae.

matou
tou
tou
Their

oni o tatou se'evae.

matou

tou
latou

E le 'o ni o tatou se'evae. They aren't our shoes.

matou
tou
tou
latou
their

GRAMMAR REVIEW THREE

NOTES ON LESSON THIRTEEN

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

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

- Samoan has two pronoun categories which are not found in English.
 - (1) The pair plural (also called dual) is used for only two persons. Note that all four pair plural pronouns are compounds of the word <u>lua</u> (two) and that the real plural are compounds of <u>tou</u> (from tolu three)
 - (2) 'We' in Samoan can be either inclusive or exclusive of the person being spoken to. Ta'ua and tatou (we) includes everyone, both the speaker and listener (s). Ma'ua and matou excludes the listener(s) from the group.

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

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

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

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

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

- O ma'ua ma SimiSimi and I

NOTES ON LESSON FOURTEEN:

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

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



Adjectives normally follow the noun they modify.

'0 le peni mumu lea...... This is a red pen.

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

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

NOTES ON LESSON FIFTEEN:

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

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

In questions or negative statements, the possessives begin with 's' rather than '1'. This is very similar to the use of se rather than le in the first section of the book.

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

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

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

NOTES ON LESSON SIXTEEN:

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



 $14 \qquad 14)$

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

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

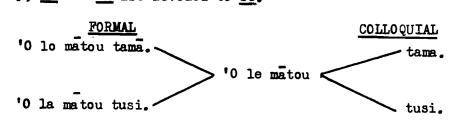
'O ni o'u se'evae?............ Are they his shoes?
R le 'o ni ana maile............. They aren't his dogs.

NOTES ON LESSON SEVENTEEN:

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

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

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



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

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

NOTES ON LESSON EIGHTEEN:

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

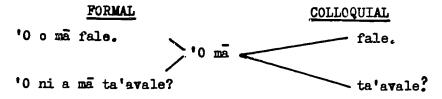
'0 ni o la tuafafine?...... Are they their sisters?
E le 'o ni o la tuafafine..... They aren't their sisters.



NOTES ON LESSON NINETEEN:

There are no short forms for tatou, matou, and latou. The possessive markers (la, lo, sa, so, etc) are placed directly before these pronouns to show plural poss-ssion (our, your, their).

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



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

'O lo matou Tama...... Our Father...



142

WORK SHEET NUMBER THREE

I.		ents the speaker. The arrow shows who he is talking to and the s who he is talking about.
		T 1 T→Ø 7
	② T→)	X 2 8
	1-3	
	XXX T→X	3
	XTXX	4T T 10
	(2	a Signatura de la companya della companya della companya de la companya della com
	т⊸С	511
	② T→)	C 6.
	•	· · ·
II.	Translate t	these sentences into Samoan.
	motu - isla a'ai - city Zealand.	and; atumotu - island group; nu'u - village; atunu'u - country; v; komitineta - continent; Ausitalia - Australia; Niu Sila - New
	12.	Samoa is an island group.
	13.	Australia is a continent.
	14.	Where is your(2) country?
	15.	New Zealand is my country
	16.	Our (2) village is Lepea.
	17.	What's the name of your (pl) city?
	18.	Their (pl.) village is on the island of Manono
	19.	America isn't an island.
	20.	Sina's city is Apia.
	21 .	Is New Zealand an island group?
	22.	Where is the island of Savai'i?

III. Answer these questions:

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



23.	0 ai lou igoa?
	'O ai le igoa o lou tama?
	'C 'oe 'o se tame po 'o se teine?
	E fia ni ou uso?
27.	E fia ni ou tuafafine (tuagane)
	'O ai le igoa o lou tina?
	E fia ona tausaga?
30.	E fia ou tausaga?
31.	O fea lo tou atunu'u?
32.	E to'afia tagata i lo tou 'aiga?
	'0 se Samoa po 'o se Amelika lou tama?
	'O ai lona igoa?
	E fia ona tausaga?



THE FIVE COMMON TENSES

NEGATIVE OF THE FIVE TENSES

DEPENDENT PRONOUNS

PASSIVE VERB SUFFIX

PLURAL VERBS



LESSON TWENTY

TOPICS

- (a) Present tense (immediate)ua
- (b) Simple states of the weather.

raining timu etc.

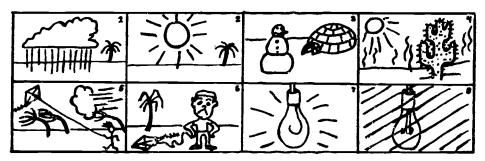
(c) The question word: how fa apefea

Silent Way METHOD:

MATERIALS

A picture chart like the one below:

THE



TIME: 45 minutes

	THE MESSON CONTRACTOR	***************************************
Word	<u>Action</u>	Target Response
(Rain) Timu!	Point to the first picture, Rain	Timu!
(It is) ' <u>Wat</u>	Hold up one finger	·Ua:
	Point again to the Rain picture this time holding up two fingers	'Va timu.
(Sunny) Laofie!	Point to the second picture; of the sunshine	Laofiel
•	148 130	

T.ESSON

		Hold up 2 fingers and again point to the second picture	'Va laofie.
(Cold)	Malulus	Point to the third picture	Malulu! 'Va malulu.
(Hot)	<u>Vevela!</u>	Point to the fourth picture Hold up 2 fingers	To vela! Ja veve la.
		Review all until known	
		For this next section on questions and answers, the yes answer will be presented first. The teacher must therefore choose his questions according to the weather of the day on which he is teaching. For this book we will assume it is a hot, sunny day.	
		Using good voice inflection, the teacher points outside the classroom touches the sun picture and asks (while drawing a question):	
<u>'U</u>	laofie!	All students repeat	'Ua laofie!
(Yes)	'Ioe!	Shake your head yes	'Ioe! 'Ioe, 'ua laofie.
		Now point to the picture of the rain. Indicate a question	'Ua timu?
(No)	<u>Leai!</u>	Shake your head no	Leai!
(Its not)	E le'o!	Shake your head no and also point to the picture of rain. All repeat	E le'o!
		Indicate a full sentence. Shake your head no and point to the rain picture	Leai, e le'o timu!
		Point to the picture of cold and indi- cate a question	'Va mālūlū?



		Indicate a full sentence answer and	_
		shake your head no	Leai, e le'o malulu.
		Practice with all four pictures us- ing different sentence combinations	
		in both questions and answers. Practice both you and no answers.	(i.e.)
		receive both you and no answers.	Va timu?
			Leai, e le'o timu, 'ua laofie.
(Weather)	Mon 9	Daint to the first sistems	ma u f
("camer)	Tau!	Point to the first picture Indicate a full sentence	Tau! 'O le tau.
		Point to the second picture	'0 le tau.
		Point to the third picture	'0 le tau.
		Point to the fourth picture	'0 le tau.
(How)	Fa'apefea!	Draw a question while you say the word. All repeat	Fa'apēfea!
(It's)	' <u>01</u>	Hold up 1 finger	*O 1
(, _,	<u> ~~</u>	Hold up 2 fingers and indicate a	•
		question	'0 fa'apefea?
		Now indicate a question, point to	
		the weather pictures and hold up 4	
		fingers	'0 fa'apefea le tau?
		Have all repeat the question until mastered.	
		Let one student ask the question You point to the sun picture and in-	'O fa'aperea le tau?
		dicate all are to respond	'Ua laofie.
		Again the question	'0 fa'apefea le tau?
		teaching the rain picture and shak-	
		ing your head no	E le'o timu.
		Continue these question and answers	
		until the students feel comfortable.	
		A variation is the following quest- tion and answers:	
		(a) '0 fa'aperea le tau?	,
		(b) Wa laofie.	
		(c) 'Ua timu?	r
		(d) Leai, 'wa laofie.	

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

(Windy)	<u>Katagil</u>	Point to the wind picture (No.5) Hold up 2 fingers	Matagi! 'Ua matagi.
(Calm)	Malu!	Point to calm picture(No.6) Hold up 2 fingers	Malu! 'Ta malu.
(Light)	Malamalama!	Point to the light picture (No.7). Full sentence	Malamalama: 'Ua malamalama.
(Dark)	Pogisa!	Point to the dark picture (No.8) Complete sentence	Pogisa! 'Ua pogisa.
		Now review all the questions and answers with all of the words.	
(In)	<u> </u>	Hold up 1 finger	I!
	Amelika!	Point far away	Amelika! I Amelika.
		Draw a question mark and point first to the weather pictures then far a-way. Hold up 6 fingers	'O fa'apefea le tau i Amelika?
		Everyone repeats the question until mastered. You then point to the picture or pictures that best describes the present weather in America. (Cold and windy).	'Va mālūlū ma matagi Amelika.
		Use negative answers also	E le'o vevela Amelika.
	Samoa!	Point right here (down)	Samoa!
		Point to the weather pictures and down and indicate a question	'O fa'apefea le tau i Samoa?
		Point to the pictures which best describe Samoa's weather right now (hot, sunny)	'Ua vevela ma laofie Samoa.
ĨC.		Review all questions and answers from the beginning. 1.1.	



SUMMARY REVIEW

'O fa'apefea le tau? How's the weather?

'Ua timu. It's raining.

laofie sunny

malulu cold

vevela hot

matagi windy

malu calm

pogisa dark

malamalama light

*Ua timu? Is it raining?

etc. etc.

'Ioe, 'ua timu. Yes, it's raining.

etc. etc.

Leai, e le'o timu. No, it's not raining.

etc. etc.

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

Samoa <u>Samoa</u>

'Ua vevela Samoa. It's hot(in) Samoa.

malulu Amelika cold America

'Ua vevela ma laofie Samoa. It's not and sunny (in) Samoa.

etc etc etc etc

LESSON TWENTY-ONE

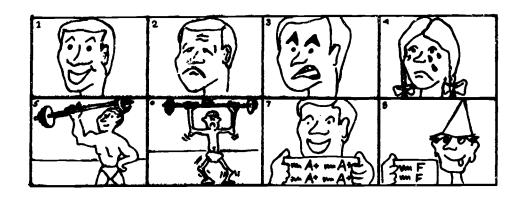
TOPICS

(a)	Present tense (immediate) continued va
(b)	Simple emotional states:
	happyfiafia
	sadfa anoanoa etc.
(c)	Introduction to dependent forms of personal pronouns
	Itou
	youte
	he/she/it ia
(d)	Present negative:
	not(e) le o
	(te) le¹o

METHOD: Silent Way

MATERIALS

A large wall chart like the one below.



TIME: 45 minutes

Word Action Target Response

(Happy) Fiafial Point to the first picture, No. 1. Fiafial

	'Ual	Hold up one finger. Indicate all are to repeat the word	'Ua!
		Show 2 fingers and point to the picture again	'Ua fiafia.
(Sad)	Fa anoanoa!	Point to the second picture Indicate a complete sentence	Fa'anoanoa! 'Ua fa'anoanoa.
(Angry)	<u>Ital</u>	Point to the third picture Indicate a complete sentence	Ita! 'Ua ita.
(Cry)	Tagi!	Point to the third picture Indicate a complete sentence	Tagi! 'Ua tagi.
		Review all these four pictures untill they are mastered.	
(Boy)	Tama!	Point to the boy in picture No. 1 Point to the boy in picture No. 2 Point to the boy in picture No. 3 Point to the girl in picture No. 4 and shake your head NO!	Tama! Tama! Tama!
		Point to the boy in picture No. 1 and hold up 3 fingers to indicate a full sentence	'Ua fiafia tama.
(The)	<u>Le1</u>	Touch the space between your last second last fingers to show that the word <u>le</u> goes there. All repeat	Le !
		Point to the second picture and indicate a full sentence	'Ua fiafia le tama. 'Ua fa'anoanoa le tama.
(Girl)	<u>Teinel</u>	Point to the girl in picere No. 4. Indicate a full sentence	Teine! •Ua tagi le teine.
		Review all up to this point.	
' <u>Ila fa'anoa</u>	noa le tama?	Indicate a question again for picture No. 1. Teacher asks: All repeat	'Ua fa'anoanoa le tama?



(No) Leail Teacher shakes his head no Leail (Not) E le'ol Shake your head no and point to E le'os picture No. 1. All repeat Indicate a full sentence E le'o fa'anoanoa le tama. Point to the third picture and indicate the same question as before by briefly pointing to picture No. 2 (fa'anoanoa).... 'Ua fa'anoanoa le tama? Indicate a full sentence..... Leai. e le'o fa'anoanoa le tama. Continue in this manner and then let the students question each other. They must practice both 'Ice, and Leai answers. (i.e.) 'Va ita le teine? Leai, e le'o ita le teine. 'Ua fiafia Ioane? Draw a question. Point to picture No. 2. Teacher asks about a student in class. All repeat.. 'Un finfin Tonne? Teacher nods his head yes and indicates a full sentence Ice, 'ua fiafia Icane. Teacher touches the falancanoa picture, draws a question and points to a different student. Everyone asks 'Ua fa'anoanoa Sina? Teacher shakes his head no. All Leai, e le'o fa'arepeat..... noanoa Sina. Continue in this manner until everyone masters the structures. Use all the pictures and all the students names. **(I)** 'Ou! Point to yourself. Make everyone point to themselves and say 'Ou!



	Point to picture No. 1, smile, point to yourself. Hold up 2 fingers and touch the space in between them. Indicate students are to point to themselves and respond	'Ua 'ou fiafia.
(You) 'Et	Make all point to you. Say this when they point to you. Indicate everyone must point to you and repeat	•E{
' <u>Ua 'e f1afia?</u>	Point to picture No. 1 and indicate the students are to ask you if you are happy. The teacher models it first using good inflection. All repeat	'Ua 'e fiafia?
'Ioe, 'ua 'ou fiafial	Teacher nod his head yes.	
	Teacher indicates that one student must ask another student the same question.	(i.e.) 'Ua 'e fiafia? 'Ioe, 'ua 'ou fia- fia.
	Continue until all students have asked and answered this question. Use the other pictures as well	(i.e.) 'Ua 'e ita? 'Ioe, 'ua 'ou ita.
	Point to the second picture. Indi- cate a question	'Ua 'e fa'anoanoa?
Leai!	Shake your head no	Leait
*Oul	Teacher points to himself and says this. Students point to themselves and repeat	'Ou!
(Not) Te le'ol	Teacher shakes his head no and points to the fatanoanoa picture.	Te le'ol



Ou te le'o	fa anoanoa!	Teacher points to himself, and shakes his head no. All repeat	'Ou te le'o fa'anoa- noa.
		Point to the third picture and indicate a full question to be asked by one student to another	'Ua 'e ita?
		Shake your head no to indicate the second student is to reply leai	Leai, 'ou te le'o ita.
		Continue like this for all four pictures. Practice both positive and negative answers.	(i.e.) 'Ua 'e fiafia? 'Ioe, 'ua 'ou fia- fia. or Leai, 'ou te le'o fiafia.
		Introduce the last four words for the students to practice the structures.	
(Strong)	<u>Malosi!</u>	Point to picture No. 5 Indicate a full sentence	Malosi! 'Ua malosi le tama.
(Weak)	<u>Vaivail</u>	Point to picture No. 6 Indicate a full sentence	Vaivai! 'Ua vaivai le tama.
(Smart)	Potol	Point to picture No. 7 Indicate a full sentence	Poto! 'Ua poto le tama.
(Dumb)	<u>Valea!</u>	Point to picture No. 8 Indicate a full sentence	Vale a! 'Ua valea le tama.
		Now let the students ask and answer each others questions using all the pictures as well as all the pronouns, and yes or no answers.	(i.e.) 'Ua 'e malosi? 'Ioe, 'ua 'ou ma- losi. Leai, 'ou te le'o malosi.

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

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

'Ua poto le tama!

Point to a boy

'Ua poto le tama!

(He) Ial

Point to someone but speak to the rest of the class. Make all point to him and say to you....

Ia!

Point to someone else and repeat the response

Ia.

Now point to picture No. 7 and the other person, Indicate all are to respond.....

'Ua poto ia.

E le'ol

Repeat with valea..... Shake your head no point to

'Ua valea ia.

picture No. 7 and the other person. Indicate a full sentence......

E le'o valea ia.

Repeat with other examples, and questions and answers. NOTE: ia can be omitted after it has once been introduced.

(i.e)

'Ua valea? (ia)

'Ioe, 'ua valea (ia)

SUMMARY REVIEW

'Ua fiafia le tama?

Is the boy happy?

fa anoanoa

Bad

<u>ita</u>

angry

tagi

crying

'Ioe, 'ua fiafia le tama.

Yes. the boy is happy.

etc.

etc

Leai, e le'o fiafia le tama.

No, the boy is not happy.

etc

<u>etc</u>

'Va 'ou fiafia? Am I happy? <u>¹е</u> Are you happy? 'Ice, 'ua 'ou fiafia Yes, I'm happy. '<u>е</u> you're Leai, 'ou te le'o fiafia. No, I'm not happy. '<u>e</u> you're 'Ua malosi ia? Is he/she/it strong? vaivai weak poto smart <u>valea</u> stupid 'Ioe, 'ua malosi (ia). Yes, he is strong. etc. etc.

LESSON TWENTY-TWO

TOPICS

- (a) Present tense (immediate) continuedua
- (b) General particle: to desire, to want to..... fia
- (c) Simple desires:

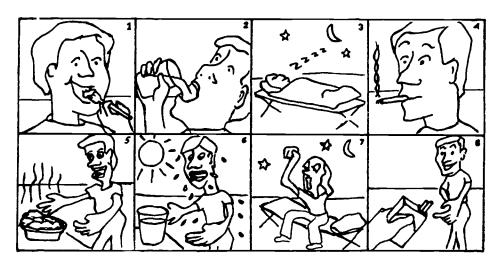
hunger.....fia 'ai (to want to eat). thirst.....fia inu (to want to drink). etc.

- (d) (e) Continuation of dependent pronouns.
- Plural verbs.

METHOD: Silent Way

MATERIALS

A large wall chart like the one below.



TIME: 45 minutes

THE LESSON **₽399**4490999999999999999999999

Word		Action	Target Response
(Eat)	' <u>Ai</u> !	Point to picture No. 1	
	'Ua!	All repeat	¹Ua :
		153	

		Point to picture No. 1 and hold up 2 fingers	'Ua 'ai
(Drink)	Inu!	Point to picture No. 2	Inu! 'Ua im :
(Sleep)	Moe!	Point to picture No. 3	Moe! 'Ua moe!
(Smoke)	<u>Ulaula!</u>	Point to picture No. 4	Ulaula! 'Ua ulaula.
		Review all	
(Boy)	Tama:	Point to the boy in picture No. 1. Point to picture No. 1 and indicate a full sentence	Tama! 'Ua 'ai le tama. 'Ua inu le tama.
			'Ua moe le tama. 'Ua vlaula le tama.
<u>Va 'ai le</u>	tama?	Draw a question and ask with good voice inflection about picture No. 1. All repeat	'Ua 'ai le tama? 'Ioe, 'ua 'ai le tama.
(Not)	E le'o!	Point to picture No. 2 (drinking). Shake your head no and point back to picture No.1. All repeat	E le'o!
E le'o 'ai	le tama!	Point to picture No. 2. All repeat.	E le'o 'ai le tama.
		Point to picture No. 3 and 4 and indicate the same answer	E le'o 'ai le tama.
		Draw a question for picture No. 2.	'Ua inu le tam '
		Indicate a 'yes' answer	'Ioe, 'ua inu la tama.
		Point to picture No. 3 and indicate a 'no' answer	Leai, e le'o inu le tama.
		The same for picture No. 4	Leai, e le'o ima le tama.
		Continue in this way for moe and ulaula	(i.e.) 'Ua moe le tama? Leai, e le'o moe le tama. (pictures vo. 1, 2, & 4). 'Ioe, 'ua moe le
		143 $m{1}5$.	tama. (picture No. 3).

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

'Ou te le'o fia inu!	Point to yourself and shake your head no. All repeat	'Ou te le'o fia inu.
	Repeat with the other pictures.	(i.e.) 'Ou te 15'o <u>fia moe</u> .
	Practice letting students ask and answer each others question - yes	etc.
	or no.	(i.e.) 'Ua 'e fia ulaula? 'Ioe, 'ua 'ou fia ulaula. or
		Leai, 'ou te le'o fia ulaula.
' <u>Ua fia ai le tama!</u>	Point to the picture of the boy eating. All repeat	'Ua fia'ai le tama.
(He) <u>Ia!</u>	Point to one student	Ia!
' <u>Ua fia'ai ia?</u>	Draw a question and point to the student	'Ua fia'ai ia? 'Ioe, 'ua fia'ai ia.
	Point to the same student and indicate a question about him. Point to picture No. 6 (inu)	'Ua fia inu ia?
Leai, e le'o fia inu la	Shake your head no	Leai, e le'o fia inc .
	Let students ask and answer each other using <u>ia</u> ("yes" and "no" answers). Drop the word " <u>ia</u> " as understood after a while.	(i.e.) Ua fia moe?(ia) 'Ioe, 'ua fia moe. or_ Leai, e le'o fia moe.
	Review all (le tama, 'ou, 'e, ia, positive and negative)	
(We) <u>Tatou</u> !	Point to everyone in the room	Tatou!
(Pl. Eat) 'A'ai!	Point to picture No. 2	'A'ai!
(Hungry) Fia 'a'ai!	Point to picture No. 5	Fia 'a'ai!
' <u>Ua tatou fia 'a'ai!</u>	Point to everyone in the room	'Ua tatou fia 'a'ai!
(Pl. Drink) Feinu!	Point to picture No. 2 and also to everyone in the room	Feinu!
	Point to picture No. 6 and also to everyone in the room. Indicate a full sentence	'Ua tatou fia feinu.

(Pl. Sleep) Momoe!	Point to picture No. 3 and also to everyone in the room	Momoe:
	Point to picture No. 7 and indicate a full sentence	'Ua tatou fia momoe.
(Pl. Smoke) <u>Ulaula!</u>	Point to picture No. 4 and also to everyone in the room Indicate a full sentence	Ūlaula! 'Ua tatou fia ūlaula.
•	Indicate a question and point to picture No. 1 and all present.	'Ua tatou fia 'a'ai?
	Indicate a "yes" answer	'Ioe, ua tatou fia a'ai.
	Repeat the question with fia fe-inu.	'Ua tatou fia feimu?
Leai!	Shake your head no	Leai!
Tatou te le'o fia feinu!	Shake your head no and indicate everyone is included. All repeat	Tatou te le o fia feinu.
	Repeat this with the other pictures (fia momoe, fia ulaula), and the other pronouns(pair plural and plural).	(i.e.) 'Ua lua fia 'a'ai? 'Ioe, 'ua ma fia 'a'ai.
	SUMMARY REVIEW	
'Ua fia'ai le fia inu fia moe fia ulaula	tama? Does the bo	y want to eat? to drink to sleep to smoke

'Ua fia'ai le tama? fia inu fia moe fia ulaula	Does the boy want to eat? to drink to sièep to smoke
'Ioe, 'ua <u>fia'ai</u> le tama. <u>etc</u>	Yes, the boy is hungry.
Leai, e le'o <u>fia'ai</u> le tama. <u>etc</u>	No, the boy isn't hungry.
'Ua ' <u>ou</u> fia moe? ' <u>e</u>	Do I want to sleep?
'Ioe, 'ua 'ou fia moe.	Yes, <u>I</u> want to sleep. <u>you</u>
Leai, 'ou te le'o fia moe.	No, I don't want to sleep.
'Ua <u>fia moe</u> ia? <u>etc</u> .	Does he want to sleep?

'Ioe, 'ua fia moe (ia). Yes, (he) wants to sleep. Leai, e le'c fia moe (ia) No, (he) doesn't want to sleep. -etc 'Ua tatou fia 'a'ai. We are hungry. fia momoe tou You (Pl.) tired lua fia feinu You (Pair) thirsty latou fia ulaula They (Pl.) want to smoke la etc. They (Pair) etc. Tatou te le'o fia 'a'ai. We aren't hungry. Matou We (exclusive) ET We (pair) Ma We (pair exclusive)

LESSON TWENTY-THREE

TOPICS

(a) Three tenses:

present '0 lo'o past Sa future '0 le'a

(b) Introduction to passive verb form:

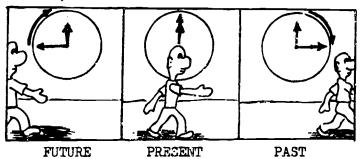
to be taken 'avea

(c) Continuation of dependent pronouns:

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, pencil), and a 'tense paper' like the one shown below (about $8^n \times 12^n$).



TIME: 45 minutes

decidence of the LESSON and the decidence of the decidenc

Word		<u>Action</u>	Target Response
	0 le tupe!	Hold up a coin	'0 le tupe!
(Take)	' <u>Avea</u> !	Show the motion of taking the money	'Avea!
		Indicate a full sentence	'Avea 'o le tupe.
		Using your fingers, show that the vard 'o' must be omitted. Students repeat the correct sentences	'Avea ? s tupe.
(I)	0'u!	Point to yourself. Have all the students point to them-	

selves and repeat..... 0'u! Set one object on the table for each student to take. Make each student say the sentence as he takes his object 0'u 'avea le object. Place the tense paper down on the table and place all the objects in the future section. Move a match box from the fature and set it in the present section. Point to the present section and say: Everyone points to the present section and repeats 0 lo'o! Move all objects into the present section and let each person take one while saying the present tense sentence...... '0 lo'o o'u 'avea le object. NOTICE: The students should be able to develop this sentence on their own. If they can't, the teacher must model the sentence first. Practice with different objects until all students can say the structure easily. Make everyone point to you and repeat..... *E! You take a pen and indicate all to point to you and say a full sentence '0 lo'o 'e 'avea le peni. Now point to a student and indicate that he must take an object and speak..... 0 10'0 o'u 'avea le object. Immediately make the other students point at him, look at him and say a complete sentence '0 lo'o 'e 'avea le object. Practice these sentences until they can be said smoothly.

(You)

E.

0 lo'o!

Move all the objects back into the future tense section. Place the pencil into the present section. Pick it up and say:

t O	loºo	o'u	¹avea	le	peni-
				ti	ıla!

.4.2

Everyone points to you and say..

'O lo'o 'e 'avea le penitala.

Now place the pencil in the past section.

Sa!

Point to the past section. All repeat.....

Sa!

Sa 'ou 'avea le penitala!

Teacher points to his pencil. Each student points to the object that he has taken and says.

Sa 'ou 'avea le <u>ob-</u>
<u>ject</u>.

The teacher points to his pencil and says:

Sa 'ou 'avea le penitala!

Indicate all are to point at you and say a full sentence

Sa 'e 'avea le penitala.

Teacher points to a student and indicates he is to point to his object on the past tense section and say the sentence

Sa 'ou 'ave le object.

Everyone points at the student and say to him

Sa 'e 'avea le object.

Go back and review present and past together. Have each student take an object and say a present tense sentence then point to it and say a past tense sentence.

(i.e.)
'O lo'o o'u 'avea le tupe.
Sa 'ou 'avea le tupe.

Place all the objects in the future tense section.

'0 le 'a!

Point to the future section.

Make all point and repeat.....

'C le'a!

O le'a ou avea le peni!

Show that you will take the pen. Indicate everyone is to take an object, but they must say a full sentence first......

'0 le'a 'ou 'ayea le object

Everyone repeats his sentence until it can be said easily.



Teacher points to a coin in the future section and says: 'C le'a 'ou 'avea le tupe! Make everyone point to you and '0 le'a 'e 'avea le say..... tupe. Point to another student and his object. Make him say a '0 le'a 'ou 'avea le future sentence..... object. '0 le'a 'e 'avea le Everyone else says to him..... object. Let everyone practice this structure. Review present, past and future in this way: 1. Teacher points to an object and says: '0 le a ou avea le object Everyone else points to teacher 'O le'a 'e 'svea le and says..... object! 2. Teacher picks up the object while saying: '0 lo 'o o'u 'avea le object! Everyone else points to the '0 lo'o 'e 'avea le teacher and says..... obje∈ : 3. Teacher puts the object down in front of himself and says: Sa 'e 'avea le object! Students point at him and say .. Sa 'ou 'avea le object! Finally the teacher points to a student and indicates he is to do the same thing the teacher just did. Everyone else points at the student as they did before to the teacher and respond to each action. (He/She/It) La! Point to one student and look at the othe others. Everyone points la! to him and repeats to you..... Indicate to that student that he will take the pen sitting in the future section. 'C le'a ia 'avea le peni! Point to the student but say to

	the others. All point at him but say to you	'0 le'a ia 'avea le peni.'
	Student takes the pen.	
' <u>O lo'o ia 'avea le peni</u> !	Teacher says to the class but points to the student. All repeat	'O lo'o ia 'avea le peni:
Sa ia 'avea le peni!	The student places the pen in the past tense section. Point to the student and say to the others. All repeat	Sa ia 'avea le peni.
	Repeat with another student and a different object. This time leave the word ia out as being understood. In this case the passive suffix a is omitted.	(i.e.) 'O le'a 'ave le <u>object</u> . 'O lo'o 'ave le <u>object</u> . Sa 'ave le <u>object</u> .
	If time permits, expand the structure in the following way:	
	Teacher places several objects in the future tense section (i.e.) money, matches, cigarettes, key, pen). Teacher indicates to first student that he will take the matches. Indicate a full sentence from him	O le'a 'ou 'avea le afitusi.
' <u>O le a le mea 'o le a 'e</u> 'avea?	Indicate all 'e others are to ask him the question	'C le a le mea 'o le'a 'e 'avea?
	He answers	'O le'ā 'où 'avea le afitusi.
	Teacher moves the matches into the present tense section. First student takes the matches and says	'O lo'o o'u 'avea le afitusi.
O le a le mea 'o lo'o 'e avea?	Teacher indicates a question the others repeat	'C le a le mea 'o lo'o 'e 'avea?
	First student answers	'C lo'o o'u 'avea le afitusi.
	Teacher now takes the matches and places them in the past tense section. First student points to	



them and says...... Sa 'ou 'avea le afitusi.

10 le a le mea sa 'e 'avea? Teacher indicates a question.

The others repeat.....

'0 le a le mea sa 'e avea?

First student answers.....

Sa 'ou 'avea le afitusi.

Repeat with other students and other objects.

SUMMARY REVIEW

'0 lo'o o'u 'avea le tupe. I am taking the money.

Sa 'ou I took

'0 le'a 'ou I will take

'<u>O lo'o</u> 'e 'avea le tupe. <u>You are</u> taking the money.

Sa You took

'0 le'a You will take

'0 lo'o ia 'avea le tupe. He is taking the money.

<u>Sa</u> <u>took</u>

'0 le'a will take

'0 lo'o 'ave le tupe. (He) is taking the money.

Sa took

'0 le'a will take

'O le a le mea 'o le'a 'e 'avea? What thing will you take?

<u>sa</u> <u>did</u>

'o lo'o are taking

قىلىقىلىلىد ئىلىد ئىلىنىڭ ئىلىنىڭ ئىلىنىڭ ئۇلىلىدىن ئۇلىدى ئۇلىدى ئۇلىلىدى بۇلۇنىلىدى ئۇلۇنىلىلىلى ئ**ىلوم بولى**

LESSON TWENTY-FOUR

TOPICS

(a) Negative of the three tenses:

not (future) o le'a le
not (present) e le'o
not (past) e le'i

(b) Continuation of dependent pronouns and 'passive' verbs.

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, cigarette, key), and the 'tense paper' used is the previous lesson.

TIME: 45 minutes

JELLES DE JOSEPHE DE LESSON JOSEPHE LESSON JOSEPHE

Word		Action	Target Response
	,	Review the present past and future by placing a key and a pen on the tense paper. Let the students take the can and respond in each tense. Note: No one must take the key!	(i.e.) 'O le 'a 'ou 'avea le peni. 'O lo'o o'u 'avea le peni. Sa 'ou 'avea le peni.
(Not)	<u>Le</u> !	Point to the key which was not taken. Put it in the future	Le!
	Le 'avea!	Point to the key and motion that you will not take it	Le 'avea!
' <u>O le'a 'ou le</u>	'avea le ki.	Indicate each student is to say a full sentence	'0 le'a 'ou le 'avea le ki.
		Now let one student say	O le'a 'ou le avea le ki.
		All the other students say to him (and point)	'O le'ā 'e le 'avea le kī.

		Let all practice in this way.	
(Not)	Le 'o!	Place the key in the present tense position	Le'o!
	Le'o 'avea!	Indicate that you aren't taking the key	Le'o 'avea!
'Ou te le	'o 'avea le ki.	Teacher indicates that he is not taking the key. All repeat Each student says	'E te le'o 'avea le ki. 'Ou te le'o 'avea le ki. 'E te le'o 'avea le ki.
		Teacher places the key in the past tense position.	
(Did not)	Le'i 'avea!	All repeat	Le'i! Le'i 'avea!
Ou te le	i 'avea le ki!	All repeat	'E te le'i 'avea le kī.
		Let each student say	'Ou te le'i 'avea le ki.
		All the others point and say to him	'E te le'i 'avea le ki.
		Place several objects in the future tense section. (i.e. key, pen, matches, cigarette). Indicate the first student is to take the cigarette. Make him say a full sentence	e '0 le'ā 'ou 'avea le sikaleti.
' <u>0 le'a 'e</u>	'avea le peni?	Indicate a question. All others repeat	'0 le'ā 'e 'avea le peni?
		First student answers with a negative sentence	Leai, 'o le'a 'ou le
		Then a positive sentence	'avea le peni. 'O le'a 'ou 'avea le sikaleti.
		Teacher moves the cigaratte into the present tense section. First student takes the cigarette and says	'0 lo'o o'u 'avea le sikaleti.
<u>0 lo'o 'e</u>	'avea le peni?	Teacher indicates a question. All others repeat	'O lo'o 'e 'avea le peni?
		First student	Lesi, 'ou te lë'o 'avea le peni.

	Positive sentence	'O lo'o o'u 'avea le sikaleti.
	Teacher finally takes the ciga- rette and places it in the past section. First student points to it and says	Sa 'ou 'avea le sika- leti.
Sa 'e 'avea le peni?	Teacher indicates a question. All others repeat	Sa 'e 'avea le peni?
	First student	Leai, 'ou te le'i 'avea le peni.
	Positive sentence	Sa 'ou 'avea le sikalet:
	Repeat with other students and other objects.	
	Point to a student and then to the key in the future section. Indicate he is not to take the key. Look at all the other students and say about him:	
' <u>O le'a le 'avea le ki</u> .	All others repeat this Put the key in the present tense. Again indicate he is not to take it.	'O le'ā lē 'avea le kī.
E le'o 'avea le ki!	All repeat	E le'o avea le ki!
	Finally place the key in the past tense and indicate that the student didn't take the key.	
E le'i 'avea le ki!	All repeat	E le'i 'avea le ki.
	Repeat this structure with another student and different objects.	(i.e.) '0 le'ā lē 'avea le
	Expand this lesson with the other dependent pronouns (pair plural and plurals), and verbs.	object. E le'o 'avea le object. E le'i 'avea le object. (i.e.) O le'a ma le 'avea le object. Ma te le'o 'avea le object. Ma te le'i 'avea le object.



SUMMARY REVIEW

'0 le'a 'ou le 'avea le ki.
'Ou te le'o 'avea le ki.
'Ou te le'i 'avea le ki.

I will not take the key.

I'm not taking the key.

I didn't take the key.

'<u>0 le 'a 'e le</u> 'avea le ki.

'<u>E te le'i</u>

'E te le'i

You will not take the key.

aren't taking

didn't take

'<u>O le'ā le</u> 'avea le kī. <u>B lē'o</u>

(He) will not take the key.

isn't taking

didn't take

E le'i

LESSON TWENTY-FIVE

TOPICS

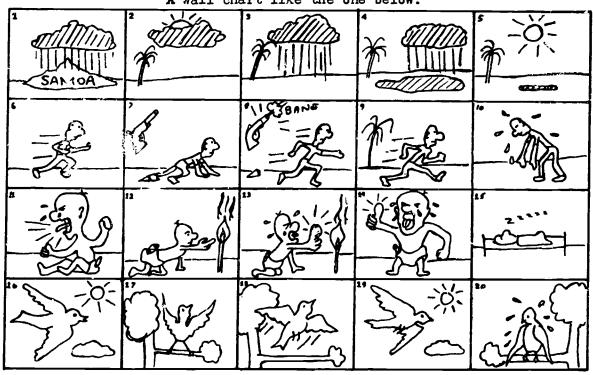
(a) Comparison of the five simple tense	es:
present (always)	He runs E tamo 'e.
present continous (immediate)	He is running'Ua tamo'e.
present continous	He is running '0 lo'o tamo'e.
past	He ran Sa tamo e.
future	He will run 'O le'a tamo's.
(b) The verb 'to do'	fai

METHOD

Silent Way and repetition drill

MATERIALS

A wall chart like the one below:



TDAE: 45 minutes



Word	<u></u>	Target Response
E timu Samoa!	Point to picture No. 1. All repeat.	E timu Samoa!
	Indicate a question Indicate a Yes answer Indicate a No answer	E timu Samoa? 'Ioe, e timu Samoa. Leai, e le timu Samoa.
	Note: Teacher may model these sentences first but the student should be given ample opportunity to discover the proper construction on his own.	
' <u>O le'a timu Samoa!</u>	Point to picture No. 2	'0 le'a timu Samoa! '0 le'a timu Samoa?
	Indicate a Tes answer	'Ioe, 'o le'a timu Samoa.
	Indicate a No answer	Leai, 'o le'a le timu Samoa.
'Ua timu Samoa!	Point to picture No. 3	'Ua timu Samoa! 'Ua timu Samoa?
	Positive answer	'Ioe, 'ua timu Samoa.
	Negative answer	Leai, e le'o timu Samoa. or 'Ua le timu Samoa.
'O lo'o timu pea Samoa!	Point to picture No. 4	'O lo'o timu pea Samoa!
	Question	'0 lo'o timu pea Samoa?
	Positive answer	'Ioe, o lo'o time pea Samoa.
	Negative answer	Leai, e le'o timu Samoa.
	Note: <u>pea</u> should be omitted in the negative.	
Sa timu Samoa!	Point to picture No. 5	Sa timu Samoa!
	Question	Sa timu Samoa?
	Positive answer	'Ioe, sa timu Samoa. Leai, e le'i timu Samoa.
•		or Leai, sa 15 timu Samoa.
	Review all five pictures by pointing to them at randomn and letting the students call out the correct sentence for the picture.	
(Run) Tamo'e!	Point to the picture of the boy run- ning	Tamo * e :
9	450 d m	



E tamo'e le t	Y C	Question Tes answer	No. 6	E tamo'e le tama: E tamo'e le tama? 'Ioe, e tamo'e le tama. Leai, e le tamo'e le tama.
	1	Note: Student show this sentence with	No. 7	'O le'a tamo'e le tama.
	ע 1	tion	. Indicate a ques-	'0 le'ā tamo'e le tama?
	I	Positive answer .	••••••	'Ioe, 'o le'a tamo'e le tama
	1	Wegative answer .	• • • • • • • • • • • • • • • • • • • •	Leai, 'o le'a le tamo'e le tama.
	I	Point to picture l	No. 8	'Ua tamo'e le tama. 'Ua tamo'e le tama?
				'Ioe, 'ua tamo'e le tama.
	1	Wegative answer .	•••••••	Leai, e le'o tamo'e le tama. or Leai, 'ua le tamo'e le tama.
	1	Point to pictur	To. 9	'O lo'o tamo'e pea le tama.
	C	Question		'O lo'o tamo'e pea le tama?
	3	Yes answer	••••••	'Ioe, 'o lo'o tamo'∈ pea le tama.
	1		ted in the negative	Leai, e lē'o tamo'e le tama.
	(Question	No. 10	Sa tamo'e le tama. Sa tamo'e le tama? 'Ioe, sa tamo'e le tama.
	1	No answer	••••••	Leai, e le'i tamo'e le tama. or
				Leai, sa le tamo'e le tama.
(p o) <u>E</u> 1	fai!	Point to picture	No. 6	E fai:
(Will do) 'A	fai!	Point to picture	No. 7	'A *
(Doing) 'Us		-	No. 8	● {\frac{1}{2}}.
		_	No. 9	10
		_	No. 10	Sa fai:
<u> </u>	fai!	Point to picture	No. 6	E fai:
		170	160	

ERIC
Full Text Provided by ERIC

' <u>O le a lana mea e fai?</u>	Draw a question. Use good voice inflection and ask the question and point to picture No. 6. All repeat until they can ask it easily	'. 1e a lana mea e fai?
E tamo'e!	Point to the boy in picture No. 6. Students repeat the question and answer until they can respond easily.	
' <u>Ā fai!</u>	Point to picture No. 7	'Ā fai!
' <u>O le a lana mea 'a fai</u> ?	Point to picture No. 7. All repeat.	'0 le a lana mea 'a fai?
'0 le 'a tamo'e!	Point to the boy in picture No. 7.	'O le 'a tamo'e.
	Review the first question and ans- wer. (E fai).	
' <u>Ua fai.</u>	Point to picture No. 8	'Ua fai!
' <u>O le a lana mea 'ua fai?</u>	Point to picture No. 8	'0 le a lana mea 'ua fai?
' <u>Ua tamo'e</u> !	Point to the boy in picture No. 8.	'Ua tamo'e!
' <u>0 fai</u>	Point to picture No. 9	'O fai.
'0 le a lana mea 'o fai?	Point to picture No. 9	'0 le a lana mea 'o fai?
0 16 o tamo e pea!	Point to the boy in picture No. 9.	'0 lo'o tamo'e pea.
Sa fai!	Point to picture No. 10	Sa fai!
0 le a lana mea sa fai?	Point to picture No. 10	'O le a lana mea sa fo
Sa tamo'e!	Point to the boy in picture No. 10.	Sa tamo'e!
	Review all of these questions and answers by pointing to a picture and indicating a question; then in-	•
	dicating an answer.	(i.e.)_ 'O le a lana mea e fai?
		E tamo's. etc.
(Baby) Pepe!	Point to the baby in picture No. 11	Pepe!
(Cry) <u>Tagi!</u>	Point to the haby crying	Tagi!
•	Now point to the picture No. 11 and and indicate a full sentence Note: If students cannot say this sentence, the teacher may model it.	E tagi le pepe.
C.	161 177	

		Point to picture No. 12 Point to picture No. 13 Point to picture No. 14 Point to picture No. 15 Go over all of these again for	'C le'a tagi le pepe. 'Ua tagi le pepe. 'O lo'o tagi pea le pepe. Sa tagi le pepe.
		review.	
		Point to picture No. 11 and indicate a full sentence question.	0 le a lana mea e fai?
		Indicate a full answer	E tagi.
		Point to picture No. 12 and indicate a full question Note: Make sure students are using the proper verb. Indicate	'O le a lana mea 'a fai?
		an answer	'0 le'a tagi.
		Point to picture No. 13 and indicate a question	'O le a lana mea 'ua fai? 'Ua tagi.
		Point to picture No. 14 and indicate a question	'0 le a lana mea 'o fai?
		Answer	'0 lo'o tagi pea.
		Point to picture No. 15	'0 le a lana mea sa fai? Sa tagi.
		Let the students ask each other about the boy running, or the baby crying using any tenes they choose. The student answering must use the same tense structure as the question.	(i.e.)_ 'O le a lana mea 'o fai? (baby) 'O lo'o tagi pea.
(Bird/animal)	Manu!	Point to the bird in picture No.	Manu!
(Fly)	Lele!	Point to the bird flying	Lele!
		Point to picture No. 16 and indicate a full sencence	E lele le manu.
		Point to picture No. 17 and indicate a full sentence Point to picture No. 18	'O le'a lele le manu. 'Ua lele le manu.
		Point to picture No. 19	'O lo'o lele pea le manu.
		Point to picture No. 20	Sa lele le manu.
	E fai!	Point to picture No. 16 and indicate a question	'O le a lana m 2 'e fai?
		460	



	Indicate an answer	E lele.
	Question for picture No. 17	'O le a lana mea 'a fai?
	Answer	'0 le'a lele.
	Question for picture No. 18	'0 le a lana mea 'ua fai?
	Answer	'Ua lele.
	Question for picture No. 19	'0 le a lama mea 'o fai?
	Answer	'O lo'o lele pea.
	Question for picture No. 20	'0 le a lama mea sa fai?
	Answer	Sa iele.
	Let students ask and answer each other's questions about any picture in any tense.	
'Cu te tamo'e!	Teacher points to himself and picture No. 6. All point to themselves and repeat	'Ou te tamo'e!
' <u>C le a lau mea e fai?</u>	Ask this question of one student and point to picture No. 6 to indicate the student is to assume the identity of the picture. He replies	•Ou te ta ••
	This student repeats the question with another student	'0 le a lau mea e fri?
	That student answers	'Ou te tamo'e.
	Continue this way until all students have answered.	
' <u>O le'ā 'ou tamo'e!</u>	Point to picture No. 7 and your- selr. All point to themselves and repeat	'8 le'a 'ou tamo'e.
0 le a lau mea 'a fai?	Ask one of the students and point to picture No. 7 to indicate the student is to assume the identity of that picture. He replies	'O le 'ā 'ou tamo'e.
	This student now repeat the question with another student	'O le a lau mea 'ā fai?
	The student answers	'0 le' 'ou tamo'e.
	Continue this way until all students have answered.	



'Ua 'ou tome 'e!	Point to picture . 8 and your- self. All point to themselves and repeat	'Ua 'o tamo'e!
' <u>O le a lau mea 'ua fai</u> ?	Teacher asks one student. He are swers	'Un 'ou tamo'e. 'O le a lau mea 'ua fai?
	The other answers	'Ua 'ou tamo'e.
² 5 lo'o o'u tamo'e pea!	Teacher points to himself and picture No. 9. Each student points to himself and repeats	'O lo'o o'u tamo'e pea,
'0 le a lau mea 'o fai?	Teacher asks one student. The student answers	'0 lo'o o'u tamo'e pea.
	This student now asks another the question	'O le a lau mea 'o fai?
	This student replies	'O lo'o o'u tamo'e pea.
	Continue this way until all have answered the question.	
Sa 'ou tamo'e!	Teacher points to picture No. 10 and himself. Everyone points to himself and repeats	Sa 'ou tamo'e.
' <u>O le a lau mea sa fai</u> ?	Teacher asks a student. The student answers This student now asks another student the same question	Sa ou tamo e. 'O le a lau mea sa fai?
	The student replies	Sa 'ou tamo'e.
	Continue this way until all have ans- wered the question.	
	Repeat this proceedure using the picture series of the baby crying ('ou te tagi), and use the other dependent pronouns as well.	



SUMMARY REVIEW

```
E timu Samoa.
                                 It rains in Samoa.
'<u>O le 'a</u> timu Samoa.
                                 It will rain in Samoa
                                     is rainning (starting)
'<u>O lo'o</u> .... pea
                                     is still rainning
                                    rained.
 E tamo e le tama.
                                 The boy runs.
'0 le'a
                                         will run
'Ua
                                          is running (starting)
'<u>O lo'o</u> ....pea
                                          is still running
                                          ran
'E tagi le pepe.
                                 The baby crys.
'0 le'a
                                           will cry
                                           is crying (starting)
0 10°0 ...pea
                                           is still crying
                                           cried.
                                 The (animal) bird flys.
E lole le manu.
0 le 'a
                                                 will fly
                                              is flying
is still flying
'0 le a lana mea e fai?
                                 what does be do?
                                              do
                a fai
                                      will 
                'ua fai
'o lo'o fai
                                              doing (starting)
                                       is
                                              doing
                                      did
                                              do
                                 (He) runs.
E tamo'e.
'0 le'a
                                      will run
¹Uä.
                                      is running
'O lo'o ...pea
                                      is still running
                                      ran
0 le a Leu nea e fai?
                                 What do you do?
                                      etc etc
'Ou te tagi.
                                 I cry.
10 le a ou
                                   will cry
'Ua 'ou
                                   am crying (starting)
'0 lo'o o'u
                                   am crying
Sa 'ou
                                   cried
```



REVIEW DRILL TEN

TOPICS

The five tenses
Passive verb forms

METHO D

Substitution, transformation drills

TIME: 20 minutes

I. Teacher says these command words while doing the appropriate action with a book. Students repeat each word.

ave	take
aumai	bring
tapuni	close
tatala	open
faitau	read

II. Teacher says these commands - students repeat.

'Ave le tusi.	Take the book.
Aumai	Bring
Tapuni	Close
Tatala	Open
Faitan	Read

III. Teacher says these sentences, students repeat after each one.

'Ave le tusi!	Take the book.
'Ou te 'avea le tusi.	I take the book.
' <u>0 le'ā 'ou</u>	will take
'Ua 'ou	am taking
' <u>0 lo'o o'u</u>	am taking
Sa ou	took

Repeat this drill with the other commands.

- 1. 'Aumai le tusi! Bring the book!

 10 te aumaia le tusi. I bring the book.

 10 le a ou will bring etc.
- 2. Tapuni le tusi: Close the book!

 'Ou te tapunia le tusi. I close the book.

 etc etc
- Jen the book!

 Ou te tatalaina le tusi.

 I open the book.

 etc.

 I open the book.

 etc
- 4. Faitau le tusi: Read the book.

 Ou te faitauina le tusi. I read the book.

 etc etc

<u>Ტ₼₮₰₼₼₮₼₼₼₼₼₼₮₮₼₼₼₼₲₼₼₼₼₼</u>



REVIEW DRILL ELEVEN

TOPICS

Dependent pronouns

Plural Verbs

METHOD: Substitution drill

MATERIALS

Flashcards with Samoan on one side and the English translation on the other.

savali	walk
tamo'e	run
n of o	sit
tu	stand
sola	to escape

TIME: 20 minutes

I. Teacher flashes the cards until all the students know all the words.

II. Teacher mo bls the structure first. Students repeat.

Ou te savali : Apia. Ta te savavali i Apia. Ma Tatou Matou	I walk to ' We (2) We (pl) We (pl)
'E te savali i Apia. Lua te savavali i Apia. Tou	You walk to Apia. You (2) walk to Apia. You (pl)
'E savali ' <u>o ia</u> i Apia. La te savavali i Apia. Latou	He walks to Apia. They (2) walk to Apia. They (pl)

Now change the verb and repeat the drill. Remember that all of these verbs change form in plural.

tamo'e i Apia	(tāmomo'e)	run to Apia
nofo i lalo	(nonofo)	sit do wn
tu i luga	(nonofo) (tutu) (sosola)	stand up
sola i A pia	(sosola)	escape to Apia



GRAMMAR REVIEW FOUR

NOTES ON LESSON TWENTY:

*Ua is the tense marker that denotes present tense (and perfect tenses in some cases).

The absence of the verb 'to be' in Samoan, allows the words rainy, sunny, etc, to be used directly with the tense marker to show state of being.

'Ua laofie..... It is summy.

E le'o is used for the negative because this is the common negative for present tense. The word o is short for 'O lo'o. A negative can be constructed with 'ua but this is less common and its meaning is a bit different.

E le timu..... It won't rain. It doesn't rain.

Tau in this lesson means 'weather'.

Fa'apefea is a question word meaning 'now'. It's more common variation is fa'afefea. When asking about the climate of a country, the tense marker E is used to indicate year round rather than immediate time.

> E fa'aperea le tau o Samoa? How is the weather of Samoa? E time. It rains.

Using the 'o marker (short for 'o lo'o) changes the question to the more immediate time.

'O fa'apefea le tau?...... How is the weather (right now)?

The answer could be: 'Ua timu, or as will be seen in Lesson 23: 'O lo'o timu.

NOTES ON LESSON TWENTY-ONE:

Normal Samoan sentence construction places the third person (he, she, it, the boy, John, etc.) at the end of the sentence rather than preceeding the verb as with the other pronouns.

*Ua fiafia le tama...... The boy is happy. 'Ua fiafia ia..... He is happy.

It is much more common however not to use the pronoun or noun at all in the third person if the subject can be assumed as understood.

> 'O fa'apefea le tama? How's the boy? *Ua fa anoanoa..... (He's) sad.

'Ou, 'e are the dependent forms of the personal pronouns: a'u and 'oe. used when the pronouncemes before the werb. The other dependent pronouns are:

> 1a.....they (2) ou....I eyou tatou.....we (pl) matouwe (pl) nahe/she/it



tawe (3	touyou	(p1)
mawe (2	lātouthev	(1q)
luayou ((2)	(1 -)

Notice that most of these are contractions of the personal pronouns and Adearlier. No (he/she/it) is heard less frequently than is the independent form

Te le'o in this lesson is actually three words. Te is the alternate form of E (the present tense marker) which is used after the dependent pronoun. Le is the negative marker meaning not. The word o is short for oloo another present tense marker (see Lesson 23).

It is important to switch to the te form when using dependent pronouns in sentence construction. It is common to hear many Samoans, speaking to a foreigner or children using both thee tense marker and the independent pronoun.

E le'o fiafia a'u..... I'm not happy.

The more grammatically correct structure uses the dependent pronouns.

'Ou te le'o fiafia..... I'm not happy.

Le in this lesson can also be used with 'ua to show immediate negative, but this has a more restrictive meaning.

'Ua 'ou le fiafia..... I'm not happy (at this very moment).

MOTES ON LESSON TWENTY-TWO:

Fia is a multiple meaning word. In this lesson, it is used as a general particle that is normally joined with a verb. Though fia here means 'to desire', 'to wish for', or 'to want to', it is not used independently of a base and is usually translated by its base.

Another word often misused by students in place of <u>fia</u> is the <u>verb mana'o(towant</u>, to desire). The student must realize however that while <u>mana'o</u> is a verb, <u>fia</u> is a verb particle and must be joined with a <u>verb</u> to be in correct usage.

'Ou te mana'o i le tusi..... I want the book.
'Ou te mana'o e 'ai....... I want to eat.
'Ua 'ou fia 'ai....... I am hungry.

'A'ai is the plural form of 'ai. Many Samoan verbs have a plural form. The most common ways of showing plural is for the verb to double one of the syllables or to add the prefix fe. There are some verbs however which change completely as well as those that don't change at all.

 moe
 sleep

 tagi
 fetāgisi
 cry

 alu
 o
 go

 sasa
 to beat

NOTES ON LESSON TWENTY-THREE:

'Avea is the 'passive' form of the verb 'ave (see Lesson 1). The concept of active and and passive verb forms in Samoan is not clearly understood and the existing texts on Samoan grammar have varying views on the actual function of the endings suffixed to verbs such as 'ave. What the student should be aware of at this time is that some (but not all) Samoan verbs take one or more of several endings (i.e:a,ina,ia, fia, gia, etc) to give a passive meaning to the sentence.



The passive endings do not always change the verb to a passive meaning however and this is where the concept becomes complicated and misunderstood. The translation of the sentence used in this Lesson for example is not passive.

'0 lo'o 'e 'avea le peni...... You are taking the pen.

A general rule of thumb can be applied to most cases in which the passive ending must be used. The presence of a direct object (either mentioned or understood) and a dependent pronoun subject which precess the verb usually requires that the ending be used if the verb can take an ending.

'E te tatalaina le fagu...... You open the bottle.

Without the pronoun, the ending is usually absent.

E tatala le fagu?..... Open the bottle?

In addition most past regative statements require the endings on verbs that can take them.

Marsack's, Samoan (Teach Yourself) contains a brief list of some common verbs and their passive endings (pages 129-36). Churchward also lists such a table in his, Samoan Grammar (pages 80 - 84)

The present continuous tense is represented by the marker 'o lo'o. It is very similar to the other present continuous marker 'ua, but with a noticable difference in meaning. 'Us is normally used to describe a temporary state of being or one that has just come about.

'Ua ta'e le fagu...... The bottle is broken (just now).

10 lo'o on the other hand would be used when the state is presently occuring, now and has been for some time.

'0 lo'o timu..... Its raining (still).

A short form of 'o lo'o is 'o which should not be confused with the particle 'o.,

'o 'e fiafia?..... Are you happy?

0'u is the dependent form of a'u (I) used with the marker 'o lo'o.

The past tense marker sa has an alternate marker, na. The difference between these two markers is vague in most existing texts (Churchward for example states that sa implies duration and is used for states, whereas na is used for actions and expressing short duration), and most authors agree that the difference is very slight if at all.

The future tense marker in this Lesson 'o le'a is used to show the immediate future. The student should be careful not to confuse this marker with the idiom for 'what' ('o le a).

The 'c le'a marker is used when the future action or event is about to occur, or will at a definite time.

'O le'a 'amata le a'oga i le lua.... School will start at two.

The present marker e/te is also used with a future meaning but it is an implied and uncertain future and the verb 'going to' can asually be translated into sentence.

With the exception of te, all the tense markers occur before the dependent ore oun.

'Ou te alu 30.

'0 le'a 'ou alu..... ı vill g



It is possible to use the independent pronouns with each of these markers in which case e replaces te and all of the pronouns follow the verb instead of preceeding it as with the dependents.

The student should be aware however that this construction is used mainly where speaking to children and foreigners and is considered less correct that previous construction.

NOTES ON LESSON TWENTY-FOUR:

Negative is expressed with the word <u>le</u> (not). This word can be used with all the tense markers and comes_directly before the verb.

The future and implied future negative are sometimes interchangeable especially if an adverb of time is present.

There are two common negative alternates that itudents should become familiar with.

The present continuous negative is usually expressed with the marker le 'o

(contriction of le and 'o lo'o). Le 'o is used before the verb and with the

e/te marker.

The past negative is usually expressed by marker $\underline{le^{\bullet}i}$ which is also used with the $\underline{e/te}$ marker.

MOTES ON LESSON TWENTY-FIVE:

'ea used in this less: with the 'o lo'o tense is a verbal particle which denotes he continuance of a process or activity. It normally follows the verb.

alu (go)......alu pea (go on continue)

alu (go).....alu pea (go on, continue).
moe (sleep)......moe pea (sleep on).

ai is a multiple meaning word which here means to do. In colloquial speech, the ense markers to loto and to let are abbreviated to to and a respectively when the with the respectively when

The group of box is be doing? is asked in Samoan as:

/(literally)

WORK SHEET NO. FOUR

I. On	nange these sentences f rat to the into the number indicated.	tense indicated and then the new sentences
1.	Ma te fia momoe.	
		_(Singular)
2.	'0 le'ā mātou 'a'ai. ('Ua)	_(Pair)
3.	La te le fiafia.	
	('0 10'0)	_(Plural)
4.	'0 le a lana mea e fai?	(Pair)
5.	Bita le tama ia a'u.	_(Plural)
II. Che	ange these to negative:	
6.	'Ou te fia ta'alo lakapi.	
7.		
8.		
9.	'O lo': tapuni le .e	
10.	'Ou to Choaina le lesona.	
		- die ilos - to know
III. Cor	rrect these sentence:	
11.	Tatou moe i lalo le ta'avale	
13.	B tolu tagata sa 'a'ai	
	'E te 'ave le maile pe leai?	
15.	'0 le'a ma feinu ananafi.	
		r ananafi - yesterday
IV. Chai	nge this story to past tense then	to future tense.
	'Ou te alu i Apia. 'Ou te fa'ata 'oloa'Ou te 'avea la'u tupe i	ua mai la matou mea'ai i le fale- le fa'atau'oloa. 'Ou te'aumaia le te toe alu i lo matou fale. Matcu
	alu - go fa'atau fa'atau'oloa - storekeeper	- buy falebloa - store toe - again



FUTURE:

V. Change this singular story to a plurel story about two people, Simi and Toma;

'O a'u 'o le tama Samoa. Sa 'ou fanau i Apia i le tausaga e
tasi iva lima tasi. E luasefulo tolu o'u tausaga. 'O lo'u
igoa 'o Simi. 'Ou te faigaluaga i le fale'oloa o BP. 'Ou te
le inu pia. 'Ou te le ulaula foii. 'Ou te fiafia e nofo i
Samoa.

fanau (fananau)- to be born; tausaga - yeuro igo - name; fo'i - also; faigaluega - to work at a job.

Plural pair story (ma'ua):

VI. Make up a short story using the words below and any other words previously learned.

I like to drink tea. I drink three cups each day. I buy the tea and sugar at the store. I heat the tea. I pour the tea in my cup. I drink all the tea. Tea is good.

tea-ti; to heat- fa'avevela (fa'avevelaina); pour - ligi; drink all - inu good - lelei.

The Story:

ATARTA SASTING SARAT<mark>I BEGO COGATO CORTA (100 CATO</mark> TATA LA SARATIO TO LO SALATA (113 CESTO SASO CO



THE SAMOAN CONSTRUCTION: 'TO BE'
THE SAMOAN CONSTRUCTION: 'TO HAVE'
FORMAL DEMONSTRATIVES
TO BE LIKE
ADJECTIVES, COMPARATIVE, SUPERLATIVE
CALFIDAR
ADVERBS (OF TIME)



LESSON TWENTY-SIX

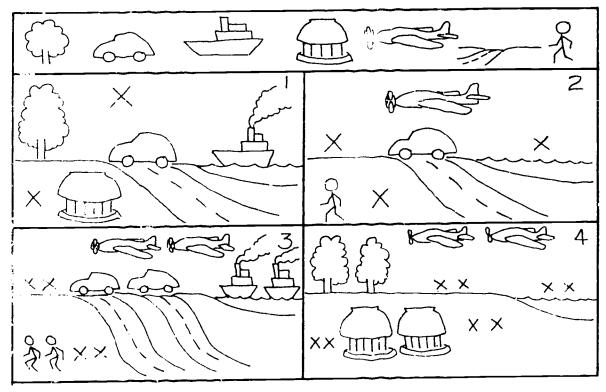
TOPICS

- (a) The Samoan equivalent of:
- (c) deview singular and plural.
- (d) Ordinal numbers:

METHOD: Silent way.

MATERIALS

A picture chart like the one shown below.



TIME: 45 minutes.

19.



Word	Action	Target Response
	Teacher stands before the class and with a pointer begins to point to the objects at the top of the char*.	
(Tree) La'au!	Point to the tree	La'au! 'O le la'au,
(Car) <u>Ta'avale!</u>	Point to the car	Ta'avale! 'O le ta'avale.
(Boat) <u>Va'a</u> !	Point to the boat	Va'a! 'O le va'a.
(House) Fale!	Point to the house	Fale! 'O le fale.
(Plane) Va'alele:	Point to the airplane	Va'alele! 'C le va'alele.
(Road) 'Auala!	Point to the road	'Auala! 'O le auala.
(Person) Tagata!	Point to the person	Tagata! 'O le tagata.
	Review all. Try a 'ew minutes of re- view with question and answer .	(i.e.) 'O le a lea? 'O le va'a! etc.
	NOTE: This next concept is a little difficult to present. The teacher must have patience and continue trying until the students can master the structure. If the meaning lan't apparent to them at first, it will become evident as the lesson progresses.	
(To be) I ai:	Point to the tree in the line above the pictures. Point next to the trees in the other pictures and say i ai. If a picture has no tree in it just shake your head no! As you touch the trees say i ai. Make everyone repeat	I ol¦
	Now again point to the tree in plature No. 1 and indicate a full sent nee (Indicate the <u>to</u> is to be thrown out if they use it in the sentence).	I ai le lā au.
<u>E</u> !	Make everyone repeat	E!



No. 1 and indicate a full sentence. E i ai le la au. Make everyone repeat..... E i ai le la'au. Now point to the car in picture No. 1 and indicate a full sentence.... E i ai le ta'avale. NOTE: Make sure the pronounciation is correct and that they aren't saying 'E 'i 'ai le ta'avale. Repeat this with all the items in Picture No. 1 (i.e.) E i ai le va'a. E i ai le fale. E i ai le auala. Move on the picture No. 2 and continue as in No. 1 (i.e.) E i ai le va'alele. E i ai le tagata. E i ai le ta'avale. Now, point to the picture of an airplane in the list above the four pictures. Then point to the airplane in picture No. 2 and indicate a full sentence E i ai le va'alele. Quickly point to the 'X' in picture No. 1 that shows the airplane is not present in that picture and (To not be) E leai! shake your head no! Make all repeat. E leai! Indicate a full sentence..... E leai se va'alele. NOTE: This sentence may be difficult for some students to construct. If this is the case, then the teacher may model the whole sentence for the students. Point to the 'X' in picture No. 1 that represents tagata. Indicate a full sentence E leai se tagata. Continue this way for each 'X' in pictures No. 1 and 2. (i.e.) . E leai se la'au. E leai se fale. etc. Draw a question. Foint to the tree in the line above the four pictures, then point to picture No. 1 using very clear voice inflection. Ask E i ai se la au? this question: Indicate everyone is to repeat.... E i ai se la au? Nod your head yes and indicate all are to answer..... 'Ioe, e i ai le la au.



Point to the second object in the line, the car. Again point also to picture No. 1 and indicate a full question.... B i ai se ta'avale? Indicate a yes answer 'Ioe, e i ai le ta'avale. Continue in this way with each object in that upper line. Always point to picture No. 1 for the question..... (i.e.) B i ai se va'a? 'Ioe, e i ai le va'a. E i ai se fale? 'Ioe, e i ai le fale. E i ai se va'alele? Leai, e leai se va!alele. etc. Repeat this proceedure with picture No. 2. Now move to pictures Nos. 3 and 4. for the plurals. Point to the picture of the airplanes in picture No. 3 and indicate a full sentence B i ai va'alele! NOTE: This should be easy enough for the students to construct on their own. If not, teacher may model the sentence. Point to the boats (picture No. 3)... E i ai va'a. Point to the roads B i ai auala. Point to the cars E i ai ta'avale. Point to people B i ai tagata. Continue in picture No. 4. Point to the trees. E i ai la'au. Point to the houses..... E i ai fale. Point to the planes..... E i ai va'alele. Now point to the ${}^{1}\underline{X}{}^{1}$ in picture No. 3 representing the trees. Shake your head no. All repeat E leai! Point again to the 'X' and indicate a full sentence E leai ni la au. NOTE: If the students forget to add ni the teacher should just say the word ni for the students. If this doesn't help then the teacher may model the whole sentence.

ERIC

E leai!

E leai ni fale.

Continue pointing to each 'I' in pic-

		Continue with picture No. 4	E leai ni ta'avale. E leai ni'auala. E leai ni va'a. etc.
		Hold up two fingers to show plural and point to the tree in the line above the four pictures and then point to picture No. 3. Indicate a question	E i ai ni la'au? _
		Indicate a negative answer Repeat with the next object in the line (car)	Leai, e leai ni la'au. E i ai ni ta'avale?
		Indicate a full sentence	'Ine, e i ai ta'avale.
		Continue in this way for picture No. 3. Repeat for picture No. 4.	
		Point to the whole area of picture No. 1 and say:	
(Picture)	Ata!	All repeat	Ata!
	•	same gesture	Ata.
		Indicate a full sentence Point to No. 3	'0 le ata.
		Point to No. 4	'0 le ata. '0 le ata.
(First)	Muamua!	Point to the number 1 in the first picture. All repeat	Mua mua !
		and indicate a full sentence	'0 le ata muamua.
(Second)	Lona lua!	Point to the number 2 picture No. 2. Full sentence	Lona lua! 'O le ata lona lua.
(Third)	Lona tolu!	Point to the number 3 in picture No. 3. Full sentence	Lona tolu: 'O le ata lona tolu.
(Last)	Mulimuli!	Point to the last picture	Mulimuli! O le ata mulimuli.
		Review all four numbers.	
		Teacher now points to the tree in picture No. 1 and says:	
<u>E i ai le</u>	la'au!	All repeat	E i ai le la au!
(In) <u>I</u>	<u>:</u>	Make everyone repeat	I!
Le ata mu	amia!	Point to the whole of picture No. 1.	Le ata muamua!
		Again point to the tree, then the whole picture. Indicate a full sentence	E i ai le la au i le
	نـ	LUJ 179	ata muamua.

Repeat this with the other objects and each 'X' in picture No. 1

(i.e.)
E i ai le ta'avale i
le ata muamua.
E leai se tagata i le
ata muamua.
E i ai le va'a i le
ata muamua.
E leai se va'alele i
le ata muamua.

<u>B i ai se fale i le ata lona lua?</u>

Let someone answer

E i ai se fale i le ata lona lua?

Leai, e leai se fale i le ata lona lua.

Indicate that the first student who answered the question may ask another student about any object in any picture......

(i.e.)
E i ai se ta'avale i
le ata lona lua?
'Toe, e i ai le ta'avale
i le ata lona lua.

Continue for the remainder of the class time. Let the students ask about any object and any picture both singular and plural. If time permits, the class can go outside and practice this structure.

SUMMARY REVIEW

E i ai le <u>la au</u>.

ta'avale

va'a

fale

<u>va'alele</u>

auala

tagata

There is a tree.

car

boat

<u>house</u>

<u>plane</u>

road

person

B i ai se <u>la'au?</u>

etc.

Is there a tree?

etc.

'Ioe, e i ai le <u>la'au</u>.

etc.

Yes, there is a tree.

etc.

Leai, e leai se la'au.

etc.

No, there is no tree.

etc.

E i ai ni la'au?

ta'avale
etc.

Are there any trees?

cars
etc

'Ioe, e i ai <u>la'au</u>.

etc.

Yes, there are <u>trees</u>.

etc.

Leai, e leai ni <u>la'au</u>. No, there are no <u>trees</u>. etc.

E i ai le va'a i le ata. There is a boat in the picture.

fale
etc. the picture of the picture of the picture.

E i ai va'alele i le ata <u>muamua</u>. There are planes in the <u>first</u> picture.

| lona lua | second |
| lona tolu | third |
| mulimuli | last

LESSON TWENTY-SEVEN

TOPICS

- (a) The structure to have(e) i ai (la'u)
- (b) Card playing.

METHOD

Drills and follow up activity. The activity is the card game FISH. It is played in the following way:

Shuffle and deal the cards, five per player. The players may look at their cards. The rest of the deck is placed in the center of the table. The object is to accumulate three of a kind or three card straights. These cards are spread out before the player and anyone can then place other cards of the same kind or series on that set. The first person to set down all of his cards is the winner. Play begins on the dealer's right. That player can ask any other player for any single card that he might need in order to complete a set. If the other player has the card in question, he must give it to the player who asked for it. The first player may continue asking for cards until he recieves a 'No' answer. Upon recieving a 'No' answer, that player draws one card from the deck and the next player now asks in the same way. Students must ask and answer in complete sentences in Samoan.

MATERIALS: Playing cards.

TIME: 45 minutes.

I. Introduce the following new words using the cards:

ka jack teine queen sai ace

II. Pass out two cards per student face up before them on the table. Some students should have kings and aces and others queens and jacks. Teacher then models these patterns and points when necessary to explain the meanings. Students repeat.

Bi ai sau ka?

Do you have a king?

teine

sai

ace

siaki

jack

'Ioe, e i ai la'u <u>ka</u> . <u>etc</u>	Yes, I have a <u>king</u> . etc
Leai, e leai sa'u <u>ka</u> . <u>eto</u> .	No, I don't have a king
E i ai sana <u>ra</u> ?	Does he have a king?
Toe, • i ai lana <u>ka</u> . <u>etc</u>	Yes, he has a king.
Leai, e leai sana ka.	No, he has no king.

III. Pass out other cards (i.s. tens, nines, etc) and repeat the drill.

Collect all the cards and play the game FISH.

etc

etc

LESSON IWENTY-EIGHT

TOPICS

- (a) Use of 'to have' with the pronouns.

 We (2) have i ai la tatou....

 We (pl) have i ai la tatou....
- (b) Conjugation of to have

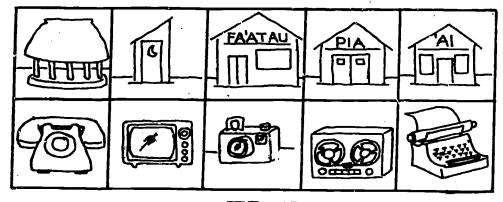
I have E i ai la'u
'O lo'o i ai la'u
'Ua i ai la'u

I had Sa i ai la'u
I will have'O le'ā i ai la'u

METHOD: Substitution drill.

MATERIALS

A large wall chart like the one below. A blackboard.



TIME: 45 minutes.

I. Teacher introduces the new vocabulary by pointing to the proper picture and



pronouncing it's Samoan name.

II. Teacher writes the five tense markers on the board and then models the following patterns for the students. Students repeat. After the students understand
the drill it is only necessary for the teacher to point to the proper picture,
tense marker, or say the new pronoun and the students will automatically change
the sentence.

E i ai lo'u falesamoa.

I have a Samoan house.

lou

You

lona

He has

Sa i ai lo ta faleuila.

We (2) had a toilet.

ma

We (2)

lua

You (2)

<u>la</u>

<u>They</u> (2)

'Ua i ai lo tatou fale'oloa.

We have a store.

matou

<u>We</u>

tou

You

latou

They

'0 lo'o i ai lo'u falepia.

I have a bar.

<u>lou</u>

You

lona

He has

'0 le'a i ai lo ta fale'aiga.

We will have a restaurant.

ma.

We

lua

You

la.

They

B i ai sa'u telefoni?

Do <u>I</u> have a phone?

sau

you

sana

Does he

E leai sa'u telefoni.

I have no phone.

8au

You.

sana

He has



Sa i ai sa ta T.V.? Did we have a T.V.? <u>we</u> you they E le'i i ai sa ta T.V. We didn't have a T.V. We lua la You They 'Ua i ai sa tatou mea pu'eata? Do we have a camera? matou <u>we</u> tou you latou they 'Ua leai sa tatou mea pu'eata. We have no camera. etc etc. '0 i ai sa'u la'au pu'eleo? Do <u>I</u> have a tape recorder? sau you sana Does he E le'o i ai sa'u la'au pu'eleo. I don't have a tape recorder. sau You sana He doesn't O le'a i ai sa ta la'au lomitusi? Will we have a typewriter? <u>we</u> you they 'O le'ale i ai sa ta la au lomituci. We won't have a typewriter. DPA We You They

III. Let the students make up questions using these pictures, all the pronouns, and the five tenses.

SUMMARY REVIEW

E i ai la'u mea pu'e ata. I have a camera. '<u>0 le'a</u> will have have 'Ua <u> 10: 10 '0</u> have Sa/na had E i ai <u>la'u</u> mea pu'eata. I have a camera. lau You He/She/It has a camera. <u>lana</u> la ta We (2) have a camera. <u>₩e</u> (2) la mā You (2) la lua la la They (2) la tatou We (p1) la matou We (p1) You (pl) la tou la latou They (pl) E i ai sa'u mea pu'eata? Do I have a camera? <u>etc</u> e tc E leai sa'u mea pu'eata. I don't have a camera. etc etc



අයත්තයලගේ පල්ලය සට පත්තය සට පත්තර සට පත්තරය සට පත්තරය

LESSON TWENTY-NINE

TOPICS

- (a) Adjectives of colour,
- (b) Formal demonstratives.

this lenei these nei that lena those na that lela those la

- (c) to be like fa'apena, fa'apenei, etc.
- (d) what's it like. fa'apefea, fa'ape'i.

METHOD: Substitution drill.

MATERIALS

Flowers or any small objects of the following colours: red, yellow, green, blue, white, black, brown. Other colours may be added at the teachers discretion.

TIME: 45 minutes.

I. Place the seven different coloured flowers on the table. As the teacher says each sentence he performs on explanatory action. Students repeat after each example. Note: If you can't find black or brown flowers, make them out of paper.

'O le fugălă au mimi. It's a flower. It's a red flower.

samasama

lanumeamata

lanumoana

pa'epa'e

uliuli

ena'ena

brown

1. Ask this question for each flower. Students suswer first, then they ask



and answer each other.

'O le a le lanu o le fugala au renei?

E mumu le fugala au lena. etc

What's the colour of this flower?

Red is (the colour of) that flower.
etc

2. Ask this question for each flower.

O le a le lanu o le fugala au lena?

E mumu le fugala au lena.

What's the colour of that flower?

Red is (the colour of) that flower.
etc

3. Ask this question for each flower.

'O le a le lanu o le fugălă au lela?

E mumu le fugălă au lela.

etc

What's the colour of that flower?

Red is (the colour of) that flower.

etc

II. For this next section, indicate that fa'ape'i and fa'apefea are question words.

When using the words fa'apea, fa'apenei, fa'apena and fa'apela, point to examples of other flowers placed close, near and far away.

(A) 'E fa'ape'i le fugala'au?

E <u>fa'apea</u> le fugala'au.

fa'apenei fa'apena fa'apela What's the flower like?

The flower's like this (here).

this (here)

that (far)

(B) Give everyone a different coloured flower. Place others in various locations (near, close, far). Students rotate asking the questions about their own flower. All the other students respond and point to the flower that matches that student's flower.

1. E fa'ape'I la'u fugala'au?

E <u>fa'apea</u> lau <u>fugala'au</u>.

<u>fa'apenei</u>

<u>fa'apena</u>

fa'apela

What's my flower like?

Your flower's like this.

this that

2. 'O ai e i ai sana fugala'au fa'apea?

E i ai la'u fugala'au fa'apena.

Who has a flower like this?

I have a flower like that.

3. 'O fea 'o i ai se isi fugala'au fa'apea?

Where is another flower like this?

'O le isi lea fugala au fa apena.

Here is another flower like that.

4. E fa'apēfea le lanu o <u>lenei</u> fugala'au? <u>lenā</u>

What's the colour like of this flower?

<u>lena</u>

189

that

E mumu le lanu o le fugălă au lenei. Red is the colour of this flower. that lelathat Repeat with plural flowers. III. (i.e.) 'E fa'ape'i fugala'au nei? What are these flowers like? those those E mumu fugala au nei. These flowers are red. samasama Those yellow lanumeamata Those green lanumoana blue papa'e white ūli black e'<u>ena</u> brown Continue as with the singular drills. SUMMARY REVIEW 'O le fugala au mumu lenei. This is a red flower. samasama yellow lanumeamata green etc etc 'E mumu le fugala au lenei. Red is (the colour of) this flower. that (close) that (far) E fa'apefea le fugala'au? How's the flower like? fa'ape'I Hcw's like? E fa apea le fugala au. The flower's like this (common). fa'apenei this (formal) fa'apena that (close) fa'arela that (far) E mumu fugala au nei. Red is (the colour of) these flowers.

those (close)

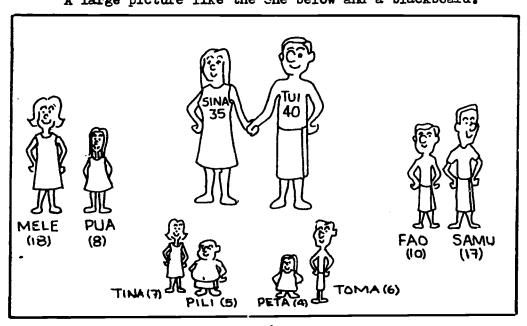
LESSON THIRTY

TOPICS

- (a) Family members.
- (b) Comparative of adjectives i lo.
- (c) Superlative of adjectives sili ona.

METHOD: Substitution drill.

MATERIALS: A large picture like the one below and a blackboard.



TIME: 45 minutes.

I. Place the family picture on the wall.

Tama

(A) Introduce these words by pointing to the respective members and saying the sentence below. Students repeat.

'O Tui 'o le tama.
'O Tui 'o le tama o Fao, o Samu,
o Pua, o Mele, etc.

Father:

Tui is the father.
Tui is the father of Fao, Samu, Pua,
Mele, etc.

Atali'i
'O Fao 'o le atali'i o Tui.
Samu
etc.
191

Son

Fao is Tui's son.

Samu etc.



Afafine Daughter '0 Peta 'o le afafine o Tui. Peta is Tui's daughter. Tina Tina etc etc To 'alua Spouse 'O Sina 'o le to alua o Tui. Sina is Tui's spouse. Tina Mother 'O Sina 'o le tina o Mele, o Pua, Sina is the mother of Mele, Pua, Tina, o Tina, o Pili, etc. Pili, etc. Tama teine Daughter '0 <u>Wele</u> 'o le tama teine a Sina. Mele is Sina's daughter. Pua <u>etc</u> <u>etc</u> Tama tama Son '0 Pili 'o le tama tama a Sina. Pili is Sina's son. Toma Toma etc <u>et</u>c To'alua Spouse '0 Tui 'o le to alua o Sina. Tui is Sina's spouse. Uso Brother '0 Fao 'o le uso o Samu. Fao is Samu's brother. Toma Toma Pili Pili Uso Sister '0 Pua 'o le uso o Mele. Pua is Mele's sister. Tina Tina <u>Peta</u> Pe ta Tuagane Brother '0 Fao 'o le tuagane o Mele. Fao is Mele's brother. Samu Samu etc etc Tuafafine Sister '0 Pua 'o le tuafafine o Samu. Pua is Samu's sister. Mele Mele etc.

(B) Ask and answer question similar to those below.

'0 ai le tama?

Who is the father?

tina mother '0 ai atali'i o Tui? Who are Tui's sons? afafine daughters '0 ai tama tama a Sina? Who are Sina's sons? tama_teine daughters 'O ai uso o Fao? Who are Fao's brothers? Pua Pua's sisters '0 ai tuagane o Pua? Who are Pua's brothers? 'O ai tuafafine o Fao? Who are Fao's sisters? E fia tausaga o Tui? How old is Tui? <u>Sina</u> <u>Sina</u> etc etc By pointing to the proper example in the picture, introduce these words and sentences. la'itiitiyoung matuaold putafat pa'e'ethin 'umitall pu'upu'ushort E matua Tui. Tui is old. <u>Sina</u> Sina **M**ele Mele Samu Samu E la itiiti Tina. Tina is young. <u>Pili</u> Pili Peta. Peta Toma Toma E puta Pili. Pili is fat. Peta Pe ta E pa'e'e Toma. Toma is thin, <u>Tina</u> <u>Tina</u> E 'umi Samu. Samu is tall. Mele Mele



E pu'upu'u Fao. Fao is short. Pua Pua E matua Tui ia Sina. Tui is older than Sina. Samu Fao Samu Fao Mele Pua Mela Pua E la itiiti Sina i lo Tui. Sina is younger than Tui. Fac Samu Ragu Samu <u>Pue</u> Mele Pua Mele E puta Peta i 15 Toma. Peta is fatter than Toma. Pili Tina <u>Pili</u> Tina E pa'e'e Toma i lo Peta. Toma is thinner than Peta. Tina Pili <u>Tina</u> Pili E 'umi Samu i 15 Fao. Samu is taller then Fao. Mele Pua Mele Pua E sili ona matua Tui. Tui is the oldest. la'itiiti Peta Peta youngest puta Pili Pili fattest pa'e'e Toma Toma thinnest umi Tui Tui tallest pu'upu'u Peta

III. Write this story on the blackboard. The students will translate into Samoan together.

THE STORY OF FAC

My name is Fao. I am a Samoan boy. I am ten years old. I live in a Samoan family. There are ten people in our family. Tui is my father, and Sina is my mother. I have three brothers and four sisters. Peta is my youngest sister and Mele is my oldest sister. Three of my brothers are taller than me. Only one brother is shorter than me. I love my family very much.

Peta

smallest

If time permits or as a follow-up-lesson let each student write his own story IV. describing his family. Each student reads his story and the class corrects any mistakes.

SUMMARY REVIEW

'0 le to'alua o Tui.

Its Tuits spouse.



<u>ātali'i</u>	son
<u>afafine</u>	daughter
uso	brother
tuafafine	<u>sister</u>
tama	father
tina	mother
'O le to'alua o Sina.	It's Sina's spouse.
tama tama a	son
tama teine a	daughter
uso o	sister
tuagane_o	brother
tame o	father
tina o	mother
E matua Tui ia Toma.	Tui is older than Toma.
E puta Tui i lo Toma.	fatter
<u>'umi</u>	taller

E sili ona pa'e'e Toma. Toma is the thinnest.

la'itiiti Peta Peta smallest
pu'upu'u Peta Peta shortest



LESSON THIRTY-ONE

TOPICS

- (a) Calendar (names of months, days).
- (b) 'What's the day, date, month.'
- (c) 'What is your birthdate?'

METHOD: Silent way, repetition drill.

MATERIALS: A large Samoan wall calendar.

TIME: 45 minutes.

Word		Action	Target Response
(Year)	Tausaga!	Point to the whole year on the calendar	Tausaga:
(Month)	Masina!	Point to the months	Masina! 0 le masina.
E fia masi	na i le tausag	a? All repeat the question	E fia masina i le tausaga?
••	- .	Students should answer	E sefululua masina i le tausaga.
' <u>O ai le m</u>	asina muamua?	Point to the first month. Indi-	•
		cate a question. All repeat	'0 ai le masina muamua?
(January)	Tanuari!	All repeat	Ianuari: 'O Ianuari le masina muamua.
O ai le ma	sina lona lua	- care se soud month and	
• le tauss	iga:	draw a question. All repeat	'O ai le masina lona lua • le tausaga?
(February)	Fepuari!	All repeat	Fepuari! 'O Fepuari le masina
J.C.		212	

lona lua o le tausaga.

O ai le masina lona tolu O lo tausaga?	Point to the third month and indicate a question. All re-	'O ai le māsina lona
	peat	tolu o le tausaga?
(March) Mati!	All repeat	Mati! 'O Mati le masina lona tolu o le tausaga.
	Point to the fourth month and indicate a question	'0 ai le masina lona fa o le tausaga?
(April) Aperila!	All repeat	Aperila! 'O Aperila le māsina lona fā o le tausaga.
	Continue in this way for all the months. Remember to review from the beginning.	
	Me(May), <u>Iuni(June)</u> , <u>Iulai</u>	
	(July), Aokuso(August), Setema (September), Oketopa (October), Novema (November).	
	The last month can be lona sefululua (twelfth) or mulimuli (last).	
0 ai le masina mulimuli 0 le tausaga?	Point to the last month. All repeat	'O ai le masina muli- muli o le tausaga?
	repeat	_
(December) <u>Tësema</u> !	All repeat	Tesema! 'O Tesema le masina muli- puli o le tausaga.
		
0 ai le masina lenei?	Indicate a question	'O ai le masina lenei?
	Indicate a full sentence answer with today's month	'0'x le masina lenei.
'O ai masina ua te'a o		
le tausaga?	Point to all the months that have past in the year	'0 ai masina 'ua te'a
	Indicate a full sentence	o le tausaga? 'O <u>x, x, x, ma x,</u> (etc) masina 'ua te'a o le tausaga.
'O ai masina 'o lo'o		
totoe o le tausaga?	Indicate a question, point to all the months remaining in	
	the year	0 ai masina 0.100



		Indicate a full answer	'O <u>x,x</u> , ma <u>x</u> etc, māsina 'o lo'o totoe o le tausaga.
(Week)	<u>Vaiaso</u> !	Point to a week unit. Full sentence	Vāiaso! 10 le vāiaso.
(Dey)	Aso!	Point to a day	Aso: 'O le aso.
O ai le ma	sina muamua?	Point to the first month. Indicate a question	O ai le masina muamua?
E fia aso	o Ianuari?	Draw a question and point to January	E fia aso o Ianuari? E tolusefulu tasi aso o Ianuari.
		Repeat for each month, but let the student asks and answer the question without the teach- er modeling it first.	
(Monday)	Aso Gafua!	Point to Monday	Aso Gafual
"O le Aso Ge muamua o le		All repeat	O le Aso Cafua le aso muamua o le vaiaso.
		Point to the second day and indicate a question	'O le a le aso lona lua o le vaiaso?
(Tuesday)	Aso Lual	All repeat	Aso Lua! •O le Aso Lua le aso lona lua o le vaiaso.
		Point to the third day and draw a question	O le a le aso lona tolu o le vaiaso?
(Wednesday)	Aso Lului	All repeat	Aso Lulu: O le Aso Lulu le aso lona tolu o le vaiaso.
		Point to the fourth day	O le a le aso lona fa o le vaiaso?

totoe o le tausaga?



(Thursday) Aso Tofil	All repeat	Aso Tofi: O le Aso Tofi le aso lona fa o le vaiaso.
	Point to the fifth day	O le a le aso lona lima o le vaiaso?
(Priday) Aso Faraile!	All repeat	Aso Faraile: O le Aso Faraile le aso lona lima o le vaiaso.
	Point to the sixth day	O le a le aso lona ono o le vaiaso?
(Saturday) Aso Totonatil	All repeat	Aso Totonati: *O le Aso Totonati le aso lona ono o le vaiaso.
	Point to the <u>last</u> day.	O le a le aso mulimuli o le vaiaso?
(Sunday) Aso Sal	All repeat	Aso Sa: O le Aso Sa le aso muli- muli o le vaiaso.
(Today) Aso!	Point down to indicate "now" and point to today's day on the calendar	45 5 \$
' <u>O le a le aso</u> ?	All repeat	'O le a le aso? 'O le (today) le aso.
(Yesterday) Ananafi!	Point behind you to indicate past and point to yesterday on the calendar	Ananafi !
10 le a le aso ananafi?	All repeat	'0 le a le aso anamafi? '0 le (yesterday) anamafi.
(Tomorrow) Taead!	Point ahead to indicate future time. Point to tomorrow on the calendar	Taeao!
0 le a le aso taeao?	All repeat	'O le a le aso taeao? 'O le (tomorrow) taeao.
O le aso fia le aso?	All repeat	*0 le aso fia le aso?
O le aso (date) le aso.	Point to today's date and say the correct date	O le aso (date) le aso!
10 le aso fia ananafi?	All repeat	O le aso fia ananafi?



'O le aso (date) ananafil Point to yesterday's date.. '0 le aso (date) ananafi! '0 le aso fia taeao? All repeat '0 le aso fia taeao? '0 le aso (date) taeao! 10 le gso (date) taeao! Point to tomorrow's date (Birthday) Aso fānau! Teacher writes his birthdate, month, and year on the calendar. Aso fanau! '0 le a lou aso fanau? Teacher indicates all are to question him '0 le a lou aso fanau? <u>O le aso lua o Mē, tasi</u> le afe iva selau fasefulu ma le fitu! Teacher points to the date he has written: May 2, 1947. All repeat. 'O le aso lua o Me. tasi le afe iva selau fasefulu ma le fitu! Repeat the question with other students. Let them ask and answer each other. Review all

SUMMARY REVIEW

E fia masina i le tausaga? How many months in a year? vaiaso māsina weeks month <u>vāiaso</u> aso days week '0 ai le masina muamua? Who is (what's) the first month? lona lua second mulimuli last 'O ai le <u>māsina</u> lenei? Who is (what's) this month? '0 le a le tausaga lenei? What is this year? aso <u>day</u>

10 le Aso Gafua le aso muamua o le vaiaso. Monday is the first day of the week.

Aso Lulu long tolu Wednesday third



Aso Tofi	lona fa	Thursday	fourth
Aso Faraile	lona lima	<u>Friday</u>	fifth
Aso Totonati	lona ono	Saturday	eixth
Aso 35	mulimuli	Sunday	last

*O le a le aso? What is today?

aso ananafi

was yesterday

aso taeao

is tomorrow

*O le Aso Lua <u>le aso.</u>

ananafi

taeao

Tomorrow will be

*O le aso fia <u>le aso?</u>

etc.

What's <u>todays</u> date?

etc.

*O le aso <u>luasefulu tasi</u> le aso. Today is the <u>twenty-first</u>.

etc

etc

*O le a lou aso fanau? What is your birthdate?

*O le aso muamua o Mati. March first.



LESSON THLRTY-TWO

TOPICS

etc.

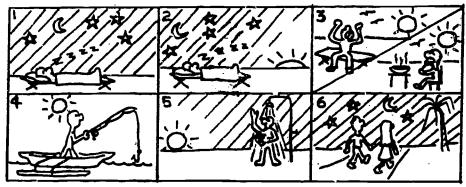
(b) The interrogative adverb 'when'.

past anafea future afea

METHOD: Substitution drill.

MATERIALS

A large chart like the one below.



TIME: 45 minutes.

I. Introduce these new words using the picture.



III. Practice these structures using the pictures.

E moe le tame i le po.

moe pes vaveao

ala taeao

façota aoauli

ta'ele afiafi

The boy sleeps in the night.

wakesearly morningeatsmorningfishesafternoonbatheseveningroamsnight

III. Change the tense marker. Repeat all the pictures with each tense marker.

'O lo'o moe le tama i le po.
etc etc

The boy is sleeping in the night.
etc etc

For the past and future add the words: ananafi and taeao (yesterday and tomorrow).

Sa moe le tama i le po ananafi (anapo). The boy slept in the evening yesterday.

etc

vaveaostill sleptearly morningetcetc

*O le a moe le tama i le po taeao.

moe pea vaveao
etc

The boy will sleep in the night tomorrow.

still sleep early morning etc etc

IV. Continue with the past and future by introducing the words: anafea (past when) and afea (future when).

(A) Draw a question and say the word <u>anafea</u>, then say the sentences below.

O anafea sa moe ai le tama?

When did the boy sleep?

Sa moe i le po ananafi (anapo). He slept in the night yesterday.

Continue with all the pictures using anafea!

(B) Draw a question and say the word afea. Say the sentences below.

'O afea 'o le'a moe ai le tama?

When will the boy sleep?

10 le a moe i le po taeao.

He will sleep tomorrow in the night.

Repeat for all the pictures using afea.

V. Introduce the word fai (to do) with all the tenses starting from the e/te tense.

*O le ā lana mea e fai? (Point to picture No. 1) What does he do? E moe He sleeps.

Use the question for each picture.

Use <u>fai</u> in turn with all the other tenses in the same way using all the pictures each time.

'O le a lana mea 'ua fai?

What's he doing?

10 le a lana mea 'o fai?

What's he doing?



100 le a lana mea sa fai ananafi? What did he do yesterday?
10 le a lana mea a fai taeao? What will he do tomorrow?

VI. Use the other dependent pronouns with the pictures for each tense.
(i.e.)

o lo o d'u moe i le pe.

ia
ta momoe
ma
lus
la
tatou
tatou
tou

latou

I'm sleeping in the night.

You are
He is
We (2) are
We (2)
You (2)
They (2)
We
You
They

Substitute momoepo in the above the pattern for the other verbs below:

momoe pea...vaveac
alataeac
'a'ai.....taeac
fagogota.....acauli
ta'e'eleafiafi
evapo

Repeat this structure with all the other tense markers.

SUMMARY REVIEW

'Ou te alu i le po.

vaveao taeao aoauli

afiafi

I'll go in the night.

early morning morning afternoon

late afternoon

Sa 'ou alu i le po ananafi (anapo). I went yesterday in the night (last night).

ets

'O le'ā 'en alu i le po taeao.

I will go tomorrow in the <u>night</u> (tomorrow etc night).

'O anafea na 'e alu ai?

When did you go?

'O afea 'o le'a 'e alu ai?

When will you go?

°0 le a lana mea sa fai ananafi?

What did he do yesterday?

'O le a lana mea 'a fai taeao?

What will he do tomorrow?



LESSON THIRTY-THREE

TOPICS

Continuation of adverbs of time

METHOD: Substitution drills.

MATERIALS

A large calendar and a wall chart like theone used in Lesson 32.

TIME: 45 minutes.

PART I.

- A. Point to the corresponding days on the calendar to show the meaning of these sentences:
 - 'O le aso tala atu taeao.

The day after tomorrow.

'O le aso tala atu ananafi.

The day before yesterday.

- B. Use the calendar and the wall chart. Teacher models the practice sentences first, students repeat, then students practice with themselves.
 - sau (come) show its meaning with action.

'0 afea 'e te sau ai?

When will you be coming?

Ou te sau i le aso tala atu taeao. I'll come the day after tomorrow.

taeao tomorrow

i le po taeao

tomorrow night

i le vaveao taeao

tomorrow in the early morning

i le taeao taeao

tomorrow morning

i le acauli taeac

tomorrow afternoon

i le afiafi taeao

tomorrow evening



C. Follow the same proceedure:

'O anafea na 'e sau ai i lo matou nu'u? When did you come to our villige?

Na 'ou sau i le aso tala atu ananafi.

I came the day before yesterday.

ananafi

i le po ananafi (anapo)

<u>i le vave</u>ao ananafi

i le taeao ananafi

i le aoauli ananafi

i le afiafi ananafi

yesterday last night

yesterday early morning

yesterday morning

yesterday afternoon yesterday evening

PART II.

A. Using actions practice these new words, or use flashcards.

nei (now)point down to indicate now.

nanei (later).....point down and ahead to indicate later.

ananei (just now).....point down and directly behind yourself.

analeila (earlier today)..point down and further behind yourself.

Teacher models the practice sentences first, students repeat, then students В. practice among themselves.

E fai afea le a oga?

E fai nei le a oga.

nanei

When will school be held?

School will be held now.

later

Na fai anafea le a oga?

Sa fai ananei.

analeilā

When was school held?

It was held just now.

earlier

Change the noun to pati (party), and talaloga (game).

PART III.

A. Use the calendar for this section. Introduce these words by pointing to the proper month and saying the whole sentence.

'O le masina lenei.

Point to this month on the calendar.

last month

next month

Students repeat with vaiaso, and tausaga.

Introduce this next structure by pointing to the proper months on the calendar. В.

> O le masina i tala atu o le masina The month before last.

'ua te'a.

O le masina i tala atu lo le masina The month after next.

Teacher models the practice sentence first, students repeat and then practice C. on themselves.

alu (go) - show it's meaning first with action.

'E te alu afea i Apia? or

When are you going to go to Apia?

'O afea 'e te alu ai i Apía?

*Ou te alu i Apia i le <u>masina</u> 'ā sau.

<u>vāiaso</u>

tausaga

I'll go next month.

week
year

'Ou te alu i Apia i le masina i tala atu b le masina i sau.

vaiaso

I'm going to go to Apia the month after next. week

D. Follow the same proceedure:

Na 'e alu anafea i Apia? or:

When did you go to Apia?

'O anafea na 'e alu ai i Apia?

Na 'ou alu i le masina 'ua te'a.

I went last month before last.

vaiaso tausaga week year

Na 'ou alu i Apia i le <u>māsina</u> i tala atu'o le <u>māsina</u> 'ua te'a.

I went the month before last.

vaiaso tausaga week year

PART IV:

Use the pair and plural forms of the pronouns for the exercise in parts I and III. Remember the plural of alu is o and sau is omai. The question can begin with the pronoun or the adverb.

Lua and Ma:

Lua te omai afea?

When will you (2) come?

Ma te omai i le aso tala atu taeao.
etc

We'll come the day after tomorrow.

etc

10 anafea na lua omai ai?

When did you come?

Sa ma omai <u>i le aso tala atu ananafi.</u>
etc

We'll come the day after yesterday.
etc

Tou and Matou:

O afea tou te o ai?

When will you (pl) go?
We'll come next month.

Matou te o i le masina 'a sau.

week

vaiaso tausaga

year

Na tou o anafea?

When did you go?

Na matou o i le masina 'ua te'a. We went last month. week tausaga year

SUMMARY REVIEW

'0 le aso tala atu taeao. <u>ananafi</u>

The day after tomorrow. before yesterday

'O le vaiaso i tala atu'erle vaiso 'a sau. masina

The week after next.

tausaga

masina tausaga

month year

'0 le vaiaso i tala atu o le vaiso 'ua The week before last.

te'a <u>masina</u>

masina

month

tausaga

Na 'ou sau ananei.

tausaga

I'll go now. later

Ou te alu nei. nānei

analeilā

I came just now.

earlier today

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

20 minutes. TIME:

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

E i ai lana mea pu'eata.

He has a camera.

E i ai sana mea pu'eata?

Has he a camera?

E leai sana mea pu'eata.

He has no camera.

E le'i i ai sana mea pu'eata.

He had no camera.

The sentences:

1. Sa i ai la matou ta'avale.

We had a car.

2. 'O le fale ta avale la e i tua.

The garage is in the back.

3. 'O le'a 'ou i ai taeao i le fusu'aga.

I will be at the boxing tomorrow.

4. 'Ua i ai le mea 'ou te mana'o ai.

There is something I want.

5. E i ai lo'u to'alua.

I have a spouse.

6. Sa i ai le va a ananafi.

There was a boat yesterday.

7. 'O le'ā i ai le malo taeao.

There will be a guest tomorrow.

8. 0 le teine sa i ai i le siva anapo.

The girl was at the dance last night.

9. 10 lo o i ai le avanoa.

There is a space.

10. Ta i ai le fa'alavalave.

There is a problem.

II. Let the students make up their own sentences and continue the drill.

Na matou o i le masina 'ua te'a. We went last month.

valaso
tausaga
year

SUMMARY REVIEW

*O le aso tala atu <u>taeao</u>.

ananafi

The day after tomorrow.

before yesterday

'O le vaiaso i tala atu'erle vaiso 'a

The week after next.

sau. masina tausaga

masina tausaga month year

'O le vaisso i tala atu o le vaiso 'ua The week before last.

te'a <u>māsina</u>

masina

month

tausaga

tausaga

'Ou te alu nei.

nanei

I'll go now.

later

Na 'ou sau ananei.

analeila

I came just now.

earlier today

REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

GOOGLOCOCARCOCORRESCO CORRESCO CORRESCO CORRESCO DE THE DRILLO CORRESCO CARRESCO CORRESCO CORRESCO CORRESCO CORRESCO CORRESCO CORRESCO COR

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

E i ai lana mea pu'eata. He has a camera.

E i ai sana mea pu'eata? Has he a camera?

E leai sana mea pu'eata. He has no camera.

E le'i i ai sana mea pu'eata. He had no camera.

The sentences:

1. Sa i ai la matou ta avale. We had a car.

2. 'O le fale ta'avale la e i tua. The garage is in the back.

3. 'O le'a 'ou i ai taeao i le fusu'aga. I will be at the boxing tomorrow.

4. 'Ua i ai le mea 'ou te mana'o ai. There is something I want.

5. E i ai lo'u to'alua. I have a spouse.

6. Sa i ai le va'a ananafi. There was a boat yesterday.

7. 'O le'a i ai le malo taeao. There will be a guest tomorrow.

8. 'O le teine sa i ai ile siva anapo. The girl was at the dance last night.

9. 10 lo o i ai le avanoa. There is a space.

10. 'Wa i ai le fa'alavalave. There is a problem.

II. Let the students make up their own sentences and continue the drill.



REVIEW DRILL THIRTEEN

TOPIC: Review of adjectives and adverbs.

METHOD: Expansion drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

I. The teacher writes a short sentence from the list below on the blackboard. The teacher then calls out the words in parenthesis and the students expand the sentence accordingly.

(i.e.)

E alu le tama. (lena, taeao)

E alu le tama lenā.

E alu taeao le tama lena.

The boy is going to go. (that, tomorrow)

That boy is going to go.

That boy is going to go tomorrow.

The sentences:

1. 'O le teine (lapo a, tele)

2. 'Ua momoe tamaiti.(a'oga. so'o)

3. Sa ta'e le ipu (malamalama,

analeila)

4. Tatou te 'aia le pisupo (lana,

lē)

5. Na 'e mce i le fale. (talimalo,

ananafi)

6. 'Ua sa le fanua (lenei, matua)

7. O lona aso fanau. (muamua, lenei)

S. Togi le polo. (lakapi, malosi)

9. Fai le siva. (Samoa, fa'apea)

10. E le sau le pasi (a tatou, toe)

The girl .(big, very)

The chiliren are sleeping (school, always)

The glass broke. (clear, earlier)

Let's eat the corned beef. (his, not)

Did you sleep in the house. (hotel, yesterday)

The land is forbidden. (this, exceedingly)

His birthday. (first, this)

Throw the ball (rugby, hard)

Do the dance (Samoan, like this)

The bus isn't going to come (our. ggain)

II. Let one student make up his own sentence and the rest of the class expand it with an adjective and adverb.





REVIEW DRILL FOURTEEN

TOPIC: Comparative and Superlative.

METHOD: Expansion and transformation drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

I. The teacher writes a set of words on the blackboard and a student expands them into a sentence in the comparative degree. A second student changes that sentence to the superlative degree. All students repeat each new sentence.
(i.e.)

taugata, meli, suka.

expensive, honey, sugar.

E taugatāle meli i lo le suka.

Honey is more expensive then sugar.

E sili ona taugata le meli.

Honey is the most expensive.

The words:

1. 'auleaga, Sina, Tina.

ugly, Sina, Tina.

2. mamafa, u'amea, vavae.

heavy, metal, cotton.

paie, puata, maile.

lazy, pig, dog.

4. faigofie, 'aveta' avale, 'aveva' alele. easy, driving a car, driving a plane.

5. 'umi, niu, la au tipolo.

tall, coconut tree, lime tree.

6. Ma elega. loi. pogaleveleve.

industrious. ant. spider.

7. 'aulelei, Mele, Pua.

pretty, Mele, Pua.

8. faigatā, olaga fa'aamelika,

hard, American life, Samoan life.

olaga fa'asamoa.

light, wood, rock.

māmā, laupapa, ma'a.
 loloto, sami, vaitafe.

deep, sea, river.

II. Let the students make up their own sentences. The class repeats after each new sentence.

- CONSTRUCTION OF THE CONTRACT OF THE CONTRACT



GRAMMAR REVIEW FIVE

NOTES ON LESSON TWENTY-SIX:

I ai normally translates as 'there is/are.' It marks the existence, location or possession of something.

E i ai le fa'alavalave There is a problem.

'O fea 'o i ai le tama? There is the boy?

E i ai lo'u to'alua There is my spouse. (I have a spouse).

The indefinite articles (se, ni) are used for questions and negative statements.

E i ai se fale? Is there a house?

E i ai ni falaoa?..... Is there any bread?

The negative existence is expressed in two ways.

(a) <u>Leai se/ni</u>. <u>Leai</u> is the negative of <u>i ai</u> (perhaps and abbreviation of of <u>e lē i ai</u>). The indefinite articles always follow <u>leai</u>.

E leai se fale..... There is no house.

E leai ni tagata There are no people.

(b) <u>Le'o, le'i</u>. These alternative present and past markers can be used with <u>i ai</u>. (See notes on Lesson 28).

E le'o i ai ni tagata..... There are no people.

E le'i i ai ni tagata..... There were no people.

NOTES ON LESSON TWENTY-SEVEN:

Ka, teine, sai, siaki are the most common names for the face cards. There are variations such as tamaloa (man) for the king and tama (boy) for the jack.

Aside from translating as the English 'there is/are; the structure <u>i</u> ai is the only Samoan way of indicating 'to have'. This is done using the possessive pronouns.

E i ai la'u uo...... There is my friend. or:

I have my friend. or:

I have a friend.

The indefinite possessives are used in questioning and negative statements.

E i ai ni ou tuafafine?..... Do you have any sisters?

E leai sana tupe...... He has no money.



NOTES ON LESSON TWENTY-EIGHT:

The	names	of	most	bui]	lding	i) a	i.e.	banks	, ho	tels,	hospitals	3, (etc) a	are co	ur o qmo	nds of
the	word	fale	hou	ıse)	and	the	func	ction	the	house	serves.	In	most	cases	the:	compound
WOT	is v	mi ti	ten as	a one	· WOI	d.										

When showing possessive (to have) the tense markers are placed before <u>i ai</u> to determine the tense of the utterance.

This also applies to the other functions of i ai as well (existence and location).

Sa i ai le auala muamua There was formerly a road.

'O fea sa 'e i aiWhere were you?

When expressing the negative, leai can be used with all the tense markers.

There are alterntive structures for the past and present formed from the markers <u>le'i</u> and <u>le'o</u>.

'O lo'o leai la'u E le'o i ai la'uI have no
Na/Sa leai la'u E le'i i ai la'uI had no

NOTES ON LESSON TWENTY-NINE:

Lanu means colour. The colours green and blue in Samoan are compound words meaning the colour of unripe things! (lanumeamata), and the colour of the deep sea! (lanumoana). This type of colour description is true for a few other colours as well (lanumoli - orange, lanupiniki - pink) otherwise the word lanu is omitted before the other colours (mumu - red).

Adjectives used attributively follow the noun they describe. Adjectives used predicatively are treated as verbs (i.e. they preced the noun).

*O le fugala au samasama..... The yellow flower.

E samasama le fugala au Yellow is (the colour of) the flower.

Lengt, lena, lela are more formal than the demonstratives found in the first securion of this book. The meanings are very similar to lea, lele, lale.

lena this (here)
lena that (there-close)
lela that (far away)



Fa'ape'i is another question word similar in meaning to fa'apefea and fa'afefea. It's usually translated: 'how is it', 'what is it like'.

The Samoan equivalent of 'like this/that' follows the same pattern described for demonstratives above.

```
fa'apea/fa'apenei ......like this (here)
fa'apena ......like that (there-close)
fa'apela ......like that (there-distant)
```

These can be used for both singular and plural.

'Aumai se mea fa'apena.....Bring me something like that.

'Aumai ni mea fa'apeaBring me some things like this.

Note that some of the colours have plural forms. This is true of many Samoan adjectives.

```
uliuli - ūli .....black
pa'epa'e - papa'e .....white
tele - tetele .....great
```

NOTES ON LESSON THIRTY:

Gender is very important consideration when giving the names of the various members of a family unit. In English one word is usually sufficient to describe a family member, but in Samoan there are usually separate terms for the male and female. There is a complete kinship termnology list in the appendix, so a brief explanation here should be enough.

A man's son and daughter are atali'i and afafine respectively (from the words ali'i, fafine). A man's brother is uso and his sister is tuafafine. A man's wife is referred to as to'alua (also: ava) A woman's son and daughter are called tama tama and tama teine respectively. Her sister is uso and her brother is tuagane. Her husband is called to'alua (also: tane).

Tina (mother) and tama (father) are the same for both sexes as is fanau(child). Note also that fanau. tama teine, tama tama, ava, and tame, are all 'a' nouns rather than 'o' nouns as would normally be expected.

There are no comparative or superlative forms of adjectives in Samoan. (fast, faster, fastest). Comparison is formed using the phrase i lo together with the adjective and the two nouns being compared.

E vave le ta'avale i lo le pasi.... A cer is faster than a bus.

Superlative is usually formed with the phrase sili ona (literally the highest or most), together with the adjectives.



E sili ona me afa Toma i lo latou 'uma...Tom is the heaviest of them all.

There are slight variations of expressing both the comparative and superlative based on the above structures.

(i.e.)

'Ua puta Mele, 'ae pa'e'e Sina..... Mele is fatter than Sina. ('ae - but) E matua Mele iā Sina Mele is fatter than Sina. E aupito lāpo'a Mele iā lātou 'uma... Mary is the fattest of them all.

Some adjectives require <u>ia</u> in the comparative rather than <u>i lo</u> (as with <u>matua</u> above).

NOTES ON LESSON THIRTY ONE:

The words <u>Ianuari</u>, <u>Fepuari</u>, <u>Aperila</u>, and <u>Faraile</u> are sometimes pronounced with an 'l' in place of the 'r'.

When asking the question: What is this month? The interrogative pronoun ai (who) is used. This is usually the case in questions concerning proper names of countries, villages, people and months. It is also possible to ask the same question using $\frac{1}{2}$ $\frac{1}{2}$

*O le a le masina lenei? What is this month?

<u>Lenei</u> used in this lesson means 'now', te'a means past, and totoe (plural of toe) means remaining.

Stressing the last syllable of <u>aso</u> (day) changes the meaning to today (<u>aso</u>). Another way of saying this is: 'O lenei aso, or 'O le aso lenei.

Taeao means both tomorrow and morning.

The question in this lesson: What is your birthdate ('O le a lou aso fanau?) can also be asked:

*O afea lou aso fanau? When is your birthday?

NOTES ON LESSON THIRTY-TWO:

The Samoan day is divided into many more parts than the English day. The times below are relative to the seasons of the year, and it is possible that the names given will vary from person to person.

6	am	_	12 pm:	taeao (morning).
12	mg	_	2 pm:	aoauli (afternoon).
2	тоm	_	6 pm:	afiafi (late afternoon).
6	DIN	_	7 pm:	afiafipo (dusk-night).
7	DIN.	_	12 pm:	po (night).
12	, DIM	_	6 am:	vaveao (early morning).

Anapo is the more common way of saying 'last night'. Note the prefix and which gives the root word a past meaning.

anapo	last	night .	
anataeao	this	morning	(past).
anafea	when	(past).	



The word <u>ananei</u> is very common in everyday speech but is probably a relatively new word since many Samoans still use the word <u>nei</u> for the same meaning.

It is important to use the proper form of 'when' in Samoan. Afea always refers to future, anafea to past.

NOTES ON LESSON THIRTY THREE:

Tala atu means 'beyond' or the other side of (as opposed to tala mai - 'this side of' or 'towards ma') It is used in both the past and present to describe the day, week, morto, or year before or after.

- *O le aso tala atu taeao... The day (beyond) after tomorrow.
- *O le aso tala atu ananafi.. The day (beyond) before yesterday.
- O le masina i tala atu o The month (teyond) after next. le masina a sau.

The preposition <u>i</u> is used before <u>tala</u> atu in sentences where the subject word (<u>aso</u>, <u>masina</u>, <u>tausaga</u>, etc) is repeated as in the example above with <u>masina</u> but not in the first two sentences where <u>aso</u> is not repeated.

Note the word order in the questions using afea and anafea. If the sentence begins with the adverb, the particle ai must follow the verb.

'O anafea na 'e sau ai?....When did you come?
Na 'e sau anafea?..... When did you come?

'A sau is short for 'O le'a sau.

'0 le tausaga 'a sau...... The year that will come. (next year).

Lea is often used to describe future as well as past time depending on the context.

- 10 le tausaga lea Next year.
- 10 le tausaga lea Last year.



234

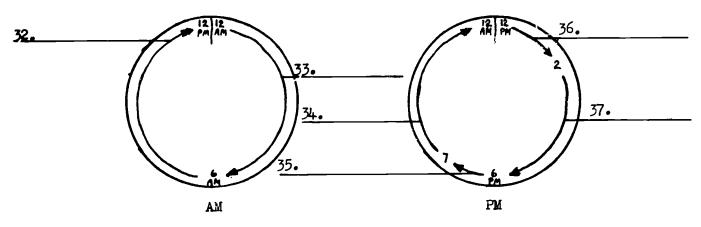
WORK SHEET NUMBER FIVE

I.	Tra	nslate these sentences to Samoan.						
	1.	There are three days remaining.						
	2.	I have no brothers.						
	3.	I have two sisters.						
	4.	Our father is in New Zealand.						
	What is your friend like?Do it like this.Bring something like that.							
	8.	How old is your mother?						
	9.	Who is older you or your sister?						
1	0.	The Samoan flag (fu'a) is red, white, and blue						
TT.	Mak	e complete sentences from each group of words.						
	11.	Tatou, momoe, nanei						
1								
1	2.	Tatou, momor, nanei						
1	3.	Tatou, momor, nanei						
1 1 1	2. 3. 4.	Tatou, momor, nanei						
1 1 1	3. 4.	Tatou, momor, nanei						
1 1 1 1	3.4.5.6.	Tatou, momor, nanei. Anafea, 'oulua, fa'atau? Ou, sau, ananei. Le'i, 'ai, analeila, tama. Matou, toe fo'i (return), tausaga 'a sau. Oti, tamaloa, aso tala atu ananafi.						
1 1 1 1	3.4.5.6.7.	Tatou, momor, nanei						
1 1 1 1 1 1	2. 3. 4. 5. 6.	Tatou, momor, nanei. Anafea, 'oulua, fa'atau? 'Ou, sau, ananei. Le'i, 'ai, analeila, tama. Matou, toe fo'i (return), tausaga 'a sau. Oti, tamaloa, aso tala atu ananafi. Samasama, la (sun). Samasama, tifaga, ananafi?						
1 1 1 1 1 1	12. 3. 4. 5. 6. 7. 8.	Tatou, momor, nanei						
1 1 1 1 1 2	12. 3. 4. 5. 6. 7. 8.	Tatou, momor, rānei						
1 1 1 1 1 1 2 III.	2. 3. 4. 5. 6. 7. 8. 9. Write	Tatou, momor, nānei						
1 1 1 1 1 1 2 III.	2. 3. 4. 5. 6. 7. 8. 9. Write	Tatou, momor, rānei						



22.	When is your birthdate?
23.	What are the names of the twelve months?
24.	What was last month?
25.	What is the day after tomorrow?
26.	What is the fourth day of the week?
27.	When did you come to Samoa ?
28.	When will you return to America?
29.	What did you do last night?
30.	What did you eat earlier?
31.	Where will you go later?

IV. Fill in the proper parts of the Samoan Day.



IV. Write sentences from these word groups.

Comparative:

38. Toma, rumi, Sione
39. Mele, poto, Sina
40. Maile, fe'ai (fierce) pusi.
41. Amelika, tele, Samoa
· · · · · · · · · · · · · · · · · · ·
Superlative:
Superlative:



GIVING DIRECTIONS

THE WORLD MAP

WORDS OF DOUBT

NEGATIVE COMMANDS

SALUTATIONS AND ENCOURAGEMENT

SAMOAN GERUND AND INFINITIVE MOOD

PASSIVE VOICE

THE RELATIVE PARTICLE AT



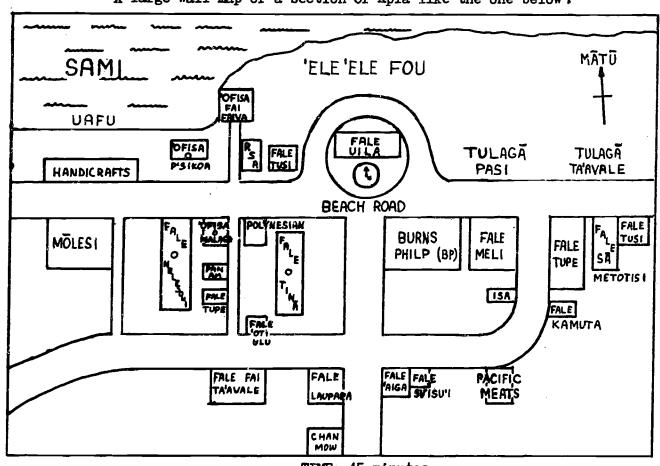
LESSON THIRTY-FOUR

TOPICS: Giving directions.

METHOD: Series drill.

MATERIALS:

A large wall map of a section of Apia like the one below.



TIME: 45 minutes.

1. Introduce these words using the map. As an alternative, flashcards can be used with the Samoan words on one side and the English translation on the reverse.

taumatau - right (side) tauagavale - left (side) liliu - to turn tafatafa - next to i le va - between se'ia o'o - until (you) reach



alu sa'o (fa'asa'o) - to go straight

sopo'ia - to cross (a road)
fa'afeagai - opposite
tulimanu - corner

magafa - four corner intersection

magatolu - three corner intersection

i tai - seaward

i uta - inland

sasa'e - cast

sisifo - west

II. Using the map and tracing the directions with a finger, the teacher reads each sentence, explains its meaning with an action, and makes students repeat. Start at the x and proceed to the locations in questions.

- (A) Mark and x at the <u>falekamuta</u>. Ask the question and make the students repeat. meacher then says each sentence below with appropriate action. Students repeat. (Make sure the students can say each sentence easily before proceeding to the next).
 - (Q) E fa'aperea ona 'ou maua le R.S.A.? How can I find the R.S.A.?
 - (A) Savali i tai se'ia c'o i le Beach Road. Liliu i lou tauagr.vale.

Savali sa'o se'ia o'o i le R.S.A.

'O le R.S.A. e i le itu i tai i le va o le faletusi ma le Ofisa o Pisikoa.

Walk seaward until (you)
reach the Beach Road.
Turn to your left.
Walk straight until (you)
reach the R.S.A.
The R.S.A. is on the seaward side between the
library and the Peace Corps.

Office.

Let all the students practice this drill. Remember that for each sentence the teacher must show an explanatory action using the map.

(B) Follow the same procedure as above. Place an x at the PAN AM office.

(Q) E fa'apefea ona maua le falesa Metotisi? How can I find the Methodist Church?

(A) Savali i tai se'ia o'o i le Beach Road. Walk seaward until (you)

Liliu i lou taumatau. Savali sa'o se'ia o'o i le falesa.

'O le falesa e i le itu i uta i le va o le faletupe ma le faletusi Metotisi. reach the Beach Road.

Turn to your right.

Walk straight until (you)

reach the church.

The church is on the inland

side between the bank and

the Methodist Bookshop.

Let all the students practice this drill.

(C) Follow the same procedure as before. Put an x at the Fishery's office.

222

(Q) E fa'aperea ona 'ou maua le fale 'otiulu?

shop?

(A) Savali i uta ma sopolia le lauala.

Walk inland and cross the road.

How can I find the barber's

Savali sa'o se'ia o'o i le magatolu.

'O le fale 'otiulu la e i le tulimanu i lou tauagavale.

Walk straight until (you) reach the three corners. The barber's shop is on your left corner.

Let all the students practice this drill.

- (D) Follow the same procedure as before. Place an x at the Polynesian Office.
 - (Q) E fa'apefea ona ou maua se taxi?

How can I find a taxi?

(A) Savali i sasa'e ma sopo'ia le māgatolu i luma o le uati.

Walk east and cross the three corners in front of the clock tower.

Savali sa'o se'ia o'o i le falemeli. Walk straight until (you) reach

the Post Office.

'O le tulagă taxi la e fa'afcagai ma le fale meli.

The tari stand is opposite the Pest office.

- (E) Follow the same procedure as before. Place an x at the Pacific Meats.
 - (c) E fa'apefea ona 'ou maua le'Ofisa PAN-AM?

How can I find PAN-AM Office?

(A) Savali i sisifo ma sopo'ia le magafa. Walk west and cross the four

corners.

Savali pea i sisifo se'ia o'o i le māgatolu.

reach the three corners.

Liliu i tai.

Turn seaward. Walk straight until (you) reach

Savali sa'c se'ia o'o i le'Ofisa

the PAN-Al' office. The PAN-AM office is next to the

bank.

Continue walking west until (you)

'O le 'Ofisa PAN-AM la e i tafatafa o le faletupe.

Let all the students practice this drill.

III. Let the students construct their own questions and answers using the map. Remember that for each sentence they construct, an appropriate action must be performed with the map.

SUMMARY REVIEW

E fa'apefea ona 'ou maua le R.S.A.?

How can I find the R.S.A.?

Savali i tai

<u>inland</u>

sasa'e

east

Walk seaward

sisifo

uta

west

Liliu i lou tauagavale, taumatau

24 i

Turn to your <u>left</u>

Savali se'ia o'o i le magatolu.

magafa

Sopo'ia le auala.

'0 le faletupe la e i tafatafa o le falemeli.

'O le R.S.A. la e i le va o le ofisa o Pisikoa ma le faletusi.

'C le tulagapasi la e fa'afeagai ma Burns Philp. Walk until you reach the three

corners.
four corners

Cross the street.

The bank is next to the Post

Office.

The R.S.A. is between the Peace Corps Office and the

Library.

The bus stop faces (is opposite) Burns Philp.

OCCUPATION OF THE PROPERTY OF

LESSON THIRTY-FIVE

10PIC: World map.

METHOD: Substitution and mimicry drills.

MATERIALS: A sic map of the world.

Lusia - Russia

TIME: 45 minutes.

I. Introduce these new words using the map.

atumu'u - country

Ausetalia - Australia

Falani - France

Fiti - Fiji

Iapani - Japan

Kanata - Canada

Niu Sila - New Zealand
Peritania - Britian
Saina - China
Samoa - Samoa
O le Unaite Setete - The United

States.

vasa - ocean
Pāsefika - Pacific
'Atalani - Atlantic
'Initia - Indian
'Ātika - Artic
'Anetātika - Antartic

konitineta - continent
'Aferika - Africa
'Amelika - America
'Asia - Asia
'Europa - Europe
'Ausetalia - Australia

II. The teacher models these drills, students substitute the underlined words. Use the map.

(A) 'O ai le atunu'u lea?

'O 'Ausetalia le atunu'u lena.

Falani

Fiti

etc

Who is (what 's) this country?
That country is Australia.
France
Fiji
etc

(B) 'O ai le vasa lenei?
'O le <u>Pasefika</u> le vasa lena.
'Atalani
etc

What is this ocean?
That ocean is the <u>Pacific</u>.

<u>Atlantic</u>
<u>etc</u>

III. Introduce these words.

fa'afanua - map (point at the whole map)

sasa'e - east (point to the map's left)

matu - north (point to the top of the map)

saute - south (point to the bottom of the map)

sasa'e - east (point to the map's right)

right)

equator)



The teacher models these statements and questions, students repeat.

(A) '0 matu o le fa'afanua.

South

sasa'e

North of the map.

South

East

sisifo West

(B) 'O fea e i ai Samoa? Where is Samoa?

Niu Sila

'Ausetālia

Fiti

Where is Samoa?

New Zealand

Australia

Fiji

O Samoa e i saute o le ekueta. Samoa is south of the equator.

Niu Sila etc. Samoa is south of the equator.

(C) *O fea e i ai Kanata? Where is Canada?

Lusia

le Unaite Setete the United States

Canada is north of the equator.

Lusia

Russia

The United States

(D) *O fea e i ai <u>Saina?</u> Where is <u>China?</u> <u>Japan</u>

O Saina e i sisifo o'melika. China is west of America. Japan

(E) '0 fea e i ai <u>Peretania?</u> Where is <u>Britian?</u> France

O Peretania e i sasa'e o'Amelika. Britian is east of America.

Falani France

IV. Teacher models these statements and questions, the students repeat. Introduce the following words.

itu - side i le va - in between

(A) C fea e i ai le Unaite Setete? Where is the United States?

Kanata Canada

O le <u>Unaite Setete</u> e i le itu matu <u>The United States</u> is in the north of America. O'Amelika.

Kanata Canada

(B) '0 fea e i ai <u>Falani?</u> Where is <u>France?</u> Peretania Britian



*0 Falani e i le itu i sisifo o Europa.
Peritania

<u>France</u> is in the west of Europe.

<u>Britian</u>

Continue in this manner for the other countries and continents.

(C) O fea e i ai le vasa <u>Pasefika?</u>

<u>Atalani</u>

Initia

Where is the <u>Pacific Ocean?</u>
<u>Atlantic Ocean</u>
Indian Ocean

'O le vasa <u>Pasefika</u> e i le va o <u>Asia</u>
ma <u>'Amelika</u>.

ma <u>Amelika</u> Amelika ma <u>Europa</u>

Atalani 'Amelika ma' Europa
Initia 'Aferika ma' Ausetalia

The Pacific Ocean is between Asia and America.

Atlantic Ocean America and Europe.

India Africa and Australia

(D) 'O fea e i ai le kometineta o 'Amelika?

'Āsia 'Europa 'Aferika 'Ausetālia Where is the continent of America?

Asia Europe Africa

Australia

O le konetineta o Amelika e i le va o le vasa Pasefika ma le vasa Atalani.

Asia o le vasa Pasefika ma le vasa Atalani
Luropa o le vasa Atalani ma Asia
o le vasa Atalani ma Asia
o le vasa Atalani ma Luropa
Initia.

The continent of <u>America</u> is between the <u>Pacific and Atlantic</u>.

Asia Pacific Ocean and Europe
Atlantic Ocean and Asia
Atlantic Ocean and Indian
Ocean

'Ausetālia o le vasa Pāsefika ma le vasa Australia Pacific Ocean and Indian
'Initia Ocean.

V. Let the students answer each other's questions using the map.

SUMMARY REVIEW

'0 ai le atunu'u lea?

vasa

konetineta

Who (what) is this country?

ocean continent

'O <u>Niu Sila</u> le atunu'u lea. Fiti

etc.

That country is New Zealand.

Fiji etc

O Hawaii e i matu o Samoa.

Toga saute
'Amelika sasa'e
Niu Sila sisifo

Hawaii is north of Samoa.

TongasouthAmericaeastNew Zealandrest

'O fea e i ai Falani?

'O Falani e i le itu i sisifo o le konetineta o'Europa. Where is France?

France is in the west of Europe.

'O Falani e i le va o Peretania ma Siamani. France is between Britain and Germany.

LESSON THIRTY-SIX

TOPICS:

Words of doubt:

(a) maybe masalo

(b) probably atomu

(c) probably not ailoga

(d) to be likely fa'amata

(e) to suppose ratea

METHOD: Substitution drill.

MATERIALS:

A blackboard and flashcards for the new vocabulary.

masalo maybe
mafutaga gathering
atonu probably
ailoga probably not
fa'amata to be likely
matea to suppose
sa'o correct
sese wrong

TIME: 30 minutes.

I. Masalo - maybe

Masalo e 'amata le lotu i le tolu.

Maybe the church starts at three.

fono meeting
a'oga school
mafutaga gathering

Change e to past (sa/na) and then future ('o le'a).

Masalo 'ou te toe fia 'ai nanei. Maybe I'll be hungry again later.

i le aoauli
i le afiafi
i le po
at night
taeao
tomorrow



Change ou to ma and matou. Remember to change to the plural verb ('a'ai).

II. Atonu - probably

'Atonu sa timu analeila.

ananafi anataeao anapo It probably rained earlier.

yesterday this morning last night

'Atonu e le'i timu analeila.

<u>etc</u>

It probably didn't rain exrlier.

<u>etc</u>

'Atomu 'e te ita i le maile sa 'aiz

lou vae.
lou lima
lou uso
lau ub

Your probably mad at the dog that bit your <u>leg</u>.

hand brother friend

Change to the past tense (sa/na).

III. 'Ailoga - probably not, I don't think

'Ailoga e ulaula le tama'ita'i.

inu pia siva faigaluega I don't think the lady smokes.

drinks beer dances works

Change to plural (tama'ita'i). Remember to change to plural verb forms (ulaula, feinu, sisiva).

'Ailoga e sau le pasi.

va'a va'alele tama I don't think the bus is comming.

boat plane boy

Change the tense to 'ua, sa, 'a (o le'a), and 'o ('o lo'o).

IV. Fa'amata - what do you think, to be likely.

Fa'amata e timu taeao?

laofie vevela Do you think it will rain tomorrow?

be sunny be hot

Change to future tense ('c le'a or 'a),

Fa'amata 'e te sau?

talalo tafao malaga galue

247

Do you think you will come?

roam about travel work

Change 'e to lua and tou. Remember to use the plural verb forms (omai, ta'a'alo, tafafao, galulue).



V. Matea - (I) suppose.

*Ou te matea *e te sa o. I suppose you are right.

iloa know
sese are wrong
pepelo are lying

Change 'e to la and latou.

Ou te matea 'e te le sa'o.

I suppose your not right.

you don't know
your not wrong
pepelo
your not lying

Change to past te se (sa).

VI. Students take turns asking questions and replying using the above structures. If the students wish to know any new vocabulary words the teacher must write the new words on the blackboard as the students ask for them.



LESSON THIRTY-SEVEN

TOPICS

- (a) Negative commands.
- (b) Common vices.
- (c) Reported speech.

METHOD: Substitution drill.

MATERIALS

A blackboard and flashcards for the new vocabulary.

pepelo lie misa quarrel gaoi steal palauvale cursing fiapoto conceit 'aua don't ulavale mischieves sõia desist faitala gossip sā forbidden taofi stop pisa moise fai to say fa'alogogatā. disobedient pa'o to clash about.

TIME: 30 minutes.

CONCERNICATION OF THE LESSON OF CONCERNICATION O

I. 'Aua - don't

One student says:

Another student asks:

Another student asks:

Another student answers:

O le a lana tala?

Na fai mai e 'aua le pepelo.

gaoi

fiapoto
faitala
fusu

Don't lie!

What did he say? He said don't lie.

etc

steal

<u>pisa</u>

be conceited be mischievous

palauvale

gossip

fight

curse

be noisy



etc etc Don't lie! What did he say? He said don't you lie. etc etc Change 'e to lua and tou. Remember to change to the plural verb form (gaoi, fiapopoto, ulavavale, faitațala, fufusu, palauvale). II. Soia - desist, stop. One student says: Another student asks: Another student answers: Soia le pepelo! Na fai mai Simi e soia le 'O le a le tala a fie-ote Simi? pepelo . pa uvale etc pa'ō p**is**a fa alogogata Stop lying! What did Jim say? Jim said to stop lying. being conceited etc cursing being noisy being disobedient Soia 'e te pepelo! O le a le tala a Na fai mai Simi e soia e te pepelo. Simi? etc etc. You stop lying! What did Jim say? Jim say for you to stop lying. etc etc Change 'e to lua and tou. (fa'alogogata - fa'alogogatata). III. Sa - forbidden 'Ua sā ona pepelo. Na fai mai e a? Na fai mai 'ua sa ona pepelo. pisa. <u>etc</u> gaoi inu pia ulaula It's forbidden to lie. What did (he) say? (He) said it's forbidden to lie. make noise etc steal drink beer smoke 'Va sa le pepelo. Na fai mai e a? Na fai mai 'ua sa le pepelo. etc Lying is forbidden. What did (he) say? (He) said that lying is forbidden. Etc etc

'O le a lana tala?

Na fai mai e 'aua le pepelo.

'Aua 'e te pepelo!

IV. Taofi - stop, halt.

Taofi le pasi:

Na fai mai e a Simi? Na fai mai Simi e taofi le pasi.

to siva
ta'avale.

Stop the bus! What did Jim say? Jim said to stop the bus.

meeting
dance
car

Na fai mai e a Simi? Na fai mai Simi e 'aua 'e te taofia

pasi!
etc

tec

Na fai mai e a Simi? Na fai mai Simi e 'aua 'e te taofia

le pasi!
etc

Don't you stop the bus! What did Jim say? Jim said for you not to stop

the bus!

etc

etc

Change 'e to lua and tou.

V. Students take turns making up statements and using reported speech. All new vocabulary should be written on the blackboard.

LESSON THIRTY-EIGHT

TOPICS

- (a) well wishingmanuia
- (b) congratulationsmalo
- (c) thanksfa afetai

METHOD: Substitution drill.

TIME: 30 minutes.

I. Manuia - well wishing

Manuia le	malagat	Have	a	happy	tripi
	Kilisimasi				Christmas
	Tausaga Fou				New Year
	aso fanau				birthday
	fa'amuli				stay behind
	aso				day
	<u>pō</u>				night

Change to the possessive form (i.e. lau/lou: Manuia lau malaga!).

II. Malo - congratulations

Malo le <u>lauga</u> !	Congratulations on the (good) speech!
soifua	life
siva	dance
sausaunoa	entertainment
fa•auli	driving
ta alo	playing
galue	working
taumafai	trying
malaga	trip

Change to:

Malo lava le lauga!	Much	congratulations	on	the	good	speech!
<u>etc</u>						etc

III. Fa'afetai - thanks



Fa'afetai le agaleleil Thanks for the kindness! alofa love fautua advice fa'aāloalo politeness gāsese cooking tapua'i support <u>kuka</u> cooking Fa'afetai i lo tou agalelei! Thanks for your (pl) kindness! lo tou alofa love la tou fautuaga advice la tou fa'aāloalo politeness la tou gasesega cooking la tou tapua iga support la tou kuka cooking Fa'afetai mo le meaalofa! Thanks for the gift! meataumafa food or drink mea ai Pood avanoa chance āsiasi*g*a visit IV. One student gives the salutation, another the response. Malo le soifual Malo fo'i le soifua! Malo le fa'auli! MElo fo'i le tapua'i (support)! Fa!afetai asiasi mai(visit)! Fa'afetai fo'i susu mai (come)! Manuia le aso! 'Ia, manuia fo'i le aso! Malo lava le galue! Malo fo'i le tapua'i! The teacher says the words below. Students add either manuia, malo or falafetai.le malagale fa'auli •••••le alofale soifuale gasesele pesele fesoasoanile sausaunoale aso ·····Kilisimasi

٧.

LESSON THIRTY-NINE

TOPICS

Samoan infinitives and gerunds with ona.

- It is possible to go E mafai ona alu.
- (b) It is proper to speak E tatau ona tautala.
- Is smoking permitted? E taga ona ulaula? (c)
- (d) Have you been long in 'Ua leva ona 'e sau? coming?

METHOD: Substitution drill.

MATERIALS: Blackboard.

TIME: 45 minutes.

THE LESSON

Mafai - to be possible, able. I.

> E mafai ona 'ou nofo i'inei? Is it possible for me to sit here? there there there here there there

Change ou to ma and matou (pl. nonofo).

E le mafai ona 'e nofo i'inei. It's not possible for you to sit here. ina there ete. etc

Change 'e to lua and tou.

E mafai ona inu le mea lena? Is it possible to drink that? 'ai eat lamu

chew folo **swallow** ati bite fa!amalu digest 236

E le mafai ona inu le mea lena. It isn't possible to drink that. etc etc II. Tatau - to be proper, fitting, should. 'Ua tatau ona 'ou'alu i le lotu. It is proper for me to go to the service. a oga school fono meeting fa'amavaega going away party feast Change 'ou to la and latou. (plural of alu - 0). E le tatau ona 'e alu i le lotu. It's not proper for you to go to the service. a'oga school etc. etc. Change to: E le tatau ona ia alu i le lotu. Its not proper for him to go to the service. etc. etc. Sa tatau ona tautala. It was proper to speak. pese sing siva dance mce sleep E le'i tatau ona tautala. It wasn't proper to speak. etc etc III. Taga - to be permitted.

Is smoking permitted? 'Va taga ona ulaula? drinking beer inu pia siva dancing tautala talking

Smoking is not permitted. E le taga ona ulaula. eto etc

E taga ona ma o i le tifaga? Are we permitted to go to the movie? fusu!aga fono siva

E le taga ona lua o i le tifaga. Its not permitted for you (2) to go to the movie. etc. etc.

hoxina

me sting

IV. Leva - to be a long time.

255

Has it been long for you to come to 'Ua leva ona 'e sau i Samoa? Samoa?

ofo stay in aigāluega work in arrive in

E le'i leva ona 'ou sau 'i Samoa.

It hasn't been long for me to come to Samoa.

etc

<u>etc</u>

'Ua leva ona ma masani.

uo omai fa'atal It's been a long time for us to be

be acquainted.

be friends

come

be waiting be talking

'Ua leva ona tu'ua le a'oga?

fono lotu māfutaga Has the school been over for a long time?

meeting service gathering

Leai, e le'i leva ona tu'ua le a'oga. No, it hasn't been long since school was over.

<u>etc</u>

etc

V. Students take turns making up questions and answers using the structures in this lesson. All new vocabulary should be written on the blackboard.

LESSON FORTY

TOPIC: Passive voice.

METHOD: Transformation drills.

MATERIALS:

Flashcards for the new vocabulary and a blackboard.

f. t	.4	tic	shoot feed chase	fauto build fa'afefe fa'afouto repair sasa talepeto break ta'e	to	beat
es. Rec _{ió} .	1400C			fasito beat fufulu su'eto look fa'aaoga		
ote	•••••	to	scold	for tipi	to	cut

TIME: 45 minutes.

I. The teacher models the sentences in both active (left margin) and passive (right margin). Students repeat. Repeat the drill saying only the active sentence, the students transform it into passive voice.

(A) 'O le tama na <u>fanaina</u> le pua'a. Na <u>fana</u> le pua'a e le tama.

<u>fafagaina</u>

<u>tulia</u>

<u>taoa</u>

<u>mauaina</u>

<u>maua</u>

The boy shot the pig. The big was shot by the boy.

fedfedchasedchasebakedbakedfoundfound



We buy the food. · The food is bought by us. fix fixed eat eaten prepare prepared (C) 'Va latou fauing le fale. 'Ua fau le fale e latou. fa'afouing fa'afou talepeina talepe They are building the house. The house is being built by them. repairing repaired breaking up broken up (D) '0 le'ā lātou fasia 'oe. '0 le a fasi 'oe e latou. su ea su'e 'otegiaina ote They will beat you. You will be beaten by them. look for looked for scold scolded (E) 'O ai na fa'afefeina le pepe? Na fa'afefe e ai le pepe? sasaina sasa mauaina maua Who frightened the baby? The baby was frightened by who? beat beaten found found The teacher first models both the questions and answers. Students repeat. The teacher then asks the questions and students answer. (A) 'Ua tapuni le fa'amalama? Leai, e le'i tapunia. tatala tatala ta e ta**ei**a fufulu fufulua. Is the window shut? No, it hasn't been shut. open open broken broken cleaned cleaned (B) 'Ua fai le mea'ai? Leai, e le'i faia. ۱ai sauni saunia Was the food fixed? No, it hasn't been fixed. eat**e**n eaten

prepared

prepared

(C) 'O ai na fa'aaogaina lo'u'ofu?

Sasaeina

tipia

gaoi

Who used my clothes?

tore

cut

stole

Your clothes were used by Jim.

tore

cut

stole

III. The teacher writes these word lists on the blackboard. Students to turns making up sentences in either active or passive voice. When a students says his sentence, the rest of the class transforms it into the other voice.

VERBS	nouns	
a'a(to k	cick) aitu	(ghost)
a'e(to a	scend)ā oga	(school)
'amata'amata(to s	start) fono	(meeting)
fa'afefe fa'afefea(to s	scare) ipu	dishes)
gaoi gaoia(to s	steal) lupe	dove)
fufulu fufulua(to w	rash) ma'a	rock)
fanafanaina(to s	shoot) mauga	mountain)
fai faia(to d	o, to 'ofu(garment)
say	r) lima(hand arm)
maua(to fi	nd) pepe(baby)
otetotegiaina(to sc	old) tupe	
sae(to te		girl)
soli solia(to br	eak tala(stery)
la	ws) nu*u	village)
togi togia(to the	row) taui	
tuli tulia(to ch		•
	niu(coconut tree)

LESSON FORTY-ONE

TOPIC: The relative particle ai,

METHOD: Substitution/transformation drills.

MATERIALS

Flashcards for the new vocabulary and a blackboard,

'ino'ino - to hate lama.....night fishing

naifi....knife teutusi...envelope

salu....broom fa'ailoga..stamp

'ili.....fan ti'eti'e...to ride

tete'a...divorce fa amau...engage

TIME: 45 minutes.

THE LESSON

The teacher models the first few sentences in each drill. Students repeat. The teacher then says only the underlined word and the students substitute into the sentence and transform the sentences according to the pattern.

(A) O le fale. 'E te alu i le fale? 'E te alu i ai? tifaga tīfaga 'E te alu i ai? siva siva 'E te alu i ai? lotu lotu 'E te alu i ai?

The house. Are you going to the house? Are you going to it? <u>movie</u> movie Are you going to it? dance dance Are you going to it? service service Are you going to it?

(B) •E te alu i le fale? 'Toe, 'ou te alu i ai. tifaga Leai, 'ou te le alu i ai. siva 'Ioe, 'ou te alu i ai. lotu Leai, 'ou te le alu i ai.

Are you going to the house? Yes, I'm going to it. etc No. I'm not going to it.

(C) 'O fea 'e te alu i ai? 'Ou te alu i le fale. (repeat)

etc Where are you going to? I'm going to the house,

242

movie etc

tifaga

WHO Follow the same procedure as before.



(A) '0 Mele. 'E te alofa ia Mele? 'E te alofa i ai? (repeat with 'ino'ino 'ino'ino students names) <u>fesoasoani</u> fesoasoani fiafia fiafia Its Mary. Do you love Mary? Do you love her? hate <u>hate</u> help help like like (B) 'E te alofa is Mele? 'Toe, 'ou te alofa i ai. 'ino'ino Leai, ou te le 'ino'ino i ai. fesoasoani 'Ice, 'ou te fesoasoani i ai. <u>fiafia</u> Leai, 'ou te le fiafia i ai. Do you love Mary? Yes, I love her. hate No, I don't hate her. help Yes, I help her. like No, I don't like her. (C) 'O ai 'e te <u>alofa</u> 'Ou te <u>alofa</u> iā Mele. 'O Mele 'ou te alofa i ai. i ai? 'ino'ino 'ino'ino 'ino'ino fesoasoani fesoasoani fesoasoani fiafia fiafia fiafia Who do you love? I love Mary. Mary, I love her. hate hate hate <u>help</u> help <u>help</u> <u>like</u> like like III. WHAT/WHICH Follow the same proceedure as before. (A) 0 le naifi. 'E te mana'o i le 'E te mana'o ai? naifi? salu salu (repeat) 'ili 'ili teutusi teutusi fa'ailoga <u>fa'ailoga</u> The knife. Do you want the knife? Do want it? proom mocaq fan fan (repeat) envelope envelope stamp stamp (B) 'E te mana' o i le <u>naifi</u>? 'Ice, 'ou te mana' o i ai. salu Leai, ou te le mana o ai. 'ili 'Ice, ou te mana'o ai. teutusi Leai, 'ou te le mana'o ai. 'Toe, 'ou te mana'o ai. fa ailoga 243

Do you want the knife? Yes, I want it. proom No. I don't want it. etc etc (C) 'O le a le mea 'e te mana'o ai? 'O le <u>naifi</u> (le mea 'ou te mana'o ai). etc What thing do you want (it)? The knife (is the thing I want it). etc WHEN. Follow the same procedure as before. (A) Na 'ou moe anapo. O anafea na e moe ai? 'O anapo na ou moe ai. lama lama lama eva eva eva ma'i ma'i ma'i I slept last night. When did you sleep (at)? I slept (at) last night. fished fish fished wa**med** roam rozmed <u>was</u> sick When were you sick (at)? was sick (E) 'O afea e fai ai le pati? 'O taeao lava e fai ai! 'O taeao lava e fai ai! fusu aga fa amasinoga 'O taeao lava e fai ai! When will the party be held? It will be held tomorrow! boxing (repeat) courtcase V. The teacher models a few sentences. Students repeat. The teacher then says only the first sentence and the students transform it using the particle ai. (A) Na 'ou sau i le va'alele. 'O le valalele na 'ou sau ai. pasi pasi pikiapu pikiapu I came in a plane. The plane is what I came in. bus bus pick-up pick-up (B) 'Ou te fiafia i le palusami. 'O le <u>palusami</u> 'ou te fiafia i ai. palolo palolo fa apapa fa apapa I like <u>palusami.</u> Palusami is (what) I like. palolo Palolo fa arapa Fa apapa (c) Na la fa'aipoipo anafea? 'O anafea na la fatainoipo ai? tete!a tete'a fa amau fa'amau 244

IV.

When were they married?

divorced engaged

When were they married at?

divorced engaged

(D) Tou te fia o i fea?

malaga

ti'eti'e

'O fea tou te f. Ω i ai?

malaga

ti'eti'e

You want to go where?

travel
ride

Where do you (pl) want to go to?

travel
ride

V. Let the make up their own sentences for the class to transfer using ai.

෯෯වියට අවත්තවට අවත්තව කරන වැනිවත්ව කරන විවිත වියාත්ත වියාත්ත වියාත්ත වෙන්න වියාත්ත වියාත්

ERIC

REVIEW DRILLS FIFTEEN AND SIXTEEN

TOPICS: Directions and World map.

METROD: Situational Re-enforcement.

MATERIAL:

A large map of the world and a map of Apia like that used in Lesson 34.

TIME: 30 minutes each drill.

- I. <u>Direction Drill</u>: The teacher gives each student a slip of paper with two map locations written on it. Each student takes a turn directing another student from one location (i.e. falemeli) to the other (i.e. R.S.A.) using the map. Student should use the structures from Lesson 34.
- One person stands before the map and says: 'Where am I?'. The other students ask questions in turn that elicit a 'Yes' or 'No' answer. A 'Yes' answer merits the student another question. When a 'No' answer is received the next student asks the questions. The person can be a country, ocean or continent. Use the structures from Lesson 35.

(i.e.)
PERSON: 'O fea e i ai a'u? Where am I?

STUDENT 1: 'E te i Saute o le'illusta? Are you south of the equator?

PERSON: 'Ioe. Yes.

STUDENT 11. 'E te i sisifo o'Amelika? Are you west of America?

PERSON: 'Ioe. Yes.

STUDENT 1: 'E te i 'Amelika? Are you in America?

PERSON: Leai. No.

STUDENT 2: 'E te i le va o 'Amelika ma Are you between America and Africa?

'Afelika?

PERSON: 'Ioe. Yes.

STUDENT 2: 'E te i le vasa 'Atalani? Are you in the Atlantic Ocean?

PERSON: 'Ioe. Yes.

The student who guessed correctly now comes to the map and answers the questions.

CONTRACTION OF THE STATE OF THE PROPERTY OF T



REVIEW DRILL SEVENTEEN

Use of infinitives and gerunds.

METHOD: Substitution drills.

TIME: 30 minutes.

THE DRILLS

The teacher models the drill, students repeat. The teacher then says only the underlined word(s) and the students substitute.

I. 'Ou te fa'amoemoe ou te alu.

too fo'i i'Amelika. maua le fa'ailoga

'Ou te fia alu.

toe fo'i i Amelika. maua le fa'ailoga.

E mafai ona 'ou alu.

toe fo'i i 'Amelika. maua le fa'ailoga.

II. 'Ou te le mana'o 'e te ulaula.

palauvale mai sau so o tilotilo mai.

'Ou te le fiafia i lou ulaula.

palauvale mai. sau soto tilotilo mai.

E le tatau ona 'e ulaula.

palauvale mai sau so'o ti]otilo mai

III. E le i alu (ia) e gasese le mea ai. 'amata le galuega.

fafaga puata. eva anapo.

E le'i fia gasesea(e ia) le mea'ai. 'Anata galuega.

I hope to go.

return get the prize.

I want to go.

return 🎨 America. get the prize.

It is possible for me to go.

return to America. get the prize.

I don't want you to smoke.

curse at me. come a lot look at me.

I don't like your smoking.

cursing at me. always comming. looking at me.

It isn't proper for you to smoke.

curse at me come a lot look at me

(He) didn't go to prepare the food.

start the work. feed the pigs.

roam last night.

(He) didn't want to prepare the food. start the work.



E le'i fia <u>fafaga</u> (e ia) le <u>pua'a</u>.

<u>eva</u> (o ia) anapō

Ua sa ona ia gasessa le mea ai amata le galuega fafaga pua a eva.

IV. Mā te o e <u>fa'atali se pasi</u>.

<u>mātamata i le tū'uga</u>

<u>fa'alogologo i le lāuga</u>

<u>tātā</u> <u>kitala</u>

'Ua ma fia maua se pasi.

matamata i le tu'uga.

fa'alogologo i le lauga
tata kitala

'Ua leva ona ma fa'atali i se pasi.

matamata i le tu'uga.
fa'alogologo i le lauga.
tata kitala

CONCRETE SE LA CONTRETE DE CO

(He) didn't want to feed the pigs.

roam last night.

Preparing the food by him is forbidden.

Starting the work

Feeding the pigs

Roaming about

We went to wait for a bus.

watch the race.

listen to the speech.

play guitars

We went to get a bus.

watch the race.

listen to the speech
play guitars

It's been a long time for us to

wait for a bus.
watch the race
listen to the speech
play guitars

REVIEW DRILL EIGHTEEN

TOPIC: Passive voice.

METHOD: Combination drills.

MATERIALS: Blackboard.

TIME: 30 minutes.

The teacher writes these 10 word sets on the board. The students take turns forming complete sentences from them in both active and passive voice.

(1.e.)

atala, fale oloa, tamaloa.

open, store, man .

Na tatala le fale oloa e le tamaloa. The store was opened by the man.

'O le tamaloa na tatalaina le fale'oloa. The man opened the store.

The sentences:

1. faitau, tusi, tamaa'oga. read, book, schoolboy.

2. 'ave, pasi, Simi. drive, bus. Simi.

3. tago, tupe, pepe. touch, money, baby.

4. a'oa'o, Gagana Samoa, papalagi. learn, Samoan Language, foreigner.

5. foa'i, meaalofa, teine. return gift, girl.

6. fa'avela, mea'ai, lo'omatua. cook, food, old woman.

7. lafo, tusi, Pita. mail, letter, Pita.

8. fa'alaga, letio, tama ulavale. ruin, radio, mischevious boy.

9. fa'atau, ta'avale, matai. buy, car, chief.

10. teu, fale, fafine. arrange, house, woman.

GRAMMAR REVIEW SIX

NOTES ON LESSON THIRTY FOUR:

The most common directional terms in Samoan are seaward (tai) and inland (uta). Unless the object being located is described in reference to some the object (next to, behind, etc), the words above are preferred over left, right, east, west, etc. This is even true miles inland where the sea is not visible but its direction is known.

The question used in these drills (<u>E fa'apefea ona 'ou maua le R.S.A.</u>? etc) can be asked other ways but the one above will usually elicit directions rather than location of the place in question.

- 'O la e i tafatafa o le faletusi... Its next to the library.

Setia oto is a commonly used idiom for tuntil reaching.

Fa'atali se'ia o'o i le lima.....Wait until it reaches 5 (o'clock).

The word <u>liliu</u> (turn) is properly applied to people. There are two other important words meaning turn.

Afe is normally use for vehicles or when the turn is a change of normal direction.

Afe i le isi auala..... Turn off on the other street.

Fatasaga is used to mean face a direction.

Fa'asaga mai!..... Turn (face) to me!

The words <u>magafa</u> and <u>magatolu</u> are derived from the root word <u>maga</u> meaning 'fork or branch' Thus the word <u>magafa</u> means the point of four branches (roads), and <u>magatolu</u> the point of three branches. In Samoan, one would refer to the next four road branch (<u>magafa</u>) rather than 'the next road.'

The phrase is facing in Samoan uses the word with (\underline{ma}) where in English one would not normally use a preposition.

- 'O la e fa'afeagai ma le faletupe..It's facing the bank.
- Va means space between. This is a common idiom that is applied to almost any subject.
 - *0 le va o ou taliga..... The space between your ears.



NOTES ON LESSON THIRTY-FIVE:

Notice the use of the phrase cai rather than to lea when referring to countries, oceans, etc.

The student should be aware by now that 'o ai is used in reference to most proper nouns rather than 'o le a (what).

The demonstrative pronoun (12) of Lesson 11, is not used when locating these geographical terms with the map.

- 'O Fiti e i saute o le 'ekueta.... Fiji is south of the equator.
- 'O Simi la e i fafo...... Jim is outside.

Note also the use of the phrase e i ai (is) in the question:

'O fea e i ai Kanata? Where is Canada?

This can also be asked with the 'o lo'o tense marker.

'O fea 'o i ai Kanata?..... Where is Canada?

The four compass points can be used as nouns, adjectives or adverbs in Samoan. As a noun, they take the particle $\underline{\bullet}$, as adjectives they take the preposition \underline{i} and follow the noun; and as adverbs they take the preposition \underline{i} and follow the verb or word they modify.

- 10 matu o Samoa The north of Samoan. (noun)
- 'O Samoa i Sisifo Western Samoa. (adjective)

Na 'ou malaga i saute o Samoa. I travelled south of Samoa. (adverb)

The student should note that the last syllable of some of the directional words are stressed to express greater distance.

Similarly, the prefix ga is joined to certain words to express short distances,

gatai a little towards the sea.

gā'uta..... a little inland.

gaga'e a little to the east. (infrequent)

gagaifo a little to the west. (infrequent)

Churchward notes that the word sasa'e is derived from a'e (up) and sisifo from ifo (down) referring to the rising and setting of the sun in the east and west.

NOTES ON LESSON THIRTY-SIX:

Masalo in this lesson can be used as a verb, adverb or noun.

'Ou te masalo 'ua alu le tama... I think the boy has gone. (verb)
Masalo 'ua alu le tama..... The boy has probably gone. (adverb)

'O la'u masalo, 'ua alu le tama. My opinion is the boy has gone. (noun)

The adverb 'atonu is an idiom which is probably derived from the words (future) and tonu (to be agreed or decided). 'Atonu begins the sentence.

Atomu la te omai taeao...... They will probably come tomorrow.



* <u>folloga</u> is sugther idiom that may well be a combination of the words 'a (future) and 'ilega (from ta'ile - I den't know)

'Ailoga e sau le pasiThe bus probably won't come.

is amata comes from the root mata (to look like or have the appearance of being). It normally translates with the word 'you' understood.

Fa'amata'ua 'uma le lotu?......Do you think the service has ended?

<u>Matea</u> is the 'passive' form of the verb <u>mate</u> (to guess). The position of <u>mate</u> in the sentence many times determines the form that should be used. (See notes on Lesson 23 related to Samoan Passive Voice).

'Ou te matea e tatau ona 'ou alu. I suppose I should go. Mate mai lo'u igoa......Guess my name.

NOTES ON LESSON THIRTY-SEVEN:

'Aua and soia are very close in meaning. 'Aua generally commands that an action not take place while soia puts a stop to an action that has already started. In some situations however either could be used interchangably ('aua le pisa/soia le pisa)
Both'aua and soia can be used three ways:

- (3) With ne'i (lest) with or without a pronoun. This construction is not very common.

'Aua lava ne'i 'e tautala......Don't you talk.

Sa can be used with ona or the definite article le to form the infinitive mood or gerund of the main verb. See Notes on Lesson 39 for an explanation of this.

'Ua sa ona palauvale...... It's forbidden to curse.

'Wa sa le palauvale...... Cursing is forbidden.

Taofi meens step and is normally used with nouns where as 'aua and soia are used with verbs.

Taofi le tama!..... Stop the boy!

'Aua l' alu se'i laofie Don't go until its surny.

The student should note that the particle <u>fia</u> can be prefixed to several verbs to give negative characteristics as in <u>poto</u> (clever) - <u>fiapoto</u> (trying to put on cleverness). Some common examples are:

fiasili trying to be a hig shot.

fingled trying to show eff.

fiatagata being a snob.

MOTES ON LESSON THURTY-HIGHT:

Manuia and Malo are general words of good wishes and congratulations. Manuia is used



before the event and malo during or after the event. Malo is also a common word of greeting used almost in the the light as talofa but with a implied congratulations on arriving.

Note that both male are used with the definite article le (or it's possessive counterparts - la'u, lo'u, etc) and thus when used with a verb they form a gerund.

Malo le ta'alo!..... Good playing!

The word <u>fa'afetai</u> (thank you) is used frequently in many formal expressions of thanks. The preposition <u>mo</u> (for) is used primarily for objects or nouns and the preposition <u>i</u> usually preceeds the possessive pronouns when they are used.

Falafetai le falaaloalo......Thanks (for) the politeness. Falafetai mo le meaalofa.....Thanks (for) the gift. Falafetai i lou alofa......Thanks (for) your love.

The student should note that every salutation, politeness, congratulation, or encouragement demands a similar reply in the Samoan custom. Sometimes the reply is identical with the salutation with the addition of foil (also) or lava (much), while in other cases a complementary response is required.

Two people working:

Only one working:

NOTES ON LESSON THIRTY-NINE:

The four words in this lesson (mafai, tatau, taga, and leva) are very common auxillary verbs used to form the Samoan gerund or infinitive mood. All of these words normally take the particle ona between them and the main verb to give the English gerund or infinitive of that verb. It should be evident that there is much interchangeability between gerunds and infinitives in Samoan formed with ona.

E taga ona ulaula It's permissable to smoke.

Smoking is permitted.

E mafai ona alu...... It's possible to go. Going is possible.

There are other ways of expressing gerunds and infinitives besides the use of ona.

(1) <u>E</u>. Use of this particle before the second verb creates the infinitive mood.

Ma 'ou fai atu i le tama e sau.. I told the boy to come.

(2) Indefinite indicative (e/te tense). Repetition of the pronoun with e/te tense marker also gives the infinitive mood.

Na 'ou alu 'ou te fagota..... I went to fish.

27;







- (3) l. Use of the preposition i sometimes follows certain verbs. (<u>musu</u>, <u>poto</u>, <u>masani</u>, <u>fefe</u>, <u>a'oa'o</u>) to give both the infinitive and gerund.
 - *E te fefe i fusu?...... Are you afraid to fight?

 E masani le tama i le lama..... The boy is used to night fishing.
- (5) Le, the definite article (and its possessive counterparts) may be prefixed to the verb to give the gerund.

Review Drill 17 contains more examples of these different structures.

NOTES ON LESSON FORTY:

The distinction between active and passive voice as related to the verbal endings (a, ina, ia, fia, gia, lia, etc) has long been disputed, and to date has not been completely resolved. It was originally thought that these endings had the effect of changing a verb from 'active' to 'rassive' form. It has been demostrated however that this is not always the case in Samoan, and many examples can be found in which the suffixes are present but the sentence cannot be easily shown to be passive, or is in fact active. None of the existing texts on Samoan Language (See Bibliography) agree on the actual function of these endings but Milner in his Samoan Dictionary seems to have the most reasonable explaination. He wastes, in part:

- "...the distinction between active and passive... is largely meaningless, since it is alien to the structure of Samoan Language. The difference between the presence or absence of ... suffixes appears to be an exponent, not of voice, but of aspect.
 - (i) In general a base followed by one of those suffixes denotes a process or action considered in its entirety, i.e. envisaged as a complete or completed process, whether in the present, past, or future.
 - (ii) The function of those suffixes may also be relative, and, more specifically, anaphoric."

It is probable that to Samoans the verbal endings do not represent a distinction of active and passive voice but rather, as Milner states, an over all view of the action which is expressed with the suffixes. Marsack for one feels that perhaps the use of the endings is only a matter of euphony.

The student would be wise to follow the general rule of thumb mentioned in the notes on Lesson 23 until an 'ear' is aquired concerning the use of these endings.



As for the verbs themselves, the student must remember that not every verb can take an ending. There is no complete list of those that do, but the partial lists mentioned in the notes on Lesson 23 would be worth obtaining for reference. The most common ending is ina (used with most is roduced verbs). Students may find it helpful to use this ending when in doubt about the correct suffix. Note also that some verbs on take more than one ending.

NOTES ON LESSON FORTY-ONE

Ai in this lesson is a relative or anaphoric particle that has no one single translation. It is used in reference to some antecedent (time, place, third person, or idea) that is implicitly understood or has been explicitly mentioned earlier in the sentence. It always follows the verb, and is proceeded by the preposition \underline{i} (to) when the action of the verb is directed to something or someone.

Note that i is not present with verbs that show no direction to.

The student should try to practice using this particle, which is very common, since its absence from a sentence detracts not only from the meaning, but also the rhythm and balance of the sentence. As a general rule, the particle ai should be used whenever the sentence spoken refers to something or someone being talked about, or mentioned previously in the sentence.

For example if someone was talking about papaya and you wished to say 'I don't like it', in Samoan you might say:

'Ou te le fiafia i ai I don't like (to) it.

Or introducing a new object in the sentence with the verb at the end:

'O le moli le mea 'ou te le '... An orange is the thing I don't like. fiafia i ai.

Some words always take the particle <u>ai</u> when they occur at the beginning of a sentence and are followed by the main clause. These include <u>fea</u> (where), <u>mea</u> (thing), <u>afea</u> (when), <u>anafea</u> (when), <u>aisea</u> (why), <u>10 le a</u> (what).

*O afea tou te momoe ai?......When will you (pl) sleep?
Tou te momoe afea?.....When will you (pl) sleep?

This relative particle <u>ai</u> is not to be confused with the interrogative pronoun <u>ai</u> (who) introduced in Lesson 11 and 13.



	WOLK SHEET KOMBER SIX
I.	Translate these sentences into Samoan.
1.	I live in North America.
2.	Where is your village?
3.	How can I find the bank?
4	.Walk inland until you reach the four corners.
5.	Stop the bus!
6.	Don't lies
7.	What did Sina say?
8.	I told you to be quiet.
9.	We went to see (matamata) the movie
10.	The door wasn't open
	Translate into English and answer in Samoan.
11.	O ai 'e te mana'o ai? (Simi)
12.	O fea na lua o i ai ananafi? (Apia)
13.	'O ai la te fa'atali i ai? (le pule)
-	South and the state of the stat
14.	O le a le mea tou te manana o ai?
41 4	
15. '	O anafea na taunu'u mai ai le va'a?
III. W	rite a short descriptive paragraph in Samoan for the following:
	Where can I find the hospital?"

"Walk east until you reach the Police Station. Turn to your left and walk 256 274

inland. Cross the four corners at Malifa, and continue walking inland until you reach the three corners at Moto'otua. The hospital is on the right side."

IV. Write a short descriptive paragraph in Samoan following the English story below:

northeast - matu i sasa'e, New York - Niu Ioka, close - latalata, sight - va'aiga
forest - vaoamaoa, desert - toafa, mountain - mauga, river - vaitafe, city 'a'ai, warm - mafanafana, strange - 'ese'ese.

Hello! My name is X. I come from the United States in North America. Our family lives in the northeast of the United States in the state of New York. The Atlantic Ocean is closer to our state than the Pacific Ocean. My country has many sights. In the west are forests, deserts and mountains. In the east there are rivers and many large cities. In the south of the United States the the climate is warm. In the north it is cold. The United States is a strange country.

٧.	Write active and passive sentences in Samoan from the Engl sentences below:
	build - fau, carpenter - kamuta, thief - tagata gaoi, ser a lotu, pastor - faife'au, bible - Tusi Paia, translate - fa'aliliu, missionary - misionare.
16.	Our house is being built by carpente from Si'umu.
17.	The thief was bitten in the leg by their fierce dog.
18.	The food was eaten yesterday. (the boy)
19•	The service will be conducted by our pastor.
20.	The Bible was translated by the missionaries
9000	ĬŶŊĠŊ ĠŎŎŖĠŖĠŖĠŖĠŖĠŊŎŊŊŖŖŊĠŶŖĠŖĠŖŖŖŖŖŖŖŖŖŖŖŖŖŖ



CONJUNCTIONS

PREFORTICAR

SUBO DIFATE CLAUSES

IDIOMATIC CONSTRUCTIONS

HEADING AND COMPRESENTION



LESSON FORTY-TWO

TOPICS

((a)	whv	'ais	eā. to	le	ā 10	e mea.
1	(4)	11117		ca c	10	G	- шссь

(b) becauseaua ina ua leaga cna 'o.

METHOD: Substitution drill.

MATERIALS

Flas ands for the following words with the English translation on the back.

maliu a death, to die tīgā pain

uo friend 'aisea why

leaga bad 'aua because

maua to get 'ina 'ua because

ona o because

TIME: 30 minutes.

Introduce the rocabulary with the flashcards. I.

II The teacher models the first few sentences in each exercise. Students repeat The teacher then says only the substitute words (underlined) and the students change the sentence accordingly.

"Aisea 'e te tagi ai? Why are you crying?

> i ta angry

fa anoaroa sad

fia a happy

'Aisea 'ua 'e tagi ai? Why are you crying?

> ctc <u>etc</u>

'Aisea na (ia) tagi ai? Why is he crying?

> etc etc

'Aisea 'un tou fetarisi ai? Why are you (n1) crying?

> feita angry fa!moanoa

sad

fiafia hanpy 250



etc

III. The teacher models these next drills first, just as in part I.

'Ou te tagi aua 'ua tiga lo'u mata. I'm crying because my eye hurts.

ita leai se mea'ai anery there's no food

fa'anoanoa alu la'u uo sad my friend left.

fiafia maua la'u tupe happy I got my money

'Ua 'ou tagi 'aua lo'u mata. I'm crying because my eye hurta.

etc etc etc etc

Na 'ou tagi aua sa tiga lo'u mata. I cried because my eye hurt.

ita leai se mea'ai was angry there was no food.

fa'anoanoa alu la'u uo was sad my friend left

fiafia maua la'u tupa was happy I got my money

Na ia tagi aua sa tiga lona mata. He cried because his eye hurt.

ita leai se mea'ai was anary there was no food.

fa'aroanoa alu lana uo was sad his friend left

fiafia maua lana tupe was happy he got his money

*Ua matou <u>fetagisi</u> 'aua 'ua <u>tiga o</u> We're <u>crving</u> because <u>our eves hurt</u>.

matou mata.

feitaleai ni mea'aiangrythere's no foodfa'anoanoaō a mātou uōsadour friends left.fiafiamaua a mātou tupehappywe got our money

Mā te <u>fetāgisi</u> 'auā 'ua <u>tīgā o mā</u>
mata.

We are <u>crying</u> because <u>our eyes hurt</u>.

feitaleai ni mea'aiangrythere's no foodfa'anoanoaō a matou uosadour friends leftfiafiamaua a ma tupehappywe got our money

IV. Alternatives for Aisea.

ita ongry
falanoan 3 sad

10 le a le mea 'e te fiafia ai? What's the reason why you're happy? 'O le a le mea 'ua la fetagisi ai? What's the reason why they are crying? <u>feita</u> angry etc etc 'E te tagi o le a? Your crying for what (reason)? <u>ita</u> angry etc <u>etc</u> Na latou fetagisi 'o le a? They are crying for what (reason)? <u>feita</u> angry <u>etc</u> <u>etc</u> Alternatives for 'aua. 'Ou te tagi 'ina 'ua tiga lo'u mata. I'm crying because my eye hurts. <u>ita</u> leai se mea'ai angry there's no food fa anoanoa alu la'u uo sad my friend left <u>fiafia</u> maua la'u tupe I've gotten my money happy 'Ua latou fetagisi ina 'ua tiga o They are crying because their eyes hurt. latou mata. etc etc etc etc 'Ou te tagi leaga 'ua tiga lo'u mata. I'm crying because my eye hurts. e tá <u>etc</u> etc <u>etc</u> Sa ia tagi leaga na tiga lona mata. He cried because his eye hurt. <u>etu</u> <u>etc</u> etc <u>etc</u> 'Ou te tagi 'ona 'o le teine leaga. I'm crying because of the bad girl. <u>ita</u> tama ulavale naughty boy angry fa'anoanoa maliu sad dec th <u>fiafia</u> mea'ai happy <u>1 d</u> Sa matou fetagisi 'ona 'o le teine. We cried because of the bad girl. leaga. <u>etc</u> etc etc <u>etc</u>

٧.

FCLLC: UF LESSON

TIME: 30 minutes.

I. Write the story on the hoard:

- (a) Teacher reads the story once, students listen.
- (b) Review new vocabulary words in each sentence.
- (c) Everyone re-reads together.
- (d) Students answer the questions.

'C LA'U UO

'Ua 'ou fa'ancanca leaga va leiloa la'u maile. Sa sola 'ese ananafi 'ona 'o lo'u tama. Na ita lo'u tama 'ina'ua 'ai 'e le maile ana maa'ai. 'O le mea 'ua ita ai lo'u tama, 'ona e a ugata mea'ai, 'ae matou te matitiva. Sa 'ou tagi i le aso 'ātoa 'ona 'o la'u maile. 'Ou te 'lofa tele i la'u maile, 'aua 'o la'u uō. Telosia ia toe sau taeao.

VOCARULARY

leiloa lest sola 'ese ... run away 'e by 'atoa whole telosia to gray, hope 'ae ... but mativa ... prof.

- i.'Aisca na sola 'ese ai le maile?
- 2. No sta o le a lona tema?
- 3. 10 le a le mea so la faia i le aso fatoa?
- 4. 'Aiseā 'ua ia alofa ai i le maile?
- 5. 'O le a lana Closara?
- II. Frace the story and write these sentence outlines on the board.
 - 1. fa'anoanoa....leiloa.....maile
 - 2. sola 'ese...lo'u tumā
 - 3. ita...lo'u tama....'ai...maile....ana mea'ai
 - 4. 'o le meaita....taugata....mea aimā ti tiya
 - 5. t. i......atoa......maile
 - 6. alofa....la'u uo
 - 7. talosia....toe sau

The students now try to compose complete sentences from these fragments based on the story. (i_*v_*)

I. fatanoanoa...leiloa...maile

'Va 'ou fa'anoanoa leaga 'ua leiloa la'u maile.



 $z_{
m SCC}(c(a),a(a))$ by the latter arrivable are correspond to the correspondence 250

LESSON _FORTY-THREE

TOPICS

- (a) butae, 'a
- (b) nevertheless.....ae peita'i

MITHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary below.

maua.....to get ta.....but

avanoa.....opportunity fa'ali'i...to be stubborn

Emploaga...bad behavior fiaboto....to be conceited

'aebut 'ae peita'i..nevertheless

TIME: 30 minutes.

I. 'Ae - but

(A) 'Cu te fia pese 'ae 'ou te le fia I like to sing but I don't like to dance. siva.

ta!cle	facota	<u>srim</u>	<u>fish</u>
' <u>ai</u>	inu	eat	drijk
ta alo	fusu	<u>r`ay</u>	fight

Ma te fia pepese 'as ma te le fia "We like to sisiva. "We lake to sisiva. "We lake to sing but we don't like to dance.

ta'e'ele fagorota swim fish
'a'ai feinu eat drink

ta'a'alo fufusu play fight

Repeat with matou.

(3) Sa 'ou forota 'ae 'ou te le'i maux. I fiched but I didn't get a fish. se i'a.

figaluera ture worked ony money

fig alu pasi wented to go a bus



Sa 'ou fia sau 'ae 'ou te le'i maua I wanted to come but I didn't get an se zvanoa.

opportunity.

fia ta ele vai

wanted to bathe

any water

Sa la fagogota la la te le i maua ni i'a.

They (2) went fishing but they didn't get any fish.

faigaluega ni tupe

worked

any morey

fia o se pasi

wanted to go

a bus

fia omai se avanoa

wanted to came

an opportunity

fia ta'e'ele se vai

wanted to bathe any water

Repeat with latou.

'A - but II.

(A) 'E te pepelo so'o 'a 'ua 'ou You lie a lot but I still love you. alofa pea.

> make a lot of noise pisa

faitala gossip a lot

steal a lot gaci

fā'ali'i always stubborn

- (B) E to lua and tou.
- (C) Claringe to past tense (sa).

III. 'Ae peita'i - nevertheless

The girl really lies but I still like (A) E 'ese le <u>pepelo</u> 'o le teine her very much. 'ae peita'i 'ou te fiafia lava i ai.

> makes a lot of noise pisa

faitala gossins

steals gaoi

'ai tele eats a lot

fiapoto is conceited

(B) Change le teine to latua, and latou.

FOLLOW UP LEGGOT

TTME: 30 menutes.



I. Follow the same procedure as in lesson 42.

O LAU UO TEINE

E i ai la'u uo teine, 'ae i ai lona fa'afitauli. E 'aulelei tele ma atamai, 'ae peita'i, e amíoleaga. E gaoi, e faitala, e pepelo fo'i ma ulavale tele. Sa faigaluega ia B.P. 'a 'ua te'a ona 'o le matagaoi. 'O aso la nei, 'ua le toe faigaluega 'a 'ua ta'ata'a lava i Apia ma amioleaga ai. 'O ia 'o se teine leaga, 'ae peita'i, 'ou te alofa lava i ai 'aua e tauagafau.

VOCABULARY

fa'afitauli...problem 'aulelei...pretty atamai...sma
matagaoi....stealing aso la nei..these days ta'ata'a..roan
'ua te'a.....to be fired tauagafau...polite, well meaning.

QUESTICES

- 1. O le a le fa'afitauli o le teine?
- 2. 'O fea sa f ig luega ai?
- 3. 'Aisea na to'a ai?
- 4. 'O a an mea 'o fai i aso nei?
- 5. Aisea e saga alofa ai le tama i lana uo? (saga to persist)
- II. Erase the story and write these words on the board.
 - 1. la'u uo....'ae...fa'afitauli
 - 2. 'aulelei...atamai...'ae peita'i.....amioleaga
 - 3. gaoi.....faitala.....pepelo fo'i.....ulavale
 - 4. sa faigaluega....'us te'a....'ona 'o.....matagaoi
 - 5. aso la neile foigaluega....a ta'ata ...Apia....amioleaga
 - o. 'o ia teine leaga......lofa.....laua....tauagafau

\$0.000 - 0.000



LESSON FORTY-FOUR

TOPICS

- (a) if (im ied future).....(pe) a
- (b) if (fv re).....(pe) 'āfai
- (c) if (.....(pe) 'ana

<u>TETHOD</u>: Substitution drill.

MATERIALS

Flashcards 1 to the following new vocabulary.

pe 'a....if pe 'ana....if osc...food gift

pe 'afai...if

TIME: 30 minutes.

I. Implied future

'Ou te le alu pe'a timu.

I won't go if it rains.

gulue

malaga

work travel

lotu

attend church

≅'೦೯೧

attend school

'A timu, 'ou te le alu.

If it rains, I won't go.

etc

etc

'Aumai se tupe pe'a 'e sau.

080

a food gift

fagu pia

a bottle of beer

Bring some money if you come.

letio

a radio

polo

a ball

'A 'e sau 'aumai se tupe.

If you come bring come money.

etc

etc

II. Future tense:

Ma te le o pe lafai e timu.

savavali.

260

We (2) mon't go if it mill rain.



Ma te le savavali pe 'afai e timu. We (2) won't walk if it will rain. galulue work ta'a'alo play omai come 'Afai e timu, mā te le o. If it will rain wa (2) von't ge. etc etc 'Aumai se tupe pe 'afai lua te omai. Bring some money if you will come. oso food gift fagu pia bottle of beer le**tio** <u>radio</u> polo ball 'Afai Tua te omai, 'aumai se tume. If you will come bring some money. etc <u>etc</u> II. Past tense: 'Cu te le alu pe 'ana timu. I wouldn't have gone if it had rained gilue worked e tc <u>etc</u> 'Ana timu, 'ou te le alu. If it and rained I wouldn't have gone. etc etc *Ou to alu pe ara to tofi ta la la pasi. I vold hove gone if you had stopped lie bus. talavile car piki'apu mick-up have cone. to tov le car pil i'apu pick-up

TO A CONTROL OF A

POLIC: UP THUSON

THE: 30 minutes.



I. Follow the same procedure as in Lesso: 42.

O LF AULAKAPI

E i ai la matou 'aulakapi. Matou te ta'a'alo i le Aso To'ona'i ta'itasi pe 'a le timu. Na timu la le Aso To'ona'i talu ai. Matou te ta'a'alo pe 'ana le timu. 'O lea na matou o ai e inu pia. Sa matua feinu tagata 'uma, 'aua 'ua leva e le 'o toe inu pia. 'Ou te le fia inu pia pe 'a pisa ni tagata ma e sili atu le pisa o la matou 'au. 'Ou te le alu pe 'ana 'ou iloa e tutupu ni fa'a-lavelave. Sa fai atu le isi tama o la matou 'au i le pule o le pa. "E a pe 'a 'aumai fua ni a matou fagu?" Na fai mai le tamaloa e le mofai! 'Amata loa le misa.

VOCATULARY

'au · · · · team	fa'alavelave trouble		
aulakapirugby team	pule	br	
talu aipast	pā		
matua superlative	Еā	Life about	
sili atusuperlative	fua		
tupu happen	mafai	possible	

OFFICES

- 1. O le a le aso o le vaiaso e ta a alo ai tama?
- 2. 'O le a la latou ta aloga?
- 3. 'Aisea na le ta'a'alo ai i le Aco To'ona'i?
- 4. 'O fea la na o i ai?
- 5. Aisea na misa ai?
- 6. 'O ai e le fia inu pia?
- 7. 'O le a le fesili a le isi tema?
- 3. 10 le a le tali a le pule o le pa?
- II. Erase the story and write those words on the world.
 - 1. e i aimatou.....!aulakapi
 - 2. matou ... ta'a'alo....Aso To'ona'i..pe 'a le
 - 3. na timu... Aso To'ona'i talu ai.
 - 4. matou...ta a alo...pe ana le timu.
 - 5. matou o...inu pia
 - 6. matua feinu. laua. lua lev .. toe inu
 - 7. 'ou ...le fia inu...pisa. ma...sili atu...'au
 - 8. !ou...le alu...iloa...tutupu...fc!alavalave
 - 9. fai atu...isi tama...iā....pule
 - 10. E a... aumai fua... mātou fagu
 - 11. fai mai...tamaloa...le mafai
 - 12. amata....nisa

A BRAD WARREN AN ARCHA A COMPANDAN WALLAND ON COMPAND CONTRACTOR C



LESSON FORTY-FIVE

TOPICS

- (a) while.....a'o
- (b) when (past).....ina 'ua

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

supo · · · · · soup	falapotopoto · · · · · gather
polesi porridge	fa'amālolo recess
svi change	fa'atū'ua······· dismiss
fa'anoi · · · · ask permission	pa ū····· fall
māluite ··· erthquake	efi · · · · · · motor
lologa flood	lavea wound
lamala drought	gotosink
ofa hurricane	tu'i pierce
soli to run over	fitafita soldier
ta to while	Pē to die (animals.
lina tua · · · · when past	plants; machines)

TIME: 30 minutes.

I. 'A'o - while. Teacher models the drills, students repeat. Students then substitute the underlined words.

'Ai le supo 'a'o vevela.

Eat the soup vhile it's hot.

palusami

palusami

gi

polesi

Sa fa'atali la'u uo 'a'o sui lo'u'ie. My friend waited while I changed my

o'u su'eina le tupe

clothes.

looked for my money

c'u fa'anoi i lo'u tama

asked permission from my father

o'u ta'ele

ba thed

Change to natua and natou.

E <u>lulu le mafuile</u> 'a'o o'u i Samba.

The carthquaked while I was in Samoa.



E sau lologa 'a'o o'u i Samoa.

tu, u le lamala

agi le afa

The floads came thile I res in Somor.

drought occured

hurricane blew

'Ina 'ua - when. Temcher models the drills, students repeat. The teacher then II. seys the underlined ford and students substitute.

Sa 'ou 'Emataina le a'opt 'ina 'ua

I strited school Her it struck eight o'clock.

I was enery when the boy cursed.

tā le valu.

Accer bled

eight

fa apotopotoina fa'araloloina

sefulu

<u>valu</u>

recessed

ten

fa!atu!uaina lua

dismissed

CTO

Sa ou ita 'ina 'ua jalauvole moi le t mal.

mā

្នាស់ ned

fa'ali'i

<u>nes etabber</u>

tagi

cried

Change 'od to la'ua and latou.

Ha patu le vatalele tina tua pe le afi. The plane fell when the engine died.

Na lavea le tatavale ina ua moc le The car emached when the driver slent. 'nveta avale.

Na goto le vala 'ina jua tulia i le The bort sink then it was dierced by 'ā'au. the reef.

Ma oti le fitafita 'ina 'un laves i le The soldier dicd when he was nounced by pulufana. a bullet.

Na pe le maile 'ina 'ma clia i le pui. The dog died then he tas oun over by the bus.

CONTROL CONTRO

FOLICE UP LEGGE

THE: 30 minutes.

I. write this story on the blackboard and follow the same procedure as in Lesson 42.

NIU SILA

Na 'ou asiasi i Niu Sila 'ina 'ua sefulu me le velu o'u t usagr. 'Ou te tounu'u atu i Veligitone i le ro 'a 'o agi se afa rata utio leva. 'O le ve alele na 'ou alu ai sa tauralua ina 'ua agi malosi le ratagi. Intou te tulcu'ele-'ele 'a'o fai si malamalarm, 'ae mulimuli ane, e loai se vatalele na toe mafai



ona tulau ele ele ona o le pogisa o le po.

E timu lava aso 'uma 'a 'o o'u i ai i Ueligitone. 'Ou te manatua pea e masani 'ona 'ou matamata i le televise ma fa'alogologo i le letio 'a 'o agi lava le afa. Na 'ou malamalama ai i le igoa "Windy City" 'a'o o'u i ai i Ueligitone.

VOCABULARY

asiasi....visit taunu'uarrive taumalua...roll tulau'ele'ele.land mafai....possible pogisā dark fa'alogologo.listen to manatua....remember malamalama..understand

mata'utia...terrible
Ueligitone...Wellington
malimuli ane.later
masani.....to be used to

QUESTIONS

- 1. 'O fea na asiasi i ai le tusitala?
- 2. E fia ona tousaga 'ae alu lana asiasiaga?
- 3. Na fa'apefea 'ona ia malaga?
- 4. 'O le a le mea na fotaui ma le valalele?
- 5. E a le tau 'a 'o i ai i Miu Sila?
- o. 'C a ana mea sa masani ona fai?
- 7. 'O le a le uiga o le "Windy city ">
- II. Erase the blackboard and write these sentence fragments.

 - 2. 'cu....taunu'u.....Vēligitore....po....agi....afā
 - 3. va'alele.....taumālua.!ina 'ua...matagi.
 - 4. matou....tulau'ele'ele....malamalama....mulimuli ane...leai....
 va'alele...toe mafai...pogisa....po
 - 5. timu.....aso 'uma....o'u i ai
 - 6. 'ou.....manatua....nasani.....matamata..televise fa'alogologo...letio
 - 7. 'ou malamalama....igoa "Tindy City"....o'u i ai...Weligitone

LESSON FORTY-SIX

TOPICS

before.....ae le'i, 'a'o le'i

METHOD: Substitution drill.

MATERIALS

Flashcards to introduce the new vocabulary.

fo'i mai return mago dry

va'ai to see kuka cooking

ma'ona full (of food) tapena ... straighten, tidy

'ae le'i before iloa to know

'a'o le'i..before

TIME: 30 minutes.

THE LESSON

'ae le'i - before

E 'amata le lotu 'ae le'i o'o mai The church is starting before my lo'u uso. brother arrives.

tifaga movie

ā oga school

siva dance

pati party

ta aloga game

Na oti lo'u tama 'ae 'ou te le'i matua. My father died before I was older.

ಷ•ಂದ್ರಜ attended school

> fo'i rai Niu Sila returned from New Zeeland

<u>vatai i ai</u> saw him

The food is finished before the guest 'Ua 'uma le mea'ai 'ae le'i ma'ona le

mīlo. was full.

> t: unu!u has arrived

'ni lava <u> શ.ી ર</u>



*O le a timu 'ae le'i wago lavaleva. It will rain before the clothes are

dry.

alu le nalaga

travelers leave

feia le tataloga

game is played

uma le finfia

celebration is over

II. 'a'o le'i - before

'E to tatele 'a'o le'i taina le sefulu You bathe before trelve (o'clock).

lua.

faia le kuka do the cooking

tapena le fale clean the house

<u>fagota</u> <u>fish</u>

fafaga yun'a feed the pigs

Change to lua and tou.

Ha fai le siva 'a'c le'i po. The dance was held before night time.

fono meeting

<u>raluega</u> <u>rork</u>

'aiga merl

Change to future tense ('o le'a)

THE THE POLICE OF THE CONTRACT CONTRACTOR OF THE CONTRACTOR OF THE

FOILO. UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE FONO

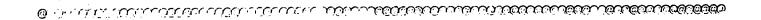
'C anapo 'ae 'ou te le'i moe, na telefoni mai ai lo'u pule. Fai mai: "E fai la tou fono ma le Falemia taeao. E tatau ona 'e i ai i le 'Ofisa o le Falemia 'a'o le'i taina le sefulu i le taeao, 'ona 'o lou taimi fa'atonuina 'o le 'afa o le sefulu." Na sele la'u 'ava ma 'oti lo'u ulu 'ae 'ou te le'i tu'ua lo'u fale mo le fono. 'Ou te taunu'u atu, 'ua tumu ai fo'i isi tagata. Sa matcu fa'atalofa ma i latou 'uma 'ae 'ou te le'i nofo i lo'u nofoage. E tolu itula 'o le fono, 'ae na fai la matou ti 'a'o le'i tu'ua. 'Ou te toe fia va'ai i le Palemia 'a'o le'i toe 'u'umi lo'u ulu.



VOCABULARY

QUESTIONS

- 1. 'O anafea na telefoni ane ai le pule?
- 2. O afea le fono?
- 3. 'O fea sa fai ai?
- 4. 'O a mea sa fai a le tama 'a 'o le'i alu i le fono?
- 5. 'O le a lana mea na fai 'a 'o le'i nofo i lalo i le fono?
- 6. 10 le a le taimi o la latou ti?
- 7. 'O afea e toe fia va'ai ai i le Palemia?
- II. Erase the story and write these sentence fragments.
 - 1. anapo.......'ou.....le'i moe.....telefoni mai......pule
 - 2. fai mai..... fai.....tou fono.....Pālemia
 - 3. tatau.....i ai....!ofisa.....le'i tāina.....sefulu.....taeao ona o....taimi fa'atonuina.....'afa o le sefulu.
 - 4. sele.....'ava.....'oti.....ulu.....'ae....le'i.....tu'ua.....fale....fono
 - 5. 'ou....tounu'u.....tumu.....isi tagata.
 - 6. matou fa'atalofa.....latou 'uma.....le'i nofo....nofoaga
 - 7. tolu itula.....fono.....ti.....le'i tu'ua
 - 8. toe.....va'ai.....Pālemia....le'i 'u'umi.....ulu





LESSON FORTY-SEVEN

TOPICS

(a)	until	se'ia,	se'i

- (b) unless.....se'iloga
- (c) lest, or elsene'i

METHOD: Substitution drill.

MATE TIALS

Flashcards for the new vocabulary.

matafagota....fishing goggles pa'ū.....to fall
'ato.....basket fasi.....to beat
selu.....comb fusu.....to fight
uila.....bike se'i.....until
se'iloga....unless ne'i....lest

TIME: 30 minutes.

I. Se'i - until

Fai pea le galuega se'ia o'o i le tolu. Continue the work until 3 o'clock.

malolog

rest

a'oga

school

fiafia.

celebration

Change to past (sa/na) and then future tense ('o le'a).

'Aua 'e te <u>alu</u> se'i o'u sau.

Don't go until I come.

'<u>ai</u>

eat

moe

sleep

fagota

fish

Change 'e to lua and tou.

II. Se'iloga - unless

E le mafai ona 'ou moe se'iloge e i ai. I can't sleep unless I have a bed.

lo'u moega.

lai la'u mea inu

ent

something to drink

E le mafai ona 'ou ta'alo se'ilcga e i ai I can't play unless I have my shoes. o'u se'evae.

fagota la u matafagota

fish

my goggles

say to.

Change to 'ou to ma and matou.

'Aua le tago i la'u pusa se'iloga 'ua 'ou Don't touch my footlocker unless I

fai atu.

money

la'u tupe

basket

la'u 'ato lo'u 'ofu

clothes

la'u selu

comb

la'u uila

bike

la'u ta'avale

car

Change to la'u pusa to la ma pusa, then la matou pusa.

III. Ne'i .- lest

Fataeteete neti te lavea.

Be careful lest (or) you get hurt.

pa'u

<u>fall</u>

oti

<u>die</u>

become angry.

ma'i

get sick

<u>fasi</u>a

get beat

Change 'e to lua and tou.

'Aua 'e te pepelo so'o ne'i o'u ita.

Don't lie constantly lest (or) I

<u>fusu</u>

<u>fight</u>

ulavale

be naughty

gaoi

steal

faitala

gossip

Change 'e to lua.

Change o'u to ma.

LESSON FOLLOW UP

TILE: 30 minutes.

Use the same procedure as in Lesson 42. I.

*O LA*U TA*AVAIE

'Ua pē nei la'u ta'avale. Sa ola lelei lava se'ia 'ou taunu'u i A ia.

pe 'ina 'ua o'o atu i le maketi. 'Ua le toe mafai ona alu se'iloga e tulei. Sa 'ou fa'atalitali se'ia sau se leoleo ma fesoasoani mai e tulei i tua o le maketi ne'i lavea se isi. Na tu'u ai i 'ina se'iloga e maua se isi na te fauina. E mauagata inisinia vagana 'ua tele ni au tupe. 'Ua tele fa'afitauli e maua mai i lenei ta'avale. 'Ou te fa'amoemoe 'o le'a maua vave se inisinia ne'i o'u tuleia i le sami.

VOCABULARY

fauina.....to be fixed peto die (of engines) tu u.....to put ola ·····to live (to run-engines) mauagata.....hard to get taunu'uarrive inisinia mechanic (engineer) 'ina 'ua · · · · when vaganāexcept (unless) mafai ona....possible fa'afitauli...problem tulei....push fatamoemoe ... hope fatalitali. to wait around vave fast leoleo ·····police samisea fesoasoani · · · help lavea to be hurt se isi someone

QUESTIONS

- 1. 'O le a le mea 'ua tupu i le ta'avale?
- 2. 'O fea na pë ai?
- 3. 'O ai na fesoasoani i le 'aveta'avele?
- 4. 'Aisea 'ua faigava ai 'ona maua se inicinia?
- 5. '0 le a le pona o le 'aveta'avale? (pona fault)
- o. 'Aisea 'ua mana'o ai le 'aveta'avale e tulei lana ta'avale:
 - (a) i tua o le maketi?
 - (b) i le sami?

II. Erase the story and write these sentence fragments.

- 1. pernei....ta avole
- 2. sa'ola.....se'ia....taunu'u....Apia
- 3. na pē....o'o....māketi
- 5. sa...fa'atalitali....sau....leoleo....fesoasoani....tulei...i tua...maketi
 ne'i lavea....isi
- 6. mu tu'u....se'iloga....maun....isi....fauina
- 7. mauagata.... inisinia....tele....tupe
- 8. tele fa'afitauli.....mawa.....ta'avale
- 9. 'ou.....fa'amoemoe.....maua vave.....inisinia.....ne'i.....tuleisami



LESSON FORTY-EIGHT

TOPICS

- (a) except.....vagana
- (b) especially......'aemaise

METHOD

Repetition and substitution drill.

MATERIALS

aganu'u culture taumafeiga ... attempt gagana language āmio behavior

TIME: 30 minutes.

THE LESSON

Vagana - except I.

> Everyone is here except my spouse. 'O lo'o i ai tagata uma vaganā lava lo'u to'alua.

> > uso tulfafine tuagāne atali'i āfafine la'u tama

same sex sibling sister (male's) brother (female's) son (father's) daughter (father's) son, doughter (mother's)

'Ou te fiafia i mea'ai 'uma vagana talo. I like all foods except taro.

sea ta'amu

octopus sea cucumber ta'amü

Change ou to ma and matou in the above.

'Ou te le alu vagana 'ua 'e sau.

I ron't go unless (except) you have come.

tu'ua a'oga uma le galuega

school has ended the work has been done

Change ou to la and latou in the above.

II. 'Aemaise - especially

lava le tau.

E 'ese'ese Samoa ma 'Amelika 'aemaise Samoa and America is different especially the climate.

> aganu u grigina mea ai

cul ture ີ າກກູນກ**ຼາຍ** Lood



E lelei uma a tou ta'alo 'aemaise lava Your playing is good, especially name.

amio taumafaiga fa'asamoa hehavior attempt Samoan

'Ou te fiafia ia 'outou'uma, 'aemaise lava name. I like you all, especially name.

TIME: 30 minutes.

I. Follow the same procedure as in lesson 48.

O LE TAGATA ASIASI

'O a'u 'o se tagata asiasi mai i Somoa. 'Ua tolu nei vaiaso talu ona 'ou i'inei.
'Ou te fiafia lava i le tele o mea i lenei atunu'u. 'Ou te mana'o i mea'ai
Samoa vagana sea, fe'e, ma 'ulu. 'Ou te fiafia tele i isi mea'ai 'aemaise lava
palusami. E lelei 'uma tagata o le 'aiga'o lo'o o'u nofo ai vagana le pepe meamea. E tagi lava i taimi 'uma 'aemaise le vaveao. E agalelei ma fa'aaloalo le
'aiga 'uma ia te a'u. Ma te o ma le tama i Apia i aso 'uma lava, vagana le Aso
Sa. E mana'o lava e 'ave a'u i le falepia 'aemaise le R.S.A. Manaia tele le
olaga i'inei 'aemaise mo se tagata asiasi mai.

VOCABULARY

asiasi visit	nei · · · · · · now	talu ona · · · · · · since
na.o want	isi other	fa'aaloalopolite
mer suckling	agalelei kind	R.S.A Return Service-
n to histor worst	mānaia · · · · nice	men's Association.

QUESTIONS

- 1. Micea ba la marci i Simoa?
- F. Ole a le vai to ona i Samoa?
- 3. O a mentui e le ficfia i ai?
- A. 'Ole Zlone ra'ol?
 - (matoi favorite)

- 5. 'Aisea e le fiafia ai i si pepe?
- 6. 'O a ana mea e fai i aso 'uma vagana le Aso Sa?
- 7. O fea le falepia e rasani ona o i ai ma le tama o le aiga?
- 8. 'O le a le taimi e fa'atitino i ai le tagi o le pepe?
- II. Frame the story and write these sentence fragments.
 - 1. a'u....āsiasi
 - 2. tolu vaiaso.....i'inei
 - 3. fiafia.....mea....atumu'u
 - 4. mana'o....vagonā....fe'e....palusami
 - 5. lelei....pepe
 - o. tagi.....'uma....'aemaise....vaveao
 - 7. agalolei....aiga....a'u
 - C. mā o.....re 'uma....Apia...Aso Sa
 - 9. mana'o..... ave....falepia.....R.S.A.
 - 10. māmain.....õllaga....tagata āsiesi



279

A CONTRACTOR OF THE SECURITY CONTRACTOR OF THE C

LESSON FORTY-NINE

TUPICS

and then(ai) lea.

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

fetaui....to meet

tonu plan

talanoaga.discussion

vele to weed

vao....grass

ona...lea......and then...

30 minutes. TIME:

COOOOCCOOOOCCOCOCOCOCOOOOCOCOCOOOO **අ**ල්ගල් කර්දා කර විදුල් කර විදුල්

'Ou te faigaluega ona 'ou alu ai lea.

I'll work then I'll go.

ta'ele

ba the

'<u>ai</u>

eat

moe

sleep

Change to past tense (sa/na).

Ma te faigaluega 'ona ma o ai lea.

We (2) will work then $\underline{\varepsilon o}$.

ta'a'alo

play

'a'ai

e≈t

malclo

rest

Matou te 'a'ai muamua ona matou o ai lea

We will estimut the set Apia.

i Apia.

le tifaga

the rovie

le siva

the dance

le for.o

the meeting

Change to the future tense ('o le'a)

Ou te faitauina la'u tusi ona ou sau ai lon.

I'll reed my book then I'll come.

faia le kuka

do the cocking

vele vao

weed the mass

tapenaina le fale

tidy the house



Ta te <u>fetaui</u> muamua i le maketi ona ta o Let's <u>meet</u> first in the market then ai lea i le tifaga. we'll go to the movie.

savavali

walk

fa'atau

buy

Change ta to tatou.

E fai le fono ona amata ai lea le galuega. Make the meating then start the work.

ta aloga

gamu

aiga

feast

tonu

plan

talanoaga

discussion

lotu

rave.

Change to past tense (sa/na).

I. Follow the same procedure as in lesson 42.

O LE FA'ASALOA

"Afai 'e te mana'o lua te o ma se teine Samoa i le tifaga, e tatau ona 'e matua fa'aeteete. E 'ese'ese Samoa ma 'Amerika, ma e tatau ona 'e uia ala fa'asamoa, 'a'o 'e i ai i le atunu'u. Fa'afeiloa'i muamua le taine 'e te mana'o ai, 'ona fesili lea i ai pe fia tifaga. 'Afai e 'ioe mai, 'ona 'e alu ai lea i ona matua ma fa'anoi i ai pe mafai ona 'oulua o. E 'uma le tifaga, 'ona oulua o ai lea i le siva, 'ona momoli ai lea 'o ia i le fale. 'Aua lava ne'i 'oulua tuai ane ne'i ita lona tamā.

VOCABULARY

OUTSTIONS

1. 'O le a le mea e fai muamua?



- 2. 'O le a le 'ese'esega o Semoa ma'Amerika i ia mea?
- 3. 'O fea e o i ai pe 'a tu'ua le tifaga?
- 4. 'O ai e fa'anoi i ai?
- 5. E taga ona ō i se isi mea pe'ā 'uma le tīfaga?
- 6. 10 le a le mea e tupu pe a tuai one?
- II. Erase the story and write these sentence fragments.
 - 1. 'afai.....'e.....mana'o......teine Samoa....tifaga....tatau...fa'aeteete
 - 2. 'ese'ese 5 moa....'Amelika.....tatau....uia....fa'asamoa...i ai...atunu'u
 - 3. fa'afeiloa'i...teine...mana'o ai...fcsili...fla tīfaga
 - 4. 'afai....'ioe.....alu.....fa'anoi....mafai....ō
 - 5 tuma....tifaga.... oulua ō.....siva.... momoli.....ia...fale.
 - 6. 'aua.....'oulua tuai.....ita.....tara

LESSON FIFTY

TCPICS

in order to.....ina 'ia

METHOD: Substitution drill.

MATURIALS

Flashcards for the new vocabulary.

onā.....drunk

moli.....light

fa'alogologo..to listen paipa.....tap, nine

tātā....play

kitala....guitar

'ina 'ia...in order to...

TIME: 30 minutes.

Study in order to become smart. Su'esu'e 'ina'ia poto.

Study in order for you(2) to be

Ai tele

<u>puta</u>

Eat a lot

fat

Ta'alo

malosi

Play

strong

Pese

fiafia

Sing

happy

Su'esu'e 'ina'iz lua popoto.

smart.

'Ai tetele

puputa

Bat a lot

fat

Ta'a'alo

malolcsi

Play

strong

Pepese

fiafia

Sing

happy

Change to tou.

'E te faigaluega 'ina 'ia maua sau tupe.

You work ir order to get your money.

fesili

sau tali

ask

your onswer

<u>fagota</u>

sau i'a

fish

your fish

inu pia

sou fiafia

drink beer

happiness

Change to past (sa/na) future (to leta) and present (tua)

Kī le letio 'ina 'ia fa'alogologo ai.

Turn on the radio in order to listen.

moli

malamalama.

light

be illuminated

Ki le paipa 'ina 'ia ta'ele ai.
kitala tata

Turn on the pipe in order to bothe.

Change to past (sa/na), and future ('o le'a).

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

O LE A'OA'OGA

'O le to'atele 'o tagata e su'esu'e 'ina 'ia maua tulaga lelei i su'ega, 'a 'o a'u 'ou te su'esu'e 'ira 'ia 'ou matua atamai. 'Ou te iloa e tatau ona 'ou poto 'ina 'ia maua sa'u galuega. 'Ua tatau ona i ai sa'u galuega 'ina 'ia maua ni tupe e fa'atau ai ni mea'ai. 'O nei aso 'ua taugata le olaga. 'O le mea lea 'ou te ma'elega ai i la'u a'oga. 'Ou te talitonu 'ua tatau ona 'ou matua su'esu'e 'ina 'ia 'ou iloa. 'Ia lava lo'u iloa 'ina 'ia maua ai sa'u galuega lelei.

VOCABULARY

tulaga grade iloa to know mā'elegā diligent su'ega test tatau ona .proper talitonu believe matua superlative atamai intelligent 5laga life

QUESTIONS

- 1. 'O le a le sini o a oga a le to atele? (sini aim)
- 2. 'Ae ā le tusitala?
- 3. 'O le a le mea 'o lo'o fia maua e le tama? 'O le a lona talitonuga?
- 4. 'Aisea?
- 5. 'O fa'apefea le olaga i nei aso?
- II. Erase the story and write sentance fragments:
 - 1. to atele....tagata.....su esu e.....maua tuloga lelei....su ega...a u
 - 2. 'ou.....iloa.....tatau....poto....maua.....galuega
 - 3. tatau....i ai.....galuego.....moua....tupe....fa'atou....mea'ai
 - 4. nei aso....taugata....olaga
 - 5. mea lea....'ou....ma'elega.....la'u a'oga
 - 6. 'ou....talitonu.....tatav.....matuā su'esu'e.....iloa
 - 7. lava....iloa.....maua.....@luega lelei

ONTROUGHOUSE OF LOCATION OF THE CONTRACT CONTRACT CONTROL CONT



LESSON FIFTY-ONE

TOPICS: Miscellaneous structures.

(a) or	pe/po
	tutusa, pei lava
(c) to be different	-
, ,	
ETHCD	
TIAE:	45 minutes.
COUNTRACTOR CONTRACTOR	<u> </u>
I. <u>Pe/Po</u> - or	
(A) 'E te mana'o i le <u>talo</u> po'o le <u>ta'amū</u> ?	Do you want taro or talamu?
fa'i 'ulu	benana breadfruit
i'a pisupo	fish corned beef
masi keke	biscuit cake
(3) 'E fia 'ai i le <u>tolo</u> po 'o le <u>ta'ano?</u> ?	Do you want to eat taro or talamu?
etc sc	etc etc
(C) Tou e manana'o i talo pe leai?	Do you (pl.) want taro or not?
<u>fa'i</u>	banana
<u>i'a</u>	<u>fish</u>
masi	biscuit
(D) 'E te fia 'ai pe leai? E a?	Pe 'e te fia 'ai.
alu	<u>alu</u>
t <u>a'alo</u>	<u>ta'elo</u>
siva	<u>siva</u>
Do you want to eat or not? What?	Do you want to eat?
etc	etc

Po 'o se manu lena. '0 se manu lena? $\mathbf{E} \mathbf{\bar{a}}$? (E) manulele manulele atualoa <u>atualoa</u> mogamoga mogamoga Is that an animal? Is that an animal? What? a bird a bird centipede centipede roach roach 'Ese'ese, tutusa - different, the same. II. (A) E 'ese le sami 'ese le vasa. The sea is different from the ocean. tama teine boy girl 'a'ai village city nu u lupe chicken pigeon moa The villages are different. (B) E 'ese'ese nu'u. people are tagata countries are atunu'u weather is tau E tutusa foliga o Toma ma Mika. Toma and Mika have the some appearance. (c) Chicken ducks pato moa Skinks geckos mo o pili The houses are the same. (D) E tutusa fale. The cars ta avale la'au The trees <u>tātou</u> <u> %е</u> Skinks are like geckos. (E) E pei lava pili 'o mo'o. <u>Datouns</u> <u>Toyotas</u> Datsun Toyota solofanua asini asses Horses ta amu Thro is like talemu. tallo

III. Fa'apea a'u - I thought

(A) E fa'apea a'u e sau le pasi i le tolu.

e ta'i 50¢ fagupia.

e fai sou to'alua

e mamao lo tou fale

I thought the bus was coming at three.

leer was 50¢ each

you had a wife

your house was far

(B) (E) fa'apea ia, ou te totogia le pili. He thought I would pay the bill.

sau mai i'Amelika come from America

alu nei am going now

like to drink beer

(C) (E) fa'apea latou 'ua sau le va'a. They thought the boat has come.

amata le tu'uga	the race has started
vela le mea'ai	the food was ready
ou tuai mai	I was late

LESSON FIFTY-TVO

TOPICS: Miscellaneous structures.

- (a) that is why.....o le mea lea
- (3) since.....talu mai, talu ona, talu ai
- (c) he whom.....o le

they whom.....o e

METHOD: Substitution drill.

TIME: 45 minutes.

CASCACA CASCO CASCA CASC

- I. 'O le mea lea that's why.....
 - (A) 'Ua fula lo'u vae, 'o le mea lea 'ou My leg is swollen that's why I don't te le ta'alo si.

broken <u>lima</u> arm gau lavea head injured <u>ulu</u> sprained <u>ankle</u> tapuvae mapeva mū tua back. burned

(B) 'Ua tiga lona mata, 'o le mea lea e le sau ai.

His eye hurts that's why he doesn't come.

manava stomach
fatafata chest

ua neck

nifo tooth

(C) 'Ua masui lo'u lima 'o le mea lea 'ua My hand is spreined that's why I rest.

papa totoisunosebleedingpetaligaeardeafma'imataeyesick

II. Talu since

(A) 'Ua 'ou <u>puta</u> talu ai lo'u 'ai tele. I am <u>fat</u> since I <u>eat a lot</u>.

<u>uliuli</u> <u>fa'ala</u> <u>black</u> <u>sun myself</u>

'Ua 'ou 'ona tau ai lo'u inu pia.	I am drunk since I drink beer.
sela tamo'e	out of breath ran
(B) 'O lo'o o'u fiafia talu ona 'e sau.	I am-happy since you came.
maua lo u totogi	ge ting paid
ou falaipoipo	I married
maua la u fanau	getting my child
(C) 'Ua tagi le pere talu mai analeila.	The baby has been crying since early
4° 4 4 4 4 4 5 Compa	today.
tuto atasi Samoa le 1962	Samon has been independent since 1962.
i ai le malae va alele le taua	There's been an airport since the war.
ma'i le tama ananafi	The boy was sick since yesterday.
II. 10 le, 'o e - he whom, they whom	
	He who is good God loves.
Atua.	
<u>agalclei</u>	<u>is kind</u>
<u>tatalo</u>	prays
salamo	repents
	
 -	
(B) Tatou te su'ea le tama, 'o le na togia	Let's look for the boy who stoned
(B) Tatou te su ea le tama, o le na togia le moa.	Let's look for the boy who stoned the chicken.
(B) Tatou te su'ea le tama, 'o le na <u>togia</u> <u>le moa.</u> <u>fasia lo'u uso</u>	Let's look for the boy who stoned the chicken. beat my brother
(B) Tatou te su'ea le tama, 'o le na <u>togia</u> <u>le moa.</u> <u>fasia lo'u uso</u> <u>palauvale mai</u>	Let's look for the boy who stoned the chicken. beat my brother cursed at us
(B) Tatou te su'ea le tama, 'o le na <u>togia</u> <u>le moa.</u> <u>fasia lo'u uso</u> <u>palauvale mai</u> <u>fa'atupua le misa</u>	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O e 'ua muamua mai e maua mea'ai.	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food.
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O e 'ua muamua mai e maua mea'ai. le taui	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food. the reward
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O è 'ua muamua mai e maua mea'ai. le taui avanoa	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food. the reward the space
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O e 'ua muamua mai e maua mea'ai. le taui avanoa le meaalofa	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food. the reward the space the gift
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O e 'ua muamua mai e mana mea'ai. le taui avanoa le meaalofa (D) ma solitulafono 'o le'a mana le	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food. the reward the space the gift They who backe the law will recieve
(B) Tatou te su'ea le tama, 'o le na togia le moa. fasia lo'u uso palauvale mai fa'atupua le misa (C) 'O ē 'ua muamua mai e maua mea'ai. le taui avanoa le meaalofa (D) ma solitulafono 'o le'a maua le fa'asalaga.	Let's look for the boy who stoned the chicken. beat my brother cursed at us caused the quarrel They who are first will get the food. the reward the space the gift They who backs the law will recieve the nunishment.

LESSON FIFTY-THREE

TOPIC: Miscellaneous structures.

(a) past perfect 'ua 'uma ona

(b) after

past.....ina 'ua 'uma

future.....pe 'ā 'uma

(c) to become avea ma

(d) to act asfai ma

(e) self reciprocals

METHOD: Substitution drills.

TIME: 45 minutes.

I. 'Ua 'uma ona - past perfect.

(A) 'Ua 'uma ona fai.

It has been done.

sauni

prepared

fa'amatala mai

explained to me

vali

painted

(R) 'Ua 'uma ona 'ou va'ai i le ata.

I have seen the picture.

'ai palolo

eaten palolo

faitau lena tusi

read that book

tā'el€

ba**the**d

(C) 'Ua 'uma ona lua 'a'ai?

Have you(2) eaten?

ta'e'ele

bathed

fa'aipoipo

married

danced

sisiva

II. Ina 'ua 'uma, pe 'a 'uma - after past, after future.

(A)'Ina 'ua 'uma le tifaga sa matou toe fo'i After the movie we returned to the i le fale.



After the school we returned to the house. Ina va vma le a oga sa matou toe house. fo'i i le fale. rain timu game ta'aloga Jim slept after eating. 'Ina 'ua 'uma ona 'ai sa moe Simi. praying tatelo bathing ta'ele studying su'esu'e (B) 'A 'uma le fiafia 'ou te moe loa. After the fiafia I'll go to sleep. conversation le talanoaga school le a oga tala mai atunu u mamao news You (pl) come after eating. Tou te omai pe'a 'uma ona 'a'ai. doing the cooking fai le kuka building the house fau le fale 'Avea ma - to become. III. I want to become a pastor. (A) E fia 'avea a'u ma faife'au. doctor foma'i faia oga teacher secretary failautusi chief <u>matai</u> He became an M.P. last year. (B) Sa 'avea 'c ia ma faipule i le tausaga 'ua te'a. a policeman leoleo a president pelesetene a minister minisita Fai ma - to act as. IV. You should act as leader. (A) E tatau ona fai 'oe ma ta'ita'i. secretary failautusi treasure teutupe police leoleo

(B) Na fai Simi ma o'u tamafai. Simi acted as my foster father. faia oga ulu head teacher chief <u>matai</u> pule poss V. Self - reciprocals 'Ou te faia lava e a'u le galuega. I'll de the work myself. (A) totogia <u>pili</u> pay bill <u>su¹ea</u> pua a look for pig <u>cook</u> <u>kukaina</u> mea'ai food (B) Sa <u>ita</u> le tama ia te ia lava. The boy was angry with himself. <u>mimita</u> was conceited <u>fiafia</u> was happy alofa loved (c) Na 'ou alu na 'o a'u i le siva. I went by myself to the dance. falepia bar lotu service

(D) E sau na 'o 'oe lava! You come alone.

pese sing dance galue work

LESSON FIFTY-FOUR

TOPIC: Miscellaneous structures.

- (a) almost.....semanu, toeitiiti
- (b) just......fa'ato'ā
- (c) without.....aunoa ma
- (d) although....e ui lava ina
- (e) that means.....o lona wiga
- (d) in regards toe uiga'i

METHOD: Substitution drill.

TIME: 45 minutes.

I. Semanu, toeitiiti - almost (soon)

(A) Senanu 'a 'ou lavea i le ta'avale. I was almost hurt by the car.

naifi knife

ma¹a rock

niu coconut

(B) Toeitiiti 'a 'ou lavea i le ta'avale. I was almost hurt by the car.

etc eta

(C) Ana 'e le sau, semanu 'ou te alu Had you not come I probably (almost) was going to go to you.

moe sleep

amataina le fono start the meeting

telefoni atu call you

(D) E toeitiiti amata le koneseti. The concert will soon stert.

sau pule boss come

ta logo bell ring

uma aloga school be finished

II.Fa'ato'a - just



(A) ('Ua) fa'ato'a taunu'u mai le pasi. The bus has just arrived. pe le moli light gone out vela le meatai food become ready pa'u le va'alele plane fallen ('Ua) fa'ato'a 'ou iloa. (B) I just now knew. tā le lua <u>It</u> struck two sau le timu started to rain <u>It</u> maua la u ta avale got my car III. E aunoa ma - without 'Us taunu'u mai le malo 'ae aunoa ma (A) The guest arrived without a food gift. se oso. 'atopa'u a suitcase tupe any money lavalava extra clothes **(**B) Na 'ou fo'i mai e aunoa ma ni se'evae. I returned without shoes. se uati a watch <u>se_tusi</u> a book se isi tagata anyone IV. E ui lava ina - although E ui lava ina 'o le'a 'ou tu'ua Although I am travelling to America, (A) Samoa mo Amelika, ae 'o le'a 'ou I will remember you. manatua pea oe. ou te le fa'agaloina oe I won't forget you 'ou te fa'amaoni pea ia te 'oe I'll remain faithful to you

'o le'a 'ou tusitusi mai

I'll write to you

'O iona uiga - that means v.

'Va timu, 'o lona uiga tatou te le ta'a'alo.

'Ua ita Simi, 'o lona uiga e le mafai ona fa'aaogaina lona va'a.

E le'i sau le faia'oga ananafi, 'o lone uiga sa leai se a oga.

Its raining, that means we don't play.

Simi is angry, that means we can't use his boat.

.The teacher didn't come yesterday, that that means there was no school.



E 'amata le tifaga i le valu, 'o lona The movie starts at eight, that means uiga 'ua tatau ona tā ō.

'Ua pogisa lava, 'o lona uiga 'ua lata It's very dark, that means it will ona timu. soon rain.

VI. E uiga i - in regards to, about

(A) Sa ma talanoa ma Simi e uiga'i le Jim and I talked about (regarding) the

ata. picture.

fa'alavelave problem

fa'amasinoga court case

maliu death

(B) Na finau teine e uiga i le a oga. The girls argued about (regarding) the

matai pule chiefs authority

tulafale lauga orators speech

faifeau Tusi Paia ministers Bible

GRAMMAR REVIEW SEVEN

NOTES ON LESSON FORTY-TWO:

There are several structures for asking the question 'why?' in Samoan. Of these, only 'aisea may be used independently as a single word question (why?). The most common structure however is an idiom formed from the question 'o le a le mea? (what's the thing?) and followed by a clause describing the action, state, etc, in question.

'O le a le mea 'ua 'e sau ai?..... What is the thing (that) you have come (for)?

The word <u>mea</u> above can be interpreted as 'reason' thus giving the translation: 'What's the reason you have come?' Another variation of this uses the indefinite article.

Notice the presence of the particle ai following the verb when the cuestion word or clause comes before the main clause.

'Aisea'e te tagi ai?......Why do you cry?
'E te tagi 'o le a?Why do you cry?

As with the question 'why?', the answer 'because' can be expressed several ways. If the clause containing 'because' refers to a fact or something real and certain, 'auā is used.

Mā te le fia o 'aua 'ua timu......We don't want to go because it's raining.

Notice that 'aua can be used with all the tense markers.

'Ona is used in construction to give 'ona 'ua (because) and 'ona 'o (because of). The first of these can be used when the clause refers to non-facts or things speculative. Tense markers are not present in a clause containing 'ona 'ua, the tense being derived from the main clause.

'Ou te alu i Niu Sila ona 'va.....I'm going to New Zealand because 'ou fia faigaluega. I want to work.

'Ona 'o is used mostly for nouns and noun clauses and therefore translates: because of:

'Ou te le sau ona 'o le maile...... didn't come because of the dog.

Leaga (bad) can also be used to mean 'because', but is used colloquially. It simply replaces 'aua as the conjunction between the main and subordinate clauses. Usually, the subordinate clause following leaga expresses a negative idea. As with 'aua, all the tenses markers can be used with leaga.

*Wa fa anoanoa le teine leaga.....The girl is sad because her mother sa ita lona tina. was angry.



The word ina when used with 'ua also means 'because'. As with 'ona 'ua it can be used for non-factual or speculative clauses and is not followed by any tense marker (other than 'ua). Since 'ina 'ua is also used to indicate 'when-past' (see lesson 45), its translation as 'because' can carry a past causitive meaning.

'Ou te pese ina 'ua 'ou fiafia..... I sing because (since) I'm happy.

NOTES ON LESSON FORTY-THREE:

The conjunction 'but' in Samoan is represented by two words 'a, and 'ae. Churchward and Pratt both suggest that 'ae could be a combination of 'a (but) and e (tanse marker) but it is written as one word now. 'A is normally used before 'o (the nominative particle), e, 'ua, 'o lo'o (or 'o), se'i and 'ona (because). In any other situation, 'ae is used.

Na o latou, 'ae 'ou te le'i alu.... They went but I didn't go.
'Ou te fia alu a 'ua timu...... I want to go but its raining.

'Ae peita'i is an idiom used to express the English 'nevertheless, and yet'. It is almost always used to contrast positive and negative statements.

Sa taumafai le foma'i 'ae peita'i...The doctor tried hard but neverthena oti le ma'i. less the patient died.

NOTES ON LESSON FORTY-FOUR:

The conjunctions 'if' and 'when' in Samoan must be distinguished within the context of the sentence. There is only one word for each tense representing these two English words.

Present tense. The conjunction 'a (if, when) is used to introduce the dependent clause in present or implied future tense statements ('a may be derived from 'o le'a, the future tense marker, and the conjunction 'a - but.) No tense markers may be present in the dependent clause with 'a. If the dependent clause comes after the main clause, 'a is preceded by pe. It addition, only conditions capable of fulfillment may be expressed with 'a.

Future tense. The word 'afai (if, when), is more definite that 'a and is used mostly in statements of the future. Tense markers must be used in the dependent clause with word 'afai and for this reason, afai can express past tense as well as future.

'Afai sa latou 'a'ai analeila, If they ate earlier, they will 'o le'a toe fia 'a'ai nanei. want to eat again later.

As with 'a, the word pe preceeds 'afai if the dependent clause follows the main clause, and only conditions capable of fulfillment may be expressed.

Past tense. Past conditional (if, when), is usually represented with the word 'ana (combination of 'a - but, and na - past tense marker). As opposed



to 'a and 'afai, 'ana can be used to express conditions incapable of fulfillment and although tense markers are not used in the dependent clause with 'ana, use of adverbs of time enables the present and future tenses to be expressed.

'Ana mafai ona 'ou alu taeao,....If I could go tomorrow, it would be 'ua lelei. good.

Notice that the independent clause can only use the 'ua or e/te tense markers. If the dependent clause follows the independent clause, the word pe must come before 'ana. In addition students may sometimes hear po before the independent clause when this clause follows the dependent.

'Ana le timu po 'ua 'ou sau.......If it hadn't rained, I would have come.

NOTES ON LESSON FORTY-FIVE:

The word 'a is used together with the short form of 'o lo'o to give the conjunction 'while' ('a'o). 'A'o may begin the sentence or occur between the independent and dependent clauses. Although 'a 'o cannot take any tense markers in its dependent clause, past, present and future can be expressed through the tense of the main clause.

Sa 'ou i 'Amelika 'a'o fai I.was in America while (during) the le taua.

'O le 'a 'e fagota 'a'o o'u faia.. You will fish while I make the food. le mea'ai.

Notice too that the pronoun \underline{o} is used instead of \underline{o} for the first person singular.

While is also expressed with the words 'ina 'o, and manu 'o in place of 'a'o, but these are infrequent.

The conjunction 'when' (past) is constructed with the word 'ina and the tense markers 'ua, 'o, 'a, but never na/sa. 'Ina 'ua is the most common of these.

Notice that all of these refer to past time. The structure for future and present (when, if) is in lesson 44.

NOTES ON LESSON FORTY-SIX:

The conjunction 'before' is usually formed with left (not-past) and the conjunctions 'ae (but) or 'a'o (while). There is a slight difference in the two structures; 'ae left can be translated as but (with a past meaning), whereas 'a'o left usually means 'before'.

Na taunu'u mai le pasi 'ae 'ou ···The bus arrived before I came.(but te le'i sau. I didn't come.)



E sau Sina 'a'o le'i taina.....Sina will come before eight (o'clock).
le valu.

There are two other structures meaning 'before' used in place of 'ae le'i and 'a'o le'i, but these are not frequently encountered.

'ina 'o le'i.....before
manu 'o le'i....before

NOTES ON LESSON FORTY-SEVEN:

Se'iloga (unless) is derived from se'i iloga (let it be known or distinguished). As a conjunction it can occur with or without a tense marker in the dependent clause. Vagana is also used sometimes in place of se'iloga (see lesson 48). Se'i (until) and its more emphatic form se'ia, are used without a tense marker and may occur with or without any antecedent clause.

Notice that the o'u form of 'ou (I) is used with se'i.

Ne'i (lest, or else) also does not require a tense marker in its dependent clause and usually conveys a negative sense to the sentence.

Fa'aeteete ne'i 'e lavea......Be careful or else you'll get hurt.

NOTES ON LESSON FORTY-EIGHT:

The conjunctions 'aemaise (especially) and vagana (except) are usually followed by the intensifier lava. Both 'aemaise and vagana are used in the same manner as their English counterparts. Vagana however, is sometimes used to mean 'unless' and as such can be followed by a verbal clause.

Na omai latou 'uma vagana Simi. Everyone came but(except) Simi. E popoto 'outou 'aemaise lava .You're smart, especially Sina. Sina.

E le 'amataina le a'oga vagana. The school won't start unless you lava 'ua 'e sau. come.

NOTES ON LESSON FORTY-NINE:

The idiom ona....(ai) lea (and then) can have two meanings. It can be used to express sequence (I bathed and then left). The particle ai is usually omitted in such sentences. It may also be used to express cause and effect (I shot the pig and so (then) it died), in which case ai may follow the verb. In both constructions, two clauses are joined by ona and the verb is followed by lea or at lea.

Sa 'ou tā'ele ona 'ou alu lea...I bathed then went to Apia.

i Apia.

'Ua tumu le pasi, 'ona 'ou le.....The bus was full so I didn't go. alu ai lea.



Note that tense markers are not used in the clause containing ona...lea, the tense being determined by the tense of the main clause.

NOTES ON LESSON FIFTY:

Ina 'ia (in order to, in order that) is used as a conjunction between two clauses. The clause containing ina 'ia does not require a tense marker, the tense being determined by the main clause.

Sa 'ou faigaluega'ina 'ia maua....I worked in order to get a car. se ta'avale.

'Ou te faigaluega ina 'ia maua....I'm working in order to get a car. se ta avale.

NOTES ON LESSON FIFTY-ONE:

Pe and po are essentially equivalent in meaning and use. Both can be used as the conjunction 'or'. In addition, both can also serve as interrogative particles when occurring at the beginning of a sentence. As interrogative particles, they are most often used to express the English 'I wonder'.

"E te fia ai pe leai?.........Do you want to eat or not?
The word 'ese (to be different) is used in two ways. To express a difference between two things, the word 'ese is placed before each of the two words.

E 'ese 'oe 'ese a'u......You're different from me.

To describe only one thing as being different or strange, the word 'ese'ese is used before that one word.

E 'ese'ese 'oe......Your strange (different).

Tutusa (the same) is derived from tusa (to be the same). The later being use mostly as an adjective and the former a verb. In sentences of comparison, tutusa occurs before the words being compared. Foliga (appearance) is generally used when describing people.

E foliga tutusa Simi ma Pili.....Simi and Pili look the same.

<u>Pei</u> (to be like) is frequently followed by the intensifier <u>lava</u>. It can also be use to describe appearance but without the word <u>foliga</u>.

E pei lava le tama o lona tama.... The boy looks just like his father.

Fa'apea (to think, suppose) is the most common word used for the English structures like: 'I think, he thought, etc. A very common mistake for beginners is to use the verb mafaufau (to think) as the English: it was my opinion/understanding. In



this case only fatapea can be used.

E fa'apea a'u 'ua 'e iloa.....I thought you knew.

NOTES ON LESSON FIFTY-TWO:

'O le mea lea is a common idiom used to express the English: 'that's why, that's the reason why.' It can be used to link two phrases showing cause and effect or simply to begin a sentence describing the effect (that's why I didn't come, etc).

Talu (since) can be used three ways, each with a different meaning. With the particle ai following talu the meaning becomes since of because. Verbs do not normally follow talu ai.

*Ua 'ou ita talu ai louI'm angry since (because of) your le mafaufau. lack of consideration.

If talu is followed by ona the meaning becomes since in the sense of due to, or owing to.' A verb is usually present after talu ona.

'Ua matou fiafia talu ona 'e sau. We are very happy since you've come.

(due to your comming)

When dates or specific periods of time are mentioned, talu mai is used. In this case talu mai translates 'since' or 'from'.

'Ua 'ou nofo i Samoa...........I've been in Samoa since (from) talu mai le tausaga 1973.

The relative pronouns of the Nominative case are $\underline{\underline{le}}$ (who - singular) and $\underline{\underline{e}}$ (who - plural). If it occurs in place of the main noun or pronoun (which is omitted as obvious or understood), $\underline{\underline{le}}$ (or $\underline{\underline{e}}$) translates as 'he who' (they who),

'Ua oti le tama sa lavea i le....The boy died (who was) injured in ta'aloga. the game.

In many case too, the relative particle ai can serve as a relative pronoun (who, which, that). Ai must follow the verb in all cases.

- 'O le teine na 'ou va'ai i ai.... The girl who I saw.
- 'O le upu na 'ou fai atu ai......The word which I said.

NOTES ON LESSON FIFTY-THREE:

The tense marker 'ua is used to show perfect tenses. Remember from earlier lessons that 'ua can be translated either in the simple present tense or the perfect tense.

'Ua 'ou sau..... I am comming; I have come.



Past perfect usually requires a helping verb such as 'uma (to be finished) or <u>leva</u> (to be a long time) and the word <u>ona</u>.

'Ua leva ona 'ou iloa...... have known for a long time.

Note too that in colloquial speech ona is often shortened to na.

The idiom for 'after' (ina 'ua 'uma - past, pe'ā 'uma - future). also uses the helping verb 'uma - to be finished. From lessons 44 and 45 it can be seen that these two phrases can be translated 'when finished (past)', and 'when finished (future)'.

If a verbal phrase follows these idioms, the word ona must be used after 'uma.

Ina 'ua 'uma ona 'ou 'ai......After I had eaten...

Pe 'a 'uma ona 'a'ai........After they eat...

If a noun phrase follows, ona is omitted.

The two idioms <u>avea ma</u> (to become), and <u>fai ma</u> (to act as) can be used two ways without changing meaning. The idiom can follow the subject in which case <u>avea ma</u> (or <u>fai ma</u>) are not separated.

Ou te 'avea ma faia'oga......I'm going to be a teacher,

The idiom can preceed the subject, in which case 'avea (or fai) comes before the subject and ma immediately after.

Sa fai a'u ma faia oga...... I acted as a teacher.

Note that all the tense markers can be used with these two idioms. Remember from Lesson 14 that simply placing two nouns (pronouns) in apposition gives the verb 'to be' but only for the present tense.

O a'u o le faia oga..... I am a teacher.

The most common self-reciprocal structure in Samoan is formed with the word \underline{na} (only). This word is always followed by the nominative particle \underline{na} and is therefore sometimes written as $\underline{na}\underline{\cdot}o$.

NOTES ON LESSON FIFTY-FOUR:

Toeitiiti (almost) is frequently followed by <u>lava</u>, the intensifier. <u>Semanū</u> (almost, nearly) is also written <u>manū</u>. Just (<u>fa'ato'ā</u>) is also expressed by the word <u>ananei</u> (just now-lesson 33).

The conjunction <u>e ui lava ina</u> (although, even though) is quite formal in Samoan and although used in everyday speech it is more often replaced by the one word, <u>ae</u> (but).



Note to that in present tense, 'ua and e are left out, and the tense marker follows ina directly. With other tenses however, the tense markers are included and follow ina.

E wi lava ina alu le teine, e le... Even though the girl is going, o fa'anoanoa lona uso.

her sister isn't sad.

E'ui lava ina sa alu le teine,.....Even though the girl left, her e le fa'anoanoa lona uso. sister isn't sad.

E ui lava ina 'o le'ā alu le teine. Even though the girl will leave, e le fa'enoanoa lona uso. her sister isn't sad.

With the <u>ui lava ina</u> construction, the adverbs <u>lava</u> and <u>pea</u> are often used to mean 'nonetheless' or 'still'

'O lona wiga (that means) is an idiom used commonly to preface conclusions. It can be used with all the tenses.

'O lona uiga 'e te le'i alu...........That means you didn't go.

Another common idiom using <u>wiga</u> (meaning) is <u>e wiga</u> (in regards, to, about). Note that it is followed by a noun or noun clause.



WORK SHEET NUMBER SEVEN

I.	From the following list of words, choose an appropriate word to complete each of the following sentences:
	masaloperhaps tuailate matamatato look at feoloolofair saosaoafast fa'aaogato use 'onadrunk 'ino'inodrunk 'ino'inohate uila afimotor bike masanito be used to atamaiclever fa'aipoipomarry ulugali'icouple
	1. 'O ai na fa'asukaina le ti? 'Ua tele.
	2. 'Ua tele le pasi. E le mafaufau le 'avepasi.
	3. Na 'ou taunu'u i le a'oga. Sa ita le faia'oga.
	4. Sau E toeitiiti alu le pasi.
	5. 'Uale tama lea 'auā fa'ato'ā inu pia.
	7. E fa'alelelei la'u galuega, 'ona 'o le maulalo o le
	8. E le lelei ma'ua ma le teine fou.
	9. E le tele se uila afi pe 'a timuga.
	10. Sa lavea le teine 'i le
	11. 'O lo'o matai ia e uiga'i le fanua. Masalo e toeitiiti
	sau se leoleo.
	12. Ta'u mai lou igoa, fa'amolemole. 'Ou te leai.
	13. E nonofo i le fale lea Simi ma lona
II.	By changing the position of the conjunction, give an alternative form for each of the following statements:
	(i.e.) Sa 'ou tagi 'ina 'ua oti lo'u tamā. becomes: 'Ina 'ua oti lo'u tamā, sa 'ou tagi.
	1. Sa fiafia tele le teine 'ina 'ua taunu'u mai lona uso.
	2. 'A 'o a'o'oga tamaiti laiti, sa faigaluega o latou matua.



- 3. Sa sauni mea ai e teine, 'a'o fai le fono a matai.
- 4. 'Ina 'ua pa'u le va'alele, na feoti tagata e to'atele.
- 5. A toe tupu se misa, e tatau ona fa asa siva i le nu u.
- 6. Talu ona oti le toea'ina, 'ua fia oti fo'i le lo'omatua.
- 7. Sau e fai se malologa pe'a 'e mana'o ai.
- 8. 'Ua fiafia tele le failele talu ona fanau. (failele- nursing mother)
- III. Make a single sentence from each of the following sets of clauses using any conjunction that fits the meaning.

(i.e)

Na sau le tama 'a o talanoa le teine ma lona tama.

or: 'O lo 'o talanoa le teine ma lona tama, 'ina 'ua sau le tama.

- 1. Sa tupu se fa'alavelave. Sa faia le siva.
- 2. 'O le'a ma o. E taunu'u mai le ta'avale.
- 3. Ma te o. 'Va taunu'u mai le ta'avale.
- 4. Sa malaga lona tina i 'melika. Sa fa'anoanoa le teine.
- 5. Aua le alu i fafo. 'E te susu i le timu. (susu-to be wet)
- 6. Fa'atali i 'i. E sau le pasi.
- 7. 'Ou te le alu. 'Ou te alu pe 'a 'uma le mea'ai.
- IV. Use each of the following groups of words correctly in a sentence.
 - 1. ulavale, fasioti, 'aveta'avale (fasioti-to kill)
 - 2. faitau, Tusi Pa'ia, falesa
 - 3. fa'atau, fou, 'ofu
 - 4. faia oga, lesona, manatua
 - 5. fesoasoani, teine, faife'au
 - 6. alofa, tina, pepe
 - 7. malaga, Niu Sila, va'a
 - 8. tupe, 'avatu, faletupe
 - 9. sola, uta, pagota
- V. Change these sentences to equivalent ones, using the conjunction <u>e ui lava</u>
 ina (although)
 - 1. 'Va 'aulelei tele le teine, 'ae sa mumusu ai 'uma tama.
 - 2. 'Ua la'itiiti tele le pasi, 'ae sa ofi ai lava le to'atele o tagata. (ofi-



- 3. Sa ma'i tigaina le lo'omatua, 'ae sa alu pea i le lotu. (tigaina-acute)
- 4. 'O le'a 'ou faia le mea 'ai nanei, 'ae 'ou te le fia 'ai fa'atasi ma

VI. Complete the following sentences:

- 1. 'Ou te ma'i tele, 'o le mea lea...
- 2. E toeitiiti po, 'o lona 'uiga e tatau ona...
- 3. Se tapuni le fale coloa, co le mea lea....
- 4. 'Ua ma'i le faia'oga, 'o lona uiga....

VII. Answer these questions with a self-reciprocal form:

- 1. 'O ai na faia lau pusa?

 3. 'O ai lua te nonofo 'i le fale?
- 2. 'O ai sa fauina lou fale? 4. Na faia e le teine lau mea'ai?

VIII. Answer the following questions in complete statements:

- 1. E tutusa le 'umi 'o se tama'itiiti ma se tagata matua?
- 2. E foliga tutusa le tagata Saina ma se tagata Samoa?
- 3. E 'aiga fa'atasi 'oulua ma lou uso?
- 4. E 'ese le lu'au 'ese le palusami?

IX. Using ina ia answer the following questions:

- 1. 'Aisea e toe fia a'oga ai le tama?
- 2. 'O le a le mea 'ua fa'atau ai e le teine lona 'ofu fou?
- 3. 'Aisea 'ua fa'atali ai le ulugali'i i le pasi.

X. Complete the following sentences using seilloga:

- 1. E le toe malosi le ma'i....
- 2. E le mafai ona 'ou fiafia...
- 3. 'Ua fa'anoanoa tele le teine...
- XI. General review of conjunctions:
 Complete the following sentences using any of the following conjunctions:

 'ina 'ia, 'ina 'ua, 'a, 'ae, 'a'o, 'ina 'ua 'uma ona, se'i, ne'i, 'aua, leaga,
 pe 'a, 'afai, 'ona 'o.
 - 1. 'Ua 'ou ita tele... 4. 'Aua 'e te 'a'e i le niu...
 - 2. E le toe a oga le teine... 5. ... na vaivai le 'aulakapi.
 - 3. Masalo 'ou te avea le pepe i le falema'i.



DIALOGUES

STORIES

The following dialogues and comprehension stories are intended to help the student gain practace in using the different structures learned in Units 1-7. Some of the most common situations in which a student is liable to find himself are represented in this unit. The questions and responses are not only typical for any given situation, but many will undoubtably be encountered verbatum. Colloquial Samoan is used whenever possible to enable the student to become aware of the possible variations of the classroom structures that have been presented in previous units. plies to pronounciation as well as sentence structure and for this reason it is necessary for the instructor to model these dialogues in the same manner as they rould normally be spoken. Voice inflection. actions, facial expressions, and material aids are important in presenting these dialogues, and every effort should be taken to duplicate the conditions of the dialogue being used. (i.e. storekeeper, customer, goods, money, should be available for Dialogue 3: shopping). In addition, these artificial situations should be expanded out of class by practice in real situations in the presence of an instructor.





DIALOGUE ONE

FEILOA'IGA MA FA'AMAVAEGA

(COMMON GREETINGS AND FAREWELL)

Tala a Simi:

- 1. Tālofa ali'i! (Hello sir)
- 2. Malo le soifua! (Good health to you)
- 3. 'O ā mai 'oe? (How are you?)

Fa'apēnā fo'i a'u. (Same with me)

- 4. 'A'e alu i fea?
 (Where are you going?)
- 5. 'Ou te alu fo'i i le fale.
 (I'm going home too)
- 6. 'Ia, alu loa. Soifua ali'i! (0.K., go ahead. Bye.)

<u>Tala a Mika:</u>

- 1. Tālofa! (Hello)
- 2. Malo fo'i le soifua! (Good health to you too)
- 3. Manuia lava fa'afetai.'Ae a'oe? (Fine thanks) (How about you?)
- 4. 'Ou te alu i lo matou fale. (I'm going home)
- 5. 'Ia, so'u alu ane. (Well, I'll be going along)
- 6. Tofa (fā) soifua! (Good-bye)

VOCABULARY:

talofa: (hello, good morning, good evening, good afternoon),
malo: (word of encouragement, congratulation); soifua: (life, health),
manuia: (well), fa'apēnā: (like that ...), fale: (house, home),
fa: (good-bye) short for tofā, so'u: (I'll be ...).

ALTERNATE RESPONSES:

'O fa'apēfea mai 'oe?
(How are you?)
'Ua manuia'oe?
(Are you well?)
'Ua mālosi 'oe?

(Are you strong/healthy?)

Y
'A fa'afefea?
(How about you?)
'O fea 'a 'e alu i ai?
(Where are you going?)
'O fea 'e te alu i ai?
(Where are you going?)

'Ua malosi fa'afetai.
(I'm healthy/strong, thanks)
'Ua fa'alemanuia.
(Not too well)
'Ua feoloolo.
(I'm just all right.)
'O lo'o tata le fatu.
(The hearts still beating; slang)
'Ou te alu i tai.
(I'm going towards the coast)
'Ou te alu fa'apea.
(I'm going that way)
'Ou te alu i uta.
(I'm goin; inland)



CONTROL CONTRO

DIALOGUE TWO

O FESILI MA TALI ATU I LE TAGATA (BIOGRAPHY-QUESTIONS AND ANSWERS)

3

Faia oga: (teacher)

- 1. 'O ai lou igoa?
 (What's your name?)
- 2. 'O fea lou atunu'u?
 (Where's your country?)
- 3. E fai sou to alua?
 (Have you a husband/wife?)
- 4. E fia ou tausaga? (How old are you?)
- 5. 'E te faigaluega i Samoa? (Do you work in Samoa?)
- 6. 'E te fiafia 'i Samoa, pe leai?

 (Do you like Samoa or not?)

Mika:

- 1. O Mika. (Mike)
- 2. 'O 'Amerika. (America)
- 3. E leai, e le'i tāitai. (No, not yet.)
- 4. E luasefulu lua. (Twenty-two, 22)
- 5. 'Ioe, 'ou te faiā'oga.(Yes, I teach)
- 6. 'Ou te fiafia tele i Samoa.(I like Samoa a lot.)

VOCABULARY

igoa.....name suafa.....name (polite), title to'alua....spouse fa'aipoipo....to marry, married atunu'u.....country tausaga.....year, age galue.....to work faiā'oga....teach, teacher taitai.....not yet reached faigāluega....to work at a job

ALTERNATE RESPONSES:

'0 ai lou suafa?

'O lo'u igoa 'o Simi.

*O ai lou atunu*u?

'O fea le atunu'u 'e te sau ai?

'Va 'e fa'aipoipo?

O le a lau galuega i Samoa?

(What's your title/name (polite)?)

(My name's Jim.)

(Who is your country?)

(What country do you come from?)

(Are you married?)

(What's your work in Samoa?)



DIALOGUE THREE

FA • ATAUGA (SHOPPING)

Fa atau oloa: (shopkeeper)

- 1. E i ai se mea 'e te mana'o ai? (Is there anything you want?)
- 2. Leai, 'ua 'uma.
 (No. we're all out.)
- 3. Masalo 'o taeao, po 'o le Aso Gafua. (Maybe tomorrow or Monday.)
 'O lo'o maua fluamoa. (We have eggs.)
- 4. Tala i le taseni.
 (A dollar per dozen)
- 5. Eāle fale o B.P.? (How about Burns Philp?)
- 6. Masalo e taugofie ia Nelesoni. (Perhaps it's cheap in Nelsons)

Tagata fa atau: (customer)

 Fa'amolemole, e maua ni fasipovi? (Have you any beef, please?)

....

- 2. E toe maua afea?
 (When will you get some more?)
- 3. E fia le cau? (What's the price?)
- 4. Ia, aumai se afa tameni.
 (0.K., give me half a dozen.)
 E te iloa se fale e fa atau ai
 fasipovi? (Do you know a store
 where meat is sold?)
- 5. Leai, e maua, 'a 'na taugatā tele.
 (No, they have, but it's very
 expensive.)
- 6. Ia, so'u alu i ai. Fa'afetai lava. (0.K. I'll go there. Thanks)

VOCABULARY

fale oloa....shop, store tau...price

fa'atau....to shop, buy taugatā...expensive

fia.....how much mana'o...desire, want

taugöfie.....cheap talā....dellar

fasipovi....beef 'aumai....give

tāseni....dozen fa'atau'oloa..salesman, shopkeeper

ALTERNATE RESPONSES:

E maua. (We've got it.)

E ta'i fia i le tāseni?

(How much per dozen?)

soon)

NACKALANA PARAN NATANUNG PANGKANAN PARAN PANGKANAN PANGKAN PANGKAN PANGKAN PANGKAN PANGKAN PANGKAN PANGKAN PAN

E le toe maua. (Re're not getting it again)



DIALOGUE FOUR

FA MASINOGA O ITULAGI (GIVING DIRECTIONS)

Tala a Simi:

- 2. 'A'o fea le fale lenā?
 (But, where's that store?)
- 3. E mamao? (Is it far?)
- 4. E mafai ona 'ou savali i ai? (Can I walk to it?)
- 5. 'Ia, so'u alu. Tofā. (Well, I'll be going. Bye.)

Tala a Mika:

- 1. 'O la e i tafatafa 'o le fale o Eveni.(It's next to Carruther's store.)
 - (It's next to Carruther's store.)
- 2. Alu sa'o fa'apea. (Go straight in this direction.) E fa'afeagai ma le'Ofisa o Pisikoa. (It's facing the Peace Corps Office)
- 3. Leai, e le mamao tele.
 (No. it's not very far.)
- 4. 'Ioe, e mafai.
 (Yes, it's possible)
- Tofa soifua.
 (Good-bye.)

VOCABULARY

falehouse, building, store	tafatafanext to
alu sa ogo straight, directly	fa afeagaifacing
mamaofar	mafaibe able
tatau must, should	

ALTERNATE RESPONSES

'Ioe, e fai sina mamao. (Yes, it's a bit far.)

Leai, e le mafai. (No, it's not possible.)

E tatau ona 'e alu i se ta'avale. (You should go in a car)



DIALOG<u>UE FI</u>VE

FA'ATONUGA 'AIGA I LE FALE' AIGA

(ORDERING ITEMS IN A RESTAURANT)

Teine Laulau'aiga (waitress):

- 1. 'Ua fa'atonu sau 'aiga? (Have you ordered yet?)
- 2. E mava sanuisi, hamupeka, kale ma le araisa. (We've got sandwiches, hamburgers, curry and rice.)
- 3. Leai, 'ua 'uma. E toe maua taeao.
 (No, we're out. You cam get it tomorrow.)
- 4. *Ae a se mea inu?

 (How about something to drink?)

LATER:

- 5. E i ai se isi mea 'e te mana'o ai? (Would you like anything else?)
- 6. 'Ia, e tasi le tālā.
 - (One dollar.)
- 7. Fi ai. here is.,

Mika:

- 1. Leai. 'O a mea'ai 'o maua? (No. What food have you got?)
- 2. E le maua ni sosisi?
 (Don't you have any sausages?)
- Faramolemole, 'aumai ni hamupeka se lua.
 (Please, bring two hamburgers.)
- 4. Aumai se fagu moli.
 (Bring a bottle of orange soda)
- Leai, 'ua 'ou ma'ona fa'afetai.
 (No, I'm full thanks.)
- 6. E i ai sau sui mo le lua tālā? (Have you change for \$2?)
- 7. 'Ia, le tupe lea. Fa'afetai. (O.K., here's the money. Thanks.)

COCABULARY

fatatonu.....order

mea inudrink

pili.....bill

sanuisi.....sandwich

taladollar

kale.....curry

sui.....change

toe.....again

ma'ona....to be full

fagu moli...bottle of orange

'aiga.....meal

more for

fale aiga ... restaurant

se isi....another

ALTERNATE RESPONSES:

'Ioe. 'ua 'uma.

(Yes, I've ordered.)

*Ioe, toe 'aumai se isi hamupeka se tasi. (Yes, bring another hamburger)



DIALOGUE SIX

FETU UNA IGA O LE TOTOGI MA LE 'AVETA AVALE

(NECOTIATING PRICES WITH A TAXI DRIVER)

Pasese: (passenger) 'Aveta'avale: (taxi driver)

- 1. E fia le passe e alu ai i le Grand?

 (How much is the fare to go to the Grand

 Theatre.)
- 1. F tolusefulu sene.
 (It's thirty cents.)

2. E le luasefulu sene? (Isn't it twenty cents?)

- 2. 'Ia, pule a 'oe i le totogi. (Well, it is up to you.)
- 3. E le fetaui le tolusefulu sene i se malaga pu'upu'u.
 (Thirty cents isn't right for such a short trip.)
- 3. 'Ia, 'ua lava se 'afatala. (Twenty-sene will be enough)

4. 'Ia, 'ua lelei. Tā o loa. (That's good. Let's go then.)

4. 'Ia, tā ō. (0.K., let's get going.)

5. Malo le fa'auli! (Good driving!) 5. Malo fo'i le tapua'i! (Good supporting!)

VOCABULARY

ta'avale.....taxi

pasese.....fare

tāpua'ito be in support.

'aveta'avaledriver

fa'auli.....to steer, direct a car.

ALTERNATE RESPONSES

Pule lava 'oe. (It's up to you.)

'Ia, 'ua lelei. Tā ō. (O.K., let's go.)



DIALOGUE SEVEN

FA AAUAUGA O FA AMATALAGA TAU I LE TAGATA (DETAILED BIOGRAPHICAL DATA)

Tala a Simi:

- 1. 'O fea le nu'u o Amelika 'e te sau ai? (What town in America do you come from?)
- 2. O soifua pea ou mātua?

 (Are your parents still living?)
- 3. 'O le a le glinega sa fai e lou tama? (What work did your fother do?)
- 4. E to afia ou uso ma tuafafine/tuagane?

 (How many brothers/sisters do you have?)
- 5. 'E te toe fo'i afea i 'Amelika? (When will you return to the state?)

VCCABULARY

nu'uvillage, place

ola.....to live, alive (politesoifua)

tuafafine.....sister (of male)

oti.....die, dead (polite; maliu
and malaia)

kamupani.....company

Tala a Mika:

- 1. Ou te sau mai Niu Ioka. (I come from New York.)
- 2. Leai, 'ua malaia lo'u tama, 'ae 'o lo'o ola pea lo'u tina. (No, my father's dead, but my mother's still living)
- 3. Sa faigaluega i se kamupani lomitusi. (He worked in publish-ing company.)
- 4. E to alua o'u uso, ae to atasi lo u tuagane/tuafafine. (I've two same-sex siblings and one opposite-sex sibling)
- 5. Pe 'a 'uma la'u galuega.
 ("hen my job is finished.)

memao..... fer

uso..... same sex sibling

tuagene..... brother (of female)

pea..... still

fo'i..... go back

ALTERNATE RESECUSES

'O fea lou nu'u i 'Amerika?

'O ola/soifua pea ou mātua?

'Ioe, 'o lo'o ola 'uma.

Legi, 'ua oti lo'u tina/tama.

O fea le seteté i 'Amerika 'e te sau ai?

(Where's your town in America?)

(What state in America do you come from?)

(Are your perents still living?)

(No. my rother/father died.)

(Yes, they are both alive.)

EN GUADA CATALOGUES A CONTRACTOR CATALOGUES CATALOGUES CONTRACTOR CONTRACTOR



EIGHT DIALOGUE

O LE EVAGA (A DATE)

Tama: (boy)

- 1. Teine, e 'ese lou 'aulelei. (Girl, you're so beautiful.)
- 2. Sau tā eva. (Come let's talk ; to get together at night.)
- 3. E 'ese lou fia sisi. (You're stuck up.)
- 4. 'Aua le mimita fa'apea e 'aulelei. (Don't be proud because you're beautiful)
- 5. Se! Sau ta eva. (Sh! Come let's get together.)
- 6. O fea la ta te fetaui ai? (Where will we meet?)
- 7. 'Wa lelei, 'aua ne'i 'e le sau. (0.K. Don't forget to come.)

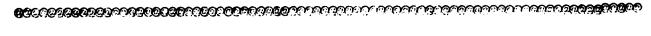
Teine: (girl)

- 1. Fa'afetai. (Thank you.)
- 2. 'A'a! (Cut it out!)
- 3. 'E te le pule. (You have no business)
- 4. Ia, e a la? (So what?)

- 5. Fa'atali se'i po. (Wait until night time.)
- 6. Fa'atali atu i lalo o fa'i. (Wait under the bananas.)

VOCABULARY

'aulelei	beautiful
eva	to roam about at night
'a'a	expression of dissatisfaction
sisi	conceit, held high
pule	boss
mimita	conceit
se'i	until
fetaui	to meet
ne'i	not on any account



DIALOGUE NINE

INUGA (DRINKING)

Tala a Vili:

- 1. 'E te fia inu pia Ioane? (Do you want to drink beer John?)
- Fai iā Sale e 'aumai se lua tālā. (Ask Sale to give us two dollars)
- 3. 'Ua lava ni fagu se ono?
 (Are six bottles enough ?)
- 4. E malosi le pia?
 (Is the beer strong?)
- 5. Se, inu ma le pata.)
 (Drink the roam.)
- 6. E leaga le pia e tumu ai le manava.

 (Beer is bad it makes the stomach full)
- 7. 'I, e tasi le 'inisi. (Yes, one inch.)
- 8. Leaga, e le'i seti lo'u manava. (My stomach is not set.)
- 9. 'Ai le moto. (Eat the fist.)

pata

10. Se'i 'ai taeao.

(You'll get some food tomorrow.

foam

Tala a Ioane:

- 1. 'I. (Yes.)
- 2. Fai 'oe i ai.
 (You ask him.)
- 3. Manaia! 'Aumai ni ipu ma ligi loa. (Great! Get some glasses and pour.)
- 4. Le i e vaivai. (No, it's weak.)
- Aua le fai tonu valea.
 (Quit making stupid suggestions)
- 6. 'Ua 'e'ona. E pu'upu'u lou pute.
 (You are drunk.) (You have a short
 navel.)
- 7. 'Aua 'e te toe fia inu pia. (Don't drink beer anymore.)
- 8. 'E i ai se mea 'ai? (Is there any food?)
- Sē, 'o le mala le mea.
 (Oh, it's a tragedy.)

VOCABULARY

ligi	to pour	pu*upu*u	short
tonu	plan, course of action	pute	navel
tumu	to fill	moto	${f fist}$
onā	to be drunk	mala	tragedy



DIALOGUE TEN

SAUNIGA O SE IPU KOKO

			•
Ta]	la a Sina:	Ta.	la a Tomasi:
1.	Tomasi!	1.	O alu!
2.	Sau i 'ī, fa'amolemole.	2.	'Ia, 'ua 'ou sau.
3.	'Ou te mana'o i se ipu koko fa'amolemole.	3.	E mo'i? 'Ia, 'o le'a 'ou alu e 'aumai. 'E te mana'o e fa's suka?
4.	'Î, tu'u i ai ni sipuni suka se lua.	4.	'E te mana'o i se susu?
5•	Leai, fa'afetai. Na'o se ipu koko ma ni sipuni suka.	5•	'Ua lelei.
6.	'Aumai ma sau ipu koko?	6.	Leai, fa'afetai. 'Ou te le inu koko.
7.	'Aisea?	7.	Ou te le fiafia i le koko. Ou te fiafia i le pia.
8.	E leaga le pia.	8.	Leai, e lelei le pia.
9.	E leaga. 'E te 'ona ai.	9.	E le afaina. Na o le tasi le ipu koko 'e te mana o ai?
:0.	'I, na'o le tasi lava.	10.	'Ua lelei. 'O le'ā inu lau ipu koko, 'ae inu la'u fagu pia.
	<u>VOCABULARY</u>		



DIALOGUE ELEVEN

TA ALOGA KILIKITI

Tala a Semisi: Vili!

- Togi mai le polo, fa'amolemole.
- Le polo kilikiti! 3.
- Fa'afetai. 'E te fia kilikiti?
- 'O lea 'ua toeitiiti 'atoa le isi 'au. 'atoa la matou 'au.
- Se. aua 'e te fiapepe.
- O le lau a Simi.
- Leai, 'o Ioane lena e te'a, 'o 'oe e talitua'a.
- le pate lea e ta ai se isi.
- '0 la tou 'au.
- 'I, fai fa'alelei la tou lape, 'aua 'a tou faia'ina e esi o tou to'ilalo. E fa'asiva ai fo'i 'oe.

Tala a Vili:

- '0 a'u!
- 'O le a le polo?
- 'Ia. sapo!
- 'O ai 'uma e kilikiti? E le'i ¹atoa 'au?
- 10 le a 'ou kilikiti, 'ae (e) le mafai ona ou tamo e saosaoa. 'O lea e lawea lo'u vae.
- '0 le 'au 6. E le'o so'u fiapere! a ai 'ou te ta'alo ai?
- 7. 'Ia, 'o a'u la 'o le'a te'a.
- 8. 'Va lelei. 'Va tutu'i 'olo?
- Leai, tutu'i e 'oe 'olo i 'ina, ma 'avatu 9. 'O le 'au a ai 'o le'a tata muanua?
 - 'Ia, 'o matou fo'i la e faia le 10. lape, a?
 - 'Ua lelei. Te'a loa le polo! 11.

VOCATULARY

poloball	te'apitch
sapocatch	talitua'āfielder; to fielder
sapo	
o ai 'umawho all(?)	tutu'ito pound (into some thing)
atoawhole	
o leain regards to that	olowicket
	patebat
auteam	-
saosagafast	tahit
	se isisomeone; something else
laveahurt, injure	tatāhit (plural); at bat
fai fa'aleleimake it good	
•	lapeto sing and dance.
faia inato loose in a game	fa'asivato cause to dance
to ilalo to be overcome	osiloosing team entertains.

DIALCGUE TWELVE

SU'ESU'EGA I LE MATA'UPU

Tala a Simi:

'Va ta le fia, Mika?

- Tala a Mika;
- 1. 'Ua lima minute 'ua te'a ai le sefulu. 'O le a le mea 'ua 'e fesili ai i le taimi? E i ai sou fa'alavelave?
- 2. 'I, 'o lenei e tau su'esu'e la'u mata'upu 2. 'O le a lau mata'upu e fai? e fai taeao i tamaiti a'oga i le falea'6ga.
 - 'O le numera po'o le saienisi?

3. 'O le saienisi. 3. 'U le a se mea 'o fa'aletonu?

4. E leai se mea.

- 4. 'Ua leva ona 'e su'esu'e?
- 5. 'I, 'ua fai sina leva. 'Ua 'ātoa le itūlā. 5. Tālofa e, 'Uaā lā?
- 6. 'Ua feoloolo. Na'o le tasi 'o le mea 'ou te le iloaina pe 'ua lava la'u sauniuniga.
- 6. 'Afai 'ua 'atoa le tolu itula, 'ua tatau ona lava. E i ai se mea ou te fesoasoani atu ai?
- 7. Leai, fa'afetai. Masalo 'ua lava fo'i la'u su'esu'e i lenei po. 'Va tatau ona fai sa'u malologa mo le faiga o le ā oga taeao.
- 7. 'Ia, faia lea tonu. 'O le'ā 'ou alu fo'i la 'ou te moe.

- 8. 'Va lelei, ma 'ia manuia le po.
- 8. Manuia fo'i le po. Fai se miti lelei.

9. 'Aua le moefiti. 9. Tofa.

10. Fa.

*UPU FOU

su'esu'e.....to study tau.....trying to fa'aletonu.....not in agreement sina.....a little bit lava....enough

sauniuniga.....preparation mālologa.....(n) rest faia lea tonu....do that plan miti.....dream moefiti..... to turn much in

one's sleep.



DIALOGUE THIRTEEN

TALA I LE MAKETI

Tala a Simi:

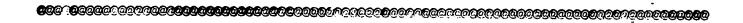
- 1. Sole, 'a fa'apefea?
- 2. 'Ou te alu i Savai'i.
- 3. 'Ou te alu i le pasi.
- 4. Ona 'ou tu'ua lea'o Mulifanua mo Salelologa i le afa o le sefulutasi 1 le vala.
- 5. 'A 'ou taunu'u i Savai'i, 'ona 'ou alu lea i le pasi i Fagamalo. 'Ua ta se fia?
- 6. 'Oi sole, 'ua 'ou tuai. 'Ā nei 'ou te le maua le pasi.
- 7. 'Ia, 'ua lelei. Tofa.
- 8. Fa'afetai. Manuia fo'i le fa'amuli, 8. Fa! Tofai

Tala a Mika:

- 1. Se na 'ou sau e su'e se 'ato talo. 'A fa'apefea 'oe?
- 2. E fatapefea ona te alu?
- 3. 'Ona a lea?
- 4. E fa'apefea pe'a e taunu'u i Savai'i?
- 5. Toe lima minute i le iva.
- 6. 'Ia, e sili pe'a 'e momo'e loa i le mea e tutu ai pasi.
 - 7. Tofa soifua. Manuia le malaga.

*UPU FOU

momo'e.(tamo'e)....to run tu'ua.....to leave oi sole!......loh man!(interjection)tuai......late





O LO'U 'AIGA

'O a'u 'o Simi Mila, 'o se tama 'Amerika. 'O lo'o o'u tafao i Samoa, 'ae le galo ai lo'u aiga i lo'u atunu'u moni. 'O lo'o i ai lea i le Setete o Tlinoi, e lata ane i vaituloto tetele o le Unaite Setete. E le to'atele lo matou 'aiga, 'ua na'o o'u matua, ma lo'u tuafafine o lo'o fa'amuli mai ai nei.

'O lo'u tama 'ua fasefulu ma le lima ona tausaga, ma 'o lo'o fai lava lana pisinisi ta'avale. E nofo si o'u tina 'o Lina i le fele ma sauni mea'ai, 'a'o Peti 'o lo'o a'oga i le Univesite. E masani fo'i ona asiasi ane le uso o lo'u tina ma lana fanau i ni isi taimi i lo matou 'aiga, ma nonofo ai mo

E o'o lava ina malulu tele le tau i lea nofoago, 'ae leai se mea e popole ai, aua e mautu mea 'uma i lo matou fale piliki ma ona fa'amalama tioata matagofie. 'O lo'o i ai magalafu ma masini fa'avevela 'ea e mafanafana ai le fale 'atoa.

'A alu loa Siaosi i lana galuega, 'a 'o Peti i le a'oga, ona toe loa lea 'o lo'u tina ma Kili lana pusi, la te leleo i le aso 'atoa. E tafe fa'ata'amilo i le togala'au i tafafale se alia manino manaia. 'O 'ina e fagota so'o ai Kili ma sau ai ma nai tama'i i'a i le fale. 'O le fa'atoa'aga fo'i lea e masani ona 'ou ta'oto'oto solo ai ma faitau sa'u tusi, aua e malu ma fefiloi ai le manogi o fugala'au 'ese'ese.

VOCABULARY

atunu'u moni ata ane aituloto na'o fa'amuli fai pisinisi ta'avale si o'u sauni masani asiasi ane ni isi ni nai fefiloi	to forget one's true country close to lake only stay behind to do car dealership my(beloved) prepare accustomed to visit some other some mix	o'o ina nofoaga popole mautu piliki fa'amalama matagofie tioata magalafu masini fa'avevela fa'amafana- fana nanamu	to reach or arrive become place to worry well built brick window beautiful glass fire place heater to warm scent	mafanafana 'ona toe loa lea leoleo tafe fa'ata'amilo togālā'au tafāfale ālia manino fāgota so'o tama'i fa'ato'aga ta'oto'oto solo mālū fugālā'au	warm then only remain watch after flow around garden next to the house creek clear to fish often small garden lie around cool flowers
				'ese'ese	different

- 1. 'O ai le nu'u o Simi?
- 2. E to afia le laiga o Simi?
- 3. 'O le a le matua o lona tama?
- 4. 'O le a le galuega a le toea'ina?
- 5. E to'afia le 'aiga o Simi?
- . 6. 'O ai e leoleoina Lina?
 - 7. 'O le a le tau i Ilinoi?
 - 8. O fea e masani ona faitautusi ai Simi?
 - 9. 'O ai le tuafafine o Simi?





O LAU MĀNAMEA

Na ma feiloa'i ma Sina i le tifaga ma 'amata mai ai ona ma uo. 'O se teine amiolelei tele, 'ae lalelei fo'i. E manaia lona fuaitino, ma momosi lona pa'u. 'Ua luasefulu nei ona tausaga. Sa a'oga i le Kolisi o Samoa, ma 'o lo'o faigaluega nei i le felemeli. E nonofo ma ona matua i lo latou 'aiga i Lepea. E ui lava ina fiafia 'o ia i ta'aloga ma le tifaga, 'ae tumau pea fo'i lona fa'amaoni i lona tiute.

'O se isi aso na manava mai ai, ona afe ane lea i lo'u fale, fai mai, "Pati, 'ua tatau ona e alu atu taeao tatou te failotu, 'aua 'o tala atu taeao 'ou te malaga ai i Niu Sila." 'Ua te'i o'u tino 'ae tau nofo lo'u fatu, ma 'ou fai atu,

"E a 'ea? 'E te alu 'o le a? 'O a na faiga valea fa'apena?"
"Malie lou loto! E le mafai ona 'ou te'ena le avanoa 'ua 'aumai i la'u galuega. E na'o le tolu vaiaso." 'O lana tali mai lea.

Sa 'ou 'onosa'i loa ma malie e nofo fa'atali i lea taimi. Na 'ou alu fo'i i le 'aiga e pei ona ia vala'auina a'u i la latou 'aiga fa'amavae. Sa matou malaga e fa'amavae ma Sina i le malae va'alele i lea aso. 'O lo'o o'u fa'atali nei lava se'ia fo'i mai ona ma fa'aipoipo loa lea. E tasi le lave 'ua o'o nei i ai; e le 'o le tolu vaiaso, 'a 'o le tolu masina e pei ona ia toe tusi mai.

VOCABU	LARY

manamea	sweetheart	matua	parents
feiloa'i	to be acquainted with	E ui lava ina	although
ona	then	tumau	to be firm
amiolelei	well behaved	tiute	duty
l a lelei	beautiful	fa amaoni	faithful, loyal
fuaitino momosi	complexion, figure soft, smooth	manava	to rest after working.
ona afe ane lea	then se called in	pa'u	skin
tau nofo lo'u fatu	my heart stood still	te'i o'u tino	a shock ran
te'en t	refuse		through my body
'onosa'i	patience	āvanoa	chance
malae va'alele	airport	se'ia	until
ona mā falaipoipo	then we will marry	lave	problem
e pei ona	as		

O LA U MANAMEA

Faitau ma su'e tali o fesili nei:

- 1. 'O ai na tusia le tala?
- 2. O ai lana manamea?
- 3. 'O fea sa a'ogo ai lenei teine?
- 4. '0 ai lona nu'u?
- 5. 'O fea 'o faig luega ai nei?
- 6. Falamatala foliga o Sina ma ona uiga?
- 7. 'Aiseā na fa'anoanoa ai lana uo?
- 8. 'O le a le 'umi na tu'u e malaga ai?
- 9. Na fa aperea ona amata lenei uo?
- 10. 'O le a le lagona na o'o i le uo a Sina 'ina 'ua tuai mai?
- 11. F fia vaiaso 'ua toe tolopo ai le malaga 'ua le fo'i mai? (tolopo postpone)



O SE AFIAFI I LE FALEPIA

E 'ese'ese tagata ma o latou ma'oi, 'ae manaia fo'i le tofotofo i mea 'uma.
'O le tasi la Kirisimasi na malaga mai ai lo'u uso sa i Pago e asiasi mai. Sa fai mai loa i se tasi aso, "Toma, fai sou 'ofu, 'ae ta o ta tafafao i Apia,"

."O Apia i fea 'o le'ā tā ō i ai? 'O la'u fesili atu lea.

"Ta o se'i fa'amafanafana o ta toto i le Tanoa"

'Ua 'ou iloa nei le uiga o la ma malaga, 'a 'o a'u fo'i e le inu, 'ae 'ou te musu fo'i e alu na'o Siaosi aua e 'ona leaga.

Po'o le fitu na ma taunu'u ai i le Tanoa 'a 'ua tumu 'atoa le fale i tamaloloa uiga 'ese'ese fa'apea fo'i tama'ita'i. E mau e 'o nonofo mau e e sisiva, ma le anoano e laulaututu solo. 'Ua tolo fo'i le savali tifatifa ma tautevateva 'atoa fo'i ma gagana fa'atupu fa'alavelave.

Sa 'amata loa ona inu la'u tama 'ina 'ua maua si pa'usisi paganoa, 'o lo'o i ai se laulau ma ni nofoa. Masalo 'ua ono a ma fagu 'ae tasi lava la'u ipu, 'a 'ua 'amata ona tautalatala fiafia Siaosi, 'aua 'ua tau le pia. 'Ua tu loa i luga ma pese 'ua o'o ai lava i le fa'aili. E le masino fo'i itu'aiga teine sa i ai i lea po, 'atoa ma a latou faiga fa'atosina.

'O lea na sisiva ai loa lo'u uso ma se tasi tevolo fafine, 'a 'ua 'amata lava 'ona 'ou popole, 'aua 'ua fa'atetele lava lona pisa. E le'i leva lava, 'ae patiapata loa fagu. O'u momo e atu 'o Siaosi lea 'ua fasi tele e le 'au 'onana. 'Ona 'o a'u 'o lo'o malamalama, na lelei ai. Na'o lo'u patuina lava o lea ma alu ifo, 'ae 'ou tago atu loa fa'atata mai la'u tama, togi i le ta'avale ma ma fafo loa ma le ma'afala.

VOCABULARY

'ese'ese	different	solo	all around
ma [‡] oi	favorite	tolo	many
tofotofo	to experiment, try	savali tifa-	stagger
o le tasi Kirisimasi	one Christmas	tifa	
malaga	travel	tautevateva	walk crooked
āsiasi	visit	gagana	language
tafafao	to roam about	fa!atupu	to create, cause
fesili atu	to ask	fa'alavelave	trouble
se'i	let's	la'u tama	my boy (expression)
fa amafanafana	warm up	pa'usisi	corner
Tanoa	the Tanoa Club	paganoa	silent
toto	blood	masalo	maybe
uiga	meaning	tautalatala	talk on and on
¹a	but	tau	to affect, to reach
'ona leaga	t o get very drunk	o'o atu	arrived at
po¹o le fitu	about 7 o'clock	fa'aili	bend
taunu¹u	to arrive	le rasino	uncountable
tumu 'atoa	completely filled	itu aiga	sorts, kinds of
uiga 'ese'ese	all different kinds	'ātoa	complete
mau	some	faiga	way, style
ē	who	fa'atōsina	to come on strong
ānoano	many	tevolo fafine	she-devil
laulantutu	stand	popole	vorry



fa'atetele getting worse clear headed malamalama to strike patūina noise pisa o lea that one le'i leva hadn't been long down patiapata clatter about ifo take tago to run to momo'e atu to drag quickly falatātā fasi tele to be really beaten throw au onana togi drunken group to get out (idiom) fafo loa ma le ona because ma'afala

'O SE AFIAFI I LE FALEPIA

Faitau ma tali fesili nei:

- 1. 'O ai le tusitala?
- 2. 'O ai le igoa o lona uso?
- 3. 'O fea sa i ai lona uso?
- 4. 'O le a le ma'oi o lea taule'ale'a?
- 5. 'O le a le taimi na taunu'u ai i le Tanoa?
- 6. E fia a la fagu pia na inu?
- 7. Na fa'apefea ona la fo'i i le 'aiga?





APPENDIX

SAMOAN GRAMMAR
ENGLISH-SAMOAN-ENGLISH GLOSSARY
BIBLIOGRAPHY

325



SAMOAN GRAMMAR

The section following on Samoan grammar is not a complete analysis of the Samoan Language. As with the glossary which follows, this unit deals only with those areas that would be of use to a student or instructor of conversa tional Samoan. Derivation and evolution of gramatical concepts, as well as a comparative study with other Polynesian languages are beyond the purpose of this book. Research in these areas should be directed to the two texts from which much of this section was compiled. (Samoan Grammer, Spencer Churchward, Spectator Publishing Co. Pty. Ltd., Melbourne. 1951; Pratt's Grammar and Dictionary of the Samoan Language; Rev. George Pratt, Malua Printing Press, Malua, Western 'amoa. 1911). Further grammar information can be found in Marsack's Samoan and the L.D.S. Let's Speak Samoan (see bibliography).

CONTE		page
I.	The alphabet and pronounciation Vowels Consonants Syllables and accents Pronounciation errors The glottal	328 329 329 330
II.	The nominative The particle 'o The definite article (singular and plural) Indefinite article (singular and plural)	332 332
III.	Pronouns Personal pronouns	335 339 339 339 339
IV.	Verbs Verb number Passive verb form Verb tense Negative Verbs 'to be, to have	342 343 344
v.	Adjectives, adverbs and prepositions Adjectives Adverbs Prepositions	347



VI.	Conjunctions and sentence construction
	Conjunctions
	Sentence construction
VII.	Prefixes, suffixes, and compound words
	Prefixes
	Suffixes 357
	Compounds
മെങ്ങ മെ	



SAMOAN GRAMMAR

PART I: THE ALPHABET

There are five vowels and twelve consonants in Samoan. They are:

AEIOU. FGHKLMNPRSTV

Three of these consonants (H,K,R) are not native but were introduced in foreign words. H is not frequently encountered.

VOWELS

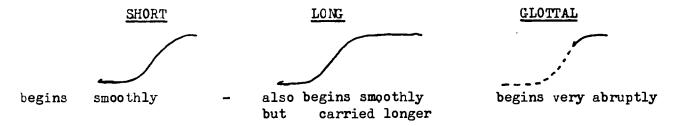
The five vowels are pronounced much the same as in European languages.

a as in father
e as in head
i as in tea
o as in home
u as in do

Every vowel sound can be pronounced three ways. The short (a), the long (a) and the glottal (ia). In each of these three variations however, it is not so much the sound that changes, but the manner in which it is delivered. A short vowel is a short utterance of the sound. A long vowel is a prolongation of the sound, and a glottal vowel is an abrupt glottal beginning of the sound. These differences are very important since entire meanings depend upon how a sound is uttered.

ai.... who
'ai.... to eat
ai.... a row of plants

The three vowels may be represented diagramatically as follows.



VOWEL COMBINATIONS

<u>Double vowels.</u> Similar vowels occurring together in a word are usually separated by a glottal sound. There are exceptions however as in the cases of compound word or prefixed and suffixed words resulting in duplicated vowels. In many instances these duplicated vowels are pronounced together as one long vowel.

ta alofa, talofa I love (common greeting)
tale atu - talatu ... beyond

Diphthongs. Combinations of vowels always retain their seperate sounds. For this reason there are no improper diphthongs such as is found in English (threw, through, zoo, etc). Each vowel in the combination is distinctly pronounced. The resulting harmony of vowels in some cases gives rise to several sounds in which the components are less easy to distinguish (ai sounds like the English long i). Among the combinations there are several similar sounding diphthongs which a at first difficult for foreigners to tell apart.

Ae and Ai:

vae

vai

vai

mater

Ao and Au:

fao

fau

to build

oe and Oi:

to e

to remain over

toi

a kind of tree

Diphthongs should always be pronounced so that the mouth finishes in the position of the final vowel. It is probably evident that proper pronounciation is of the highest importance since a slightly altered pronounciation can drastically change the meaning of a word.

Tai..... tide
Tae..... feces

CONSONANTS

As stated before, there are twelve existing consonants in the Samoan Language. At the present time these coincide more or less with the English pronounciation. There are four notable exceptions however. G is always a nasal sound as ining of sing. L is somewhat similar to a soft English R and is indeed interchangable with the adopted R in the Samoan alphabet. This is particularly evident for words in which L is preceded by A,E,O,U and followed by I. The Samoan P is very soft and is between an English B and P. With the exception of the G, these pronounciation differences are very slight.

Colloquial Speech

Common Samoan speech is characterized by the almost exclusive use of K and G in place of T and N. Any student learning to speak from a native speaker will invariably be taught the "proper" or pure Samoan form in which the exclusive use of K and G is frowned upon. This same Samoan would however in conversation with another native speaker revert to the colloquial speech pattern (using K and G). It is important to realize that the "K" dialect (so it is called) is what most people will hear being spoken by others and not infrequently to the student himself. Non-Samoans are discouraged from imitating this speech form since it is considered to be a corruption of the Samoan language. Below is an example of the two patterns. Remember however that the 'K' language, although spoken, is never written.

T: Tatou nonofo i'ina..... Let's sit there.

K: Kakou gogofo i'iga.

Syllables and Accent

Below are some of the major points concerning syllables and accents.

- 1. No two consonants may occur together without and intervening vowel or vowels.
- 2. All syllables must end in a vowel.
- 3. No syllable can have more than one consonant and two vowels.
- 4. Accent is usually on the penultima (second last syllable). There



may be exceptions to this and there may be more than one accent in a word.
(a) Long vowels usually take the accent. (it may be a secondary accent)
(b) Words ending in a long vowel accent that syllable.
 faigata difficult
(c) Reference to a distant place or object causes the accent to be be shifted to the last syllable.

(d) All words ending in diphthongs accent the last syllable.

vaveac day break (night)

(e) Most words ending in ga accent that syllable (but not nouns derived from verbs as in moega)

tiga to hurt

(f) Certain adjectives accent the last syllable for emphasis umi very tall.

COMMON PRONOUNCIATION ERRORS

Y SOUND: There is no y in Samoan. However when ai, ae, oi, oe preceeds a vowel, the resulting sound is often mispronounced as y.

loia not loiya lawyer faia'ina..... to lose

Words beginning with i followed by a vowel are similarly mispronounced.

Ianuali not yan \underline{u} ali January Iesu Jesus.

W SOUND: There is no'w'in Samoan. Certain vowel combinations can give rise to a sound commonly mistaken for w. A single o or u. followed a vowel especially i is an example.

soia not sowia stop!
itua not i tuwa behind
igoa not igowa name

U at the beginning of word followed by a vowel.

uila not wila power
uati not wati watch

Au or Ao followed by a vowel.

falaoa not falawa bread 'aua don't!

A NOTE ON THE SAMOAN GLOTTAL

Some books in existence on the Samoan Language state that the Samoan glottal (') appears in words in place of the K of other Polynesian languages.

'oe (Samoan)..... koe (Maori)....... you
i'a (Samoan).... ika (other Polynesian fish
languages)

This would mean that the glottal in Samoan is to be considered as a consonent.

CAN TAND TO THE TO THE ACCUMENTATION OF TANDS OF TO THE TOTAL THE TOTA



PART II: THE NOMINATIVE

THE PARTICLE '0

The use of this word is a concept foreign to English speaking students. Nouns may stand alone in English, but they must be 'set off' by the particle 'o in Samoan for the nouns to be complete. Pratt refers to 'o as the sign of the nominative as does the Morman publication. Let's speak Samoan. Marsack however points out that 'o also occurs in the accusative case (with objects.) It would be safe then to just list the principal functions of this important word and refrain from giving it a restricting label.

rom	en to givi	ng it a restricting label.
1.	<u>'0</u> ot	is only used for a noun or pronoun. When it occurs before any her part of speech it has the effect of transforming it to a noun.
	'0 '0	le teine aulelei
2.	*0	must come before a noun or pronoun when these stand alone. le maile
3.	It:	is the sign of the nominative absolute.
		oe o la u uo
4.	<u>'0</u> 1	preceeds all proper nouns in the nominative.
		Samoa Samoa
5•	'0 I	preceeds pronouns in the nominative case.
	(a)	Relative pronouns 'O le ha alu
	(b)	Interrogative pronouns 'O ai 'oe?
	(c)	Demonstratives 'O lea
	(a)	Indefinite pronouns 'O so isi
	(e)	Personal pronouns. 'O a'u
		Note: '0 does not occur before the short or dependent forms of the pronouns (see the section on pronouns).



6. In sentences, 'o is used when the subject occurs before the verb.

*0 le tama lena sa pa'u That boy fell. It is not used if the subject follows the verb.

When using the structure: Ona ai ... lea (then), the noun or pronoun may take or omit the 'o if it follows the verb.

'Ai muamua ona fai ai lea lau mea a'oga.

'Ai muamua ona fai ai lea 'o lau mea a'oga.

Eat first then do your school work.

THE DEFINITE ARTICLE

Le is the Samoan definite article. It is used whenever the noun is definite in the mind of the speaker. Note that even though English would use the indefinite article in some definite situations Samoan does not. This is particularly evident in the answer to the question: What is that?

'0 le povi..... Its a cow.

All nouns must show an article to denote singular. Omitting the article results in the plural of the noun. For this reason it is important to always include the article if singular is to be expressed. Plural is assumed unless the article is present.

'0 le penitala..... The pens.

'0 penitala..... Pens.

Although most Samoan nouns do not change from singular to plural a few nouns do but these are rare and can be easily memorized.

Indefinite Article

Se replaces le when the indefinite is to be expressed. It is used when:

- (a) Referring to one of many.
 - 'Aumai se tala...... Give me a dollar.
- (b) When questioning somethings existence.
 - 'O se pua'a lale? Is that a pig?
- (c) Expressing negative.

E le 'o se pua'a. Its not a pig.



Ni is the plural form of se. When it is used in place of se, the noun becomes plural. It can be translated as 'some'.

'Aumai ní tala..... Give me some dollars.

E le 'o ni pua'a...... They aren't pigs.

Ni is sometimes omitted in colloquial speech.

'0 pua'a? Are they pigs?

E le'o pua'a..... They aren't pigs.

NOUNS

Many of the nouns of the Samoans Language are derived from simple roots which have been reduplicated, combined with other words, or taken a suffix or prefix. In most cases, the newly formed word takes its meaning from the base words.

Pronounciation may change somewhat when the new words are pronounced as one.

mata (eye) + 'upu (word) ... matā'upu (subject)

With few exceptions nouns do not change form from singular to plural (see the section on the definite article). Instead, nouns show number by the presence or absence of the definite or indefinite article (or possessive pronoun).

All nouns belong to one of two possessive classifications depending on the relationship of that noun to humans (very personal, or non-personal). Each catagory has a separate set of possessive pronouns which apply specifically to these nouns. (see the section on possessive pronouns)

Nouns will normally follow the verb in sentence construction. This rule applies to both noun subjects and objects.

'Ua alu le pasi...... The bus is going.
'Aua 'e te tago i la'u... Don't touch my book.
tusi.



PART III: PRONOUNS PERSONAL PRONOUNS

English has only two pronoun numbers, singular and plural. Samoan pronouns however can be divided into three groupings: singular, plural, and pair plural (dual).

Singular	Dual	Plural
a'u, ita,('ou, o'u)-I	ta ua (ta)-we (2)	tātou - we
	mā'ua (mā)-we (2)	matou - we
'oe ('e)-you	'oulua (lua)-you(2)	outou (tou)-you
ia (na)-he/she/it	la'ua (la)-they(2)	latou - they

These pronouns normally occur with the particle 'o (except as noted in the section on 'o, and except for the dependent or short forms listed in parenthesis.)

COMMENTS CONCERNING THESE PRONOUNS

- 1. The Samoan pronouns correspond with English pronouns in meaning with three major exceptions.
 - (a) The dual set is used only for pairs.
 - (b) Both the dual and real plural have an inclusive and exclusive form for the first person pronoun (we)

Enclusive: includes the speaker and the listener only.

ta'ua: speaker and listener only.

tatou: speaker and listeners only.

Exclusive: excludes the listener from the group.

ma'ua: speaker and another but not the listener.

matou: speaker and others but not the listener.

- (c) The third person singular, ia is used for he, she, and it.
- 2. The short forms of the pronouns (in parenthesis) do not take the particle o. These short forms are used when the pronoun:
 - (a) occurs before the verb.

'Ou te moe...... sleep.

as opposed to

E moe a'u...... sleep.

(b) is inserted between the verb and the tense marker.

'ua 'e sau?......Have you come?

as opposed to

'ua sau 'oe?......Have you come?

(c) is in the second clause of the nominative absolute.

'O a'u nei, 'ou te As for me, I'll go.

alu.



- 3. First and third person dual and plural pronouns can be preceded by 'i (except the short forms) If 'i is used it will occur when:
 - (a) the pronoun stands alone and is preceded by 10.

(b) the pronoun occurs in a position other than before the verb.

'Ua 'a'ai'i latou..........They are eating.

In common speech however, i is frequently omitted.

4. The pronouns do not change form even in a change of case such as in English: they (subject) them (object).

5. Miscellaneous

- (a) Ita (or ta) is an alternate for a'u. It is sometimes used in common speech, songs, and idioms, i.e., ta fiaola e, tafefe, talofa e, (which are all expressions of grief, suprise and sympathy and are compounds of ita and root words).
- (b) regriation of 'ou used with the 'o lo'o tense marker.

instances use the actual noun in rence.

'O lo'o alu 'o ia..... . le is going.

'O lo'o alu.....(He) is going.

- (d) The duals are formed from the ro and lua meaning two.
- (e) The plurals are formed from the root word tou (from tolu-three).
- (f) The use of inclusive and exclusive is a very important concept in a communal society like Samoa. It is important to know how one stands in relation to a group of people (if you are included or excluded).
- (g) When referring to group of individuals, a Samoan usually uses the rost inclusive pronoun for the situation.

**O mathematical management of the mathematical management of

*0] ua ma Simi...........She and Jir. 19 by (2) and Jim)

*C *oulua ma Sina......You and S. (You (2) and Sina)

This concept also carries over into the possession ronouns. As will be seen later, group ownership is preferred over to onal ownership.

POSSIBSIVI: PRONOUNS

Before beginning this section on the possessive pronouns, there is a concept that the student should understand concerning nouns and showing possession in Samoan.

All nouns in Samoan are categorized as either personal or non-personal. Personal



nouns are normally those with which one has an intimate and permanent relation (parts of the body, relatives, etc). Non-personal nowns are those which have portance as 'things' or mere 'objects' rather than as intimate parts of ones li (car, foods, etc).

The Samoan language has a duplicate set of possessive pronouns, one set used for the personal nouns, and the other set for the non-personal nouns. These pronouns are listed in the table following and it should be noted that the difference between these two 'sets' of pronouns is the single vowel change: a to o. For this reason some texts refer to the personal nouns as o nouns and the non-personal nouns as a nouns because they take the o and a possessive pronouns respectively.

Thus, when expressing the possessive case of the personal noun tama (father) and the non-personal noun tatavale (car). There is a distinction between the possessive pronoung.

- 'O la'u ta'avale......My car.

The proper use of the <u>a</u> or <u>o</u> pronoun is very important not only because the wong possessive may sound incorrect to a Samoan ear, but because the actual meaning some words may change with the <u>a</u> or <u>o</u> form.

- 'O lo'u susu......My breast.

Below is a very general list of catagories for o and a nouns which may serve guide in deciding which class of possessives to use. There are exceptions course, but most nouns are fairly consistant to these lists.

Personal Possessions: 0 Class

- 1. Relations except tane (husbard), ava (wife), tama (woman's child), fanau (child)
- 2. Soul, emotions, etc.
- 3. Body and its part-except 'ava (beard).
- 4. Clothing.
- 5. House and its parts.
- 6. Boat and its parts.
- 7. Land-except fa'ato'aga (plantation).

Non-personal Possessions: A Class

- 1. Property of every kind.
- 2. Language, words, speech.
- 3. Animals, plants
- 4. Work.
- 5. Food.
- 6. Customs and conduct.

The following table lists the Samoan possessive, both the a and o forms.

THE POSSESSIVE PRONOUNS

I. <u>DEFINITE</u>:



For Singular Nouns		For plural nouns
lotu, latu	my	o'u, a'u
lou, lau	your	ou, au
	her, its	ona, ana
lo tā, la tā lo mā, la mā lo lua, la lua lo lā, la lā	our(2) our(2) your(2) their(2)	o, tā, a tā o mā, a mā o lua, a lua o lā, a lā
lo tatou, la tatou lo matou, la matou lo tou, la tou lo latou, la latou	our our your their	o tātou, a tātou o mātou, a mātou o tou, a tou o lātou, a lātou

II. INDEFINITE:

so'u, sa'u	my	ni o'u, ni a'u
sou, sau	your	ni ou, ni au
sona, sana	his,her,its	ni ona, ni ana
so tā, sa tā so mā, sa mā so lua, sa lua so lā, sa la	our(2) our(2) your(2) their(2)	ni o tā, ni a tā ni o mā, ni a mā ni o lua, ni a lua ni o lā, ni a lā
so tatou, sa tatou	our	ni o tatou, ni a tatou.
so matou, sa matou	our	ni o matou, ni a matou.
so tou, sa tou	your	ni o tou, ni a tou
so latou, sa latou	their	ni o latou, ni a latou

CCNCERNING THE POSSESSIVE PRONOUNS

- 1. From the table, it should be evident that there are separate possessive pronouns for singular and plural nouns as well as for definite and indefinite possessive statements.

 - 'O a'u maile......My dogs.

 - 'O ni a'u maile?.....Are they my dogs?

There is a very noticeble pattern for these different forms of the possessives.

<u>Definite</u>. Possessive pronouns used with singular nouns all begin with $\underline{1}$. For plural nouns the $\underline{1}$ is dropped.

- O lo latou tuagane...........Their brother.
- 'O o latou tuagane...........Their brothers.
- o a'u pua'a......ly pigs.

Indefinite: If the statement being uttered is a question or negative, the



singular pronoun changes the <u>l</u> to <u>s</u>. The plural pronoun drops the consonant and adds the indefinite article <u>ni</u> as well.

- 0 so latou tuagane?.......Is it their brother?
- 10 ni o latou tuagane?.....Are they their brothers?
- E le 'o sa'u pua'a......Its not my pig.
- E le o ni a'u pua'a......They aren't my pigs.

Churchward states in 'Samoan Gramma' (p.46-47) that these possessives are formed by prefixing the preposition a or o to the personal pronouns, noting that "in certain instances contractions or other modifications take place."

Thus when they are used attributively, an article is prefixed; le for singular (omitted in plural), se for indefinite (plural ni). With le and se, contractions occur giving the pronouns listed in the above table.

2. In formal speech, the long forms (independent) of the following pronouns are sometimes heard with the possessive prefixes (both a and 2):

la	tā	la	tā ua	ou r (2)
la	mā	la	mā ua	our(2)
la	lua	la	'oulua	your(2)
la	1ā	la	lā'ua	their(2)
la	tou	la	!outou	your(pl)

- 3. In colloquial speech, the a and o markers of the pair plural and plural pronouns are often dropped in favor of the articles le, se, ni.
 - 'O lo tatou fale...........'O le tatou fale Our house.
 - *O sa tatou povi?..... Is it our cow?
 - 10 ni o tou nofoa?..... Are they your chairs?
- 4. There is an alternative pronoun for the first person singular derived from ita which is not in frequent use but none the less is heard in songs and colloquial speech. It follows the same patterns as the other possessives.
- 5. Samoans do not generally use the singular possessive when group possessive can also apply.

10 lo matou fale......Our house.

instead of:

AN ALTERNATE POSSESSIVE STRUCTURE

When asking the question: Whose pen is it?, the student must be aware that in Samoan the question would be:

*O le peni a ai?......It s the pen of who?

The preposition a (of) in the above sentence would be changed to o (of) in cases of a more personal noun.

*O le tina o ai?......It's the mother of who?

It is very common at the present time to hear answers to the above questions in the same form of sentence construction.



Note that the real possessive pronouns are not used. Instead, the independent pronouns are placed after the noun and the proper form of the preposition 'of' (a or o) is used between the noun and pronoun. This 'possessive' construction is considered inferior to that mentioned in the preceding section.

DEMONSTRATIVE PRONCUNS

The demonstrative pronouns are:

Singular	Plural	
lenei, lea this	nei, ia these	
lenā, lele that	nā;those	
lela, lale that	1ā, those	

There are other variations of these which are compounds derived from these ten words (i.e. lae, laia). Lenei, nei (this, these) are normally reserved for formal use, whereas lea and is are the more common forms used in everyday speech. Lena, lele, na are used when referring to something not to distant. Lele can user be used in reference to something in someones possession.

Lela, lale, and la, are used for things at a great distince.

Note that nei, na and la are the roots of the singular demonstratives which have prefixed the definite article le.

As adjectives they may occur before or after the noun.

'O lenei tama......This boy.

'0 le tama lenei.

INDEFINITE PRONOUNS AND ADJECTIVES

solo (any) is used with the indefinite article se.

so'o se aso......any day so'o se taimi.....anytime

isi (other) can be used with all the articles.

Ave ni isi ipu.......Take some other glasses.

sina (some) When used in the positive sense it usually means 'a little'.

'Aumai sina vai....... Bring some (a little) water.

In questions, it means 'any'.

E i ai sina vai ?..... Is there any water?

Note the colloquial expression using ita(I)

Aumai sina ta.vai.....Bring me some water (for me).

tasi is sometimes used to mean one, other, another, or somebody.

'O le tasi aso......One day.

RELATIVE PROMOUNS AND AI

Le and & are the relative pronouns corresponding to the English'who' (whom).



LE is used for singular, e is used for plural.

'Ua oti le tama 'o le sa ma'i.....The boy who was sick has died.
'Ua feoti tama o e sa mama'i.....The boys who were sick have died.

It is possible in Samcan to omit the preceding antecedent clause and let the relative pronoun stand alone, which then becomes 'he who'.

*O le e muamua sau e vave 'ai....He who comes first will eat quickly.

Ai is also used as a relative pronoun and always implies on antecedent. However, it is not always a pronoun, and it is not always easy to define it's use in a sentence. It will always follow the verb if one is present (except the idiom talu ai - since). Below are some of the most common uses of the particle ai.

Below are some of the most common uses of the particle ai.

- (a) As a relative pronoun, ai refers back to the antecedent subject which may be stated or implied. It translates as, 'who, whom, which, that'.
 - *O le tama na 'ou va'ai i ai The boy who I saw.
- (b) As an adverb it refers back to an antecedent noun and translates as, from which, by which, in which, when, where, concerning which.
 - *O fea le atunu'u na 'e sau ai?....Where is the country from which you came?
 - 'O le tupe le mea e fa'atau ai le

(c) Following the particle 'ona in the construction 'ona....ai lea (and so, and therefore)

Le tumu le pasi 'ona 'ou leThe bus was full so I didn't go. alu ai lea.

(d) As a verb meaning 'to be' or 'to have'. In this usage it is preceded by the preposition <u>i</u> (or '<u>i</u>)

The relative pronoun can also be expressed by through the tense markers, leaving the actual pronoun out as being understood.

*Va alu le tama sa ma'i............The boy who was sick has left.

INTERROGATIVE PRONOUNS

Ai (who) must not be confused with the relative particle ai. As an interrogative pronoun, ai does not have to follow the verb (as with the relative particle.) In addition, it may take any preposition whereas the relative particle can only take i ('i)





PART IV: VERBS

VERB HUMBER

A large number of Samoan verbs change form from singular to plural. Unfortunately, there is no one method of forming the plural as in English (add 's'). Each verb must be taken individually, its plural form memorized. There are several patterns of consistency however, and they are worth noting.

(a) Reduplication may be the most common method of forming the plural. This may occur with syllables or with the whole word.

'ai......'a'ai (to eat)
ta'alo......ta'a'alo (to play)
ta.......tata (to hit)

(b) Stressing a previously unstressed vowel is another way of showing the plural.

(c) The prefix fe may be added to verbs to form the plural. This prefix may be accompanied by a suffix as well.

(d) A few verbs change completely in the slum 1.

(e) Some verbs do not change at all from the singular.

fesili.....fesili (to question)
casa.....sasa (to beat)

It is possible in Samoan to denote objection by the use of a special prefix-suffix combination. The reciprocal is used to show an interchange, mutual action or relation, and at tes of alturnation (back and forth etc.). The prefix is <u>fe</u> and the suffix is <u>a'i</u> or 'i

alu (to go)......fealua'i (to go to and fro)
iloa (to know).....feiloa'i (to know each other)

MOSTVE VERB FORMS

As stated in unit six (lesson 40) the meaning of passive verb forms are not clearly understood. The endings given to some verbs (Samoan transitive verbs) execute as passive meaning in rany but not all cases in which they are used. In addition, words that are transitive in English are not necessary transitive in Samoan (and visa-versa). There are also many verbs which are really intransitive but have a passive form. Since, however, many existing texts refer to these as passive endings, that term is also be used throughout this book.



There are several endings that can be used; the proper on depends upon the verb and in some cases how the verb is being used. (Some verbs can take more than one specific ending). Of the endings listed below, the most common are ina and a.

ina, a, ia, gia, sia, tia, fia, mia, lia, na.

There are three common uses of these endings.

- (1) To form a passive meaning, in which case the agent, e ('e) 'by', may or may not to be used.
 - E le'i tatalaina le 'ofisa i le valu.... The office was not opened at eight (o'clock).
 - E le'i tatalaina le 'ofisa (e leThe office was not opened by the tamalea) i le valu, the man at eight.
- (2) When the subject as the actor comes before the verb and the object. This is non-passive.

(3) In many past negative statements, the ending is present. These may or may not be passive.

VERB TENSE

Tense in Samcan is indicated by words which have been referred to in this book as tense markers. Verbs do not change form to express tense as they do in English (go, went, gone). Each tense in Samoan is represented by a marker which indicates the tense of the sentence. These particles will always occur just before the verb unless the subject is a dependent pronoun, in which case the pronoun separates the verb and it's tense marker. (except for the tense marker)

Following are the five tense markers, their meanings, and uses.

- (1) Present Indefinite. Represented by e (when the subject follows the verb), and te (when the subject, a dependent pronoun, precedes the verb). It has four uses.
 - (a) Implied future (usually translating with the werb 'coing to').

'Cu te 'ai............I'm going to ent.

(b) Present indefinite (expressed with e)

E mumu le ta'avale....The car is red.

(c) Negative present, past and implied future.

E or te is joined with the negatives le (not-implied future), le'o (not-present continuous); and le'i (not-past).



E le timu......It's not going to rain 'Ou te le'o alu......I'm not going.
'E te le'i 'ai......You did not eat.

(d) Infinitive mood. e/te precedes the second verb.

'Ou te alu 'ou te. I'm going to go fishing. fagota.

- (2) Present (immediate) or Perfect tense. Represented by ua. There can be three uses of the ua tense marker.
 - (a) <u>Immediate present</u>. This tense is for actions or states that have just now been realized.

'Ua timu......It's raining (just now).

'Ua sau le tama.....The boy is comming (now).

(b) Present perfect is expressed in the same way as immediate present but context defines it's meaning as present perfect.

'Ua 'ou sau...... have come (or I am comming).

(c) Past perfect is formed with 'ua and a helping verb such as 'uma or leva followed by ona.

'Ua 'uma ona 'ou I had eaten before you came.
'ai 'ae 'e te le'i sau.

(3) Present Continuous. Represented by oloto. This tense is used for present progressive.

'O lo'o o'u 'ai..... I am eating.

Note that <u>o'u</u> is used instead of 'ou for this tense. The short form of 'o lo'o is 'o

'O fea 'o i ai Sina?..Where is Sina?

(4) <u>Past tense</u>. Represented by <u>na</u> and <u>sa</u>. The later of these markers appears to be used for frequently occurring actions, the former for rare or infrequent actions.

Sa 'ou moe ananafi....I slept yesterday.

'O fea le teine na....Where's the girl who came from sau mai 'Amelika?

America?

(5) <u>Future tense</u>. Represented by 'o le'a. This tense refers to immediate future (rather than implied future of the present indefinite)

'O le'a 'ou alu taeao. I will go tomorrow.

The short form $(\underline{\bar{a}})$ is used mostly in idioms.

'O a au mea 'a fai?...What things will you do?

NEGATIVE OF THE TENSES

Negative is usually expressed by placing the word <u>le</u> (not) before the verb. This negative marker can be used with all the tense markers although some structures are rarely used.

'Ua 'ou le aluI'm not going. (I haven't gone)

10 lo'o o'u le alu.....I'm not going.



Sa/na 'ou le alu.....I didn't go.
'O le'a 'ou le alu.....I won't go.

There are two other negative indicators that can take the place of three of the above structures. All are used with the e/te marker. Le'o replaces 'ua le and 'o lo'o le. Le'i replaces sa/na le.

'Ou te le'i alu......I didn't go.

In addition the future negative is sometimes represented by the present indefinite.

'Ou te le alu......... I won't go. I will not go.

THE VERBS TO HE AND TO HAVE

There are no single words in Samoan for the two English verbs. The equivalent structures used to express these concepts are listed below.

- (1) To be can be said in the following ways.
 - (a) <u>I ai</u> can be used as a verb to translate 'there is, there were, etc', by using the tense marker of the tense required.

- (b) Placing nouns in apposition gives phrases such as 'Simi is a boy, I am a boy, etc'
 - O a'u'o le tama......I am a boy.
 - 'O Mele 'o le ta'ita'i.. Mele is the leader.
- (c) Adjectives and adverbs used in conjunction with tense markers give phrases such as, 'I am strong, Tom is late, etc'

Sa tumu le pasi......The bus was full.

'0 le'ā 'ou tuai mai.... I will be late.

(d) With the tense markers 'ua and 'o lo'o, the auxillary verb 'to be' is often translated with the main verb.

'O lo'o sau le va'a....The boat is comming.
'Ua 'ou fia moe......I am sleepy.

- (2) To have is formed by the following structures.
 - (a) <u>I ai</u> is used with the possessive pronouns to give the phrase, 'I have a, We had a, etc'

E i ai la'u kitara....I have a guitar. Na i ai lona va'a.....He had a bost.

(b) Maua (to get, find) is used sometimes in place of <u>i ai</u> with the possessive pronouns to translate, 'I have found, We had gotten, etc'

Na maua lana uo......He had found a friend. E maua sau tusi?.....Have you gotten a letter?

(c) The auxiliary verb 'to have' is translated from the use of 'ua in the perfect tenses.

'Va 'uma ona fai.....It has been done.



PART V: ADJECTIVES, ADVERBS AND PREPOSITIONS

ADJECTIVES

I. Formation. Adjectives may be formed in the following w

(1) Simple roots which are themselves adjectives.

mata....raw

(2) Simple roots to which prefixes or suffixes have been added. Nouns frequently add the sufix a or the prefix fa'a for this purposes.

(3) Some verbs may be used as adjectives.

alofa (to love).......... alofa (loving)

II. Pictal. Many adjective have a plural form which is frequently expressed by doubling the accented syllable. Some adjectives however are contracted in the plural form.

'ena'ena(brown)

III. Place in Sentence. Adjectives used as verbs (predicatively) precede the noun.

'Ua puta Sini......Sini is fat.

Adjectives used to qualify nouns will normally follow the noun.

'0 le teine puta..... The fat girl.

The excepts are:

(a) Indefinite adjectives (so o, isi, sina, tasi) precede the noun. (see indef. pronouns)

'0 le isi teine The other girl.

- (b) Demonstratives used as adjectives may precede or follow the noun. (see demonstrative pronouns)
 - *O lenei teine..... This girl.
 - *O le teine lenei..... This girl.
- IV. Comparison Adjectives are not inflected in the comparative or superlative degree. Comparative is formed by sentence construction rather than change in adjective form. The most common way is to begin a sentence with the adjective and insert i 18 or ia between the two objects being compared.

E lapo'a lenei pua'a....This pig is bigger than that i lo lena. one.

E matua Sina ia 'oe.....Sina is older than you.

The words sili ona (better, more) sometimes, come before the adjective in the



above construction.

E sili ona matua Sina.....Sina is older than you. ia 'oe.

An alternative structure is the use of two clauses separated by the conjunction 'ae (but)

E puta Mele ae pa'e'e Sini... Mele is fatter than Sini.

Superlative is also derived from sentence construction and the use of the words sili ona, matua (exceedingly), sili atu (the most) before the adjective. Ona usually follows sili and sili atu.

E matua lelei 'oe......You're very good (the best). E sili atu ona lelei 'oe.....You're the best.

Aupito is also used before the adjective to form the superlative.

'O le fale aupito...... The closest house.

latalata mai.

Coumpound adjectives are joined with the words \underline{ma} (and) and \underline{le} (the definite article).

Sa 'ou va'ai i le teine I saw a beautiful and intel-'aulelei ma le atamai. ligent girl.

V. <u>Numbers</u>. The numerals in Samoan can serve as nouns, adjectives, or adverbs, depending on how they are used in a sentence.

The adverbials take the prefix <u>fa'a</u> (<u>fa'atasi</u> - once, <u>fa'alua</u> - twice, etc). The ordinals are formed with the word <u>lona</u> (' cept <u>muamua</u> - first, and <u>muli-muli</u> - last)

Lona luasecond
Lona lima.....fifth

The distributives are formed with the marker tali.

ta'i tasieach one, one at a time.
ta'i sefuluench ten, ten by ten.

To'a must prefix all numbers referring to people.

E to afitu tagata.....Seven neople.

ADVERBS

I. <u>Formation</u>. Adverbs may be expressed by a noun joined to a verb with the preposition ma (and, with).

'Ua 'ou sau ma le fiafia.. I core happily.

More commonly, adverbs of time, place, direction and manner, are represented by words which serve as adverbs in both merning and usage. Some of these may however be used as other parts of speech as well.

II. <u>Place in sentence</u>. Adverbs can either precede or follow the word they modify, although the latter is more frequent. In some cases, two adverbs may be used,



one preceding and the other following the verb.

'Aua 'e te moe so'o.....Don't sleep so much.
'Ou te toe moeI'll sleep again.
'E te toe moe fo'i?.....Are you going to sleep again?

Adverbs of direction (i.e., mai, atu, ane, ifo), are frequently united with the verb they modify in colloquial speeth. In some cases the passive verbal endings are then attached to the adverb.

alu (go) + atu (away from the speaker) = alatu
fa'atau (to buy) + mai (t the speaker) + a (passive)
= fa'atau maia

III. Adverbs of time. There are two words used for 'when' in Samoan: 'afea (future) and anafea (past). The prefix ana on the past adverb is frequently added to adverbs of present and future time to denote the past. Whereas most present and future adverbs of time (referring to a specific time of the day, week, year, etc) require the preposition i (in) before them, past adverbs prefixed with ana do not.

'Ou te alu i le po......I'll go at night (tonight).
Na 'ou alu anapoI went last night.

Adverbs of non-specific time reference (later, soon, etc) generally follow the verb although they may begin the sentence in some cases.

*O nei lava e fai ai •••• The meeting will be held now.
le fono.

IV. Adverbs of direction and place. Most of the directional adverbs are taken from noun or pronoun roots to which the preposition i (in) has been added. The demonstrative pronouns nei (these), na (those), and la (those - far) are used as adjectives of place with a similar meaning with the pronoun root.

```
tua (the back) + i (in) = i tua (behind)
nei (these) + i * i 'inei (here)
na (those) + i = i 'ina (there)
la (those-far) + i = i 'ila (there-far)
```

As stated in paragraph II, the directionals (mai, atu, ane, a'e, ifo) may often unite with the verb to almost form a single word.

```
susu (come) + mai (to the sneaker) + a (passive) = susu maia (welcome)
```

V. Adverbs manner. As with the adverbs of directions and place, some of the adverbs manner are derived from other parts of speech to which a prefix has been added.

```
lea (this) + fa'ape (like) = fa'apea (like this)
nei (this) + fa'ape (like) = fa'apenei (like this)
nā (that) + fa'ape (like) = fa'apena (like that)
lā (that) + fa'ape (like) = fa'apela (like that)
```

Other common adverbs are:

'āiprobably	le'inot yet
'ailogadoubtful	matuaexceedingly



atonuperhaps	peastill
aupito exceedingly	so'ocontinually
fo'ialso	telemuch
itizmalittle	toeagain
laraindeed	vavequickly
lenot	- •

VI. <u>Interrogative adverbs</u>. These adverbs may occur at the beginning of the sentence as in English (in which case the verb is usually followed by the relative particle <u>ai</u>, or they may be preceded by the verb.)

'Aisea (why), has an alternate idiomatic expression, 'o le a le mea? (what's the reason?)

'Aisea 'ua 'e tagi ai?......Why are you crying?
'O le a le mea 'ua 'e tagi...Whats the reason you are ai? crying (for)?

Fea (where) is preceded by the nominative particle ('o) when it begins a sentence, but by the preposition \underline{i} (to, \underline{i} n) when it follows the verb.

'O fea 'e te alu i ai?..... Where are you going (to)? 'E te alu.i fea?...... Your going (to) where?

Afea, anafea (when - future, past) may begin a sentence or follow the verb.

'O afea 'e te moe ai?..... When are you going to sleep?
Na 'e moe anafea?..... When did you sleep?

Fa'apcfea (how) can precede the verb in which case the word ona must come between.

E fa'arefea 'ona fai?. Esw is it done? E fai fa'apefea? How is it done?

PREPOSITIONS

I. In ia, and ia are all variations of the preposition i which has many meanings depending on its use in the sentence. The form ia ('ia) is used before personal pronouns, and the proper names of persons and months. Following are the most common uses of i.

'Ou te alu i Ania......I'm going to Ania.
'Ua lavea le toma i leThe boy was hurt by (with)
naifi. the knife.

'Ma te o mai <u>i</u> le afiafi....We are going to come <u>in</u> the afternoon.

'E te fa'atali i se pasi?...Are you waiting for a bus?

Na ma finau i le uiga o ...We argued about the meaning

le fono. of the meeting.

Moe <u>i</u> le moega! Sleep <u>on</u> the bed! 'Ua <u>ia</u> te a'u le tupe..... I <u>have</u> the money.

Some verbs must be followed by <u>i</u> when a direct object is present (i.e., <u>fa'afetai</u>-thanks, <u>alofe-love</u>, <u>fesoasoani-help</u>, <u>usiusita'i-obey</u>, etc)



'Ou te alofa ia 'oe....I love you.

Used sefore some verbs an infinitive mood if formed.

'Ou te fefe i fust.....I'm scared to fight.

II. E or 'e (ty) is used before rowns and pronouns to denote the agent or doer of the verbal action. It is normally to show passive voice.

Na fana le pua a e The pig was shot by the boy. le tama.

- III. 0 and a both express the genitive or possessive case and are usually translated by. Aside from the rules governing usage of these two prepositions presented in the section on possessive pronouns, there are two other points concerning their use.
 - (a) The choice of either o or a may sometimes be related more to the meaning of the noun in the context of the sentence rather than its personal or non-personal relationship to people.
 - 'O le nu'u o Ioane.....Ioane's village.
 - Ole nu'u o Ioane.....The village where Ioane works, etc
 - (b) In some cases, the preposition is not used in Samoan, as it would be in English. *C le pepa sikaleti..... The pack of cigarettes.
 - *O le atunu u 'o Same .. The country of Samoa.
- . IV. Ma can be a conjunction (and) or preposition (with).

As a preposition it is common, joined with the word fatasi (together).

Na va ordi fatat st.....We orme together with Ioane.
ma Johne.

Ma c . Also rean 'for' but is more often replaced by mo for this meaning.

witu 1 .. ma 'oe...Toke some candy for yourself.
t t u le fono...I've come for the meeting.

V. Locative prepositions. The locative bases, totonu (inside), fafo (outside), etc (see lesson 11) are prefixed with the preposition i and followed by the preposition o to give the English prepositions inside of (i totonu o), outside of (i fafo o).

Alu i totonu o le fale..Go inside of the house.

Then expressing loc tion in relationship to pronouns (i.e. I'll st nd behind you), the above construction is replaced by one using the rossessive pronouns.

i lo'u tuaon my back

i o'u tuabehind me

The prepositional obrase uses the 'plant' form of the possessive to differentiate between my back and 'behind me'

*Ou to nofo i ou tua...I'll sit behind you.

VI. <u>Prepositional Proses</u>. Many English prepositions do not have mean counterparts but are represented instead by idioms or phrased some common examples of these.



- (a) <u>Before</u> (a'o le'i o'o)

 Na 'ou sau 'a'o le'i o'o i le lua... I came before 2 (o'clock).
- (b) Since (talu mai)

 Ma te le'i 'a'ai talu mai le taeao..We distribute eat since this morning.
- (c) <u>Till</u> (se'ia o'o)

 Tatou te ta'a'alo se'ia o'o i le ono..Let's play till 6 (o'clock).
- (d) <u>Without</u> (e aunoa ma)

 Na sau le tama e aunoa ma se tupe...The boy came without any money.



PART VI: CONJUNCTIONS, SENTENCE CONSTRUCTION

CONJUNCTIONS

1. One and ine are the most frequently encountered and widely used conjunctions.

Both are used in many idiomatic expressions and as such are difficult to translate directly into English. Below are the most common uses of one and ine.

Ona can be used in the following ways:

(a) Because. Ona o precedes a noun to translate occause of the operation o

*Ua tagi Sina *ona *o le misa....Sina is crying because of the quarrel.

'Ua fiafia Sina 'ona 'ua maua....Sina is hanny because she found lana uo. a friend.

(b) Gerunds are formed by using ona after certain verbs (i.e. sa - forbid-len).

*Ua sa ona ulaula......Smcking is forbidden.

(c) Auxilary verbs (i.e. mafai, tatau, leva) are followed by ona.

E le mafai ona 'e alu.....You cannot go.

(d) And then...is expressed with the phrase ona (ai) lea.

Sa 'ou ta'ele oma 'ou alu I showered and then went to ai lea i Apia. Apia.

(c) Comparative and superlative degree of adjectives are formed with the phrases sili ona, sili atu ona.

E sili atu ona 'aulelei 'oe.....You are the prettiest.

(d) Since is formed with the words talu ona.

Ua 'ou fiafia talu oma 'e sar ... I'm happy since you've come.

Ina can be used in the following ways:

(a) Because. When used with the tense marker 'ua, usually before a subordinate clause, 'ina translate as 'because' with a past implication.

Sa 'ou malolo 'ina 'ua 'uma I rested because (when) the le galuega. work was finished.

(b) When (past) is represented by ina and the tense markers ina, io, and io leta.

ina tua tou alu......when I went.

ina to leta tou alu......when I was going to go.



- (c) In order to...can be stated with 'ina and the word 'ia.
 - Ou te su esu e ina ia I study in order to get smart.
- (d) Gerunds can be formed in the same way as with the conjunction cna.

 However, ina is only used for the Samoan verbs requiring the preposition i to follow when an object is present.
- 2. Conditional is expressed by the three conjunctions 'a (implied future), 'afai (definite future), and 'ana (past). Only 'ana can be used to express conditions incapable of fulfilling (If it wasn't raining I would go; as opposed to: If it stops raining I will go). All three conjunctions introduce the subordinate clause and are prefixed by pe if the main clause occurs first. Only 'afai can normally take a tense marker in its subordinate clause.

'A 'uma le galuega, sau loa.....When the work is finished, come.

Sau pe 'afai 'ua 'uma le galuega.Come when the "ork is finished.

'Ana le 'uma le galuega, If the work hadn't been finished iou te le sau.

I vouldn't have come.

3. Or is represented by either pe or po depending upon the word that follows it.

Both have the same meaning but pe usually occurs before words beginning with

e, a, i and consonants. Po is used in most other situations.

And is most frequently represented by the words for (also) ona (ai)lea (and then), ae (then), and be represented by the words for (also) ona (ai)lea (and then), ae (then), and as a general rule joins words rather the sentences although there is a lowing tendency today to introduce new serences with ma. Ma may link two clauses having the same subject in which case the second tense marker as well as the second subject may be omitted.

Ou te nofo ma faigaluega.....I stay and work.

As noted with the adjectives, ma is used before the second of two attributive adjectives. (The article le is inserted as well).

O le teine 'culelei ma le The beautiful and intelligent atamai. girl.

5. But is translated by the words 'a and 'ae which like pe and po (or), are two forms of the same word. 'A is used before e, 'ua, 'o ('o lo'o), 'ona, and se'1. Otherwise 'ae is used.

Na 'ou sau ananafi 'a'ua leva ona 'e alu. Savali i totonu 'ae 'aua le pisa. f came yesterday but you were long gone.

Walk inside but be quiet.

6. 'Ae peita'i is used for 'nevertheless' and occurs in situations of contrast.



E le taugofie le ta! ale The car isn't cheap. 'ae peita'i 'ou te mana'o ai.

nevertheless I want it.

Because can be expressed a number of ways (i.e. 'ona, ina), but perhaps the 7. most common is the conjunction aua. This conjunction is used for real rather than imaginary causes and can be used with all the tense markers to show time.

E le'i alu Mele aua sa ma'i.....Mele didn't go because she was sick.

Leaga (bad) is also used to mean because, but this conjunction usually con-8. veys a negative sense.

ita loma tama.

E le'i alu Mele, leaga sa Mele didn't go because her father was angry.

Before can be represented by 'a'o le'i or 'ae le'i. Both have the same 9. approximate meaning (although 'ae le'i can be thought of as 'but' in a negative sense) 'A'o leti is used more for references to time.

> I came before two (o'clock). Na 'ou sau 'a'o le'i taina le lua. The work started, before you Sa 'amata le galuega 'ae came. (but you didn't come) te te le'i sau.

Since is expressed by the word talu which can be followed by the words: 10.

(a) mai - to express a reference to time that has past.

Sa 'ou ma'i talu mai le Aso Sa... I've been sick since Sunday.

- (b) one (ina) to express a reaction to a past, action or occurance. I'm happy since you've come. •Wa •ou fiafia talu oma te sau.
- (c) ai to express cause (since, due to some action or state). I'm sick since I've been 'Va 'ou ma'i tolu ai lou drinking beer. inu pia.
- Until, unless and lest are represented by se'i (se'ia), se'iloga and ne'i 11. respectively. Only se'ilega can be used with a tense marker ('ua and e/te). Vagraa (except) is also used to mean 'unless.'

'E te nofo se'ia sau Mika.......Wait until Mika comes. I won't go unless Mika comes. 'Ou te le alu se'iloga tua sou Mika. I'm vorried lest we are late. 'Ou te popole ne'i matou tuai mai. 'Ou te le alu vagana 'ua 'e I von't go unless you come. sau.

SINTENCE CONSTRUCTION

The Verb the werb in Saroan ill, as a rule be the first word of the sentence



(along with the tense marker).

'Ua lavea lo'u vae......My leg is hurt. The exceptions to this rule are noted below.

(a) When a pronoun is the subject, this may precede the verb.

'Ou te alu nei...........I'm going to go now.

(b) Conjunctions or interrogative words may come before the verb.

'Aisea 'e te alu ai?......Why are you going?

(c) Some adverbs may precede the verb they modify.

'Ua matua lavea lava lo'u My leg is hurt very b lly.

2. The Noune Noune usually follow the verb. This is true of noune subjects and noun objects.

3. The Pronoun. Dependent pronouns will invariably come between the verb and its tense marker. The exception being the tense marker which precedes the pronoun.

The independent pronouns will usually follow the verb.

4. The Adjective. Used as a noun modifier, adjectives follow the noun. (for exceptions see the section on adjectives.)

Aumsi le peni lanumoana... Bring the blue pen.

Used as a verb (with tense markers) adjectives are treated the same as a verb

E lanumoana le peni.... The pen is blue.

5. The Adverb. Adverbs follow the word they medify.

'Aua le 'ai tele...... Don't est a lot.

Interrogative adverbs can come at the beginning of the sentence or following the verb.

'O anafea na 'e sau ai?....When did you come?
Na 'e sau anafea?......When did you come?

6. Conjunctions and Prepositions. These important words follow closely to their English counterparts in their positions within the sentence.

CONTRACTOR CONTRACTOR



PART VII PREFIXES, SUFFIXES AND COMPOUNDS WORDS

Samoan is a Language that is largely built on simple roots from which rany of the other existing words are derived. A simple base like <u>mata</u> for example gives rise to well over 50 words which are derived from <u>just</u> this one word. The importance of prefixes and suffixs as well as the formation of compounds should be realized by any student of Samoan. Below is a list of many of the common prefixes, suffixes and ways of forming compounds. This list is not complete, but it will provide a strong basis for increasing vocabulary and for understanding the importance of word building to the Samoan Language.

PREFIXES

The	following	are	the	÷t	commonly	encountered	prefixes:
TILC	TOTTO"TIME	CLL C	0110	•			*-

- 1. Fa'a is the most frequently used of all the prefixes.

 (a) To denote a likeness or similarity.
 - fa'asamoa......the Samoan way.
 fa'afafinetranvestite.(to be like a woman)
 - (b) To denote cause, action, or intention.

 fa!aalu.....to make go, cause to go.
 fa!asukato sweeten something.
 fa!amalosi.....to make strong.
 - (c) To denote negative or diminutive degree with the word le (not).

 faraleleri.....not too good
 faralenalositoo strong
 - (d) To denote the adverbs once, twice, etc, with numbers.

 fa!atasi......once
 fa!aluatwice
 - 2. <u>Numeral prefixes</u>. There are several prefixes which give additional meanings to the numerals.
 - (a) to a must be used before numbers referring to people.

 to alua tagata.....two people
 - (b) ta'i used before numbers forms the distributives.

 ta'ilua.....two each
 - (c) <u>fa'a</u> give rise to the adverbs, once, twice, etc
 fa'atolu..... three times (thrice)
 - (d) <u>lona</u> gives the ordinals.

 lonalua....second
- 3. Ana is commonly prefixed to adverbs of time to give a post meaning.

 anapo.....last night



Fe... at is prefixed to verbs to give the reciprocal form. 4. fealua'i.....to go to and fro. 5. Tau before a verb means to keep on, to try on taumate.....to keep guessing 6. Ma before verbs can express power or possibality, as well as a state or condition. ma + fai (to do)......mafai (to be possible) ma + folafola mafolafola (to be flat) (to spread out) Ta changes the word to one of action. 7. ta + pe (to die).....tape (to kill) 8. Fia has two uses. One is to express a desire or wish. The other is to show a negative trait. fiamce.....to want to sleep fiapoto to be conceited. 9. 'Au is used to show a group or team. *aufaipese......choir SUFFIXES 1. Passive suffixes have already been discussed in the section on verbs. 2. Reciprocal suffix ati is present with the prefix fe to give verbs a reciprocal merning. failoa'i..... to be acquaintel 3. Ga when added to verbs changes these to nouns. moe (sleep)......moega (bea) Gofie (easy) and gata (hard) are commonly added to verbs. 4. mauagofie.....easy to get mauagata.....hard to get COMPOUNDS Use of compound words is the most common way of expressing similar concepts and Foreign words are usually compounds of several words that describe that action or object.

new words (especially those of foreign origin).

1.

2. Many native words are also descriptive compounds.

lanumoana.....blue (colour (of) deep sea)

Some words are reduplifications of roots which give intensive, diminutive or 3.



frequentative meanings



EIGLISH - SAMOAN WORD LIST

Introduction: The following lists are compiled according to some content. Many important areas are covered in this section and it is hoped that the state will find them useful in aquiring new vocabulary. Generally, only content as given for any word, but there are usually more than one meaning in some content. Parts of speech are not given for each word but whenever possible, the (a) or (o) preposition is noted behind the noun to show whether it is an 'o' class or at class noun. Many of the Samoan words that follow are new words, formed directly from the English word (carrot - kāloti) and as such may not be very adaptable in situations not related to its subject or normal usage.

I. Agriculture Terms

a section	se väega	pail	pakete
abney level	fuavai (apeni)	paraffine	palafine
Agricultural Department	· · · · · · · · · · · · · · · · · · ·	pick	piki
barbed wire	uaea talatala	pint	paina
barometer	fua mo le tau	plow	suotosina
boundary	tua'oi	pound	pauna
bridge	alalaupapa	quar	kuota
bush knife	sapelu	raincoat	'ofu fa'atimu
cage	faga c se manu	rake	lako
chemicals	vaila'au	ridge	tumutumu o se
clay	'ele		fa'aputugā 'ele-
compass	tāpasā		'ele.
cu bic foot	futu kūpita (futu tafaono)	rope	maea
cup	ipu	saw	'ili
dam	fa'atanoa e fa'asao ai le	sennit	'afa
	v ai.	scale	fua
dangerous	mata'utia	shovel	suo asu
deep	loloto	soil	'ele'ele
diameter tape	fuatoso	siphon	mimiti; fa'aga-
ditch	'autu		'au mimiti
fence	pa	spa de	suōtipi
file	faila	spring	puna, mata o le
fuel oil	suau'u mo so'o se afi	• 0	vai
gallon	kālone	sprayer	fana vailā'au
gasoline	penisini	steam	ausa
hammer	sāmala	steep	tāfatō
hill	alega, mea maupu'epu'e	tractor	palau
hog pen	pa pua'a	trail	auala, asaga
holo	pū, lua suo tā'ele'ele	transit	ala mo feoa'iga
hoe irrigation ditch	alavai	tin cutter	'oti'apa
ladder	tapefati	twine	tuaina
level	fuavai	weed killer	vaila'au fagavao
line, row	laina, atu	well	vai'eli
loam	'ele'ele fefiloi	wheel barrow	uili paelo
map	fa afanua	white gas	penisini mamā
nail	fao	wire	uaea
oil drum	kalone suau'u		
OLL WILLIAM			



loi namu ant mosquito pua'a lagomeli eed pig si'usi'u isumu loata black ant rat tail povi po'a faga 'isumu bull ret trap atualca maunu isumu beetle manu 'ainiu centipede rat poison moa chicken ri inqueros atalava fuamoa chicken egg scorpion mogamoga smails sisivao cockroach povi scick insect COW tama'i pua'a maile slater dog gaupapa lago fly slug anufesaina pi, lagomumu miliepede wasp susu anufe worm milk

Miscellaneous Terms

tipi le tumutumu o le	cocoa seed	fatukoko
gutu o se manulele	pick the cocoa	tau le koko
fofo le pua'a	cocoa hook	lou koko
t oto	dried cocoa	koko mago
sele s ele	fresh coconut	popo mata
fatulā'au	coconut drier	'ogāumu taopopo
togālā'au	coconut trunk	'oganiu
-	taro top	tiapula
	planting stick	'oso
mea'ai a manu	young taro leaves	lu'au
'o'ona	plant the taro	toto le talo
tama'ifa'i	harvest the taro	se'i le talo
'aufa'i		faifa'atoag
pogati fa'i	Cas C Financial	talo
toto le fa'i		
tata 'aufa'i		
	gutu o se manulele fofo le pua'a toto selesele fatulā'au togālā'au fa'ato'aga faifa'ato'aga mea'ai a manu 'o'ona tama'ifa'i 'aufa'i pogati fa'i totō le fa'i	fofo le pua'a cocoa hook toto dried cocoa selesele fresh coconut fatula'au coconut drier togala'au coconut trunk fa'ato'aga taro top faifa'ato'aga planting stick mea'ai a manu young taro leaves 'o'ona plant the taro tama'ifa'i harvest the taro 'aufa'i toto le fa'i

Mechanical Terms

blade broken benzine belt clamp chisel file foot grease glasses half inch knife lock metal saw	mata (lau) o le nai gau penisini fusipa'u fa'au panisi (tofi) faila futu ga'o mata tioata (una-pl' 'afa 'inisi naifi loka 'ili u'amea tipi u'amea	oil can phillips plastic hammer pich bar rachet socket handle	palaea ma iniii 'apa suau'u sikulu talaiva matafa (4 eyes) samala una pinisipa sipena vilivili 'au soketi soketi mataiili sipena palaea tipi u'amea tolu kuata 'afa inisi kuata afasi
metal cutter	tipi u'amaa samala u'ama	il inch	kueta nisi suāu v
metal hammer	Samora a to the	·/	

Natural Phenomena Vaccioulary

cloud a,o matafaga 360373



pick the pananas

cloud coral	ao 'amu	reef	ā'au
dirt	palapala, 'ele'ele	river sand	vaitafe oneone
drought	lamala	rough (sea)	sou (le vasa)
e arthquak e	mafui'e	sky	lagi
earth, world	lau'ele'ele, lalolagi	snow	kiona
flood	10.7.2	sun	ļā
ground.	'ele'ele	spray, foam	pisi ,
wave	galu	stars	fetu
lake	vaituloto	surf	galu fati
lightning	uila	storm, hurricane	afa
morning	taeao	tsunami (tidal way	re) galumolo
night	5 0	thunder	faititili
<u> </u>	ρ ο	wind	qi

& Comment of the Comm

II. BIOLOGICAL TERMS

Parts of the Body

ankle	tapuvae	heel	mulivae
arm, hand	lima	hip	suilapalapa
back	. tua	jaw lower, chin	'auvaealalo
big toe	vae matua	jaw upper	'auvaealuga
body hair	fulufulu	knee	tulivae
breast	susu	leg, foot	vae
brow	muāulu	lip	laugutu
cheek	'alafau	mou th	gutu
chest	fatafeta	neck	ua dinari
ear	taliga	neck, nape of	tuāua
elbow	tulilima	nose	isu
eye	mata	palm	álofilima
eyebrow, eyelash	fulufulu mata	:: i shoulder	tau au
e ye lid	lauma ta	::scle	alofi,vae
finger	tamā ilima	. thumb	limamatua.
fingernail	(a)tigilima	toe -	tama ivae
hand, back of	tualima	toenail	(a)tigivae
hair of head	lauulu	tooth	nifo
head	ulu	waist	sulugatiti
head, back of	muliulu	* vrist	tapúlima '
			to a single second

Samoan Medical Terms

abortion	má!ifafano	bandage	fusi
amenorrhea	lopoto	b-1dness	ulutula
anaemi.	totovāivai	hoil	mati fatasva
appetite	manogi mealai	hoils axilla	lo omatua
, nverm	'atelia	Threak bones	<i>f</i> rau .
HESI N	fulavai	burn	ท นี้ 'ु≀
a direct	tulilefu	blood versel or	
្មវិធី 📆 🔭 💮 💮 💮	sela	379 tendon	uaua



lanufe water hook worm blood-stained discharge filogia hurch back tuapí o broken leg vaegau infectious disease ma'i pipisi bruise totoulia insanity vale bursitis shoulder fa tuamo itch, scabies, or carbuncle silailagi dermatitis mu53ilitutotonu mageso cataract kings sickness lagi fa'atafa tane susu chicken pox tuis ralo laryngitis fuafua momono chief's death lepela le fala leprosy chief's sickness chiefs and kings death iu e la liniment vaimili lint. blanket 'iemamoe circumcision nelitome cold. rhinitis lipoma patu iെ ∴ാമാനും ി local anaesthetic fa agase colic tale contracture of hand ຫນັກນັ lima pupagi Lyphangitis mīsela convulsion ma'ilili measles convulsions ma'ioso vaila au medicine constination manavamau menorrhagia punatoto corneal opacity muālili matafa meibomion cyst cotton wool vavae fa!atosana midwife tale teine tausi ma'i cough nurse tausi ma'i deafness tutuli nurse puta death oti obesity defection fe'aumamao obesity putagaele lo'ulo'ua deformity of ear tilige mutu obesity deformity of nose isupū ointment vainini 🕠 ta'otoga, tipiga operation diabetes ma'i suka manavatata orator's death usufono. maliu diarrhea orator's and chief's avevela diathermy sickness fa!atafa dizziness. pidak n. miva tiga nain doctor fomaii ua pe le vae paralysis of leg sanatoto dysentery parturient woman failele elephatiasis of limbs tutupa fuafua pimples ma'imaliu epilepsy fuala au pills fa'ama'i enid**e**mic tane pityriasis rubra papatoto epistaxis reisoning, drunk 'ona tulita eystitis niumonia ma'imata pneumonia eye disease matafuluia faint matapomia pterygium mamapala flatuler.ce ບຫນ i ໄຮ tea pulmonery T.B. talou fractured skull or pus na'o o le uaua consummion f**o**a rulse retention of urine matutu freelie ratiticangoa pato tāfiti restless goitre or sumps rheumatism nunu gout eueu anutoto ringworm]afa haeroptysis tonufe uni hae miologist su*etoto round worm fava laurutu ratu saliva hare lin icenstendesis mua'i toto sickness ra'i, gracerae po'u Sore headwornds forfoa πntasepa gouint พล 🛂 f 🤈 tu heart disease feenuga. graf tum hernia fifi pa'u

ERIC

stye	fuafua	varicose vein	uaua.
sunstroke	taia i le la	venereal disease	ma'iafi, ma'i
swelling abodomen	fula le manava		papalagi.
swelling neck	uapa to	vomit	ກຸ ນລ ຳ i
t et an us	-a'ilili	v art	lafeto <i>g</i> a
typhoid	palagā'au	vax of ear	trotuli:
twins	rasaga	rhooping cough	t le e'ē, t alevivini
ulcer urinate vaccination	papala fe'auvai fa'agata	w o rmy wound X - ray	'anufea man u'a L'a'ata
OBOURTON CONTROLO CENTRO	SECULIO DE LA COCCUCATION DE		COUNTERCATEUR

III. DOMESTIC TERMS

appl e	*epu	oil	suau'u
avocado	'āvoka	onion	aniani
baking powder	fefete	orange	moli
banana	fa 'i	papaya	esi
green	mata	passion fruit	pāsio
ripe	pula	peas	pi
beef	fasipo vi	peanut butter	
biscuit	ma si	pickle	kukama fa' vinika
bread	falaoa	pineapple	fala
breadfruit	'ulu	potato	pa t e ta
butter	pata	p o rk	fasipus 's
cantalope	kanitilopu	pumpkin	maukeni
carrot	kāloti	radish	lātisi
catsup	sosi tamato	rice	alaisa
cheese	sisi	sago	saito
chicken	(moa) fasimoa	salt	masima
clams	falsue	seaweed	limulimu
cocoa	koko	shortening	ga 'o
coconut	Dia s	soy sauce	soi sosi
green	mata		(sosi saina)
ripe	popo	soup	supo
coconut cream	p e' epe's	spice	mea fa'amanogi
coconut water	su āni u	curry	kale
coffee	kofe	pepp er	p e pa
cookies	kuki (masi keke)	s quid .	gure'e
cone shell	'ali'ao	sugar	suka
corn	sana	brown sugar	suka 'ena'ena
crab	ra'a	white "	suka pa'epa'e
cream	kulimi	powd ere d "	suka pauta
egg	fuām>a	taninea	manioka, tapioka
fish	i'a	taro	talo
flour	falaoamata	taro leaves	lautalo
	pimata	tea	lauti
green bean	pole lanume mratu	tomato	tamato
green pepper	kuava	vanilla	vanila
guava	polo feu	vinegar	vinika
hot peppers	siamu	water	vai
jam	ga † o	water cress	kāpisi vai
lard	ula	watermelon	meleni
lobster	mugo	yams	ufi
mingo .	makalini	veast	men fatafefete
purgurine	makamani mejar e ini	c ហិតសូខ	k [©] nisi
mayormaia	nerice Grad	~	
milk	munu Tiri tototo	or ment of	"ก็ปี : เหต *-
oundersed milk	7. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	· !	The world
eyaranatir "	en e		
a wred = "	20	•	
EDIC	361	-	
ENC			
According to Control of Control			



Terms Used In Food Preparation

flavor **ma**nogi pa'umoli crange ma ta raw liusuavai melted meli honey fuala au mago dried fruit Fufulu lelei fuela au a o le i Wash vegetables carefully before cooking kukaina. Fufulu le alaisa 'a 'o le'i tunuina. Wash rice before cooking Saka i se 'ulo e i ai se tapuni Cook in a covered pot fa apunapuna simmer puna vave rapid boil Saka ia malu Boil till soft pea s Heat till it begins to thicken Fa'avevela :oto o Sa'eu pea (sc'o) Stir constantly 'Aua le sa'eua Don't stir it Saka i sina vai Boil in small amount of water fa amanogi season to taste Fa'aalu (sasa'a) le vai i fafo Drain water from/out 'ini, sina mea pinch of baking Tu'u 'ese'ese le niu ma le lega o Separate egg white from yolk le fuamoa Fa'aga'o 'apa tao mea'ai Grease baking dish Fa aopoopo i ai mea mamago. Add dry ingredients Fa'amama fa'atasi mea mamago Sift dry ingredients Tipi fa'atafafa

Cut into squares peel scrape skin mash grind mixdilute Fill the pot with water

fofo'e valu, vavalu fisi cu'i olo palu Fa'atumu le'ulo i vai.

Glossary of Utensils

native bowl tanoa tauaga fibrous material used tānoa palu 'ava kava bowl to extract commut tanoa fai mea'ai wooden bowl for making miik food i'ofi 'ulo cooking pot (tongs) a V-shaped thing made falai frying pan of the center part of tīpoti; titata tea pot, tea kettle the coconut leaf used spoon sipuni to pick up hot rocks fork tui in the 'umi. naifi knife bush knife sasa'e sap**el**u a long stick used to ipu ti, (ipu fai'au) tea cup, mug spread the hot rocks of the 'wnu, ipu malamalama, glass, tumbler ipu tioata saucer sasa 382

364

salad bowl



ipu salati

tau banana, taro, ta'amu leaves used to cover the umu. matatuai

coconut scraper

tauvela the old used tau, used for veve the outer covering of the umu

used tau that is wrinkled and very dry.

Household Vocabulary

paoa (eletise)(a) moega (o) outlet (power) bed pulumu (a), salu (a) porch (verandah) poletito (o) broom fala mamoe o pote fa'alo ceiling rug nofoa (o) nofonofo chair pusatu(a) potu(o) room cupboard tesi (laulau, tusitusi (o)refrigerator desk pusa aisa faitoto a door fata (a) shelf 'au o le faitoto'a (a) door knob ogāumu stove fa'amama pefu (a) fa'atanoa fuluipu dust pan sink ili (o) (a) fan fola paipa ta ele (o) floor shower (fala) papa (o) floor mat tap paipa (o) sefe (<u>a</u>) food safe faleuila, faletoilet moli lamea (ta'ofu)(a) laundry spap 'ese, falevao (o) matauila (a) light bulb laulau (a) table ki o le moli (a) light switch telefoni (a) telephone mopu (a) masini ta'cfu mopwashing machine fa'amalama window tioata o fa'awindow pane malama (0) pa puipui, puipui wall

IV. EDUCATION VOCAL LARY

alphabet	'alafapeti;pi faitau	exercise(physical)	
art	mea tauata	exercise(written	mata upu
add	fa'aopoopo	oral)	
aquarium	faga tu'ui'a	flag	fu¹a
around	fa!ata!amilo	fingerpaint	v atilima
across	fa'alave; soro'ia	fraction	vaegameu
broom	salu; pulumu	globe	kelope; fa'afanua
comprehension	fa'atinoga o le malamala	amaga	lapotopoto
	i se tala	games	tā aloga
chalk	sioka pe nisina;	geography	su'esu'ega i mea
crayon	valiga'o		o i le lalolagi
cupboard	kapoti, pusatu	handw ork	gāluega taulima
circle	li ' o	ha r mon y	gatasi
correct	s <u>a</u> 'o	history	tala fa'asolopito
deleated	faia ina	health	soifua maloloina
desk	te si	holiday	tū 'uaga
divi d e	vãevae	knot	nonoa
drawer	pusatoso	loop	matāsele, vio
door	faitoto a	music	mūsika
duster (black-		multiply	fa'atele
board)	solo laupapa	mor:itors	ta'ita'i
eraser (paper)	titi n a	map	fa!afanuz
	365		

'api,o fa'amaumauga fuai'upu notebook sentence mea mımiti vaiinu numera number straw su'esu'ega fa'anatura fata nature studies shelf to'ese usita'i substract obedient fa'asalaga tusilima script punishment sound leo_social science mata'upu tauamioga fa'a'oa'oga practice paragraph parakarafa strap or leather fasipa'u itulau page penitala tautala talk pencil filemu, le pisa to color **v**ali quiet vase; lula togi; maka to mark ruler malologa toe tusi i luga o le trace recess solo e fetaui la aleaga o tusiga muamua rhyme i'ulaina. table of fa'asologa o mata'upu ot whi, lapisi contents rubbish ulutala tafafa; sikuea tit**le** square 'e'ē veape verb shout fa'amala a window substitute (change) 1975 musumusu whisper

falatinom, o mafhufrum i solo se 'auala ao tusi ('api) art collect the books fa'amama (solo) le laupapa clean the blackboard sauni get ready 'ua tu'ua le a'oga achool is out 'ua'e tuai mai you are late sili i le vasega top of class uliva'a bottom of class toe fai ma saga fai drill (do again and again) 'ave a'e a tou tusi ('api) take out your books su'e a tou tusi ('api) open your books tapuni a tou tusi('api) close your books tu'u 'ese a tou tusi put away your books su'e le itulau e sefulu turn to page 10 fa'atutumu avanoa or fa'atumu avanoa fill in the blanks si'i lon lima raise your hand 'aua le pisa be quiet ta'ito'atasi one at a time tu'u i lala put down e sili atu is greater than e la itiiti ifo is less than 'e tutusa ma the same as teu le potu, falamama le notu clean up the room tae fasip**e**pa pick up the pieces of paper ki le moli turn on the light. tape le moli turn off the light tutu le moli light the lamp tusi ata draw pictures tusi i le'ea write in the air 'mua le paie don't be lazy fai le laina i 'ī line up here ta le loco ring the bell

V. FISHIW TERMS

tafa fāgota talia alo Fishing line catamaring cance or boat paddle or row (waspao) (va')

alo le va'a to paddle the boat or canoe the outrigger float 'apa'apa, asa fin of a fish e lauagafulu i'a ten fish e laulima i'a fifty fish e 'asa le faiva the fishing is poor e mau le faiva the fishing is good fa'amata le tao sharpen the spear fafau le pa bind the pearl shell lure fagai'a a fish trap fagapusi a trap for eels fanai'a dynamite fanameme'i sling spear gun figota small, edible sea creatures such as crabs, mollusks, etc. foe a paddle or oar fuilauvī gills of a fish 'iato booms connecting the ama with the hull lafo le 'au'ia cast a net over a shoal of fish lafo le 'upega cast the net lago 'ofe forked stick used to hold bonito rod lalaga le 'upega weave the net limulimu seaweed liu the hold of the boat maunu bait for fishing matau a hook ola a closely-woven basket used for holding fish paopao small outrigger canoe pa'umeme'i rubber bands used for spear gun pule cowrie shell pulu a lead weight sasau le 'ofe cast the line from a fishing rod seuseu fish from shore si'usiu tail sualiu water in the boat tao spear tā'ai le 'afa to roll up fishing line tala spikes on a fish tala le 'afa unfold the fishing line tapili propeller of a boat tata le (liu) to bail out the bilge water tata o le vala a bailer tau le va'a anchor the boat taumua bow taumuli stern taumata eyeshades woven of coconut leaf toso le lau pull a string or net of leaves to encircle a school of fish toso le matau pull in the hook and line 'ua 'ai le i'a the fish has taken the bait 'ua malu le aso the day (and the sea) is calm 'ua motu le pa the lure broke loose 'ua motu le matau the hook is broken 'ua pe le tai low tide 'ua sa'e le va'a the boat is overturned 'ua sou le sami the sea is rough 'ua sua le tai high tide 'ua tafea le va'a the boat is adrift 'upega net una scales

va'aālo va'aniuē velo le i'a

canoe

cance with a covered deck hurl a spear at a fish

Fishes of Samoa

'a'a Waigeu snapper mata ele ele young filoa (tunutunu) afulu goatfish moamoa bodfish alj. flounder alogo zebra surgeon fish nanue silver bream anae mullet pa'a crab 'asi'asi yellow fin tuna palagi surgeon fish atu bonito pala'ia small pone atule scad(big eyed) lunar tailed rock papa aua garfish cod ava milkfish pelupelu sardine 'ava 'ava crescent sea perch pone olivaceous tang 'ava'ava moana banded sweetlip pusi moray eel fai sting ray salī heardyhead faisua gaint clam sapatu barracuda fe'e octopus sa'ula sail & spearfish filoa pigfaced bream savane blue lined sea (long nosed emperor) perch fuga parrotfish savage mumu red snapper ga 'ogo large atu sāvage pa'epa'e white snapper gatala grouper (rock cod) sea beche demer (a gufe'e souid sea cucumber) lai leatherskin SUA blow fish suila half beak lalafutu baillion's dart Sabsao large barricuda laulaufau bat fish sugale wrasse laumei green turtle sumu leather jacket laumei una hawksbill turtle tafola whale limulimu seaweed talitaliuli remora 10 spinefoot tautu porcupine fish mata-i-taliga hammerhead shark tifitifi butterfly fish mala'i scarlet sea perch tuitui sea urchin malau soldier fish tuna fresh water eel malauli trevally tu'u'u angel fish malie shark uga hermit crab malclo flying fish ula sami spiny lobster manini convict tang ula vai fresh water shrimps manoa porpoise ise garfish masimasi dolphin fish

VI. PHYSICAL EDUCATION

Marching - Savali

Backward march savali i luma fall in foleni
Class halt Vasega taofi! forward march savali i luma
face left Falasaga i le agavale left flank itu agavale
face right Falasasalo i le taumatau line, column laina



March Savali Right flank itu taumatau

Track & Field - Ta'aloga tau tu'uga:

Back stretch Sa'oga i tua Javelin Tagati'a Discus Togi u'amea salafa Long jump Oso mamao Finish Tigi On your mark Va'ai lau laina Final stretch Sa'oga mulimuli Pass Pasi Get set Sauni Relay Moligatura Go!

Go! Alu!, o! Shot put Togi v'amea mamafa
High jump Oso maualuga Sprint Tu'uga masau (100 iata)

Hurdling Tamo'e ma oso Strategy Fa'atulagaga

Tennis - Tenisi

Backhand drive Ta liliu agati i tua Net *Upega Backswing Tā i tua Racket Pate tenisi Body position Tulaga o le tino Serve Serve Forehand drive Ta aga'i i luma Toss Togi Grip 'U'uga (o le pate) Volley Su'ega o le serve; Tataga, Voli

Basketball - Pasiketi polo

Back board Laupapa o le mama Foul Sala Bounce Fiti Goal (ring) Mama pasiketi polo Charging Tamo'e fa'afetaui Hook shot Togi mai i le itu Pasi mai i le fatafata Jump ball Chest pass Oso Defensive player Tagata ta'alo fa'a-Jump shot Togi oso

Dribble Popo Man to man Tagata i le tagata

Offensive player Tagata

Equipment Mea ta'alo Pass Pasi

False Sese Under-hand pass Pasi mai lalo

Free throw Togi fua

<u> Hockey - Hoki</u>

CornerTulimanuPenaltyFa'asalagaDriveTuliPushTulei

Fielding Talitua'a Right cut Tipi i le taumatau

Goalkeeping Fa'atali ('ogaumu) Roll in Fa'ata'avale i totonu

Hockey stick Pate hoki Scoop Sali

Marking Maka

Soccer - Soka

Center Ogatotonu Inside of foot Le itu i totonu o le vae
Drop kick (kiki) fa'apa'u ma
a'a. Instep La'a i totonu

Free kick Kiki fua Kick off Kiki amata

vae

Full back Fulupeki Outside of foot Le itu i fafo o le vae

Half back 'Afapeki Penalty kick Kiki o le sala Inside of foot Le itū i totonu o le Punt Pani; kiki, A'a Instep La'a totonu Trapping Taofi mau le polo Vings Vigi

Softball - Soft polc:

Raseman Tagata fa'atali Crder Fa'asologa

ogaumu Gutsaala Mal

Bases Outfield Talitua'a 'i fafo (tua)
Pinch hitter Tagata ta mo le isi

Bat Pate Pitcher Fa'ate'a

Bunting Pani Progression Caluega fai fai pea

Catcher Mulumu Release Fa'amamulu

Coach Faia'oga Sacrifice 'Ai po'o le pe foa'i fua

Curve Togi vivili Skill Agava a Diamond Taimane Sliding Fa'asese'e Error Mea sese, sasi Tactics Togafiti Talitua'a Fielder Throwing Togi Ground ball Polo fitifiti Walk -Savali fua Infield Talitua'ā 'i totenu Thip Togi vili

Speedball - Polo masau:

Kickup Kiki i luga Stationary Le gaoioi, Tupoupou

Lifting Lifi, Si'i Teammate 'Au

Moving Gaoioi

Volleyball - Voli polo:

Blocking Poloka Overhand pass Pasi i luga o le ulu

Bump Fa'atau i lima e lua Rotation Fa'ata'amiloga

Court Malae ta'alo Score 'Ai

Game Lalo Serving order Falasologa o le serve

Match Tauvaga Set Seti

Side out Sui le serve Spike Sipaika; Samala

Common Aflictions - Fa'afitauli tau le soifue Faloloina:

Bone Ponāivi Muscle Maso; musele Brock Gau Sprain Mapeva, Masui Cramp Maso mimigi Strain Māsui, Mapuna

Cut Lavea

Exercises - Fatamalosi tino

Bicycling Vili uila Squat thrusts Fa'atu i luga ma lalo

Count Faitau Toe touching Tago i tama'i vae

Hop Eusa Windmill Petaneta

Hop Kusa Windmill Petapeta
Jumping jack Oso Oso

Cymnactics - Fa'amalosi tino:

Backward roll Tatavole i tua Forward roll Tatavole i luma Balance Paleni Head stand Tu i le ulu

Dip Fatatofu Tumbling Tagafiti

PLAYING CARD VOCAPULARY

Some Samoan card games:

Asini Variation of donkey Suipi Casino

Lami Rummy Ta isu Variation of hearts

Suipi Vocabulary:

Ace (worth 1 point each)

Casino - (ten of diamonds worth 2 points)

Cards: most cards worth 3 points)

Fepa

Club

Cut

Cut Kaki
Deal Tufa
Deck
Fola
Deck of cards
Diamond
Taimane

Face card Tagata
Hearts 'Ata.
Jack

Tama, Siaki
King Tamaloa
Lose Fait ina
Point 'Ai

Queen Teine, Fafine Shuffle

Shuile Toto
Spade Peti
Sweep (worth one point) Suipi

Two spades (worth one point) Lolua (peti)

Win

Come take a beating (at cards)

How many points do you have?

In our card game, will the loser(s) treat the E fai as a le pele?

winner (s)?

Let's play cards

Ta/tatou rele

Shuffle the cards
Toto le pele

To lift a/some card(s) from the deck with one of your own that matches

CONTRACTORY IS NOT THE CONTRACTORY OF THE CONTRACT

VII. RELATIONSHIP-KINSHIP - 'Upu tau 'Aiga

extended family 'aiga (noun) man's son, daughter atali'i, afafine 'āiga (verb) to be related to. woman's son, daughter tem tema, temateine (e.g.) grandfather: naterial toma o lotu toma We, Jim and I, are toma o lo'u tina. maternal Ma te 'aiga. related. grandmother: paternal tina o lo'u tina maternal tina o lo'u tina.



great grandfather: paternal tama o le tama Tatou te 'aiga I am related to you o lo'u tina. both. father tama o le tama o tama maternal tina lo'u tina. mother uncle: paternal uso o lo'u tema sister of female uso maternal tuagane o lo'u brother of male นรด tinā. sister of male tuafafine tuafafine o lo'u aunt: paternal brother of female tuagane tama maternal uso o lo'u tina Cousin: father's sister's children Tama a le tuafafine o lo'u tama (sing.) Fanau a le tuafafine o lo u tama (pl.) Atali'i/afafine o le uso o lo'u tama (sing.) father's brother's children Fanau a le uso o lo u tama (p...) mother's sister's children Tama a le uso o lo'u tina (sing.) Fanau a le uso o lo u tina (pl.) Atali'i/afafine o le tuagane o lo'u mother's brother's children tina (singl.) Fanau a le tuagane o lo u tina. (pl.) Nephew (Niece) man's sister's children '0 le tama a lo'u tuafafine (sing) Fanau a lo'u tuafafine (pl.) '0 le atali'i/afafine o lo'u uso (sing) man's brother's children Fanau a lo'u uso (pl.) Woman's sister's children '0 le tama a lo'u uso (sing.) Fanau a lo'u uso (pl) woman's brother's children '0 le atali'i/afafine o lo'u tuagane (sing.) Fanau a lo'u tuagane (pl.) Fanau a la'u fanau My grand-children My great grand-children Fanau a le fanau a la u fanau Foster relationships: fai adoptive child fanau fai adoptive mother tina fai adoptive father tama fai adoptive brother/sister uso/tuagane/tuafafine fai



adoptive son, daughter (man's)

adoptive son, daughter (woman's)

tamafai

ātali'i fai. āfafine fai

VIII. SAMOAN CERETIONIAL SPEECH

SOME POLITE WORDS

English	Common	Tulafale	Ali'i
go	alu (ō)	maliu atu	afio atu, susu atu
come	sau (omai)	maliu mai	afio mai, susu mai
		sosopo mai	ario mar, susu mar
eat	'ai ('a'ai)	tausami, taumafa	taute, taumafa
drink	inu (feinu)	tāumafa, tausami	tausami taute, taumafa,
sit	nofo (i lalo)(nonofo)		tausami
stand	tu (i luga) (tutu)	alāla, 'e'eta'i tūla'i	afio, papa alao
walk	savali (savavali)		tula'i
sleep	moe (momoe)	aga 'i tofa	aga'i, tala 'a'ao tofa
bathe, shower	tā'ele (tā'e'ele)	fa'amalu, 'au'au	fa'amalu, 'au'au
hear, listen look, see, watch cry wake sick angry dance rest give/bring me	fa'alogo(fa'alogologo) va'ai, tilotilo (va'ai tagi (fetagisi) ala (mai/i luga)(feala ma'i (mama'i) ita (feita) siva, sivasiva(sisiva) malolo 'aumai) taga'i, maimoa tutulu)maleifua gasegase to'atama'i 'aiuli mapu, manava fa'agasegase mai	penapena fa'afofoga silasila, silafaga tutulu maleifua fa'atafa, pulupulusia, to'atama'i, ma'ema'eā to'asā. sā'asa'a, sāusaunoa mapu, manava 'a'ao mai, fa'agase- gase mai.
speak, talk call	tautala (tautala)	fetalai	saunoa, tulei, malele
Wash hands	vala'au (vala'au)	tauvala'au	fa'amalele
cut hair	fafano	tatafi	tatafi
out mar	'oti (le lauulu) (ta'oti)	fa'afuga	fa'afuga
face here	fa'asaga mai(fa'asasaga	a) ālo mai	alo mai, sagai mai
shake hands	fa'atalofa	·	lulu 'a'ao
go fishing	fagota (fagogota)	_	fa'atarasoali'i

CRDER OF RANK: WHO TO ADDRESS FIRST

A. Family

- 1. man
- 2. Wife
- 3. children

B. Family & Ali'i (visiting)

chief nan

wife(wives)

others



(C) Family & Ali'i & Tulafale

- 1. ali'i
- 2. tulafale
- 3. man
- 4. wife (wives)
- 5. others

(D) <u>Family & Ali'i, Tulafale, and</u> non titled guest.

- 1. ali'i
- 2: tulafale
- 3. guest (non-titled)
- 4. man
- 5. wives
- 6. others

(E) Family, Ali'i, Tulafale, Quest and Linster.

- 1. minister (and wife)
- 2. ali'i
- 3. tulafale
- 4. guest
- 5. man
- 6. vives
- 7. others

NCTE: If, in any of the above siturtions, someone has a title or more than one title, the highest titled man/woman is always addressed first continuing in this manner through all present. The exceptions being the minister (who is always addressed first) and if the group is addressed as a whole body rather than individuals (a tou afioga ma failāuga)

GRETTINGS

A. Welconing an Ali'i (High Chief)

- 1. Susu bein the statige.
- 2. Tala maia ou 'a'ao.
- 3. Alio mais "Le afioga.
- B. <u>Tulafale</u> (Crator)
 - 1. Ialiu dia lau tofa.
 - 2. Sosopo maia lau tofa.

The reply to an Ali'is welcome:

Susu lawa lau susuga. (certain chiefs culv)

Pāgā 'a'ao ia lau susuga/afioga.

Afio lava lau afioga.

'Ia, lau afioga.

Reply

'D'eta'i lava lau tofa.

'Ia, lau tofa.

C. Tama'ita'i (Women)

Reply

- 1. Taupou: Same as high chief (ali'i) Same as A and B above
- 2. Faletua: Same as her busband(ali'i)
- 3. Tausi: Some as her husband (tulafale)

D. Faife'au (ninster)

Reply:

- 1. Cathelic: Afic mai
- 2. All others: Susu mai
- 1. Afio lava lau afice a la <u>matele</u>. (priest)

tama'ita'i sa (nun)

2. Susu love lan susuen a le fatafenction.



E. Greetings for anyone:

- 1. Lefulefua maia (for a traveller).
- 2. Sautia mai a(for morning).
- 3. Lāina maia (for afternoon).
- 4. Pouliouligia maia (for evening).

F. SOME CONTON POLITE EXPRESSIONS:

1. 'A'e <u>afio/susu</u> i fea? <u>maliu/sosopo</u> <u>susu</u>

Where are you going (chief)? (orator)? (anyone)?

2. Faleseu le 'aina, afio maia i le agenu'u le fai nei.

sosopo maliu susu

Exercise the eating, welcome to the (meal) that is now served.

Tautala tu atu, fa'afetai le fa'aaloalo. Excuse the talking "hile, stending, Tautala atu i le sala thanks for the politeness.

Tautala atu i le tulag v le

3. Lau 'ava taumafa le Atua.

Kava offering to God.

'Ia, manuia <u>lenei aso</u> ma ona

Happiness on this <u>day</u> and its work. (kava toast)

gāluega. <u>day</u>

<u>le aso</u> <u>le taeao</u>

morning

Ia soifua!
'Ia, soifua/manuia.

Long life! (kava toact)
Long life/cheers (kava toast reply)

4. 'Ia; mātū mai vai!

You finished (dry) bathing!
Rest! (after work)!

5. 'Ia, nanava!6. 'Ia, tantai a'e!

Come up fisherman! (after fishing)

USEFUL SPIFCHES

(A) Presenting the oso:

Ia, 'o le oso fa'atauva'a lea mo le 'aiga, e le'o se mea tele. 'Ou te fa'a-moemoe e talia ma le fiafia.

Here is a humble (insignificant) food gift for the family, it isn't much. I hope it's accepted with pleasure.

(B) Presenting a menalofa:

Falafetai talo i lau afiogu ma lo filetum na le aign. Palafetai le alofa

tofā tausi susuga faletua

ma le agrilelei. Fatafetti foti le fataāloalo. Totogi atu e le Atua lo tou alofa foati. E leai se trui 'ou te rafei ona 'avatu e fatatusa ati, 'ua



na o se meaalofa fa atauva a lea e fa atino ai la tatou mafutaga.

Thanks a lot to you sir (chief) and your wife (chief's) and family. Thanks

(orator) (orator's)

(any man's)

for the love and kindness. Thanks also for the hospitality. God will repay you for the love you have given. There is no reward I can possibly give to match this, just only a insignificant gift to represent our gathering.

C. Blessing the food:

Se'i fai la tatou <u>fa'amagalo</u>. (Lets say grace) Fa'afetai tele le Atua i nei lotu

taumafa 'ua 'Efoa'i 'ona 'o Iesu lo matou Fa'aola. E aoga e maua ai lo matou malosi. Fa'amanuia i e na saunia e ala i lou Suafa. 'Amene.

Thanks greatly Lord for this sustenance you have given through Jesus our Savior. It's useful to give us strength. Bless they who served through your Name. Amen.

D. Thanking the family after eating:

Fa'afetai lava fai mea taumafa.

mea'ai mea inu Fa'afetai fo'i gasese i lau Afioga
ma le Faletua ma le 'aiga.

tofa tausi
susuga faletua

Thanks very much for providing rerefreshment.

> food drink

Thanks also for the preparation sir (chief) and to your wife(chief's) and family.

(orator)
(any other)

(orator's)
(of any other)



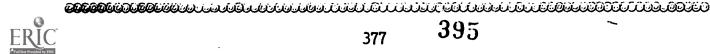


SOME IDIOMATIC EXPRESSIONS

Since the following are idioms, exact translations are difficult. In some cases the English is literal, in others an equivalent English idiom is given. 'auoi! ouch! 'auoi le Atua e, God help us, aue alas 'aue'e alas 'aue'ē astonishment 'auosi! ouch! 'amu'ia 'oe you're lucky alu loa go on and go lala cut out, come off it tate come off it; quit 'apa Taliu go fast e mo'i? really? te tese a toe you're different, strange 'e te valea? are you crazy? 'e te le pule you're not the boss e leai san fe'au none of your business e leai se ma'a no rocks (money) e le malie it's not funny ma'imau e. a waste miliona a million, great nofo ia stay here, stop it! 'oka'oka! †oi oh! (suprise) 'o lo'u mausa my favorite ou te le kea I don't care paga alas: terrible pau lava just because pule a 'oe you're boss pipiti i le mago stick to the mango tree sel come on man! suga girl sole boy

selau pasene 100%, great tafefe I'm afraid, (Oh no!) ta fiacla e. good grief ta'i mo'i really true ta'i lelei very good (oh boy!) talofa e. too bad, what a pity ta'i leaga very bad toeafe (toe efa) never; try again tu'u ai pea leave it tua tou gau 🔨 I'm broke (money) 'ua 'ou motu I'm broke (money) 'ua sau le tamaloa Lepa

I'm hungry (Fia'ai is the name of a chief from Lepa)



395

A GENERAL SAMOAN-ENGLISH GLOSSARY

The word list that follows is by no means a complete list of Samean words. Many common nouns, verbs, etc., are not to be found in this list since it is beyond the scope of this book to provide the student with an extensive Samoan dictionary. For this purpose the student is referred to G.B. Milner's Samoan Dictionary. This glossary is geared for begin 'ng to semi-advanced students of the Samoan language who may need to know the meaning of words encountered in this book or in nermal cutside of class Samoan conversation. Entries are not restricted to single words, but frequently include idioms and phrases which are also encountered at this level of speech. As with all the material in this book, the ultimate authority on prounciation has been the Samoan Department of Education rather than existing texts which have in the past been in disagreement on some words. In using this list, the student should note the following points:

- 1. Entries are listed alphabetically according to the Samoan alphabet (a,e,i,o,u,f,g,k,l,m,n,p,s,t,v)
- 2. Parts of speech are not listed for each word (i.e. noun, verbs, etc.). The student should be aware that most words can serve as several parts of speech within its basic meaning (i.e. matu north, can be a noun, adjective and adverb). The gramatical use for the Samoan word in question can be interpreted within the context of the sentence.
- 3. Similarly, many compound words, or words derived from common roots are not listed. It is assumed that the meanings of such compounds can be found from the roots, or by taking into consideration effects of common suffixes and prefixes.

```
amioleaga ...... amio (behavior)+leaga (bad)

bad behavior

fia'ai ...... fia (to desire)+'ai (to eat)

to be hungry
```

4. Samoan homonyms are frequently given only on entry with the multiple meanings separated by a semi colon (;)

ao day; cloud; head; to collect.

5. The plural forms of many words are listed in the same entry as the singular (abbreviated: pl.)

alu (pl. 0) to go

5. Some words are frequently encountered in a different form.

These are listed in parenthesis.

ula (vlaula) to smoke la ua (la) they (pair plural)

7. Most nouns are followed by either an (a) or (o) denoting the proper form of the possessive to be used for that noun. Some words however can use both possessive markers although the meanings of the noun are different.



- 8. Many obvious foreign words are not included in this list.
 - office sipuni spoon
- 9. Some entries are not repeated in this glossary if they are present in the English-Samoan word lists. This is especially true of parts of the body and agricultural, educational, and household terms.

GENERAL GLOSSARY

a	of	1-1-2-12	30
¹a		'a'ole'i	before
- a	when, for, then, but	aoculi	afternoon
a 'ā	what, how future tense marker ('o le 'a)	aofa'i	to gather together; sum, total
'a'a	no! (expression)	aosā	to use; useful
'a'ai	a city	ā'oga	school
'a'au (pl.	a - 220,	¹au	a team (a)
fe'ausi)	to swim	au	your (singular)
¹ae	but	a¹u	I, me; my
'ae le'i	before	aua	don*t
'a'e (pl.		aua	because
fe'a'ei)	to climb	'au'auna	to serve; servant
'ae peita'i	nevertheless	'auala	a road; path
'aemaise	e s peciall y	aualuma	unmarried women's group (a)
ai	a relative particle; who	'aue	alas (exclamation)
'ai (pl. 'a'ai)	to eat	'auina	to send to
'āiga	a family	auleaga	to be ugly
'ai <i>ę</i> a	to be edible, a meal	'au le lei	to be pretty
'āi lava	probably	auli	an iron, to iron clothes
'ailoga	to be doubtful	'aumai	to bring (to the speaker)
aisa	ice	ampea	untitled men
'aisea	why	aurm	steam, smoke
aisi	to beg	afa	half; sennit (a)
'aitalafu	to borrow; debt (a)	aft.	a hurricane
aitu	a ghost (o)	afei	if (future)
80	day; cloud; head; to	āfefine	daughter of a man (o)
		afekasi	part-European
a 1 06 1 0	to learn; to teach	afe	a thousand, to turn off (a road)
'a' o	while; but		(w windy

āfea	when (future)	'apefa'i	a ladder (a)
afi	fire; motor (a)	'api	a notebook (a)
$\mathbf{n}_{\mathbf{n}}$	to bundle up; parcel	āsiasi	to visit
afiafi	evening, sunset	080	day
afio	to come, welcome (pol.)	ลธจี	today
āſu	to perspire; waterfall	aso 'atoa	whole day
'afu	to cover (with a sheet)	aso 'uma	e v eryd ay
aga	behavior (a)	asu	to dish out, scoop; smoke
agagn	spirit, soul	ata	a shadow; picture (o)
agaleaga	to be unkind, oruel	'ata (pl.	to laugh
agalelei	to be kind	talië)	
aganu'u	custom, culture	ätali'i	the son of a man (o)
asasala	sin, wicked, evil	atamni	to be clever
agava 'a	capacity, ability	'ati	to bite (food)
agi	to blow	atigifagu	a piece of glads
ala	a road; to be awake; style,	ātili	to increase; more
	way	'ato	a basket (a)
alaale	to dwell; to sit around and talk at night.	'ātoa	to be complete
alaalafaga	residence (o)	'ato'atoa	entire, whole
ali'i	a man; man (expression)	'atonu	maybe, probably
alo	to paddle	'atopa'u	a suitcase, handbag (a)
'al oiafi	a spark	atu	away from the speaker
alofa	to love; love (o)	Atua	God (o)
alu (pl. 5)	to go	atualoa	a centipede
'nluga	a pillow (o)	atumotu atumu'u	an island group (o) country (o)
amata	to begin		a passage in the reef
amio	conduct, behavior (a)	ava 	wife (a)
amiotonu	to not properly; justice (a)	'ava	kawa (o); beard (a)
'amu'ia	to be fortunate	eveta eve	to elope
ana	a cave (c); his, her, its	avanoa	a space; chance, opportunity
'ana	if (past)	'ave	to take
anafoa	when (past)	'avane	to take along ('ave ano)
analetla	earlier today	avatu	to take to ('avo atu)
anamua	olden times		
anunafi	yesterday	•	
ananei	just now (past)		• E •
anapo	last night	•	present tense murker; by
ane	alongside	10	you (sing.); by
'ā pe'ā	how about if (expression)		•

•	(they) whom	'ino'ino	to hate; hatred (c)
¹ es.	air; interrogatory particle	inu (pl. feinu)	to drink
• ā	what? (expression)	ipu	a glass, plate, dish (a)
e ui ina	although	isi	another, the other, next,
e uiga'i	concerning	4	someone
e le afaina	it doesn't matter (expression)	isu ita (pl.	nose (o)
'ele	rust	feita)	to be angry; I, me
'ele'ele	dirt, earth	itiiti (pl.	to be small
'eli	to dig	1t1)	
elo	to stink	itū itū'āiga	(o) ebia a
'emo	to blink	itu aiga itula	a kind, species, sort
'ese	to be different, distinct	itulau itulau	
('ese'ese)		itumālā	a page district of the government
eve.	to roam about at night	ivi	poue (o)
********	*******************		
		**********	用条件条件条件条件条件条件条件条件条件条件条件
	·I·		
i	in; at; on; for; (also ia)		<u>O.</u>
1 4	directive particle; to; by;	0	to belong to; of
ıı	(also 'iā)	'0	the nominative particle;
in	here; yes he, she, it; these		present tense marker ('o lo'o)
'ia	in order to	¹ 0e	you (sing.)
1'a	fish	'oi	oh! (exclamation)
i'I ('ilo)	here	010	to reach, to take place,
1'0 ('ole)	there	l all and	to come, to pass (mai)
'10e	yes	'o'omi	to squeeze, crush
ifo	down; to bow down	ou 'ou	i your
igoa	nume	o'u	my
i le vā	in between		you (plural)
ili	to blow (pl. taili);		you (pair plural)
	harmaonica (a); whistle; fan (a)	_	bamboo
'ili	a saw, file (a)	r.o	to fit
i 10	in comparison to	'ofu	wrapped food (pălusami);
iloa	to see, to know, recognize	1.0.0	corment; to wear
ina (ina 'wa)	when (past); because		a shirt (o)
·	in order to, so that		an oven, stove (a) a tree trunk (a)
'ini	to pinch; pick a guitar 381	200	

ERIC

Full Text Provided by ERI

ogatotonu	the center, middle	นคนธ	a guitar string (a); voin (o)
ಂದಿತ	a famine	บลใน	a wharf
ola	to live, be alive; to	'ua lava	enough! (expression)
- _	be on; life (o)	u tamoa	motal (a)
olaga	life (o)	uati	a watch (a)
'oli'oli	to be joyful	ui	to travel along
'oloa	goods, property (a)	uiga	mouning
'o lona uiga	that means, in other words	uila	olectricity; lightening; a bicycle (a)
'omo (pl. 'o'omo)	to be dented	uili	a wheel
'ona (pl.	to get drunk	no	a friend
onana)	to get arank	u'u	oil
ona	his, her, its	ula	to make fun of; a lobster
ona (ai)	no, so then, then	ula (ulaula)	to amoke
lea 'ona ('ona		'ula	a necklace
'ua)	pecause	ulavale	to be misohievious
'ona ('ona	because, on account of	ulu	head (o); hair (o)
'0)	because, on account or	'ulu	breadfruit (a)
'ona ('o'ona)	to be poisonous	ulua'i	first
onapo	times, days	ulufale	ontrance
oneone	nand	ulufafo	exit
'onoga'i	putience	ulugāli'i	a married couple
oso (pl.	to jump; food gift (o)	'uma	to be finished; all; every
feosofi, feosoi)	to Jump; 100d gift (0)	'umi (pl. 'u'umi)	to be tall, long
ota	raw fish	umu	a Samoan oven (a)
'ote (pl	An	umukuka	n kitohen; cook-house
,	to scold	'upega	a net (a)
oti (pl. fecti)	to die	'upu	a word (a)
'oti (pl. /thioti)	to cut (hair);	usita'i (usiusita'i)	to obey
	a gout (a)	นธ๐	brother of a boy or sister of a girl (o)
美 林女师美师会师会师会师会	11条件条件条件条件条件 计采用条件条件条件条件条件	usu	to start; to leave on a journey; to sing
ı	יטי	utn	inland
•		utu	to refill a container, α ditch
ū	to bite, ating; to grip	¹utu	a louse (lice)
	tight	'utufiti	a flea
ufi	neck (o)	,	
*ws	prosent tense marker	400	
unea	wire (a) have		

	<u>'F'</u>	fa'alototele	to encourage
fa 'aaogâ	to use	fa'ama'i	te make sick; a discuse;
fa'aala	to awaken		opidemio (o)
fe'asli	to show	fa tamau	to fasten; an engage- ment (a)
fa'aaliga	a notice (o); rehersal	fa amaoni	to be loyal
fa'ailoale	respect (a)	fa'amafanafana	•
fā'ata	a mirror (a)	fa'amagalo	to forgive, to excuse
fa'a'atoatoa	to make complete or perfect	fa'amalama fa'amalama	a window(c)
fa'actecte	to be careful	fe'amalama	To the same of the
fa'afeagai	epposite; to face	T. S. STATE TO ST	to press on with vigor; to force.
fa'aigea	to name	fa'amalu	an umbrella (a)
fE'aili	a musical band; to whistle	fe'amalū	a mattress (o); to digest
	harmonica (a); whistle (to bathe (pol.);
fa'ailoga	a sign or mark (a); price; postage stamp.	THE CONTRACTOR OF	to remind
fa'aipeipe	te marry	fa'amanuia	te wish good luck, a graduation ceremony (a).
fa'aepoope id'aeso	te add; put together stir up; to incite	îș amăsani	to become used to; to become acquainted
îa'a'ū'ū	to be sulky	fa 'amagino	to judge; a judge
fa'auli	te drive	fa'amaminoga	a trial
fa'a'uma	to finish	fa'amata	do you think (express.)
fa'afafine	a transvestite	(a ama tei	matei system
fa'afanua	a may (a)	fa'amatala	to explain
fa'afītāuli	a problem	Ca amayae	to bid farewell
fa'afo'i	to return	fa anomoe	plans; hopes (o); to
fa'afou	to repair	Calamai amai a	hope
fa'afuase'i	unexpectedly	fa'emolemole	please
fa'agenegese	slowly	Calendari	to stay behind
fa'alä	to dry in the sun	fa'anoanoa , fa'anoi	to be sad; sorrow
fa'apetepetoga	a group or organisation (a	fa'apea	to ask permission
fa'alavelave	trouble; problem (o/a)	fa'apë'i	to think as; like this
fa'aletonu	te be poorly planned	fa'apëfea	how, whats it like?
fa'alialia	to show eff		how
fa'ali'i	to be angry; to be stubborn	·	like that
fa'alili	to tease		like this
fa'aliliu	to translate; to interpret		like that
fa'alogo (fa'a- logologo)	to listen; hear	- -	to be dishonest
fa'alogo	to examine		to stick to
Calalogogată	to be dischadioni	fa'apu'upu'u	to make short, or out short
~ -	384	A11:	

³⁸³ 40i

fa'asā	to be forbidden; to forbid	faia'ina	to loose (a game)
fa'asa'o	to straighten; to make	faia'oga	to teach; a teacher
fa'asaua	correct to be cruel	faiāvā	to take a wife; to mate
fa'asaga	to face a direction	faife'au	a minister (religious)
fa'asala	punish	faiga	style; method (a/o)
fa'asanos	the Samoan way	faigatā	to be hard, difficult
fa'asino	to show how; direct;	faigofie	to be easy
• • • • • •	point out	failautusi	a secretary
fa'sta'amilo	to go around; circum navigate	failauga	an orator, preacher
fa'ata'ita'i	to practise	failele	a woman who just gave
fa'ata'ita'iga	an example (a); practice		<pre>birth (a); to just give birth</pre>
fa'atau	to buy (mai); to sell (atu)	faipule	a member of Parliament
fa'atau'oloa	a shopkeeper	faitau (pl.	to read; to get leaves
fa'atauva'a	to be unimportant	faitau)	for the unn
fa'atali	to wait	faitala (fāitatala)	to gossip
fa'atalofa	to shake hands; to greet	fāitoto!a	a door (e); an export
fa'atasi	once	faiva	fishing (o)
fā'atasi	together	fao	a nail (a)
fa'ato'ā	just	fau	to construct
fa'ato'ese	to apologize	fautua	advice (a)
fa'atitino	the worst	fafa	to carry on one's
fa'atofa	to say goodbye		back
fa'atonu	to direct; instruct; a director	fafaga	to feed; a feeding
fa'atonuga	a command (a/o)	fafagu	to wake
fa'atumu	to fill	fafano	to wash
fa atupu	to cause	fafinə	a woman
fa'atusa	to be like, to compare	fafo	outside
fa'avae	to found (i.e. foundation)	faga.	a bay (o)
fa 'avalevalea	to be foolish	fagota	to fish
fa'avavau	forever	falace	bread (a)
fa'avela	to cook	falacemata	flour (a)
fa'a veve la	to heat	fale'aiga	a restaurant (o)
fai	to do, to make	faleo's	a small house (e)
fa¹i	a banana (a)	fale'oloa	a store (e)
fāi ¹ai	brains (o); baked coconut	faleuila falepuipui	a toilet (o)
	cream (a)	falesā	a jailhouse (o) a church (o)
faia'i (fe- faia'i)	make quick (expression)	faletalimālō	guesthouse (9)
faiaga	to be slow; idle		
	384	faletua 402	the wife of high chief (o)
IC .			

fana	a gun (a), to shoot	fitafita	a soldier
fanameme'i	a sling (a)	fiva	fever (o)
fanai¹a	an explosive (a)	foa'i	to present, to give
.~	(dynamite)	foe	to paddle; paddle (a)
fanau	children (a) to give birth	fo'i	to return; also; too
fasi	to beat	fou	to be new; an enemy
fasioti	to kill (people)	fofo	a Samoan cure; massage
fāsipovi	meat (a)	fofoga	the face (o)
fatai	to cross the legs	fola	floor
fati	a melody (a)	foliga	appearance (o)
fee	where	folo (pl.	to swallow
fe'ai	to be savage	fōlo)	
fe¹au	business; an errand	foma'i	a doctor (o)
feagai	to be opposite or facing	fonc	a meeting (a)
fe'alasi	to smart; to sting	fua	to measure; fruit; bloom (o); free
fealua'i	to go back and forth		220da (0), 116.3
feilma'i	to meet	fuā	to be jealous (of love)
feoloolo	not too bad, so so	fu¹a	a flag (o)
feü	to be hot, spicy	fuai'upu	a sentence (a)
fefe	to be afraid	fuainumera	a numeral
fefiloi	to mix up	fuala au	a fruit; pill (a)
fesili	to question; question (a)	fuamos	an egg (a)
fesoascani	to help; belp (e)	fuata	a crop (a)
feso!ota'i	to get in contact with	fue	a chief's fly swatter (a)
fesuia'i	to replace	fuefue	to fan away flies; to
fetaui	to meet; join together; to fight; to fit (dress)		whisle
fetū	a ster (o)	fafulu	to wash
fia	to desire; how much/many	fugala au	a flower
fiafia	to be happy; a celebration	fula	to swell; a boil (o)
fiapoto	to be concisted	fulufulu	hair; fur; to wash
fiu	^ be fed up	fusi	to bind; a bandage; to hug
filemű	be peaceful.	fusiua	a neoktie (o)
fili	nemy (o); braid (a),	fusipa'u	a belt (o)
	braid	fusu	to fight; to box
tilitili	to choose, a chain (a)	fusu'aga	a boxing match (a);
filifiliga	a choice (a)	-	a fight
file	thread	*#*!*	######################################
finau	to argue		
finagalo	a desire (o)		<u>'G'</u>
C act	to peel, to skin	ea'au 403	intestines (o)

ERIC**
Full Text Provided by ERIC

ga¹ o	dripping; fat; lard	kuka	te cook
gaoi	to steal; to rob		33 3342
gau	to be broken	*********	· 计操作条件条件条件条件条件条件条件条件条件
gafa	geneology; relations	•	
gaga e	eastwards	· L·	-
gagaifo	westwards	lā	the sun; a branch
gagana	language	la'au	a tree; schine; musical
galo	to forget		instruct at (a)
galu	a breaker (sea)	lāitiiti	to be amo
galue	to work	laorie	to be s
galuega	a job	la'u	wy
gāsegase	to be sick; sickness	lau	a lea (sing.)
gäsese	%o prepare (food)	lā'ua (lā)	they
gata	a snake; to end	lau'ele'ele	lanč
gese	to be slow	lauiloa	to be 1 vus
goto	to sink; to set (sun)	lauulu	hair (head, (3)
gนีgนี	to be silent; dumb	lauga	a speech (a)
gutu	mouth (o)	laulau	a table; tray (a); to serve food
*********	***************************************	laulelei	to be full of food
		laumei	a turtle (a)
	<u>•K•</u>	laumua	a capital city
		laupapa	lumber (a)
kalapu -	a club; night club	lautele	to be wide
kalena	calendar	(pl. läuteteld	е)
kalone	gallon; gallon drum	lafi (pl. la- lafi)	to hide
kamupani	company	lafo	to mail
kamuta	a carpenter	lafoga	an off-ring
kāpeneta	a cabinet; political cabinet	lagi	the sky
kerisiano	christian	lago	a fly
ki	a key; to turn on	lagona	to perceive with the
Kilisimasi	Christmas		senses
kirikiti	cricket (game)	lalaga	to weave
kītara		lale	that; there
	a guitar (a)	lalelei	to be beautiful
kolisi	a college, high school	lalo	down below
komesina	commissioner	lalolagi	the earth
kominisi	communist	lama	night fishing
konetineta kovana	a continent	lāmala	a drought
	governor	lamu (lamulamu)	to oher
uata 	quarter, quart (kuota) 386	40.1	CO CUST

lana	his, her, its	lo'omatua (pl.	an old woman
lanu	a octor (o)	lo'ematutua)	
lapo'a	to be large	lou	your (singular)
lapotopote	to be round	lo'u	Ny
latalata	nearby	logo	a bell
latou	they (pl.)	1010	oandy
lava	enough; very;	loli	a truck (a)
1 am 1 am	lava rock	lologa	a flood
lavalava	clothing (e) to be hurt	lololo	to be greasy; rich (foods)
lavea (pl. läveve		loloto	to be deep
15	(he) whom; not	lomitusi	a typewriter (a)
106	this	lona	his, her, its
leaga	to be bad; because	loto	soul; heart (feeling)
le'i	not (past tense)	lotoa	an enclosure; yard (c)
lē ila	not affected or hurt	loto leaga	to be jealous; envious (a)
leilos	to be lost	lotu	service (religious) (a)
1• •	not (present tense)	luelue	to sway; to rock
100	voice (o)	luga	up, above
leeleo	police (e); to police	lulu	an owl
leotele	loud voice; to speak	านิโน	to shake
	loudly	luma	front
lefulefu	ashes (a)	lumana'i	future
lelā	that	lupe	a pigeon
15 lava	to be bored; too tired to		
1010	that; to fly (pl. felelei)		****
lelei	to be good, nice		4 X 8
le malie	not funny		
lesi	to be slow	ma.	and; with; for
lenā.	that	mā	to be shy; to be ashamed
lenei lesona	this a lesson (a)	ma'a	a stone
le täitai	not nearly	ma'ai	to be sharp
leva	a long time since	ma'alili	to be cold
li'o	a virole (a)	ma'anuminumi	to be wrinkled
liu	to change	ma.ea	a rope (a)
ligi	to pour	mā'elegā	to be dilligent
liliu	to turn (direction)	mai	from
	to be secretive; hidden	ma'i (pl.mama'i)	to be sick
lilo lei	an ant	maila	a mile
o oimata	a tear 387	maile	a dog (a)
IC.	201	405	

'M'	
-----	--

'M'

maimoa to look at malo congratulation mich maiona to be full (food) maota the house of high chief (o) (pel. for any house) mau to keep; to hold tight; malosi to be strong malu to find (something) malulu to be cold mich malua to find (something) mana a ring manaluga to be high mana to be clean manualuga to be high mana far inghitweight; a mana a mountain manafa to be heavy; to be certain manafa to be heavy; to be cartain mafalua to think out manalu dignity (e) manafalua to think out manalu to think out mafalua to be exhausted, overcome manalu to think; a the might a nearthquake manalu to think; a the might a four corner intersection mages itohy manala a disaster malae the open apace in village; a sports ground (e) malae to to be wished malae to that ounderstand; daylight mapu to thistle; to male malee to be broken malae to be broken massaga twins	
maota the house of high chief (c) (pel. for any house) mau to keep; to hold tight; abundance malu to be strong malu to be colm mau to find (something) malulu to be cold maual to be dean mana to be dean mana to be dean manale to be obtained a manale to be obtained as a mountain manafa to be heavy; to be heavy; to be activation of an anafation and, is possible manale to be exhausted, evercome manale to be attraction manale to be stale manatu to think; a the maful to be stale manatu to think; a the maful to be atty and to be atty and to be activation of the manatu to think; a the maful to be atty and to be activation of the manatu to think; a the maful to be atty and to be activated manatu to think; a the maful to be activated manatu to think; a the maful to be activated manatu to think; a the maful to be activated manatu to think; a the maful to be activated manatu to think; a the maful to be activated manatu to bring about, cause manatu to remember maful to activate the stale manatu to breathe; to mage to be dry manu any living thin mage to be dry manu any living thin mage to to be dry manu any living thin mage to to travel; a trip (a) manufal to be wall; luc manufal to mappiness (o) malala disaster malae the open space in village; a sports ground (e) manufal to be well; luc manufale to understand; daylight mapu to whistle; to malence (pl. malence to be broken masse to tear twins masse to tear masser to tear things a shork (a); to be agree—	
maota (the house of high chief (e) (pel. for any house) mau to keep; to hold tight; malu to be strong malu to find (something) malul to be cold malua to find (something) mana a ring manaluga to be high mama to be clean manaluga to be high mama lightweight; a manufac to be low mama lightweight; a manufac to be heavy; to be attraction manalu dignity (e) manalu dignity (e) manalu dignity (e) manalu to think out manalu dignity (e) manalu to be extraction incomplete manalu to be attraction incomplete manalu to be attraction incomplete manalu to think; a three manalu to be read manatu to think; a three manalu to bring about, cause manatua to reasonber manalu a carthquake manatua to reasonber manalus a four corner intersection manalu and corner intersection manulus and priving thing people and pli bird (a) malaga to travel; a trip (a) manumalo to succeed manumalus to be well; luc manufalus to travel; a trip (a) manumalo to succeed manumalus to be well; to succeed malamalum to understand; daylight mapu to whistle; to a marble males to be broken masaga to tear twins	vernment;
abundance malū to be celm maua to find (something) malūlū to be celm maua to find (something) malūlū to be celm maua to find (something) malūlū to be celm maua to find (something) mama a ring maualuga to be high mama to be clean maulale to be low mama lightweight; a mau'ca to be rich mamac far mauga a mountain mamafa to be heavy; t pregnant mafai can, is possible mamalu dignity (e) mafaufau to think out manaia to be attraction mafanafana to be warm mafatia to be exhausted, overcome (pl. mānana'o) to want mafu to be stale manatu to think; a the mafu to bring about, cause manatua to remember mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to magaca itchy manac itchy manu any living thin mages itchy manu any living thin mages to be dry manu anuale (manufelelei) malae the open space in village; a sports ground (e) malaga to travel; a trip (a) malaga to dorown masa'a to spill malepe to be broken masae to tear malie a shark (a); to be agree— malie a shark (a); to be agree— malaga to to lead a salaga tuins	
maua to find (something) malulu to be cold ma'ua (ma) we (pair) mana a ring maualuga to be high mama to be clean maulale to be low mama lightweight; a mau'oa to be rich mamac far mauga a mountain mamafa to be heavy; t mautinea to be certain pregnant mafai can, is possible manalu dignity (e) mafaufau to think out manaia to be attraction mafanafana to be warm mana'o (pl. manana'o) to want mafu to be stale manatu to think; a the mafu to bring about, cause manatua to remember mafuta to stay with, dwell with manava stemach magesc itchy manu any living thin mages to travel; a trip (a) manuala to succeed malem (pl. manalama to understand; daylight mapu to whistle; to malem (pl. manalama to spill manale to broken masaga to tear masaga to tear manale to be wall; to masaga to spill masaga to tear masaga twins	
ma'ua (ma) we (pair) mama a ring maualuga to be high mama to be clean maulale to be low mama lightweight; a mau'oa to be rich mamao far mauga a mountain mamafa to be heavy; t pregnant pregnant mafai can, is possible mamalu dignity (e) mafaufau to think out manaia to be attractive mafanafana to be warm mafolafola to be flat manaio (pl. manana'o) to want mafuta to bring about, cause manatu to think; a the mafuta to stay with, dwell with manava stomach mages itohy mana a disaster malae the open space in village; a sports ground (e) manuale to whistle; to malama charcoal (a) manuania to whistle; to malemo (pl. malemo (pl. manale to be broken malee to be broken massage twins massage twins	
maualuga to be high mama to be clean maulale to be low mama lightweight; a lightweight; a to be rich mamaco far managa a mountain mamafa to be heavy; to be certain pregnant pregnant mation to be certain managa to be attractive mice mafaufau to think out mafanafana to be warm mafanafana to be warm mafolafola to be flat mana'o mia to need manau to be stale manau to think; a the mafu to be stale manau to think; a the mafu's an earthquake manava stomach mafuta to stay with, dwell with magufa a four corner intersection mages itchy mana a disaster malae the open space in village; a sports ground (e) manuala to be well; luc happiness (o) malana contract to understand; daylight manau to whistle; to malemo (pl. malemo (pl. malemo (pl. malemo to be broken manae to be agree— managa twins	
maulale to be low mama lightweight; a mau'oa to be rich mamao far mamao far mamaga a mountain mamafa to be heavy; the pregnant pregnant mantinoa to be certain mamafa to be extraction mantal to be attraction ince manafaufau to think out manaia to be attraction ince manafatia to be exhausted, overcome manaia to be warm manaia to be stale manatu to think; a the manaiu to bring about, cause manatu to think; a the manaiu to bring about, cause manatua to remember mafut to bring about, cause manatua to remember manaius a four corner intersection manages it on the dry manaius and to breathe; to work manages it to be dry manu any living thin people and plus malae the open apace in village; a sports ground (e) manuia to be well; lud happiness (o) malamalama to understand; daylight mapu to whistle; to a marble malae to be broken masae to tear masaga twins	
mau'oa to be rich mamao far mauga a mountain mamafa to be heavy; t pregnant pregnan	
mauga a mountain mamafa to be heavy; to pregnant pregnant pregnant mafai can, is possible mamalu dignity (e) manaia to be attraction nice manafatian to be warm manaia to be exhausted, overcome manaia to manaia to manaia to manaia manaia to be exhausted, overcome manaia to manaia to need manai to be stale manatu to think; a the manaic manatu to bring about, cause manatu to remember manaic an earthquake manava stomach managura an earthquake manava stomach managura a four corner intersection manages itchy mana a disaster malae the open space in village; a sports ground (e) manu any living thin people and pl bird (a) manualae to travel; a trip (a) manualae to be well; luce malana to understand; daylight manu to whistle; to malemo (pl. malemo (pl. malemo (pl. malemo (pl. malemo (pl. malemo a shark (a); to be agree- masaga twins	a lung (o)
mautinoa to be certain pregnant mafai can, is possible mamalu dignity (e) mafaufau to think out manaia to be attraction nice mafanafana to be warm mafatia to be exhausted, overcome (pl. manana'o) to want mafolafola to be flat mana'omia to need mafu to be stale manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to mageso itohy manogi an edor (o) mageso itohy manogi an edor (o) mala a disaster manala a disaster malae the open space in village; a sports ground (e) manulele (manufelelei) malaga to travel; a trip (a) manunalo to succeed malamalama to understand; daylight mapu to whistle; to: maleno (pl. maleno (pl. maleno (pl. maleno (pl. maleno (a); to be agree- malie a shark (a); to be agree- masaga twins	
mafai can, is possible manalu dignity (e) mafaufau to think out manaia to be attraction nice mafanafana to be warm mafatia to be exhausted, overcome (pl. manana'o) to want mafolafola to be flat mana'omia to need mafu to be stale manatu to think; a the mafu to bring about, cause manatua to remember mafui'e an earthquake manava stomach magufa a four corner intersection magesc itchy manu any living thin mage to be dry manu any living thin mala a disaster malae the open space in village; a sports ground (e) manuia to be well; luce happiness (o) malanalama to understand; daylight mapu to whistle; to manule male to be broken malae to be broken masaga twins	to be
mafaufau to think out manaia to be attraction nice mafanafana to be warm mafatia to be exhausted, overcome (pl. manana'o) to want mafolafola to be flat mana'omia to need mafu to be stale manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to magusta a four corner intersection magesc itchy manu any living thin malae the open space in village; a sports ground (e) manuia to be well; luce malage to travel; a trip (a) manuia to be well; luce malanalama to understand; daylight mapu to whistle; to maleno (pl. maleno (pl. malene to be broken masae to tear malae a shark (a); to be agree- masaga twins	
maraulau mafanafana to be warm mafatia to be exhausted, overcome mafolafola to be flat mana'o (pl. manana'o) (pl. manana'o) to want manafu to to be flat manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava manava stomach mafuta to stay with, dwell with manava magesc itohy mage to be dry mala a disaster malae the open space in village; a sports ground (e) malage to travel; a trip (a) malage malamalama to understand; daylight mapu to whistle; to manale malae to drown masae to be agree- masaga twins	
mafatia to be exhausted, overcome (pl. manana'o) to want mafolafola to be flat mana'omia to need mafu to be stale manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to magusta a four corner intersection work magesc itchy manogi an odor (o) mage to be dry manu any living thin malae the open space in village; a sports ground (e) manuia to be well; luce malage to travel; a trip (a) manuia to be well; luce malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo (pl. malepe to be broken masse to tear males a shark (a); to be agree- massaga twins	ive; smart;
mafolafola to be flat mana'omia to need mafu to be stale manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava stomach magufa a four corner intersection magesc itchy manu any living thin malae the open space in village; a sports ground (e) manuia to be well; luce malage to travel; a trip (a) manuia to be well; luce malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo (pl. malemo (pl. malemo (pl. malemo (pl. malemo (a); to be agree- masaga twins	
mafu to be stale manatu to think; a the mafua to bring about, cause manatua to remember mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to maguifa a four corner intersection manages itchy manage and odor (a) manu any living thin people and plus malae the open space in village; a sports ground (b) manuia to be well; luci happiness (c) malala charcoal (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to male malee to be broken masae to tear malee a shark (a); to be agree-masage twins	
maful to bring about, cause manatua to remember maful'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to magnifa a four corner intersection work magesc itchy manu any living thin mala a disaster malae the open space in village; a sports ground (e) manuia to be well; luc malage to travel; a trip (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to malemo (pl. malem	
mafui'e an earthquake manava stomach mafuta to stay with, dwell with manava to breathe; to magusta a four corner intersection mageso itchy manu any living thin mala a disaster malae the open space in village; (manufelelei) a sports ground (e) manuia to be well; luci malaga to travel; a trip (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to: malemo (pl. malemo (a); to be agree—masaga twins	ought ()
mafuta to stay with, dwell with manava to breathe; to maguifa a four corner intersection work magesco itchy manu any living thin people and pl mala a disaster manulele (manufelelei) a sports ground (e) manuia to be well; luce happiness (c) malala charcoal (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo) to be broken massaga twins	
magnifa a four corner intersection magesc itchy manual and any living thin people and pl mala a disaster malae the open space in village; (manufelelei) a sports ground (e) manual to be well; lud happiness (o) malala charcoal (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo) malepe to be broken masaga twins	
mages itchy manogi an odor (c) mage to be dry manu any living thin people and pl malae a disaster manulele bird (a) malae the open space in village; (manufelelei) a sports ground (c) manuia to be well; luce happiness (c) malaka charcoal (a) manumalo to succeed to whistle; to malemo (pl. malemo (pl. malemo) to drown massa to be broken massa to be broken massage twins	rest after
mago to be dry manu any living thin people and plus a disaster malae the open space in village; a sports ground (e) manufelelei manuia to be well; luo happiness (o) malala charcoal (a) manumalo to succeed malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo) to drown massa to spill massa to spill massa a shark (a); to be agree- massaga twins	
malae the open space in village; (manufelei) a sports ground (c) malage to travel; a trip (a) malala charcoal (a) malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo (pl. malemo to drown malemo to bird (a) manufelei) manufelei) manuia to be well; luce happiness (o) manumalo to succeed to whistle; to manufelei) malemo (pl. malemo to drown massae to spill massae massaga twins	
malae the open space in village; (manufelelei) a sports ground (e) malage to travel; a trip (a) malala charcoal (a) malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo (pl. malemo) malepe to be broken masaga to tear malie a shark (a); to be agree- masaga twins	lants
malaga to travel; a trip (a) malaga to travel; a trip (a) malala charcoal (a) malamalama to understand; daylight mapu to whistle; to malemo (pl. malemo (pl. malelemo) massa to spill malepe to be broken massa to tear malie a shark (a); to be agree- massaga twins	
malamalama to understand; daylight mapu to whistle; to malemo (pl. a marble to drown massae to spill malepe to be broken massae to tear malie a shark (a); to be agree massaga twins	
malemo (pl. a marble to drown masae to spill malepe to be broken masae to tear malie a shark (a); to be agree masaga twins	
malelemo) to drown massa to spill malepe to be broken massa to tear malie a shark (a); to be agree- massaga twins	rest;
malie a shark (a); to be agree- masaga twins	
malie a shark (a); to be agree- masaga twins	
able (pl. malilie)	
masalo perhaps masalo perhaps	
masani to be used to; b	
muliliu) to die qualited with	i
C. 300	
408	

'M'			<u>'M'</u>

masesei	to be on bad terms with	товлтова	a cockroach
mata	raw; eye (o); face (o);	mole	to be faint with hunger
	blade of a knife; point	moli	an orange; soap (a)
- 4 - -	of a needle	moli	a light, lamp
mataala	to be alert	mõlluila	a flashligh (a)
mata'itusi 	a letter of the alphabet	momo'o (pl.	
matau	to observe, notice; a hook (a)	taufetuli)	to run
matā upu	subject, theme (a)	moni	true
mata tutia	to be terrible	moto	to be unripe
matafaga	a beach	motu -	to snap; an island
matagi	wind	mū	to burn
matagosse	to be beautiful (scenery)	muamua	first
matamata	to look at	muli	the end; rear end (o)
matamee	to be a sleepy-head	mulimuli	last
matamuli	to be bashful	mumu	elephantiasis (o); red
matanana	to be boasful; ory baby	musu (pl. mumusu)	to be unwilling
matapogia	to faint	musumusu	to whisper
mate (pl. mamate)	to die (animals); to guess at	mutia	grass
mativa	to be poor (pl. mātitiva)	mutu	to be out off
matou	we (pl.)		
	40 (P10)	#U#U#U#U#U#U#U#	***************************************
mātū	north	**********	***************************************
mātū matua (pl.	· ·	• M •	
mātua (pl. mātua) matua (pl.	north		past tense marker
mātu matua (pl. mātua)	north parent (o) to be old, mature	• 14 •	
mātua (pl. mātua) matua (pl. mātutua)	north parent (o) to be old, mature extremely	na •N•	past tense marker
matua (pl. matua) matua (pl. matua (pl. matutua) matua matua	north parent (o) to be old, mature extremely a thing (a)	na •N•	past tense marker he, she, it
matua (pl. matua) matua (pl. matua (pl. matutua) matutua mea mea	north parent (o) to be old, mature extremely a thing (a) mail	na na na	past tense marker he, she, it those
matua (pl. matua) matua (pl. matua (pl. matutua) matutua matua mea meli mimilo	north parent (o) to be old, mature extremely a thing (a)	na na na nai	past tense marker he, she, it those from; some
matua (pl. matua) matua (pl. matua (pl. matutua) matutua mea mea	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited	na na na nai naifi naunau namu	past tense marker he, she, it those from; some a knife (a)
matua (pl. matua) matua (pl. matua (pl. matutua) matutua mea meli mimilo mimita	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a)	na na na nai naifi naunau	past tense marker he, she, it those from; some a knife (a) to desire, want
matua (pl. matua) matua (pl. matua (pl. matutua) matutua mea meli mimilo mimita miti	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue	na na na nai naifi naunau namu	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito
matua (pl. matua) matua (pl. matua (pl. matutua) matutua) matua mea meli mimilo mimita miti misa mo	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for	na na na nai naifi naunau namu namu	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour
matua (pl. matua) matua (pl. matua) matutua) matua mea meli mimilo mimita miti misa mo moe'i'ini	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for to close (eyes)	na na na nai naifi naunau namu namu	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour later today
matua (pl. matua) matua (pl. matua (pl. matutua) matutua) matua mea meli mimilo mimita miti misa mo	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for to close (eyes) to oversleep	na na na nai naifi naunau namu namu namu namu	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour later today speak English; to stutter
matua (pl. matua) matua (pl. matua) matutua) matua mea meli mimilo mimita miti misa mo moe'i'ini moe'umi	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for to close (eyes) to oversleep to turn about in sleep	na na na nai naifi naunau namu namu namu nanei nanu	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour later today speak English; to stutter only these; now in case, lest, for fear
matua (pl. matua) matua (pl. matua) matutua) matutua) matutua mea meli mimilo mimita miti misa mo moe'i'ini moe'umi moefiti	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for to close (eyes) to oversleep to turn about in sleep really, truly	na na na nai naifi naifi naunau namu namu namu nanei nanu naio nei	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour later today speak English; to stutter only these; now in case, lest, for fear that
matua (pl. matua) matua (pl. matua) matutua) matutua) matutua mea meli mimilo mimita miti misa mo moe'i'ini moe'umi moefiti mo'i	north parent (o) to be old, mature extremely a thing (a) mail to twist to conceited to sip; a dream (a) an argument; to argue for to close (eyes) to oversleep to turn about in sleep	na na na nai naifi naifi naunau namu namu namu nanei nanu naio nei nei ne'i	past tense marker he, she, it those from; some a knife (a) to desire, want a mosquito an odour later today speak English; to stutter only these; now in case, lest, for fear

ERIC

ıР۱	ı	1		۱
-----	---	---	--	---

nimo	to vanish	pe	or
niniva	to be dizmy	p €	to die (animals); off
nōfoaga	residence (o); place		(light); out (fire)
nofonofo	to sit around	рев	to go on; a pair; pear;
nofotane	to be married (woman)	pe *a	a bat; tatoo
nuanua	a rainbow	pe'ā (pe'āfai)	if; when (future)
******	**********************	iot	to be like, to be as if
<u>'P</u>	1	pele	sweetheart
	_	p elē	to play cards; playing cards
pa mata	to hurst; a wall (a); a bar	penina	pearl (a)
pa'a	a crab	pepe	a baby (a); butterfly
pa'e'e	to be skinny (people)	pepelo	to lie
pa'i	to touch	Peretania	Britain
pa'ia	to be holy, dignified	pi'o	to be crocked
paie	to be lazy	pi'opi'o	to be dishonest
paipa pa [†] ö	a pipe (a)	piki apu	a pick-up truck
paolo pa-o	to clash about, to be noisy to be shady; shade; inlaws, relatives (o)	pili	a limard; a bill; to be caught, stuck
pau lava	just because (expression)	pi pi'i	to stick together
pa'u	skin (o)	pipili	to be oripple
pa'ū	to fall	pisa	noise
paga	a partner (a)	pito	the end, extremity (o)
pagota	a prisoner	ро	or
pala	to be rotten	põ	to alap; night
pala'ai	cowardly	po'a	male (animal) (a)
palauvale	to ourse, swear	pou	a post (o)
pale	a crown (o)	po¹u	a sore (o)
palota	an election	pogisā	to be dark
реми	to pump; a bum; to bum	pola	a thatch blind (a); floor blind
papa	rook	ponaivi	bone (o); foot (pol) (o)
papalagi	a foreigner to Samoa	popole	to worry
	passenger	poto	to be amert
· · · · · · · · · · · · · · · · · · ·	a bus (a)	potu	a room (o)
pata	butter (a)	povi	a oow (a)
	a bat (sports) (a)	pū	a hole; a horn (a)
pato	. duck 390	pua'403	to throw-up
		- 00	

_			
bashara	a disaster	muto	south
pu'e pu'ests	to capture to photograph	saka	to boil food; food that has been boiled
puipui		sala	punishment
	to protect, enclose; a wall; an enclosure	salalau	to spread about; cir-
ba _t aba _t a	to be short	salu	a broom (a)
pula	te be ripe (fruits)	sana	his, her, its
pale	to boss; a boss; shell fish	sapelu	a bushknife (a)
palea	a hat (o); to cover	-	• •
pulu	a bomb; bullet; occonut husk; gum (a)	sabo Saba	to catch to whip, beat
puna	to boil; jump; a gland; a spring	sasae (pl. saei)	to tear
punavai	a spring	5888 ° e	east
pupula (pl.	to stare; to shine	savali	to walk, (savalivali - to
fepulafi)		savili	a breeze walk about)
pusa pusaeti	a box (a) a coffin(c)	80	oh! (impatience); stickbug
puta (pl.		soasoa	seldom
puputa) pute	to be fat; stomach (o) navel (o)	se'e (pl. sese'e)	to slip, fall
•		sei	a flower behind the ear (o)
***	· 会等条件条件条件条件条件条件条件条件条件条件条件	so'i	let me; let us; until
131	,	se'iloga	unless
	-	sela	to be out of breath
50.	past tense marker	sele	to shave; cut hair; to tie with a rope
#6.	to be forbidden	seleulu	sciesors
sa'e (sāsa'e)	to overturn	semanu	almost
saisai	to tie in a bundle	Bese	
saito	grain (a)	•	mistake
sa'o (pl. sasa'e)	to be correct; straight	siapo si'i	tapa cloth (a) to raise; to hold on
saofa'i	the ceremony of getting a title (a); to sit	si'usi'u	one's lap a tail (o); end
sa'olotega	freedom (o)	silafia	to know (pol.)
BROSE OR	to be fast	sili	the best
86.11	to come (pl. omai); dew;	sina	some; white hair
	your (singular)	sini	an aim; target (a); gin
sa'u	my	sipa	to be tilted
SĀVĀ	to be cruel		- -
C Tan1	to prepare 391	409	

sipi	a jesp; zipper	ananga	sir (a)
sisi	to hoist; to hang (criminal)	; susunu	to burn
sisifo	west	计划并以共业并和共业共	· ···································
si v e (pl. si siva)	to dance	• 1	<u>r'</u>
soia soifua	stom it to live; health	tā	to strike; to play;
so'o (pl. soso'o)	to join together	ta'a	run freely; to roam about; a girl's boy-
8010	any; repeatedly	ta'ai	friend to roll up (cigarette)
BOD	your (singular)	ta'alo (pl.	
ao*u	ту	ta'a'alo)	to play
sogisogi sola	to smell something to escape, run away	ta alolo	ceremonial food and gift presentation
sole .	boy (expression)	ta amilo	to go around
soli	to break a law; to trample	ta'ape'ape	to scatter
	on	ta'avale	to roll; a car (a)
solo	to wipe, dry; a towel (a); to move ahead	ta'avili	to turn, rotate
solosolo	a handkerchief (o)	ta'e	to crack, break
solofanua	a horse (a)	taeao	morning; tonerrew
sona	his, her, its	ta'ele (pl. ta'e'ele)	to bathe; swim
sopo'ia	to oross (a road)	tai	seaward; tide
8080	to draw near (mai); away(atu)		each; Very
sua	to flow (liquid); any liquid	ta'ilo	I don't know! (expr.)
suāu'u	oil	taimi	time
suamalie	to be sweet	ta'ita'i	to lead; leader
su āvai	water	taofi	to stop
su¹e	to look for	ta'oto (pl. ta'o'oto)	to recline
an , e&a	test (a)	tau	to hit; to fight; a
sui	to dilute; to change; money change	4.01	price; climate
su'isu'i	to sew	ta'u	to tell
suga	girl (expression)	tā'ua (tā) tāua	we (pair)
sulu	to put on a garment; to light up	taua	to be valuable; precious
susu	milk; breast (o)	tauagavale	left (side)
รแ รน ิ	to be wet; to be welcome	tāuaso	to be blind; a blind person
	392	110	-

	_		
tan'ave	to take on, bear	tagivale	to ory frequently
tauenu	to mock	tago	to take, touch
taui	a reward (o)	tagulu	to snore
taufa'ase'e	to kid, joke	tala	a stery (a)
taufusi	a sweets	talanoa	conversation
taugatā	to be expensive, dear	talatalanoa	to talk away
taugofie	to be cheap	talavou	to be youthful
taula	an anchor	tale	to cough
taulaga	anchorage, harbour city	talepe	to break up
taule'ale'a (pl. tăulele'	a) an untitled man	tali	to answer; to support; an answer (a)
taulima	a bracelet; wrist tatoo	talitonu	to accept, believe
. tauloto	to know by heart	talosaga	to petition; to pray,
taumafa	to eat or drink (pel.)	. •••	petition (a)
taumafai	to try	talosia	to may for, to hope
taumālus	to roll, rock	talu	since
taumatau	right (side)	tama	a boy; woman's son or daughter (a)
taunu'u	to arrive	tama	father (o)
taupou	a ceremonial virgin (a)	tamā'ita'i	a lady
tausaga	year (o)	tamaitiiti	
tausami	to eat (pel.)		.) children (a)
tausi	the wife of talking chief	tamaloa (pl. tamaloloa)	a man
tausisi	to stick to; to remain	tano'e (pl.	CP INICOLL
tautai	a master fisherman	tamomo'e)	to run
tautals	to speak; to arrange	tane	husband
tautalaitiiti		tanu (pl.	
taute	to eat or drink (pol.)	tatanu)	to bury
ta'utin'o	to speak frankly; declare	tapa'a	tobacco (a)
tāfao (pl. tāfafao)	to roam about	tapē	to kill (animals); to shut off, switch off
tafatafa	next to	tapena	to tidy
tafēfē	good gracious! (exclama-	tapili	to fan, wave
	tion)	tāpu a'i	not to participate
tafi	to clear away; a razor (a)	tapuni	to close
tafiti	to be restless	tātā	to play (musical instru-
taga	to be repermitted; a pocket; a bag		ment)
tagata	a person	tatau	to strain; to be proper, necessary
tagi (pl.	to cry	tatala	to open
fetāgisi)	41i ³⁹³	tatalo	to pray

tatou	we (pl.)	to'ona'i	the meal on Sunday after-
te'a	to pass; beyond; depart;	tōfā	noon (a)
4.14	parted; dismissed		to sleep; goodbye! (exp.)
te'i	to be startled	tofotofo	to taste
tei teine	a younger sibling (o)	tofu	to distribute or receive part of something
	girl	togala au	a garden
teu	to keep safe; to tidy; to decorate	toganiu	coconut grove
teutusi	envelope (a)	togi	to throw
tele (pl. tetele)	many; large; great	tolotolo (pl fetolofi)	to crawl
telefoni	to telephone; a telephone	tonu	a plan (a)
tepa (pl.		tope	hurry! (expression)
tētepa)	to glance at	toso	to pull
tete	to shake	toto	to bleed; blood (c)
tēte¹a	to divorce	totogi	to pay; salary (o)
tia'i	to throw out	totona	inside
ti'eti'e	to sit upon; to ride on	tuai	to be late; cld
tioata	eye glasses (o); glass	tuafafine	
tIfaga	a movie; to go to a movie	(pl. tuafafi	ne) a man's sister (o)
tīgā	to be painful	tuagane (pl.	0
tilotilo	to stare at, peer at	tuagane)	a woman's brother (c)
timu	to rain	tuana'i	the past
tinā	mother (o)	tuatusi	an address
tino	body (o)	tui (pl. fetui)	to stab; vaccinate (o)
tipi (pl. tatipi)	to cut; operate	tui	a fork (a)
tō (pl. totō)	to plant; to be pregnant	tu'i (pl. (tatu'i)	to knock; to punch
toa	a rooster; a brave person	tu'u (pl.	
toafa to'aga (pl.	barren land; desert	(tatu'u)	to put; to give (mai); to leave; give up
to'a'aga) to'alua	to be diligent, zealous spouse (o)	tū'ua	to be finished, break, up; leave (tu'ua)
tee (pl.	spouse (0)	tū'uga	a race (a)
totoe)	to remain over	tu'ugamau	a grave (e)
toe	again	tufatufa	to distribute
toeafe	try again a thousand	tufuga	a craftsman
	times! (expression)	tulafale	an orator
toea'ina (pl. toea'i'ina)	an old man	tulāfono	a law (a)
toeitiiti	soon; just about; nearly	tūlaga	status, rank; situation;
•	394	412	position; platform

tulau'ele'ele	to land (of airplane)	vaituloto	lake
tülei	to push	vaivai	puddle
tuli (pl.	4	vaivai	weak, soft
tutuli)	to chase	v 80	bush; grass
tulimenu	a corner (o)	v agana	except
tulou tumau	excuse me! (expression)	vala'au (pl.	
comen	to be firm, fixed, stead- fast	vala'au	to call
tunu (pl.		vale	a fool
tutunu)	to bake, broil	valea (pl. valelea)	to be stupid
tupe	money (a)	vali	to paint; paint (a)
tupu (pl. tutupu)	to grow, to happen	valu (pl.	to scrape, scratch
tupu	king (o)	vavalu)	- '
tupua	a riddle (a)	vanu	valley
tupulaga	generation (o)	vasa	ocean
tusa (pl.	Renerator (a)	vasega	class (a)
tutusa)	to be like; alike	vavae	cotton tree (kapck)
tusi (tusitusi)	to write (pl. tutusi); book; letter	vave (pl. vavave)	to be quick
tutu (pl.		vavea0	dewa
tatutu)	to light (lamp, fire)	vela	to be cooked (food); ready
******	· ####!!	vele	to weed by hand
٠٧٠		velo	to spear
	•	vevela	to be warm; hot
v ā	the space between two things	vili	to spin; to ring (telephone)
va'a	a boat (o)	**********	*****************
va'ai(pl.va'ai)	to look at; supervise		
va'aiga	a sight		
v ae	leg, foot (o)		
vae . tu	<pre>if I may say! (expression, polite)</pre>		
vaega	a part of, portion		
vaevee	to divide into pieces; division		
vai	water; medicine (o)		
vaiaso	week		
vaila'au	medicine; drugs (a)		
vaitaini	interval; period	410	
vaitafe	river 395	413	

Bibliography of Consulted Works

- BRYANT, K., and PULCTU, M., Conversational Samoan, Apia, Western Samoa, 1971.
- CAMPHELL, L.M., Samoan Lessons, Hilo, Havaii, 1969.
- CHURCHWARD, S., Samoan Grammar, (2nd ed.), Melbourne, 1951.
- DILLER, K.C., Generative Grammar, Structural Linguistics and Language Teaching, (Newbury House), Rowley, Mass. 1971.
- FLICK, W., Teaching English as a Second Language, Apia, Western Samoa, 1974.
- HART, J.W., and HERMAN, Brother, Samoan Culture, (condensed and simplified from Dr. P.H. Buck's "Samoan Material Culture"), Pesega, Western Samoa, 1966.
- JOHNSON, A.P., and HARLON, L.E., Let's Speak Samoan, Pesega, Samoa (n.d.? (1959).
- LADO, R., Language Teaching, a Scientific Approach, (McGraw Hill) 1964.
- MILNER, G.B., Samoan Dictionary, London, 1966.
- MARSACK, C.C., Samoan (Teach Yourself Books, English Univ. Press), 1962.
- MAYER, J.F., Silent Way, Samoan Language, Apia, Western Samoa, 1974.
- PRATT, the Revd. G., Grammar and Dictionary of the Samoan Language (4th ed., revised and enlarged by the Revd. J.E. Newell), Malua, W. Samoa, 1911.
- SHORE, B., CAMBPBELL, L.M., and FETAIA, U., Conversational Samoan, Book I, Apia, Western Samoa, 1973.
- SHCRE, B., CAMBPBELL, L.M., and PETAIA, U., Conversational Samoan, Book II, Apia, Western Samoa, 1973.
- STEVICK, E.W., Adapting and writing Language Lessons, (F.S.I.), Washington, D.C. 1971.

@@@@@coccoccategostatical

