This manual is designed for the language training of Peace Corps volunteers serving in Samoa, and focuses on daily communication skills needed in that context. It consists of 48 lessons, which include targeted competencies, phrase and vocabulary lists, cultural and usage notes, notes on grammar, and exercises. Lesson topics include: the Samoan language, including usage, alphabet, and pronunciation; greetings and introductions; light conversation; numbers; expressions of time; shopping; meeting personal needs; family; discussing work; meeting people of rank; having dinner with a host family; likes and dislikes; discussing plans; looking for someone; invitations; offering assistance; rude words; transportation; geography; weather; presenting a gift; expressing feelings; health; weddings and funerals; Samoan cricket; the calendar; and Samoan humor. (MSE)
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ACKNOWLEDGEMENT

I wish to thank the following people who have given their advice and assistance in the production of this language book. It is our hope that our combined effort has produced a text which will become your constant companion during your two years in Western Samoa.

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LESSON 1

CULTURE HANDOUT

VARIATIONS IN THE SAMOAN LANGUAGE

The Samoan language is a Polynesian language closely related to Tuvaluan and Tokelauan and more distantly related to other Polynesian languages such as Tongan, Hawaiian, and Tahitian. There are a number of variations in the spoken language. It is possible to identify three major usages of Samoan:

1. Everyday Samoan (gagana o aso uma):
The simplest conversational form of Samoan learned by children, taught in schools and used daily.

2. Orator Language (gagana fa'afailauga):
This language is used by matai in their meetings and orators in their speeches. It is also used in some poetry. It has a distinctive vocabulary and uses many proverbs and idioms.

3. Polite Language (gagana fa'aaloalo):
Polite words are used to show respect for whomever one is talking to or about. These words are used only in relation to someone else and never to refer to the speaker or his possessions. The polite language is used by adults or young people to adults but not vice versa.

There is an additional variation in Samoa which may be labeled as the "t" language (tautala sa'o) and "k" language (tautala se'a). The "t" is the original form of Samoan spoken when the first Europeans arrived. The "k" developed as attempts were made by the missionaries to write the language down. It was then that three English letters k, r, h were added to the original five vowels and nine consonants. There are also two diacritical marks, the hamza and the stress which change vowel sounds. These were incorporated in the first printed Samoan Bible. The additional letters were necessary to adopt foreign words into the language, e.g. the English word Jesus Christ becomes Iesi Keriso in Samoan while the word cricket translates as kirikiti. Words with the consonants k, r, h are usually words, concepts, or goods introduced into Samoan.

The change of Samoan from a spoken to a written language precipitated a very interesting effect on the spoken language. After these letters came into use Samoan began to pronounce t's as k's; n's as g's and s's as l's. This change spread throughout the islands to the point that today most normal spoken Samoan is in the "k". This difference in the way these letters are pronounced may be illustrated by these sentences:

"T" Tiatou te nono'ai Amerika.
"K" Kakou ke gogofo i America.
"English" We live in America.

Most educated Samoans view the "T" as the most correct language form and use it when singing, writing, preaching, praying, broadcasting on radio, teaching, and speaking to foreigners. It is the language of meetings and used by Parliament with few exceptions. For this reason, and because the "K" is not normally written, you will be taught to speak in the "T". The K language is the equivalent of slang in English. Your challenge will be to learn to understand the "K" as well. Be encouraged, however, for understanding is a matter of hearing them both spoken and getting used to the sound changes between them.

GOOD LUCK!!!!!!
PRONUNCIATION NOTES

Samoa Alphabet

There are five vowels in Samoa: a e i o u. Each vowel has four different sounds used in forming words. Many of the vowel sounds are similar to Spanish. These different sounds are indicated by the use of diacritical marks called the hamza (') and the stress ('). These markings assist non Samoa in pronunciation but are not used by Samoans themselves in written Samoa.

Samoan is phonetical and the various sounds of the vowels can be illustrated as follows:

Sound I: a e i o u
a as in ah (sau, lana, pea)
e as in eh (lea, sae, foe)
i as in it (sili, tai, ufi)
o as in ought (fao, oso, moa)
u as in put (salu, lua, susu)

Sound II: a e i o u
a as in bar (sasa, mama, ta)
e as in bed (tele, me, pele)
i as in seed (pipi, vi, Sapani)
o as in row (soso, toto, foma'i)
u as in moon (susu, malu, pau)

Sound III: 'a 'e 'i 'o 'u

This sound is not commonly found in English and is thus difficult to associate with English words. It is similar to how one says "oh-oh". The glottal stop changes the sound of the vowel by sharpening the beginning and weakening the normal sound. Note that this sound cannot follow a consonant.
pe'a, ma'a, ti'a
fe'e, se'e, ta'e, ti'e
so'o, ga'o, oso, si'o
tu'u, po'u, ula, so'u

Sound IV: 'a, 'e, 'i, 'o, 'u

This sound should not be difficult as each of the sounds have been illustrated previously. The beginning is sharp but the sound is drawn out as in Sound II.
ma'a, pe'a, 'atoa, amata
to'e, 'e le'i
o'i, fei, fai
pa'o, sa'o, 'omia
pa'u, to'u, Ta'u

There are nine consonants making the total number of letters fourteen: f g l m n p s t v

At the time Samoan language was first written, three letters were borrowed from English to form words that were also introduced into the language. These introduced consonants are k, r, h. There is little difference in the pronunciation of Samoan and English Consonants except that the 's' and 't' sounds are not as sharp. The 'g' which is pronounced as the 'ng' in ding dong is not found as an initial sound in English and thus difficult for Americans to pronounce.

These then are the sounds of the 17 letters used in Samoan.
A Former PCV's perspective on producing and learning Samoan:
Every sound in Samoan is found in English, but there are combinations of sounds that we are not used to, i.e., vae(leg) - vai((water).
The 'g' sound is a 'ng' or soft sound produced with the tip of the tongue pressed to the bottom of the mouth rather than the hard sound as in gate or goat.
The tonal nature of the language is illustrated by the various ways each vowel can be pronounced. Stress on the vowel changes the meaning of words, i.e., manava (stomach); manava (breath, break off work).
In most constructions, the verb comes first before the subject. E alu Toma i Apia. Tom is going to Apia.

Samoans respond in a negative question affirmatively.
Q: E te le fia'ai? Don't you want to eat?
R: loe, ou te le fia'ai. Yes, I don't want to eat.

Much of Samoan conversation is non-verbal so watch the eyes and other clues. Many questions are answered without a word. Eyes are also a good indicator of humor for often words have double meanings.

His Hints on Language Acquisition:
As PCVs are expected to speak the language, motivate yourself to want to learn and be exposed to the language. Knowing that not learning the language means missing out on the FUN maybe an added incentive.
Spend time with Samoans and their culture, but remember that being in Samoa or with Samoans does not make one a speaker of the language. It does help but learning language takes TIME and PATIENCE.
Absorb as much language as you can by being around it and LISTENING.
Learn the way things are said rather than always figuring out a translation.
Be willing to try and laugh at your own mistakes.
Learn more how Samoan is constructed by learning from the English of Samoans i.e., Do you want to sit on my feet? (vea means legs/feet)
You cannot speak a language if you don't know the words!
If you don't understand what someone says, guess.
If you don't know the word guess. You'll be surprised how many times you get it correct or close.
Seek help from Samoan friends. Speak with children.
Use several sources to cross check word usage - English speakers, non-English speakers, Milner's dictionary.
Reading the Bible and newspapers as well as listening to the radio provide exposure to the language and can be good learning tools.

Emmott Nile
PCV - GR. 42

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### Lesson 2
**Situation:** On the street or in the village
**Topic:** Socializing
**Task:** Meeting people briefly

**Competencies:**
- Greet and respond to greetings
- Ask and state where one is going
- Take leave

### Samoan Literal Translation

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>COMMENT</th>
</tr>
</thead>
</table>
| 1. To greet and respond
**Tālofa** | Hello | Used when first introduced to someone. Seldom heard otherwise. |

Tālofa lava
Hello emphasis

O e mai le?
what from you (sing)
**sing/dual/plural**

Manuia lava faʻafetai
Fine (emph) thank you

ʻA'e a be?
but what you

Manuia foi faʻafetai
fine also thank you

**Melbi** le soifua
Good the health

Melbi foi le soifua
Good also the health

**Melbi**
Good
Melbi foi
Good too

2. Ask where one is going
**ʻA e alu e fea?**
(Tm) you go to where

O feaʻa e alu i ai?
Where (Tm) you go to

ʻA faʻapefa?
(Tm) how

Where are you going? Informal greeting: does not require exact answer

Where are you going? Alternative.
CULTURE NOTE:

The first Samoan greeting learned by palagis is undoubtedly "Talofa... talofa lava." Yet we rarely hear or use it as formal greeting. There are times, when it is used traditionally. It is a greeting used when people travel or return from a trip. It is used when people are introduced for the first time although introductions too are done differently. It is a conversation starter rather than a greeting if you meet someone and wish to discuss something specific with him. The most commonly used greetings are "Malo" and Malo le soifu. There are other greetings commonly used when meeting someone in the village or in Apia. Some of the most common are:

' Ā 'e alu i fea? - Where are you going?
'Ā fa'apefe'a? - Where are you going?
'O fea sa 'ē iai? - Where have you been?
O fai se fa'aatau? - Are you shopping?

These are greeting questions and do not require an exact answer. Commonly heard answers include:

' Ou te alu i la'u fe'a'u. - I am doing an errand.
'Ou te alu i i'i'a. - I'm going "there".
Sa'u fa'aatau. - I was shopping.

These answers are similar to the way you answer the question: How are you? It is appropriate in Samoa to ask such questions even if the answer is apparent, so don't be surprised if you meet someone in the market who asks you if you are doing your shopping while you have your arms full of cabbages. In Samoa the question, "O ā mai 'oe?" is generally not an opening greeting question. It is a question asked at the hospital or if one has been or looks sick. It may be used in the course of a conversation. Palagi customs may be influencing this somewhat as it is now sometimes used in greetings because Samoans know this a greeting taught to foreigners.

There are, however, numerous commonly heard greeting questions as listed above. Bits of humor are commonly found in greetings identifying peoples as difficult (faigata) or important (tamaloa tele). Responses too can be humorous. Commonly heard are:
NOTES:

*Verb Tenses:*

"E" is the simple present tense marker. "Te" takes its place with personal pronouns that precede the verb in the present or implied future tenses. Te is used when it immediately follows a pronoun.

E.g. O u te a l u i A p i a. I am going to Apia.

E is used when the subject is not a pronoun follows the verb.

E.g. E a l u R o m a n i i A p i a. R o m a n i is going to Apia.

Samoa verbs have plural forms. 'O' is the plural of alu (to go).
WORKSHEET  Meeting people briefly

A. Complete the dialogue

             Tilofa.        lava.
             O å ______ 'oe?
             Manuia ______ fa'aetai
             Mālō le ______
             ______ fo'i le soifua.

B. Number these in a correct order. Rewrite dialogue.

             'Ā 'e alu i fea?
             Tālofa.
             Mālō le soifua.
             Manuia lava fa'aetai.
             Tālofa lava.
             'O å mai oe?
             Mālō fo'i le soifua.
             Ou te alu i Apia

C. Give the Samoan for these words

1. who ______ 5. fine ______
2. you ______ 6. also ______
3. from ______ 7. thanks ______
4. go ______

D. Unscramble these words

1. ta'affeai ____________ 4. foa'i'ā ____________
2. nu'amai ____________ 5. lāmō ____________
3. iosufa ____________ 6. leile ____________

E. Translate these in English

1. O å mai oe?
2. Manuia lava fa'aetai.
3. 'Āe å 'oe?
4. Mālō fo'i le soifua.
LESSON 3

TOPIC: Nominatives and Demonstratives

COMPETENCIES: By the end of the session learners will be able to:
Use Nominatives and Demonstratives correctly.

Singular Nominatives
O le peni
O le Faleteupe
O le Telefoni
- It's a pen
- It's a Bank
- It's a telephone

Plural Nominatives
O peni
O Faleteupe
O Telefoni
- They're pens
- They're Banks
- They're Telephones

Singular Demonstratives
O le peni lea
O le Faleteupe lena
O le Telefoni lale
- This is the pen
- That's the Bank
- That's the telephone there (far)

Plural Demonstratives
O peni ia
O Faleteupe na
O telefoni la
- These are pens
- Those are banks
- Those are telephones there (far)

Question word (What in Singular)
O le ia lea?
O le ia lena?
O le ia lale?
- What are these?
- What's that?
- What's that, there? (far)

Singular
O se peni lea?
O se peni lena?
O se peni lale?
- Is this a pen?
- Is that a pen?
- Is that a pen there? (far)

Plural
O ni peni ia?
O ni peni na?
O ni peni la?
- Are these pens?
- Are those pens?
- Are those pens there? (far)
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</thead>
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<td>electric</td>
<td>tupe</td>
</tr>
<tr>
<td>profit</td>
<td>tōtogi</td>
</tr>
<tr>
<td>Bank</td>
<td>fuafuaga</td>
</tr>
<tr>
<td>telephone</td>
<td>mamasa</td>
</tr>
<tr>
<td>package</td>
<td>selu</td>
</tr>
<tr>
<td>table</td>
<td>Leai</td>
</tr>
<tr>
<td>paper</td>
<td>fa'amolemole</td>
</tr>
<tr>
<td>Yes</td>
<td>tōfa</td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
<tr>
<td>thank you</td>
<td></td>
</tr>
<tr>
<td>money</td>
<td></td>
</tr>
<tr>
<td>wage</td>
<td></td>
</tr>
<tr>
<td>plan</td>
<td></td>
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<tr>
<td>weight</td>
<td></td>
</tr>
<tr>
<td>comb</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>please</td>
<td></td>
</tr>
<tr>
<td>good bye</td>
<td></td>
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</tbody>
</table>
**Worksheet**

**Nominalives and Demonstratives**

A. Answer these questions.

a) O le ā lea?

c) O ā ia?

i) O le ā lale?

o) O ā iā?

u) O ā nā?

B. Write questions to these responses.

1) O le selu lea.

2) O api nā.

3) O le laulau lenā.

4) loe, o le peni lale.

5) O pepa lā.

6) loe, o pepa lā.

C. Match these to their translations in English:

a) O le peni lale. 1) Is this a chair?

c) O pepa ia. 2) This is a pen

i) O le peni lea. 3) These are papers

o) O ni nofoa nā? 4) Yes, these are chairs.

u) O se nofoa lea? 5) That is a pen (far).

f) loe, o nofoa ia. 6) Are those chairs? (far)
**LESSON 4**

**SITUATION:** At a new family/job  
**TOPIC:** Socializing  
**TASK:** Introducing oneself and asking about others

**COMPETENCIES:** Ask for biographical information  
- name  
- origin  
- age  
- occupation  

Respond to biographical questions

**SAMOAN LITERAL TRANSLATION**

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>COMMENT</th>
</tr>
</thead>
</table>
| **1** Ask and state one's name  
O ai _lo'o/igoa/suafa_?  
Who _your_ name  
| What is _your_ name?  
| Igoa-common word;  
suafa-respectful.  
Commonly asked in  
English by children  
because it is one of  
the first questions they  
learn.  
|  
| O _lo'o_  
Igoa o Sefo  
Tpni _my_  
| My name is Sefo  
| Responses should not  
include suafa but name.  
|  
| O Sefo  
Tpni _my name is Jeff_  
| It's Sefo  
|  
| **2** Ask and state one's nationality  
O lea e te sau ai?  
Where you Tm come _rip_  
| Where do you come from?  
|  
| 'Ou te sau mai _Amerika_  
I (Tm) come from _America_  
| I come from America  
|  
| O _Amerika_  
| It's America  
|  
| **3** Ask and state one's age, marital status, and profession  
E fia ou _tausaga_?  
(Tm) how many _your_ years  
| How old _are you_?  
| Acceptable question  
frequently asked. Decide  
how you want to  
answer  
|  
| E luasefulu du _tausaga_  
(Tm) twenty _my_ years  
| I am twenty years old.  
| Ask trainers for  
alternative responses  
|
Usa 'ē fa'aipoipo?
(Tm) you marry

Lēai/loē
No/Yes

'Aiseā?
Why
Pau lava
Idiom

'O at lou to'alua?
Who your spouse

O Ana
Tpm Anna

'O le lou galuega?
What your job

O le fa'aioga
Tpm the teacher

**VOCABULARY:**

**Question Words**

'O ai - Who?
'O fea - Where?
E sia? - How many?
'O le ā? - What?
Aiseā? - Why?

**Other Nouns**

igoa/suafa - name
tausaga - year
galuega - job
to'alua - spouse

Are you married?

Often asked - formulate an appropriate answer

No/Yes

Why not?

Just because

Who is your spouse?

It's Anne

What's your job?

It's a teacher

**Countries**

Amerika - America
Niu Sīla - New Zealand
Samoa - Samoa
Austalia - Australia
Fīi - Fiji

**Jobs**

fa'aioga - teacher
fōmai - doctor
teine fōmai - nurse
inisinia - mechanic
faifaalooga - farmer

**Other Words**

'e - implied future/present tense
'e - you
lē - not
fa'aipoipo - married
mai - from
loē - yes
Lēai - No
alu - go

Pau lava - just because
NOTES:

The reason for "a" and "o" is found in the way nouns are classed in Samoan. They are grouped either as personal or non-personal. Personal nouns are those with which one has an intimate and personal relationship. These include parts of the body, relatives, etc. Non-personal nouns are those which could be described as mere objects having no intimate relationship to one's life. They are referred to as 'o' nouns. These include such things as car, food, etc. They are called 'a' nouns.

The possessive pronoun used indicates whether an item is personal or non-personal.

lo'u tinā - my mother
la'u peni - my pen

To use the improper form of the possessive pronoun - ('a' or 'o') sounds incorrect, but is generally understood. In certain cases, however the meaning is changed if the wrong form is used.

o la'u susu - my milk
o lo'u susu - my breast

There are numerous exceptions to the "a" and "o" classification, so be patient if it's confusing at first (and it will be).
**WORKSHEET: Introducing Oneself**

A **Choose the suitable words to fill the spaces**

(sau, lou, lalau, e, lo‘u, fa‘aiopoipo)

1. 'Ou te __________ mai Amerika.
2. O ai __________ igoa?
3. O le ʻ__________ galuega?
4. Ua 'e ________________?
5. O ________________ igoa o Simi.

B **Write a matching question or answer for each of the item in A**

C **Write responses to the following**

1. O faa e te sau ai?
2. Tālofa
3. O le ʻa lau galuega?
4. O ai lou igoa?
5. O ai le igoa o lou loʻalua?
6. E fia ou tausaga?

D **Word Puzzle**

1. Find as many words as you can in this puzzle
2. List words and meanings

   t i g a l u e g a
   l i i u o l a m o
   o u f t i g o a i
   f a a i p o i p o
   o e l e a i u o a
   f a g a s u a t i

E **Translate these in English**

1. Tālofa lava lau susuga.
2. Oʻa maiʻe?
4. O ai lou suafa?
5. O loʻu igoa o Sala.

Practice using these questions and answers with your family. Note down any new words or phrases you hear or want to use.
LESSON 5
SITUATION: At morning tea
TOPIC: Socializing
TASK: Making small talk

COMPETENCIES: - Ask/state how one is feeling
- Give information about one's host family
- Ask about/describe daily activities (past)

SAMOAN
LITERAL TRANSLATION

1. Ask/state how one is feeling

O ă mai oe? Are emph you
Feoloolo lava/selau pasene Fair very 100%
'Ae ă 'oe? but how you
Malosi fa'afetai/ta'ama'ima'i healthy thanks feeling sick
Tānā le fatu bear the heart

ENGLISH

- How are you?
- So so/ excellent (100%)
- How about you?
- Well thanks/feeling sick/
  my heart beats
- My heart beats.

2. Give information about one's host family

E ā lou āiga? Is how your family
Lelei lava good very
Fa'aitālelei. not good
E le fiafa i lou āiga. (Tm) happy with your family
Ioe, 'ou te fiafa. yes, I'm happy
Lelei ou te le fiafa No I'm not happy
'Aisea? - Why?
E to'aietele tagata. (Tm) many people
E to'aiiti tagata. (Tm) few people

19
O ai le matai?
who the title person

O Sefo.
(Tpm)

3. Ask about/describe past activities

O ā au mea sa ʻai anapō?
What your things/ Tm eat last night

O ʻulū ma le sapasui
(Tpm) breadfruit and the chopsuey

Mānaia le sapasui?
nice the chopsuey

Ioe, mānaia tele
yes, nice very

Lēai, ua ʻoʻona tele
No (Tm) salty very

O ā au mea sa fai ananafi?
What your things do yesterday

Saʻou faittautusi;
Tm I read

VOCABULARY:

Nouns:
Fatū - heart
Matai - title person

Feeling words
Feoloolo - so so
Māloli - quite well
Faʻamaʻimaʻi - feeling sick
Faʻalētonu - unsatisfactory
Faʻalēleleli - not quite well
Faʻanoanoa - sad
Fiafaia - happy

Time words
Anapō - last night
Ananafi - yesterday
Analeti - earlier
Anataeao - this morning

Foods
Ufi - yam
Ota - dish of raw fish
Sapasui - chopsuey
‘Ulū - breadfruit
Supopu - soup
Iʻa - fish
Pisupu - corned beef
Eteni - herring

Number words
Toʻatele - many people
Toʻattiti - few people
Toʻa(number) - used to count people

Taste words
ʻOʻona - salty
Suamalie - sweet
Feʻu - spicy
Lololo - greasy
Māgalo - not enough
Salt
Tele - very
Matuā - extremely

Other Words
Leaga - bad
Leleli - good

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GRAMMAR NOTES

Ea  How.

This question word "E a" is used with nouns, as is "Fa'apēfea". With verbs, however, only faapefe is used.

E a le ifaga?
- How's the movie?
E fa'apēfea le ifaga?
- How's the movie?

E fa'apēfea 'ona fai le mea'ai?  - How do you cook the food?

In the final example e a can not used and is incorrect.

Lava  It has a lot of meanings in Samoa. In this session, it means very. It is often shortened to 'a' in spoken language.

E pisi lava  - Very busy
E to'aete lava  - Lots of people

In the above sentence it is understood that people are being talked about because of the use of to'a which is a prefix that goes with numbers in counting people.

E to'alua'asefululima Pisikoa fou - There are 25 new Peace Corps.

CULTURE NOTE:

Samoans show their friendliness by asking questions. Some questions may seem to have obvious answers while others are a bit more personal. Families and food are important so be ready for questions about them. Use the Samoan you know to expand your conversation ability. ie. When someone asks is the family big, answer by telling then how many and naming some of the family members.

Samoans are also most interested to know how you like Samoa, its culture, and food. Much early socializing will revolve around such questions.
WORKSHEET: Making Small Talk

A. Complete the Dialogue
1. Tālofa
2. E ʻa le ʻāiga?
3. O ______ matai?
4. E ______ le ʻāiga?
5. O a ______ mea ______ ai anapō?

B. Translate into English
1. seololo
2. lelei
3. mānaia
4. tōatele
5. ananafi

C. Write sentences using words in B.

D. Give opposite of these words
1. toʻaititi
2. suamalie
3. faʻanoanoa
4. ʻai
5. leaga

E. Find the missing word for these sentences below from your activity on D.
1. E ______ le ʻāiga o Simi.
2. Ou te ______ i ʻioʻu ʻāiga.
3. Sa ______ laʻu faguinu.
4. E ______ tele le matai.
5. Ua ______ tele le supo.

F. Rewrite these correctly.
1. O ʻā mai oe?
2. Ioʻe, te fiafia le ʻāiga.
3. La le matai Sefo.
4. O ʻulu ma ja ma pis; po ma ota.
5. ʻAia ʻoe?
6. Ioʻe, te fiafia lau ʻāiga.
7. Tagata e tōatele.
8. A mai ʻoe.
9. Mālosi i tātā fatu.

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LESSON 6

TOPIC Numbers

TASK Counting and using numbers

COMPETENCIES
- Count from 1 to 100
- Ask how many for things and people
- Ask/State numbers in Samoan

SAMOA

LITERAL TRANSLATIONS

1 Count from one to a hundred

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tasi</td>
<td>one</td>
</tr>
<tr>
<td>lua</td>
<td>two</td>
</tr>
<tr>
<td>tolu</td>
<td>three</td>
</tr>
<tr>
<td>fā</td>
<td>four</td>
</tr>
<tr>
<td>lima</td>
<td>five</td>
</tr>
<tr>
<td>sefulutasi</td>
<td>eleven</td>
</tr>
<tr>
<td>sefululu</td>
<td>twelve</td>
</tr>
<tr>
<td>sefululima</td>
<td>fifteen</td>
</tr>
<tr>
<td>luatefulu</td>
<td>twenty</td>
</tr>
<tr>
<td>fitu sefulu iva</td>
<td>seventy-nine</td>
</tr>
<tr>
<td>iva sefulu</td>
<td>ninety</td>
</tr>
<tr>
<td>selau</td>
<td>hundred</td>
</tr>
<tr>
<td>selau mu le fitu</td>
<td>hundred and seven</td>
</tr>
<tr>
<td>lua selau</td>
<td>two hundred</td>
</tr>
<tr>
<td>lua selau fā sefulu lima</td>
<td>two hundred forty five</td>
</tr>
<tr>
<td>ate</td>
<td>thousand</td>
</tr>
<tr>
<td>miliona</td>
<td>million</td>
</tr>
</tbody>
</table>

2 Ask how many things/or people

E iva tusi?: How many books? Used with objects
How many books

E fitu. (Tm) 7 There are seven
(E toafia tama?: How many boys? Used with people
How many boys

E toalima. (Tm) 5 There are five

GRAMMAR NOTES

A common mistake by foreign speakers of Samoan is to use the word isai(have) in constructions using numbers. e.g. E tasi le ia. This is incorrect. No verb is needed in Samoan.

- E tasi le ia - There is one fish
- E toatele tagata - There are many people
- E tele pūa - There are many jobs
CUSTOMARY COUNTING

Counting words are used in various cultural contexts and it is interesting to find a whole new vocabulary for counting based on what is being counted. Samoa has special counting words for tao, cooked fish, crabs or lobster, mats and people as well as polite words for food items to be counted. Examples of situations using this special form counting are:

1. The collection of food for guests or the pastor in which each family may be asked to provide "limagamata, limagaafi ma le vailolo" or five tao, five bundles of fish and a drinking coconut.

2. The announcement to a group of matai gathered for their Sunday meal of the food baskets brought by each one. A basket containing a chicken, a fish, two lobsters and tao would be announced as containing "tasi le taaiitepase, tasi le filiga, luagatu'e ma fuasi."

Other examples are numerous and you will hear them being called out in a loud voice by someone standing near the house at certain special occasions. Public recognition of gifts or contributions is a form of appreciation as well as a formalized polite way to let others know what has been contributed.

A list of customary counting words follows:

<table>
<thead>
<tr>
<th>Talo</th>
<th></th>
<th>I'a</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tasigamata</td>
<td>1</td>
<td>tasigalau</td>
</tr>
<tr>
<td>2</td>
<td>luagamata</td>
<td>2</td>
<td>luagalau</td>
</tr>
<tr>
<td>3</td>
<td>tologamata</td>
<td>3</td>
<td>tolugalau</td>
</tr>
<tr>
<td>4</td>
<td>fagamata</td>
<td>10</td>
<td>lauagafulu</td>
</tr>
<tr>
<td>5</td>
<td>limagamata</td>
<td>20</td>
<td>laula</td>
</tr>
<tr>
<td>6</td>
<td>onogamata</td>
<td>100</td>
<td>lauselau</td>
</tr>
<tr>
<td>7</td>
<td>fitugamata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>valugamata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ivagamata</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>matagafulu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>matagafulu ma le tasi</td>
<td>1</td>
<td>tasigatu'e</td>
</tr>
<tr>
<td>12</td>
<td>matagafulu ma le lua</td>
<td>2</td>
<td>luagatu'e</td>
</tr>
<tr>
<td>20</td>
<td>matula</td>
<td>3</td>
<td>tolugalu'e</td>
</tr>
<tr>
<td>30</td>
<td>matotolu</td>
<td>10</td>
<td>tu'eagafulu</td>
</tr>
<tr>
<td>100</td>
<td>mataselau</td>
<td>20</td>
<td>tu'elua</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>tu'eseelau</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Afia</th>
<th></th>
<th>Fala or Ulumoega</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tasigaafi</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>luagaafi</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>tologaafi</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>aflagafulu</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>afllua</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>aflselau</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tagata</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to'atasi</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>to'alua</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>to'atolua</td>
<td>many</td>
</tr>
</tbody>
</table>

These counting words are also used in cultural presentation of gifts including laulautasi and aiava which will be discussed in a later lesson.
**WORKSHEET**  Using Numbers

**A**  Write from one to ten in words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

**B**  Finish these sentences

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E sefulu o’u</td>
</tr>
<tr>
<td>2</td>
<td>O lā tātou vasega e</td>
</tr>
<tr>
<td>3</td>
<td>O le vaiafo e aso o Mati</td>
</tr>
<tr>
<td>4</td>
<td>O le tāceni e</td>
</tr>
</tbody>
</table>

**C**  Write Samoan customary way of counting for the following

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 fish</td>
</tr>
<tr>
<td>2</td>
<td>6 crabs</td>
</tr>
<tr>
<td>3</td>
<td>3 people</td>
</tr>
<tr>
<td>4</td>
<td>10 taros</td>
</tr>
<tr>
<td>5</td>
<td>5 sleeping mats</td>
</tr>
</tbody>
</table>

**D**  Match the numerals with the written number

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>208</td>
</tr>
<tr>
<td>2</td>
<td>251</td>
</tr>
<tr>
<td>3</td>
<td>369</td>
</tr>
<tr>
<td>4</td>
<td>1074</td>
</tr>
<tr>
<td>5</td>
<td>8976</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E**  Write these total amounts in words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$28.50</td>
</tr>
<tr>
<td>2</td>
<td>$174.00</td>
</tr>
<tr>
<td>3</td>
<td>$1500.00</td>
</tr>
<tr>
<td>4</td>
<td>$17.05</td>
</tr>
<tr>
<td>5</td>
<td>$14.87</td>
</tr>
</tbody>
</table>

**F**  Answer these questions using into about your family or home. Use your dictionary to find meanings of words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E faa le ‘mea?</td>
</tr>
<tr>
<td>2</td>
<td>E faa la tamatasi?</td>
</tr>
<tr>
<td>3</td>
<td>E faa lālā a le tāmā?</td>
</tr>
<tr>
<td>4</td>
<td>E faa le ‘uleni ‘o le ‘alafaga?</td>
</tr>
<tr>
<td>5</td>
<td>E faa le ‘uleni ‘o le ‘uleni ‘o le ‘alafaga?</td>
</tr>
<tr>
<td>6</td>
<td>E faa pepe?</td>
</tr>
<tr>
<td>7</td>
<td>E faa matatai?</td>
</tr>
<tr>
<td>8</td>
<td>E faa pepe?</td>
</tr>
<tr>
<td>9</td>
<td>E faa tāa a le ‘uleni ‘o le ‘uleni ‘o le ‘alafaga?</td>
</tr>
<tr>
<td>10</td>
<td>E faa ipe malamalama ia tōtonu o le sefe?</td>
</tr>
</tbody>
</table>

**BEST COPY AVAILABLE**
LESSON 7

TOPIC: Telling Time

TASK: Ask and respond to questions about time in Samoan

COMPETENCIES: Describe Samoans traditional way of telling time
Ask and respond to questions about time

SAMOAN LITERAL TRANSLATION ENGLISH

1. Ask about time
   - Ua tā le fia?
   - TM strike the how many
   - O le ā lau taimi?
   - what your time
   - Ua tā se fia?
   - TM strike article how many
   - What time is it?
   - What is your time?
   - About what time is it?

2. State the time
   - Ua tā le sefulu
   - Ua 'afa le lima
   - Ua kuata e te'a ai le lima
   - Ua toe lima minute i le ono
   - Toesititi tā le iva
   - It is ten o'clock
   - It is five thirty
   - It is quarter past five
   - It is five minutes before six
   - It is almost nine o'clock

3. Ask what time something will happen
   - O le ā le taimi o le of?
   - what the time of the tea
   - What time is the tea break?
   - O le ā le taimi o le fono?
   - what the time of the meeting
   - What time is the meeting?
<table>
<thead>
<tr>
<th>Pidgin</th>
<th>English</th>
<th>Pidgin</th>
<th>English</th>
<th>Pidgin</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>uati</td>
<td>watch/clock</td>
<td>tū'ua</td>
<td>dismias/school break up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ta</td>
<td>strike</td>
<td>mānava</td>
<td>finish work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sia</td>
<td>much, many</td>
<td>'āmata</td>
<td>begin, start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sēkone</td>
<td>second</td>
<td>ā'oga</td>
<td>school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minute</td>
<td>minute</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tītīlā</td>
<td>hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ua te'a ai</td>
<td>past</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ua toe</td>
<td>before</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>afa</td>
<td>half</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kuata</td>
<td>quarter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>taimi</td>
<td>time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tocītītī</td>
<td>almost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CULTURE HANDOUT

TELLING TIME

Coming from a time-oriented, time-conscious society to the world of the South Pacific will undoubtedly cause some frustrations for the bustling, bustling American. Buses will no longer run on schedules and pass by a given place at some exact minute. Classes will not dismiss themselves after a given number of minutes if the teacher does not show. No Samoan will talk of wasting time, for here is a culture where watches have only recently (between 100 - 150 years ago been introduced to the palagi).

Samoan's traditional way of telling time used the sun during the day and roosters at night. During day time is shown by the position of the sun:

**Day**
- oso le lā - sunrise
- mautuluga le lā - morning
- tītonu le lā - noon
- sipa le lā - early afternoon
- taugagaifo le lā - late afternoon
- tauaiafi - evening
- goto le lā - sunset

**Night**
- moa vini vale - around 11:00 p.m
- moa feiau - around 1:00 a.m
- moa muamua - around 3:00 a.m
- moa e lua - around 4:00 a.m
- moa tolu - predawn
- moa vini lauso'o - dawn or day break

If a rooster crows in the early evening as families prepare for lotu. Samoans stop and listen for a reply. If no other rooster answers this moa may be considered bad luck and quickly find its way into the soup pot.

Perhaps a further insight into time orientation may be gained by comparing the numbers on a palagi watch, accurate to the second, with the times on the Samoan clock. These numbers are taao (morning), aoauli (afternoon), aiaia (early evening), aiaia pō (late evening), pō (night), vaiva (dawn), taao sesega (early morning).

Other terms relate time to activities in the village. In the evening when crickets chirp (tagi ā'is), villagers light their lamps (ula o a'is) and prepare for their evening service (faigālotu) and meal (faigāsua). Then comes the period of conversation (alalaaga and faaasauga) before it is time to spread the mats for the night (fala'eto maega). By then, it is nearly midnight (valuapō). The morning star (fe'iai) and the evening star (tapitea) are also known. The time of night when the moon is directly overhead indicates that the tide is low. The eyes of a cat also help Samoans know about the condition of the tide for the size of cat's pupil varies with the tide.

The length of the day varies by little more than one hour throughout the year but during the months when the sun rises before six a.m., you will hear the phrase "Ua tual le taimi". It is then that the time of the clock is too slow for Samoans whose traditional day begins with sunrise. In the months of May and June when one can sleep until half past six without being disturbed by the sun, time is said to be quick, "Ua vaue le taimi" and both people and buses tend to be late.

During your stay in Samoa you will hear much about "Samoan time". You will experience numerous feelings about the pace of living and orientation to time, but most probably you will discover a new depth of patience.
WORKSHEET

TELLING TIME

A. Draw clocks to show these times.

a) Ua tā le 10
b) Ua afa le 4.
c) Ua kuata e te'a ai le 12.
d) Ua toe lima minute i le 6.
e) Ua sefululima minute e te'a ai le 2.

B. Answer the questions according to the clock.

C. Draw lines to match the Samoans to their English translations.

1. Ua tā le iva.  
   a) It's quarter to eight.
2. Ua afa le lima.  
   b) It's nine o'clock.
3. Ua lima minute e te'a ai le litu.  
   c) It's half past five.
4. Ua toe kuata i le 8.  
   d) It's five minutes past seven.
5. Ua 30 minute e te'a ai le sefulu.  
   e) It's thirty minutes past ten.

D. Say these times.

a) 8:45  
   e) 11:55
b) 10:40  
   f) 3:20
c) 7:35  
   g) 5:50
d) 2:30  
   h) 4:30
LESSON 8
SITUATION
SHOPPING
Buying from market or shop

COMPETENCIES:
Ask for/about items
Ask what things are
Ask for prices of various items
Clarify price, and say expensive or cheap
Buy everyday needed items

SAMOAN
LITERAL TRANSLATION

1. Ask for/about items
O maua ni lole?
(Tm) get some candies

E iai ni lole?
(Tm) have some candies

Aumai sa'u peni fa'amolemole
bring my pen please

Aumai ni peni se lua.
bring two pens

2. Ask what something is
O le a le mea lea?
What the thing this

O 3 mea ia?
What things these

3. State what something is
O le peni
(Tm) the pen
O peni
(Tm) pen

4. State availability of items
Io e lua'efulu sene
Yes (Tm) 20 cents

Tele
many

Lēai
No

'Ua 'uma
(Tm) finish

ENGLISH

Do you have any candies?

Have you any candies?

May I have a pen please?

May I have two pens.

What is this thing?

What are these (things)?

It is a pen

They are pens

Yes, twenty cents

Many

We are out

30

26
5. **Ask for prices of items**

E faa le fuapia?
(TM) how much the bundle of peas

O le ā le tau o le fuapia?
What the price of the bundle of peas

6. **State prices of items**

E tālā luasefulu sene
(TM) dollar twenty cent

E lua tālā le tau
(TM) two dollar the price

Limu tālā
Five tālā

How much is the bundle of peas?

What is the price of bundle of peas?

It is a dollar twenty sene

The price is $2.00

Five dollars
SHOP VOCABULARY

Nouns

api faitusi - writing pad
teutusi - envelope
suka - sugar
araisa - rice
māšima - salt
aniani - onion
falaomata - flour
pata - butter
pulumu fulunifo - tooth brush
meafulunifo - tooth paste
faguinu - soft drink
fagupia - beer
sikaleti - cigarettee
afitusi - matches
pepa keke - package of cookies
māmoe - mutton
siusiū pfū - turkey tail
fasipovi - beef
tauau pfū - turkey wings
taimini - ramen noodles
apa fulaiau - tinned fruit/vegetable
mea tulinamu - mosquito coil
mea fa'apipī - band aid
ma'a mōf uila - battery
peni - pen
penitala - pencil
matāta - razor blade
pepa faleuila - toilet papet
pauta tāmea - washing powder
fagimoli tāmea - laundry soap
fagū kofe - jar of coffee
apasu suāvaia - tinned milk
dafiloa - shop
'oloa - goods
lole - lollies

Verbs

manaō - want
māua - have
fa'atau - buy
tauma - bring
ta - have
'ūmī - finish

Quantities

pauna - pound
fagu - jar/bottle
apa - tin
tāseni - dozen
rata - yard
gala - two yards

MARKET VOCABULARY:

Vegetables

kāpi - cabbage
pfū - beet
mei - mignon
kukka - cucumber
va'ete - egg plant
soko - choko
anian - onions
kāpi sava - water cress
kāpisima - Chinese cabbage
maukeni - pumpkin
tanāto - tomato
kāroti - carrot
pepa - green pepper
kāpisimāpupoto - head cabbage

Fruits

kuava - guava
estu - papaya
moli - orange
sa 'auna - pineapple
sasapolu - sour sop
'sdoku - avocado
tau puli - ripe banana
mago - mango
vōtahette - star apple
### Quantities:
- fusi: bundle of
- fa'aputuga: pile of
- pega: paper of
- ta'itas: single
- 'aro: basket of
- ofu: food wrapped in leaves
- fagu: bottle of

### Handicrafts
- pate: cricket bat
- 'tetōga: fine mat
- salu tū: hand broom
- salu lima: mat
- fala: shell necklace
- ula pule: feather wristband (kilt)
- tita fuluma: conch shell
- fafoa: conch shell
- siapo: taka cloth
- laulau mea'ai: food mat
- falalili'i: sleeping mat
- pūlou: hat
- ili: fan

### Other Items
- tapa'a: Samoan tobacco
- maso'a: starch
- fiu: ginger
- 'ava: kava
- tau: leaves for covering umu
- tauaga: strainer
- lopa: Samoan peanuts

### Cooked Food
- 'iga: meal
- panikeke: pancake
- 'iga mānoe: mutton
- sapasui: chop-suey
- supo: soup
- 'iga 'a: fish meal
- araisa: rice

### Baked Food
- tau fa'i: baked bananas
- tau 'ulu: baked breadfruit
- tau talo: baked taro
- palusami: palusami
- falai pusi: cel in coconut cream
- falai fe'e: octopus in coconut cream

### Raw Sea Food
- fagusea: sea cucumber
- ofu ai'ai: jelly fish
- ofu limu: seaweed
- ofu palolo: palolo
- ofu gau: slugs (sea)

### Fish
- tau i'a: string of fish
- tau pusi: string of eel
- pa'a: crab
- fe'e: octopus
- ula: lobster
CULTURE NOTE

SHOPPING IN SAMOA

Observations reveal that even counting and measurement have some interesting Samoanizations. Watch a Samoan child do a simple addition problem using his fingers or a lady measure the width of her fine mat using her feet. Material is sold by the gafa, a measurement equal to two yards and enough for a standard size lavalava. The village shopkeeper will sell a single onion, a few cigarettes, a forty sene piece of butter or a Vailima bottle of kerosene while many Apia shops sell pre-measured bags of items such as sugar, flour and salt. Food items in the market are sold in numerous ways.

- tau tao
- 'ato esi
- pepa tamato
- fusi pf
- 'aufai
- tasece fuamo
- fili tapa'a
- fagu sea
- pile of taro
- basket of papaya
- bag of tomatoes
- bundle of beans
- bunch of bananas
- dozen eggs
- strand of tobacco
- bottle of sea cucumbers

You may shop in the New Market, the Fish Market, modern supermakenes, or a small family/village shop. Newspapers and handicrafts are sold in front of shops like Morris Hedstrom's. Street vendors, young and old, sell newspapers, raffle tickets, handicrafts, etc. food items and fruit.

Bargaining for a better price is not customary but repeated buying from a vendor will have its small rewards like getting eggs when none are to be had or an extra mango. If the price is expensive a simple "Faafetai" is much more appropriate than a comment "Taugata teite". Saturday morning is the big market day. If you shop then, you experience will always be cultural and sometimes puzzling.
WORKSHEET: Buying from village shop

A Match these words and their meanings

1. shop or store
2. shopkeeper
3. price
4. how much
5. to want
6. expensive
7. cheap
8. matches
9. goods
10. buy
11. soft drink

a. maua
b. 'oloa
c. fa'atasoloa
d. fa'atau mai
e. taugöfie
f. taugatā
g. e fia
h. fale'oloa
i. tau
j. mana'o
k. faguinu
l. afitusi

B Answer these questions

1. E iai se mea e te mana'o ai?
2. E fia i le fagupia?
3. O le ā le tau o le pepa sikaleti?
4. E taugöfie le Vailima po o le San Miguel?
5. E maua se afitusi?

C Use these words in sentences

1. aumai
2. taugöfie
3. maua
4. fa'amolemole
5. tau

D Write five questions to ask at the village shop. Use these questions at the Shop

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

E List at least 10 items that you find in a village shop.

31 35
LESSON 9
SITUATION: At a Samoan Family
TOPIC: Socializing
TASK: Meeting personal needs

COMPETENCIES:
- Ask questions using where
- State where something is
- Request items needed
- State desire
- Excuse oneself from family
- Ask for Samoan/English word for something
- Ask people to repeat/speak slowly
- State one does not understand
- Ask about rules of language

SAMOAN
LITERAL TRANSLATION

1. Ask questions using where
   O fea le peni fa'amolemole?
   Where the pen please
   Where's the pen please?

2. State where something is
   O le i luga o le laulau
   Tpm there on top of the table
   It's on the table
   O la e i luga o le laulau
   Tpm there at back of the house
   It's at the back of the house (locative)

3. Request items needed
   E iat se peni fa'amolemole'
   (Tm) is a pen please
   Is there any pen please?
   Fa'amolemole aumai se peni (item)?
   please bring a pen

4. State desire
   Ou te fia alu i Savaii
   I (Tm) want to go to Savaii
   I want to go to Savaii
   Ua ou fia moe
   (Tm) I want to sleep
   I want to sleep
5. Excuse oneself from family

Fāamolemole ou te fia alu i Apia please I (Tm) want go to Apia ia Sione i le faleuila

Please I want to go to Apia to Johns to the toilet

Malie lou loto pleased your will

Excuse me please

Ou te alu i le māketi I (Tm) want go to the marke. ia Sione i Apia

I'm going to the market to Johns to Apia

6. Ask Samoan/English word for something

O le a le fa'asamoaga le chair? what the Samoan of the word chair

What is the Samoan for chair?

7. Ask people to repeat/speak slowly

Toe fai fa'amolemole repeat say please

Repeat please Say it again please

Fa'agosegose fa'amolemole Slowly please

Slowly please

8. State one does not understand

Ou te le mālamalama I (Tm) not understand

I do not understand.
VOCABULARY:

**Place Nouns**
- fa'ecuila - toilet
- fa'etā'ele - bathroom
- fa'aipā - tap
- va'aetā'ele - bathing pool
- sami - sea/ocean
- potumoe - bedroom

**Other Nouns**
- māfuila - flashlight
- solotā'ele - towel
- fasimoli - soap
- pepa fa'ecuila - toilet paper
- fa'alamale - umbrella
- ipu vai - cup of water
- le lavalava - lavalava
- laulau - table
- nofoa - chair

**Verbs**
- moe - sleep
- su - go
- inu - drink
- mālōlō - rest
- pumai - bring
- fai - do
- tau'ala - speak
- mālāmālama - understand

**Locative Words**
- i tua - behind
- i luma - in front of
- i totonu - inside
- i fafo - outside
- i luga - on/on top
- i alo - under

**Question Words**
- O fea - where
- O le'ā - what (sing)
- E iai - do you have

**Other Words**
- fa'agesegese - slowly
- fa'amolemole - please
- te - negative
toe - again

GRAMMAR NOTES:

**La e** It's a structure for indicating where something is (location).
It is not easy to give an exact translation of la in the structure o la e except to say that it refers back to the noun being talked about.

O Apulu la e i Apia - Apulu is in Apia

**Fia** Want to

Fia is an auxiliary or helping verb. It is always followed by a verb, e.g. Ou te fia inu coke - I want to drink coke.

However, if you remove the noun "coke", the sentence structure changes. Ou ou fia inu - I am thirsty (no noun used)

Fia cannot be used by itself for if you say Ou te fia coke - it means I want to be coke. Mana'o should be used instead of fia in that case or add inu (drink) eg. ou te fia inu coke.
CULTURE NOTE:

While living with your Samoan families, you will perhaps live or visit in a traditional Samoan fale which has some important positions and even though a fale has no doors or windows it is important to be aware of certain things. The front of the house is known as talatuma and the back talatua. The ends are the tala. Matai and faifeau enter from the front, other less important people use the back to enter (ui mai tua). Guests also enter from the front and sit in the front on a mat or chair that will often be pointed out. The high chiefs enter from the front and sit at the tala. Once a PCV is accepted by a family and accustomed to the culture it may be appropriate to enter from the back.

There are several significant points of etiquette relating to a Samoan fale. One always sits down properly before talking. If you wish to talk to someone or give message to someone in the house, sit side-legged in the doorway or have the person come outside. It is not polite to stand to give a message. If you talk from outside there are words to excuse yourself for talking and standing such as “Tautala tui atu.” If the person you wish to visit is not in the house, ask politely where he is. If he is at tua (at the back) walk around the house to see him, never walk through a Samoan fale even though you may be invited or persuaded to do so.
WORKSHEET: Meeting personal needs

A  Translate into Samoan
1. Where's the toilet?
2. It's at the back of the house.
3. Where's my umbrella?
4. It's on the table.
5. Do you have a flashlight please?
6. Please, bring a cup of water.

B  1. Write five questions using "Where"

2. Write answers to your questions

C  Match "A" column to "B" column

A:
1. What is the Samoan for toilet paper?
2. Slowly please.
3. I do not understand.
4. What's the English for fasimoli?

B:
a. Ou te lē mālamalama
b. O le ā le fa'asamoa o le toilet paper?
c. O le ā le fa'asamoa o le toilet paper?
d. Fa'agesegese fa'amoleole
  e. O le ā le faapaiagi o le fasimoli?

D  Mark things that you need from the list below when taking a shower in an open tap or a bathing pool.

1. paipa, fa'amalu, sololiăele, mōhuila, nofoa, fasimoli, ie laivalava, sami, vaitēele, ipusapu.

2. Use these words in your own sentences.

E  Filling spaces.
Choose the correct word to fill the spaces:
(fasimoli, paipa, tua, malie, ie, fa'amoleole, 'ou)

_________ lou loto. __________ fia tāele. o fea le __________ la e o __________ o le fa'ale. __________ aum se __________

\( \Box \)
LESSON 10

TOPIC: Locative Bases

COMPETENCIES: Learners will be able to speak using:
- Locative bases words
- Structure for locating objects
- Prefix for counting people

SAMOA
O le peni fā e i totonu o le pusa.
O le tasi fā e i luga o le pusa.
O le tupe fā e i lalo o le kāpoti.
C le fa'a'afale fā e i fa'o.

ENGLISH
- The pen is inside the box.
- The check book is on the box.
- The money is under the cupboard.
- The vehicle is outside.

Question words (Where)
O fea le peni?
O fā e i tafatafa o le pusa

O fea le pule?
O fā e i totonu.
O fā e i lalo.

- Where is the pen?
- It's beside the box.

- Where is the boss?
- He's inside.
- He's outside.

Question words (Who)
O at fā e i fa'o?
O Silao fā e i fa'o?

O at fā e i lalo?
O le aveta'avae fā e i lalo.

- Who is outside?
- Silao is outside.

- Who is downstairs?
- The driver is downstairs.

Questions using prefixes.
E tauta fā e i totonu?
E tauta fā e i totonu.
E tauta fā e i totonu.

- How many people inside?
- There are many people inside.
- One person is inside.

VOCABULARY
kāpoti - cupboard
aveta'avae - driver
ta'amua - number of people
ta'amua - many people
ta'amua - one person
pupe - boss

i totonu - inside
i luga - above
i tafatafa - beside
tua - behind
ta'e - between
i fa'o - outside
i lalo - under
i luma - in front
WORKSHEET

TOPIC

A. WORD PUZZLE

1. inside
2. beside
3. on top
4. near
5. under
6. behind
7. in front
8. outside

LOCATIVE BASES

NB. The preposition "i" which usually comes before the given locative words, does not include within the puzzle.

B. Make "simple commands" using the following locative words and be able to demonstrate commands when discussed in class.

a) uga
b) i fafo
c) i tafatafa
d) i lalo
e) i totonu
f) i luma
g) i tua

C. Answer the following questions using the diagram given below.

'O fea tagata?
'O fea le paipa?
'C fea le moa?
'O fea le niu?
'O fea le pasi?
'O fea pu'a?
'O a mea o lā e i luga o le atu?
'O a mea o lā e i fafo o le fale?
'O a mea o lā e i totonu o le fale?
LESSON 11

TOPIC: Giving Commands.

COMPETENCIES: Give and follow simple commands
Make negative commands
Give simple warnings
Report simple commands to someone else

Samoan Literal Translation

ENGLISH

1. Give and follow simple commands

Savali i fafo.
walk to outside

Tapuni le faiuto'ai.
Close the door

Tusi lou igia i le laupapa.
write your name on the blackboard

'Ave le tisi iā Silao.
take the book to Silao

Tu'u le 'ato i luga o le laulau
Put the bag on the table.

2. Make negative commands

Aua le pepelo
don't the he

Tāofi le pisa.
stop the noise

Tuu le paluvala.
Stop the swearing

Sūa le ta'alo.
don't the play

Aua/Sūa/Tu'u/Tāofi

(Same meaning in this construction)

3. Give simple warnings

Va'aloe i pa'au
Watch you to fall

Fa'aeteete i le auala.
Be careful on the road

Va'aloe i lavea i le ta'avale
Watch you hurt on the car

Va'aloe i sere
Watch you to slip
4. Ask about or report simple commands to someone else

Na fai mai e ā le faia'oga?  What did the teacher say?
(Tm) say to me to what the teacher

O le ā lana tala?  What did he/she say?
what his story

Na fai mai le faia'oga e tapuni le  The teacher said to close the door.
(Tm) say to me the teacher to close the
faito'o'a.
door
**VOCABULARY:**

**Verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Tokelau 1</th>
<th>English 2</th>
<th>English 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>walk</td>
<td>tu' u</td>
<td>- don't</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>'aua</td>
<td>- don't</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td>sbia</td>
<td>- stop</td>
<td></td>
</tr>
<tr>
<td>close</td>
<td>tøfoi</td>
<td>- stop</td>
<td></td>
</tr>
<tr>
<td>put/place</td>
<td>tope</td>
<td>- be quick</td>
<td></td>
</tr>
<tr>
<td>bring</td>
<td>va'ai</td>
<td>- watch out</td>
<td></td>
</tr>
<tr>
<td>play</td>
<td>pepelo</td>
<td>- lie</td>
<td></td>
</tr>
<tr>
<td>steal</td>
<td>paluvalæ</td>
<td>- swear</td>
<td></td>
</tr>
<tr>
<td>make noise</td>
<td>pisa</td>
<td>- talking</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The text is in Column 1, English 2, and English 3. The meanings are in English 1.*
WORKSHEET
Giving Commands

A. Write five commands

1. 
2. 
3. 
4. 
5. 

B. Fill in the blanks using command words

1. ________ le naifi ne'i 'e lavea.
2. Se ________ nei tae le ipu.
3. ________ le pisapisaõ.
4. ________ pea le tama.
5. ________ le ulaula.

C. Translate the commands in 'B'

D. Match these commands and their meanings

1. ----- Tāofi le pasi a Don't be full.
2. ----- Fa'atecate i̍a te i̍a b Beware of him.
3. ----- Tu'u pe'a a'u. c Stop the noise.
4. ----- Sōia le tomumu. d Leave me alone.
5. ----- Vālai 'oe i se' e Stop complaining.
     g Watch out you'll slip.
     f Stop the bus

E. Follow these instructions

1. Tusi se tāfatolu 
2. Tusi se li'o i totonu o le tāfatolu.
3. Tusi lou setete i totonu o le li'o.
4. Tusi lou igoa i lalo o le tāfatolu.
5. Vase le laina i lalo o lou igoa.
GIVING COMMANDS

Homework Activities

A. Write down some commands you'll observe or hear somewhere or your home.

B. What are some commands you can say and practice without looking at your notes.

C. Write commands by using these pictures.
   1.
   2.
   3.
   4.
LESSON 12

TOPIC: Tenses

TASK: Using correct tenses of verbs

COMPETENCIES: Use tense markers appropriately with and without pronouns
Ask questions using various tense markers
Respond to questions

SAMOA

1. Use tense markers without pronouns in statements
   O le 'ā savali Sione
   Sione will walk.
   'Ua savali Sione.
   Sione is just starting to walk.
   Sione has walked.
   O loo savali Sione.
   Sione is still walking.
   Sa savali Sione.
   Sione walked.

2. Ask questions using tense markers
   'Ā savali Sione?
   Will Sione walk?
   'Ua savali Sione?
   Is Sione walking now?
   'O savali Sione?
   Is Sione still walking?
   Sa savali Sione?
   Did Sione walk?
   E savali Sione?
   Does Sione walk?

3. Respond to question in positive and negative
   loc. o le 'ā savali Sione.
   Yes, Sione will walk.
   'Lei. o le 'ā le savali Sione
   No, Sione will not walk.
   loc. ua savali Sione.
   Yes, Sione is walking now.
   'Lei. e lei savali Sione
   No, Sione is not walking now.
   loc. o loo savali Sione
   Yes, Sione is continually walking
   'Lei. e le o savali Sione.
   No, Sione is not walking.
   loc. sa savali Sione.
   Yes, Sione walked.
   'Lei. e le savali Sione
   No, Sione didn't walk.
   loc. e savali Sione.
   Yes, Sione walks.
   'Lei. e le savali Sione.
   No, Sione doesn't walk.

BEST COPY AVAILABLE
4. Ask and respond to tenses using with Pronouns

'À 'ë savali? Will you walk?
ioe, o le 'a 'ou savali.
Lē'[i], o le 'a ou lē savali.

Ua 'ë savali? Are you walking now? Have you walked?
ioe, ua 'ou savali.
Lēai, 'ou te le'i savali.

O 'ë savali? Are you still walking?
ioe, o lo'o iou savali.
Lēai, ou te le'o savali.

Sa 'ë savali? Did you walk?
ioe, sa 'ou savali.
Lēai, 'ou te le'i savali.

E te savali? No, I did not walk.
ioe, 'ou te savali.
Lēai, 'ou te lē savali.

Yes, I walk.
No, I don't walk.
### Vocabulary:

<table>
<thead>
<tr>
<th>Verb &amp; Plural form</th>
<th>Dependent Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>aitu</td>
<td>'ou</td>
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<tr>
<td>sau</td>
<td>'e</td>
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<tr>
<td>tālele</td>
<td>na</td>
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<td>pesē</td>
<td>tā</td>
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<tr>
<td>siva</td>
<td>lua</td>
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<tr>
<td>ta'alō</td>
<td>la</td>
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<tr>
<td>moe</td>
<td>tātou</td>
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<tr>
<td>'a'au</td>
<td>mātou</td>
</tr>
<tr>
<td>fāgota</td>
<td>tou</td>
</tr>
<tr>
<td>galue</td>
<td>lātou</td>
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</tbody>
</table>

- 'ī
t- You
- he/she
- we (dual incl)
- we (dual incl)
- you (dual)
- we (plu incl)
- we (plu incl)
- you (plu galue)
- you (plural)
- they (plural)
WORKSHEET

TOPIC: TENSES

ACTIVITIES:

A. Translate these sentences into Samoan.
1. Sione will walk.
2. Sione will go.
3. Sione will sleep.
4. Sione will sing.
5. Sione will eat.
6. Sione will work.
7. Sione will come.

B. Respond to these questions in positive and negative.
1. Ā savali Toma?
2. Ā tæ'ele Toma?
3. O moe Toma?
4. Sa 'ai Toma?
5. E alu Toma?

C. Correct these sentences.
1. O le 'ā mā'ua alu anana'i.
2. E fia tæ'ele a'u.
3. Sa 'ai tagata e tolu i le fale'aiga.
4. Sa mātou te le'i sau le Aso Farule.
5. Sa 'e sau lo'u tamā i le Mai tausaga nei.

D. Match Column A with Column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>1. When did you come to Samoa?</td>
<td>A. Ua alu Sina!</td>
</tr>
<tr>
<td>2. Was the food cooked?</td>
<td>B. O ā au mea sa fai?</td>
</tr>
<tr>
<td>3. I will say grace.</td>
<td>C. Na 'e sau anafe'a i Samoa?</td>
</tr>
<tr>
<td>4. Have you had enough (food)?</td>
<td>D. Ua vela le mea'ai?</td>
</tr>
<tr>
<td>5. What did you do?</td>
<td>E. O le'i fai le lotu.</td>
</tr>
<tr>
<td>6. Has Sina gone?</td>
<td>F. Ua 'ē laulelei?</td>
</tr>
</tbody>
</table>
LESSON 13
SITUATION  On the road in the village
TOPIC Socializing
TASK Conversing on the Road

COMPETENCIES Greet/Respond
Ask and respond to where someone had been
Take leave
State where one is going
State when one will return
Wish others well

SAMOAN ENGLISH
LITERAL TRANSLATION

1 Greet someone you know on the road
Māāō Hi
Hi
Māāō fo'i Hello too
Hi also

2 Ask and respond to where one had been going
O fea sa e i ai? Where have you been?
where tm you to be
Sa 'ou alu i le fale'oloa. I went to the store.
(Tm) I go to the store
Sa 'ou fa'atau. I was shopping.
'Tm) I shop
Sa ê fa'atau? Did you shop?
'Tm) you shop

3 Ask where one is going
'Ā 'ē alu i fea? Where are you going?
'Tm) you go where
'Ā fāapēfea? Where are you going?
(Tm) How
'Ā 'ē alu? Are you going now?
(Tm) you go

4 Give reasons for leaving
'Ou te alu i le fale'oloa. I am going to the store.
I (Tm) go to the store
'Ou te alu atu i 'o. I am going over there.
I (Tm) go to
'Ou te alu atu i lau seau I am going on my errand
I (Tm) go to my errand

52 48
5 Ask/State when one will return

O le ā le taimi 'e te sau ai?
What the time you (Tm) come

'ā te vave sau?
You (Tm) soon come

O le fā.
(Tpm) four

What time are you coming back?
Do you come back soon?

About four o'clock.

6 Excuse oneself when leaving

Ia, so'u alu
Well I go

Well, I'm going now

7 Wish others well

'Ia, ua lelei alu loa
OK Tm good go then

Ok fine go then

Ok, go then.

Have a good day.

Have a good day also.

VOCABULARY

Place/even!

ma'umaga - plantation
ta'ele - shower
ta'alana - store
tamo'e - run
ta'me'a - hospital
tamea - do laundry
vai - water
fa'atau - shop
S'o'ga - school
pese - singing
siva - dance
'åoga - school
lotu - church/service
alu - go
gaiuega - work

Verbs

fonotaa - meeting
māketi - market
lakapi - rugby
voli - volleyball
Ta'alogo - sports

Numbers used in telling time

1 - tasi 6 - ono 11 - sefulutasi
2 - lua 7 - fitu 12 - sefululu
3 - tolu 8 - valu
4 - fā 9 - iva
5 - lima 10 - sefulu 'afa - half

Direction words

i ʻō there far
i ʻi here very close
GRAMMAR NOTE

Fea
Where is a question word which can either start a question or come at the end of a question. It is proceeded by a preposition ‘i’ when it appears at the end (i fea) and ‘o’ when it starts a question (O fea) i.e. 'A e alu i fea? O fea e te alu i ai? Both questions mean Where are you going?

Sa’u
Sa is the past tense marker and 'ou is the pronoun 1. In the spoken language, people say sa’u instead of Sa ‘ou.

so’u
Sei is the word for until, o’u (I) is used instead of 'ou’ after so in spoken Samoan the two words are run together into.

'1a
Is equivalent to several English words like well, OK.

atu
 Away, out
 Atu generally denotes a literal or figurative movement from a particular position where the speaker is and in the direction of the person addressed. It is nearly the same as preposition to an English.

Tautala tu atu
Talking to you while standing
Ou te alu atu
I'm coming to you

alatu
Alu is the verb to go and atu indicates (towards) the direction or place needed. In the spoken language alatu is used instead of alu atu to mean I'm coming there. It refers to movement towards a place rather than from one.

mai
Particle which denotes a literal or figurative movement from a particular position towards the point where the speaker is. It refers to action towards speaker.

Susu mai
Come to me
Faitau mai tusi
Read me the books

ai
A relative particle which has no one single translation. It is used to refer to something that is implicitly understood or mentioned earlier in the sentence or conversation. Ai always follows the verb and often comes after the preposition i (to) when the action of the verb is directed to something or someone.

'Ai' is also used with question words.

where
why
when
who
O fea
Aisea
Alea (future)
O ai
Anaafea (past)

When verb comes in a question after such a question word, is used and it directly follows the verb.

O fea e te nofo ai?
- Where are you staying?
Alea e te alu ai?
- When are you going?
WORKSHEET: Conversing on the Road

A Match these words and their meaning

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</table>
| 1 | falema'i | a | sing
| 2 | ta'alo  | b | here
| 3 | i 'o    | c | hello
| 4 | ta'aloga | d | time
| 5 | pese    | e | hospital
| 6 | sau     | f | run
| 7 | mālē   | g | sports
| 8 | i 'i    | h | there (far)
| 9 | taimi   | i | come
| 10| tamo'e  | j | play

B Translate these sentences into English

1. Sa ou alu i le siva.
2. O le ā le taimi e te sau ai?
3. Ou te alu atu i la'u fe'au
4. 'A fa'apēfea?
5. Manua fo'i le aso
6. 'Ia ua lelei, alu loa

C Unscramble these words and translate them into English

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<td>3</td>
<td>seep</td>
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<tr>
<td>4</td>
<td>kapila</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>galatoa</td>
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D Make sentences using those words in C

E Finish these words

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</table>
| a | fale | f | iā
| c | mai | g | sefulu
| i | ta'a | h | fale
| o | ga | l | fale
| u | la'a |   |   |

F Write the words and give their English translations.
LESSON 14
SITUATION: Talking with others
TOPIC: Socializing
TASK: Giving information about one's family

COMPETENCIES: Greet/respond
Ask about one's family
Give information about one's family

Samoan
LITERAL TRANSLATION

1. Greet and respond
   Malo
   good
   Malo fo'i
   good also
   O ai fo'i lou igoa?
   who also your name
   O Ana
   (Tpm) Ana
   Hello
   Hello to you
   What's your name again?
   It's Anne

2. Ask/give information about one's family
   (Tpm) alive your parents
   Yes
   Lē'ai, ua oti lo'u tamā/tinā.
   No, both dead.
   Lē'ai, ua feoiti uma.
   No, one dead.
   O ai le igoa o lou tangā/tinā?
   What the name your father/mother
   O ______
   TPM ______
   Are your parents alive?
   Yes.
   No, my father/mother is
dead.
   No, both dead.
   What's your father's/mother's
   name?
   It's ______

E to'afia ou uso?
how many your brother/sister
E to atasí
E to'alua ou tuagane' ato'atasí lo'u uso
(Tm) two my brother ... my sister
I have one
I have two brothers and a sister

E to'afia ou tuagane?
(Tm) many your brothers
E to'alua.
(Tm) two
How many brothers?
Two.
E to'afia ou uso?
(TM) many your sister

E le'ai sou tuagane.
(TM) no my brother

O ai le ulumatu/ui'i?
Who the eldest/youngest

O Toma
(TM)

E to'afia lau fainou?
(TM) how many your children

E touatu lu'ai fainou.
(TM) three my children

E to'afia tama?
(TM) how many boys

E touau, le tama
(TM) how many boy

E to'afia tene?
(TM) many girls

E touata tene.
(TM) two girls

FAMILY RELATIONSHIPS VOCABULARY

Nouns

Sirga - family
tata - father
ama - mother
aki - son of father
ataite - daughter of father
kau - sister of a female
'ama - mother of a male
Taiga - brother of a female
Talatiete - sister of a male
Tina - children
Taf - parents
Tata - brother
Tana - boy
Tame - girl
Tane - untitled man
Tamaleni - married man
Tane - married woman
Ulumatu - elder

Verbs

dia - alive
soifua - alive (polite)
ooti - dead(singular)
feoti - dead(plural)

How many sisters?

I don't have any

Who is the eldest/youngest?

It's Tom

How many children do you have?

I have three children

How many boys?

One boy

How many girls?

Two girls.

Other words

lou - your (sing)
lo'u - my (sing)
o'u - my (plural)
to'ataasi - one person
le'ai - no
Family Related Questions/Statements

The following sentences are good for practice, however, there are some different sentence structures and pronouns introduced eg. ia / oia. Ask your instructor if you want to work ahead.

O ai le tamah o le 'iga? - Who is the father of the family?
O ai le uso o Siaki? - Who is Siaki’s brother?
O ai le āvā a Siaki? - Who is Siaki’s wife?
E toafia uso o Siaki? - How many brothers does Siaki have?
O ai tuafaine o Siaki? - Who are the sisters of Siaki?
O Toma le tamah o le 'iga - Tom is the father of the family.
O Pili le uso o Siaki. - Pili is the brother of Siaki.
O Sina le āvā a Siaki. - Sina is the wife of Siaki.
E toafia uso o Siaki. - Siaki has four brothers.
O lo′u tamah o Ioane. - My father is John.
O o′u tuafaine o Kathy ma Joan. - Kathy and Joan are my sisters.
O ona tuafaine o Koni ma Mila. - His sisters are Connie and Mila.
O Itou o le fānau a Site ma Meipo. - They are the children of Site and Meipo.
O ia o lo′u tamah/tinā. - He/She is my father/mother.
GRAMMAR NOTES:

1. "O" usually appears at the beginning of questions and sentences and serves several grammatical functions. The following is an example of a topic marker:

   a. Topic or Noun Marker: Usually begins sentences or questions in first sentence construction.

      O Sina lo'ou igoa. (Sina is my name)  My name is Sina.

   b. Tense Marker/Verb to be: usually begins questions or comes in sentences without verbs

      O soifu ou ma'aua? Are your parents alive

2. Lo'ou and lo'u are positive singular possessive pronouns as in:

   O ai foi lo'ou igoa? What is your name again?
   E totatasi lo'u uso. I have one brother/sister.

   Ou and ou' are positive plural possessive pronouns as in:

   O soifu ou ma'aua? Are your parents alive?
   E totalua ou' uso. I have two brothers/sisters.

3. Verb Tense O lo'o - expresses continuous action in the present (ing verbs)

   O lo'o moe Sefo Sefo is asleep (Sefo is sleeping)

   When asking a question using this tense marker, drop lo'o and use only o.

   O moe Sefo? Is Sefo sleeping?
   Lo' ou Lèau. Yes or No.

4. The prefix to'a is a classifying particle with numerals which is used in reference to people

   E to'a tama There are four boys
   E f'ai tusi There are four books

   When the question word e fia (How many) is used to ask about number of people to'a is also used.

   E to'a fia ou uso? How many brothers do you have?
   E fia au tusi? How many books do you have?
CULTURAL HANDOUT

THE MATAI SYSTEM

The social structure of Samoa is based on the matai system which has served Samoa well for centuries. The matai system is intertwined with basic unit of Samoa society - the family. Aiga in Samoa is a very comprehensive term, including the nuclear family; members of the extended family and their spouses and children; and persons "adopted" into the family. The matai heads the aiga.

Families form the village community. A village is largely a self-governing unit controlled by the village council composed of chiefs and orators. With the exception of a few royal titles, such as the Malietoa, every matai title is recognized as belonging to a particular village.

Each matai controls his own family but matai titles vary in degrees of importance within the village. Some of the more important titles are recognized as belonging to the whole of Samoa. Knowledgeable Samoans understand the graduation of matai.

Matai are divided into chiefs (alii) and orators (tufafo or falauga). It is the duty of the orators to understand local history and tradition and to be able to use the orator language. The chiefs are given positions of respect, participate in decision making and village politics, and may occasionally give speeches or intervene in the faatau or meeting out of punishments.

Apart from obligations to the village and district, the most important duty of every matai is to look after the family. The matai controls family lands and allocates its use.

Family members serve the matai (tautua) by cooking food and cultivating crops. In turn, they receive food, lodging and money as needed. Family members living away from the matai may be called upon to make contributions of food or money for church or family functions.

Although the matai may resemble a feudal baron who gave serfs protection in return for their service, the system differs in one important respect. Family members have a strong say in who becomes the matai. Usually direct heirs are the first to be considered but they are not always successful. Samoans believe "O le aia i le pule le tautua." (Service is the way to power.) Frequently one who has served the matai faithfully succeeds him. Discussions regarding matai titles are made on a consensus basis and sometimes difficult to reach. Once agreement is reached, plans are made for the saofa'i, the official feast marking the election. Cases in which agreement can not be reached are settled in the Land and Titles Court.

Not all matai live up to the standards set by the system. Members of the family can express dissatisfaction and seek recourse from the Registrar of the Land and Titles Court who may suspend or even remove the title.

The matai system is complex and pervasive. It remains a cornerstone of social structure. Change is inevitable but most Samoans want that change to be built gradually on existing foundations.
WORKSHEET  Giving Information about One's Family

A. Put these in the dialogue order

O soifua ou mātua?
O Sina.
O ai le igoa o lou tamā?
Mālō foi.
O Sefo.
O ai fo'i lou igoa?
foe.
Mālō.

B. Answer the questions using the picture below

1. O ai le tamā o le 'āiga?
2. O ai le uso o Mele?
3. E to'afia le 'āiga?
4. O ai tuagane o Mele ma Losa?
5. E to'afia le fānau a Sina?
6. O ______ le tuafaine o Toma.
7. O Mele le ______ o Losa.
8. O Simi le ______ o Tui
9. O ______ mA ______ mātua o le 'āiga.
10. O Simi le ______ o Losa.

C. Answer these questions

1. O ai lou tamā?
2. O ai ou mātua?
3. E iai sou uso?
4. E to'afia ou tuagane?
5. E to'afia lou 'āiga Samoa?

D. Fill in the spaces with correct words
(uiti, tane, atali'i, 'āiga, āvā, tuafaini, fānau)

1. E to'atele lo'u _________
2. O Sio o le _________ o Mele.
3. O Toma o le _________ o Sio.
4. O Pau o le _________ o le fānau.
E  Translate these sentences in English

1. O ia mai le tina o le 'aiga?
2. O Samo le uti?
3. O Sefo le tuagane o Malia.
4. O Ana le uso o Malia.
5. Ua oti le tamai o le 'aiga.
7. O Malia le tuafafine o Sione.

F. My Imaginary Family

1. Cut out pictures from a magazine to represent your imaginary family. (Paste these pictures on a sheet of paper)
2. Create a dialogue about your imaginary family using some of the words in the vocabulary list.

Here are some sample questions you could ask your Samoan family to learn more about the family. Ask those questions and write the answers your family gives.

Bring these answers to your next class. (Design your questions or collect additional information if you can)

WEEK-END ACTIVITIES WITH YOUR FAMILY

(a) O ia le matai o le 'aiga? Who is the matai of the family?
(b) O ia le suafa o le toalua o ____? What is the name of his wife?
(c) E toafia le 'aiga? How many in the family?
(d) E toafia lau fanau? How many children do you have?
(e) O ia tigoa o tamaiti? What are the children’s names?
(f) E toafia ou uso? How many brothers/sisters do you have?
(g) Ua e fa’aipoipo? Are you married?
(h) O ia le tigoa o lou toalua? What’s your spouse’s name?

2. Using above info, draw a diagram of your new family. Begin to observe the roles and responsibilities of family members.
3 Self Learning:

The family is the major foundation of social relationships in Samoa. Find out as much as you can about it. Some suggested questions you might like to get answers for are:

What is the usual family unit - parents and children only, or does it include grandparents, uncles and aunts? What are the lines of authority? Do relatives usually try to live in the same neighborhood, or is there much mobility?

Who disciplines the children? What kind of discipline is common in the homes? What are the norms of discipline? Who takes care of the children most of the time?

By the way, who names a child? How are names chosen? What special meanings do names have? Are nicknames used? Which ones? How are they acquired?

Develop a test that will enable you to ask questions and discuss the topic of family life.

4 Observe and learn as much as you can about roles and responsibilities in a Samoan family. Discuss this with your family. Here are some types of questions to ask:

What is the role of the matai?
How might matai’s mother contribute to family?
What do you think the wage earners do with their salaries?
Who provides the food? Who cooks it? Who serves it?
Who might do washing? Cutting grass? Weeding plantation?
How might primary school children contribute? etc.
LESSON 15
SITUATION: At your family
TOPIC: Socializing
TASK: Talking about one's job

COMPETENCIES:
- Ask/state when one arrived
- Ask/state why one has come to Samoa
- Ask and answer questions about one's job and stay

SAMOAN
LITERAL TRANSLATION

1. Ask and state when one arrived
Na e sa a prose i Samoa?
(TM) you come when to Samoa
Na ou a i te aso i o Tesea
(TM) come on the day 1st of December

2. Ask and state why one has come
Aiseu ua e sa i ai i Samoa?
Why (TM) you come rip to Samoa
O a'u e le pisikoa
TPM me the PCV
E faialuega/fesoasoani i Samoa
(TM) work help in Samoa

3. Ask and state where one's job is
Hea e te faialuega ai?
Where you (TM) you work rip
Faialuega
(TM) teacher

At the _____

4. Ask answer questions about one's stay in Samoa
E faialuega e te nofo ai i Samoa?
How many years will you stay in
TM many year you TM stay in Samoa Samoa?

E lea.
(TM) two
E te siafa i Samoa?
You (TM) happy in Samoa
Yes
No
VOCABULARY:

Nouns

- faiāoga - teacher
- faiafaiaoga - teacher trainer
- su'esuega fa'a'sinisini - business studies
- su'esuega o vaomatu - forestry research

Verbs

- faiāoga - to teach
- galue - to work
- faigailuega - to work

Question Words

- 'ana'fe'a - when (past)
- ā'fe'a - when (future)
- 'aisea - why
- o fē'a - where

Months

- Januari - January
- Fepuari - February
- Mati - March
- Aperila - April
- Me - May
- Juni - June
- Iulaa - July
- Ao'kuso - August
- Sētema - September
- Oketopa - October
- Nōvema - November
- Tēsema - December

GRAMMAR NOTES

- 'ana'fe'a - (when past) ana by itself means past and fē'a means where. "Ana'fe'a" is the question word for when in the past.
- aso - The date always comes before month when written in numbers day/month/year.
- sé - singular indefinite article (a) used in asking a question and negative statements in the singular.
- 'inei - here (large area)
- O le 3 - simple future tense marker. e.g. O le 'ā ou alu i Apia - I will go to Apia.
- E - e is the present immediate tense marker. It is substituted by the te when it is used with Dependent Pronouns and usually follows the pronoun.
- e.g. E tāalo Sione - Sione plays
  Ou te tāalo - I play
Talking about one's job

WORKSHEET

A. Fill in the blanks using your knowledge and experiences from the previous lessons taught.

1. Tālofa lau ____ Apulu
   Tālofa lava _____ susuga.
2. Mālō _____ soi'ua
   Mālō ____ le ______
3. Na'ē sau _____ i Samoa?
   Na'ou ____ i le aso ____ o ______
4. O le ā lau ____ e fai i ____?
   O le ______
5. E ____ sausaga e te ____ ai i Samoa?
   E ______

B. Write questions beginning with these words

1. 'Ai seā
2. O anahea
3. E fia
4. E i'afaia
5. O fea

C. Translate these words into English.

1. faiga luega
2. nofo
3. lou
4. sau
5. fia fia

D. Give answers to your questions on "B".

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

E. Translate these questions:

1. Where will you work?
2. When did you come?
3. When will you go back?
4. Are you a teacher?
5. Are you happy?

F. Write your answers to the questions in E:

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
LESSON 16

SITUATION: In the village

TOPIC: Socializing

TASK: Meeting people of rank

COMPETENCIES: Use and respond to formal greetings
Ask and state where one is going
Take leave

SAMOAN LITERAL TRANSLATION

ENGLISH COMMENT

1. Use and respond to formal greetings

Susū mai lau susuga Welcome Sir/Madam Respectful to any person
(Welcome your Sir/Madam)

Ia. lau susuga ma le faletua Response to respected
(your Sir and the wife) person and his wife

Asio mai lau afioga Welcome Mr High Formal for high chief
(Welcome your high chief)
Ia. lau afioga ma le faletua Response to high chief
(your high chief and wife) and his wife
Maliu mai lau tōfā Formal for orator
(welcome your orator)

Ia lau tōfā ma le tautu Response to orator and his wife
(your orator and the wife)

Mālō le soifua Good health (to you) Expression which always
(good the health) (greetings) follows formal greetings

Mālō foi le soifua Good health (to you)
(good too the health) (too)

2. Ask and state where one is going

'A fa'apēpea? Where are you going? Common greeting
Tm How appropriate for chiefs

'Ou te ala i 'ō. I'm going there. Vague acceptable answer
Tm go to there

'E le maliu i lea? Where are you
you Tm go to there heading?

'Ou te ala i le. I'm heading over there.
Tm heading to there

3. Take Leave

Ia. susū ia Continue on Formal leave
Okay afo ia
maliu ia
go
VOCABULARY

Susū - respectful welcome word for pastors, teachers and guests
- term of address for pastors, teachers and guests; also

Susuga - appropriate for a person whose rank you do not know or an untitled person in a formal situation

afio - respectful welcome word for high chief

afioga - term of address for high chief

faletua - wife of pastor, teacher, high chief or guest

maliu - welcome word for orator

tōfā - term of address for orator

tausi - wife or orator

mālō - exclamation of encouragement given to someone at work well done! Good work! Fine! Also greetings!

soifaa - wish farewell; health
- polite reference to good health and well being

fa'apēfea - how? what about?

alu - go

faife'au - Church Minister

Ali'i - Chief

Tūlāfale - Orator

GRAMMAR NOTES:

ō (there) - a location that you can see from your position

mai (here) - indicates movement towards the speaker
- e.g. Susu mai - Come here

'A fa'apēfea? - Faapefe'a by itself means how but used with 'A it means where are you going?

ia - Post basic particle with emphatic effect.
- e.g. Sau ia
  - Susu mai ia - Do come. Come on then.
CULTURE HANDOUT

'O Samoa o le su'u un-'uma'ono tofo'.

Hospitality and respect are highly valued in Samoa culture. The above saying indicates that all people of Samoa have a designated status. People are greeted and spoken to in light of this status.

Greetings upon entering a Samoan house provide useful illustrations as to the significance of the above. Greetings correspond with a person's status and are used for both Samoans and palagia. Peace Corps Volunteers are accorded certain terms of respect so it is important to have a general understanding of them.

The term SUSUGA or the greeting SUSÜ MAI is one of great respect. It is the term that applies to the honourable Head of State Malietoa and selective chiefs. When the first European missionary John Williams arrived in 1830, Malietoa Vainu'ufo wanted to greet him respectfully so he endowed him with his title of address, susuga. John Williams later Christianized Malietoa's name to Malietoa Tavita. It is, thus, that the term susuga is now used to greet or refer to pastors, teachers and guests. It is also the appropriate term for addressing uninitiated persons or a person you do not know in a formal situation. It will probably be the formal greeting you will hear most often.

AFOGA or the greeting AFIO MAI is used to greet ali'i (high chiefs) not entitled to susuga, the Prime Minister, Cabinet members and members of Parliament. It is also the term of address for Catholic priests and nuns as well as important foreign dignitaries and heads of missions such as High Commissioners and the Peace Corps Director. Directors of government departments are also addressed in this manner. It can also be used very differently in a joking context. The joking usage illustrates a nuance of Samoan culture, for respectful words can be used in joking and ridicule. The words are identical to the proper usage but the eyes and tone give the real message.

The greetings MALIU MAI or SOSOPO MAI are reserved for orators who are addressed by Tofa, with exception of orators for Lufilufi and Malie and Afega who are addressed by susuga. The orators of Lufilufi go by that title while those of Malie and Afega are addressed as Tuisamau and Aulimatagi.

The greeting words - Susu mai, Afo mai, Maliu mai - are always followed by a special title of address. All chiefs have such forms of address. If a person has no such title some appropriate words will follow. Some examples are:

- Susu mai lau susuga le fa'afeagaiga (ao fa'alupega) (pastor)
- Afo mai lau Afoega Fuatino (Koke)
- Maliu mai lau Tofa a le Faletolu (Apulu)

Using proper greetings is very important in Samoa so Samoans always ask who people are and how they should be addressed before entering a fale. These greetings are commonly used and during your stay in Samoa you will hear them often. There are, of course a variety of ways to reply but a brief response such as l.a. lau susuga/Afio/Afo/Tofa is sufficient.

In a culture such as Samoa where status and respect are important, greetings and leave taking take on a new significance, but as with all learnings, practice makes perfect.
WELCOME WORDS INFORMATION

Chief, teacher, pastors, doctors, palagis and others welcome by an orator and vice versa:

Susū maia lau susuga - la, lau tōfā ma le tausi ma le 'āiga

Maliu maia lau tōfā - la lau susuga ma le faletua ma le 'āiga alī

Chiefs, Head of State, High Commissioners, Overseas Heads, Department Heads, Catholic Priests and Nuns. Welcomed by an orator and vice versa:

la, aifo mai lau aifoiga...........................................

la, lau tōfā, ma le tausi ma le 'āiga.

la, sosopo mai lau tōfā..........................................

la, lau aifoaga, ma le faletua, ma le 'āiga alī.

Both chiefs with different ceremonial addresses welcome each other:

Afifo maia lau aifoaga...........................................

la, susū lava lau susuga, ma le faletua ma le 'āiga alī.

Susū maia lau susuga...........................................

la, aifo lava lau aifoaga, ma le faletua ma le 'āiga alī.
WORKSHEET

Meeting people of Rank

A. Find the translations and put them in the correct order of ranks.

<table>
<thead>
<tr>
<th>ENGLISH TRANSLATION</th>
<th>SAMOAN</th>
<th>ORDER OF RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Chief</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Wife of an Orator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) School Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Head of State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>v) Orator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vi) Church Minister</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Answer in "Yes" or "No".

a. The highest rank in W. Samoa is a Catholic Priest.
   Yes

b. A Director of PC is addressed by the term "Tofa".
   No

c. "Tausii" is the term of address for an Orators wife.
   Yes

d. Welcome word for a Chief is "Maliu ma'i".
   Yes

e. "Afioga" is the term of address for Chiefs.
   Yes

f. "Afioga" is the term of address for a Catholic Priest.
   Yes

g. A welcome word for a Chief's wife is "Susu ma'i".
   Yes

h. This order of rank is correct ai'ai, tulafale, faletua, atalii.
   Yes

i. "Susuga" is the term of address for Head of State.
   Yes

j. Any person you don't know is addressed by the term "Susuga".
   Yes

C. Complete these phrases by filling the spaces in the correct words from the list given.

(afio, maliu, faletua, mai, tōfā, susuga)

a) la ____ ____ lau afoiga.
   __ __

b) la, lau ____ ma le tausi.
   __ __

c) A fa'apē'ēca lau susuga ma le ____.
   __ __

d) ____ mai lau tōfā.
   __ __

e) Tālofa lau ____ a le alii faa'ioga.
   __ __
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who's the matai of your family?</td>
<td>O a i le matai o lou 'iga?</td>
</tr>
<tr>
<td>2. Is your father a high chief or an orator?</td>
<td>O se Ai'i, po o se tula lou tamā?</td>
</tr>
<tr>
<td>3. Who is the mayor?</td>
<td>O a i le pulenu'u?</td>
</tr>
<tr>
<td>4. How many matai in the village?</td>
<td>E to'a'ia matai o le nu'u?</td>
</tr>
<tr>
<td>5. How many churches in the village?</td>
<td>E fia Ekalesia i le nu'u?</td>
</tr>
<tr>
<td>6. What churches are they?</td>
<td>O a Ekalesia?</td>
</tr>
<tr>
<td>7. What are the pastors' names?</td>
<td>O a i suafa o faitefua?</td>
</tr>
<tr>
<td>8. Who's the main chief of the village?</td>
<td>O a i le ali'i tāua o le nu'u?</td>
</tr>
<tr>
<td>9. Who are the main orators of the village?</td>
<td>O a i tulotoa tāua o le nu'u?</td>
</tr>
<tr>
<td>10. How are the daughters' addressed?</td>
<td>O a i le Sa'otama'ita'i?</td>
</tr>
<tr>
<td>11. What's the title for the gathering of untitiled people?</td>
<td>O a i le Sa'oaumaga?</td>
</tr>
<tr>
<td>12. Is there a curfew in the village?</td>
<td>E fai se sā i le nu'u?</td>
</tr>
<tr>
<td>13. Are there any weaving groups?</td>
<td>E fai ni fale laolaga?</td>
</tr>
<tr>
<td>14. On what days do the village matai meet?</td>
<td>O ʻa aso e fono ai matai o le nu'u?</td>
</tr>
<tr>
<td>15. Are shorts allowed in the village?</td>
<td>E taga le ofuva e i le nu'u?</td>
</tr>
<tr>
<td>16. Is there a committee in the village?</td>
<td>E t'ai se Komiti i le nu'u?</td>
</tr>
<tr>
<td>17. Are there many coconuts on the land?</td>
<td>E tele se popo i laufana?</td>
</tr>
<tr>
<td>18. What are some sources of income of the village?</td>
<td>O ʻa ni alatupe o lo'o ola ai le nu'u?</td>
</tr>
<tr>
<td>19. Are there any myths or legends in the village?</td>
<td>E t'ai se vava'u o le nu'u?</td>
</tr>
<tr>
<td>20. Is there a grave yard in the village?</td>
<td>E t'ai se fahau o le nu'u?</td>
</tr>
</tbody>
</table>
LESSON 17
SITUATION: At your Samoan family
TOPIC: Food
TASK: Having dinner with host family

COMPETENCIES:
- State one will say grace
- Say a meal prayer
- Tell people to eat
- State there is much food
- Ask/describe taste of food
- Ask what the food is and what is it made of
- Offer/Accept food being offered
- Ask/State when one has had enough
- Give compliments about food

SAMOAN LITERAL TRANSLATION

1. State one will say grace

O le fa'atale fapu
I will say grace

Nea le fa'amāga'ālelotu
Let's say grace

La tata sa tānua fapu
Let's say grace

ENGLISH

1. I will say grace

2. State prayers

Le Ana e liufale lalagai
O Lord, thank you for the food
You've given us in the name of Jesus
Amen

3. Let people eat

Le fa'amāga'ālelotu
Go ahead and eat

4. There is much food

Nea le fa'amāga'ālelotu
This is much food

5. Ask what the food is

O le fa'amāga'ālelotu
What's this

6. It is

O le
It is

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6. **Ask/state of what food is made**
   O ia mea e fai ai?
   what thing to make it
   What's it made of?
   ______ and ______

7. **Ask/describe taste of food**
   E 3?
   Mānaia tele
   nice very
   How's the food?
   Very nice/delicious

8. **Offer/accept/reject food being offered**
   Toe avatu/asu/liti?
   again supply/scoop/pour
   Yes, please
   Want some more?
   Yes, please.

   Lē'ai, ua lava fa'aafetai
   No (Tm) enough thankyou
   No. I've had enough, thank you.

9. **Ask/state when one has had enough**
   Ua 'e laulelei/ma'ona?
   Tm satisfied/full
   Have you had enough?
   Are you satisfied?
   Yes, I am full.

10. **Give compliments about meal**
    Mālii gāsese.
    good preparing food
    Mānaia le kuka.
    Nice the cooking
    Congratulations for the food
    preparation.
    Very good cooking.

    Fa'aafetai le fa'aaloalo
    thank you the hospitality
    Thanks for the hospitality.
**VOCABULARY**

**FOOD:**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'ālifu/taʻo</td>
<td>'ai</td>
</tr>
<tr>
<td>fa'ula</td>
<td>taumafa</td>
</tr>
<tr>
<td>tala saka</td>
<td>avatu</td>
</tr>
<tr>
<td>tala tao</td>
<td>asu</td>
</tr>
<tr>
<td>pulepoʻe</td>
<td>ligi</td>
</tr>
<tr>
<td>faʻai pusimoi</td>
<td>fai</td>
</tr>
<tr>
<td>palusam</td>
<td>gāsese</td>
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<table>
<thead>
<tr>
<th>Other Words</th>
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<tbody>
<tr>
<td>moa</td>
</tr>
<tr>
<td>faʻalopoʻe</td>
</tr>
<tr>
<td>faʻapuʻaʻa</td>
</tr>
<tr>
<td>mamoe</td>
</tr>
<tr>
<td>siʻulu pipi</td>
</tr>
<tr>
<td>tāua pipi</td>
</tr>
<tr>
<td>ta</td>
</tr>
<tr>
<td>loa</td>
</tr>
<tr>
<td>ala</td>
</tr>
<tr>
<td>paʻa</td>
</tr>
<tr>
<td>supo</td>
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**PRAYER**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
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</thead>
<tbody>
<tr>
<td>ia o aumāgeli</td>
<td>fai</td>
</tr>
<tr>
<td>ia o iaoa</td>
<td>foaʻi</td>
</tr>
<tr>
<td>ia o au</td>
<td>māva</td>
</tr>
<tr>
<td>ia o iafoa</td>
<td>iafoa</td>
</tr>
<tr>
<td>ia o iafoa</td>
<td>iatua</td>
</tr>
<tr>
<td>ia o iafoa</td>
<td>mazefoa</td>
</tr>
<tr>
<td>ia o iafoa</td>
<td>iatua</td>
</tr>
<tr>
<td>ia o iafoa</td>
<td>tali le tua</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ia</td>
</tr>
<tr>
<td>a o/a o</td>
</tr>
<tr>
<td>ia</td>
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<tr>
<td>ia</td>
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<tr>
<td>se</td>
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</tbody>
</table>

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71 75
Alternative Graces

Mālie pule le Tama e,
Ua matou maua ai mea lelei
O'oe ia matou fiafa i ai
'A 'ou tumau i le ola nei. Amen

Thank you Father
For giving good things we have received. It's you, in whom we should rejoice while we still live on earth. Amen.

CULTURE NOTE

Eating is a very significant activity in Samoa and many events focus around food. Conversations during meals are minimal, thus, when food is served, eating comes before talking. As a guest you will be served first and eat with the matai or maybe alone. Other family members may eat in a different place, while servants eat last. It is not appropriate to invite others to eat with you or offer food to children savoring your food. The large portions served are indicative of Samoan hospitality. Eat what you want and return the rest. It will be eaten by someone. When finished push your food mat away from you to indicate you have finished. Someone will then bring a basin to wash your hands.

As in numerous other situations, polite forms of words will be used to you but not by you as in the question, Ua e laulelei? The correct response is Ua ou ma'ona. Other polite words you may hear at meal time are faamagalo (prayer) and taumafa or tausami (eat).
WORKSHEET:

A. Translate the following to Samoan.

1. Let's say grace
2. Ok, eat then
3. I am hungry
4. Enjoy your meal
5. Thank for the food

B. Translate these words into English, and then use them in sentences of your own.

1. alofa
2. fa'afetai
3. 'elei
4. fa'ani
5. lotu

C. Respond to the following

1. O le ʻa lea mea'ai?
2. E mānaia?
3. O ʻa mea e fai ai?
4. Toe avatu se supo?
5. Ua ʻe laulelei?

D. Give the meaning in English.

1. mea'ai
2. fai
3. mānaia
4. fa'aaloalo
5. taumai
6. ligi
7. toe
8. maona
9. fa'amagaalo
10. avatu

E. Unscramble these words and use them in sentences

1. asaafooll
2. naatam
3. anoma
4. sesega
5. matafau

F. Match the following columns appropriately

1. Ua 'i
2. Leai
3. Sei fai
4. Matuʻa iele
5. Fa'afetai kuka

a. nei mea'ai
b. Mālo gāsesse.
c. maona fa'afetai
d. le fa'amagaalo
e. ua lava.
G  List the foods you eat in one day.

H  Write a short paragraph about a meal with your Samoan family. You may need assistance from your host family.
LESSON 18
TOPIC: Likes and Dislikes
TASK: Express opinions about food

COMPETENCIES: Ask and respond to what food one likes
Ask and give response to what food one doesn't like
Ask why one likes food
State why one doesn't like the food

SAMOAN LITERAL TRANSLATION

1. Ask and respond to what food one likes

'O le a le mea'ai e te fiafia i ai?
what the food you (Tm) like it
What food do you like?

'Ou te fiafia i le palusami.
I (Tm) like at the palusami
I like palusami.

'O le a le mea'ai e te fia'ai ai?
what the food you (Tm) want eat it
What food do you want to eat?

'Ou te fia'ai i le palusami.
I (Tm) want eat at the palusami
I want to eat palusami.

'O a mea'ai e te fiafia ai?
what food you (Tm) like it
What food do you like?

'Ou te fiafia i taro ma palusami.
I (Tm) like to taro and palusami
I like taro and palusami.

E te fiafia i fa'ausi?
you (Tm) like mashed taro with coconut
Do you like fa'ausi?

Ioe, ou te fiafia i fa'ausi.
Yes, I like fa'ausi

Yes, I (Tm) like mashed taro

Lē'ai, ou te le fiafia i fa'ausi.
No, I don't like fa'ausi.
No I (Tm) not liked to mashed taro

2. Ask and respond why one likes/dislikes the food

'Aise'a e te fiafia ai i palusami?
why you (Tm) like
Why do you like palusami?

'Ou te fiafia i palusami aua e mānaia.
I (Tm) like palusami because (Tm) nice
I like palusami because it's delicious.

'O le a le mea'ai e te fiafia ai i palusami?
what the thing you (Tm) not like
Why don't you like palusami?

'Ou te le fiafia i palusami aua e loolo. 
I (Tm) not like to palusami because (Tm) rich
I don't like palusami because it's rich.
3. **State preferences or favourite**

O tō'u ma'oi o fa'ipula. My favourite is ripe bananas.
Tāmā my favourite (Nm) ripe banana

Ou te fiafia i palusami 'ae ou te lē. I like palusami but I don't
I (Tm) like palusami but I (Tm) not
fiafia i ota. like raw fish.
like raw fish

Nm - Noun marker

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>fiafia</td>
<td>- like</td>
</tr>
<tr>
<td>lē fiafia</td>
<td>- don't like</td>
</tr>
<tr>
<td>ma'oi</td>
<td>- favourite</td>
</tr>
<tr>
<td>'indino</td>
<td>- hate</td>
</tr>
<tr>
<td>mānana</td>
<td>- delicious</td>
</tr>
<tr>
<td>te'le</td>
<td>- very</td>
</tr>
<tr>
<td>tofo</td>
<td>- taste</td>
</tr>
<tr>
<td>lololo</td>
<td>- rich</td>
</tr>
<tr>
<td>sefe'a</td>
<td>- tough</td>
</tr>
<tr>
<td>ga'oa</td>
<td>- greasy</td>
</tr>
<tr>
<td>manogo</td>
<td>- have a good flavour</td>
</tr>
<tr>
<td>'ofona</td>
<td>- sour</td>
</tr>
<tr>
<td>suamalae</td>
<td>- sweet</td>
</tr>
</tbody>
</table>

**SOME OF THE SAMOAN FOOD**

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>palusami</td>
<td>- young taro leaves with coconut cream cooked</td>
</tr>
<tr>
<td>ota</td>
<td>- soup of raw fish</td>
</tr>
<tr>
<td>fa'alufa'efae (fa'au a'ou)</td>
<td>- boiled taro, banana, breadfruit etc in coconut cream</td>
</tr>
<tr>
<td>fa'a'asaa</td>
<td>- mashed taro with coconut cream</td>
</tr>
<tr>
<td>sea</td>
<td>- sea cucumber</td>
</tr>
<tr>
<td>su'a'i</td>
<td>- soup of fish (boiled with coconut cream)</td>
</tr>
<tr>
<td>tuuru</td>
<td>- sea urchin</td>
</tr>
</tbody>
</table>
A. Answer these questions

1. O le ā le mea'ai e te fiafiā i ai?
2. E te fiafiā i palusami?
3. Aiseā e te fiafiā ai i pīsūpo?
4. O le ā le mea'ai Samoa e sili ona e fiafiā i ai?
5. O ā mea'ai Samoa e te lē fiafiā i ai?

B. The following list are the items used in making Samoan foods:
(i. a. pe'epē. talo. aniani. māsimia. vai. suka) Put items underneath what food you think it needs for it to make. (Ask for help from your Samoan family)

i) Suai'a
ii) Fā'ausi

C. Pick one food from Section B and explain how to make it.

D. Complete these sentences using your own words.

a) Ou te ______ i palusami 'ae ou te ______ i pīsūpo.
b) O palusami e fa'i i __________, __________, ma __________.
c) Ou te ______ i povimasima auā e __________, ma __________.
d) E ______ mea'ai Samoa auā e __________.
e) O mea'ai Samoa e lelei o __________.

E. Ask your Samoan family about some Samoan food and list them down for discussion in class.

F. List down some of the food that you like and dislike.
LESSON 19

TOPIC: Personal Pronouns

TASK: Using personal pronouns

COMPETENCIES:
State and use pronouns to refer to different groups of people.
Ask questions about one's country, job and profession.
Respond to personal questions.

1. Use singular personal pronouns
'O a'u o Sione. I am John.
'O 'oe o Sina. You are Sina.
'O ia o Mele. She is Mele.

2. Use dual pronouns
'O tā'ua o Sione ma Mele. We are Sina and Mele.
(we including speaker and listener)
'O mā'ua o Sione ma Toma.
(we excluding listener) We are John and Tom.
'O oulu o Sione ma Sina.
(you excluding speaker) You are John and Sina.
'O lā'ua o Toma ma Mele.
They are Toma and Mele.
they are Toma and Mele.

3. Use plural pronouns
'O tā'ou o Sione, Simi ma Sina.
(we including listener) We are John, Simi and Sina.
O mā'ou o Simi, Sina ma Toma.
(we excluding listener) We are Simi, Sina and Tom.
'O oulu o Toma, Sione ma Sina.
(you excluding speaker) You are Tom, John and Sina.
'O lā'ou o Sione, Simi ma Sina.
They are John, Simi and Sina.
they are John, Simi and Sina.

4. Ask and respond to questions about identity of people
'O ai ia? Who is she/he?
who she/he
O ia o Sione. He is John.
(Tpm) she/he Sione

5. Ask for biographical information
O oe o se fa'ā'oga? Are you a teacher?
(Tpm) you a teacher

6. Respond positively and negatively to questions
Oe o a'u o le fa'ā'oga. Yes, I am a teacher.
yes (Tpm) me the teacher
Le'ai, e le'o a'u o se fōma'i. No, I'm not a doctor

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**VOCABULARY:**

**Personal Pronouns**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
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</thead>
<tbody>
<tr>
<td>a'ū</td>
<td>tā'ua</td>
<td>tātou</td>
</tr>
<tr>
<td>ioe</td>
<td>mā'ua</td>
<td>māiou</td>
</tr>
<tr>
<td>ia</td>
<td>'oulua</td>
<td>'outou</td>
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<tr>
<td>la</td>
<td>lā'ua</td>
<td>lātou</td>
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<tr>
<th>Countries/ Nationalities</th>
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<tbody>
<tr>
<td>Amerika</td>
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<td>Samoa</td>
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<td>Niue Sila</td>
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<td>Australia</td>
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<tbody>
<tr>
<td>fa'iao'ga</td>
<td>teacher</td>
<td></td>
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<tr>
<td>fōma'i</td>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>teine fōma'i</td>
<td>nurse</td>
<td></td>
</tr>
<tr>
<td>kāmua</td>
<td>carpenter</td>
<td></td>
</tr>
<tr>
<td>fa'atau'ūloa</td>
<td>shopkeeper</td>
<td></td>
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<tr>
<td>faipapa</td>
<td>plumber</td>
<td></td>
</tr>
<tr>
<td>fōma'inifo</td>
<td>dentist</td>
<td></td>
</tr>
<tr>
<td>rat'fe'au</td>
<td>church minister</td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET: Personal Pronouns

A. Place these words in appropriate columns: singular, dual and Plural (a'u, 'oe, ia, lā'ua, tatou, a'u, ma'au, 'eulua, mātou, ma, tā'ua, latou)

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<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
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</thead>
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</tbody>
</table>

B. Choose the correct word to fill the blank (a'u, 'oe, ia, tama, lā'ua, outou, mātou, latou, ma, tā'ua)

1. O ______ o le Amerika.
2. O ______ o tama 'aulelei (dual)
3. Sa ______ malaga ma Simi i Tutuila.

C. Fill the spaces correctly

1. O mātou o ____ ____ ma ____
2. O 'oe o le ________
3. O _________ o Samoa.
4. O _________ ma Sina ma Toma.
5. O _________ ma Seu.

D. Use these words in Sentences.

a'u tā'ua
lātou mā'a
'outou lātou

E. 1) Make a sentence by pointing to the words in sentence order.
   2) After oral reading, "dictate" sentences by pointing them out on the chart and having learners write the sentences in their books.

```
ai lātou i faipaipa i outou
M  O mā'a a o o
a'u mātou S u e l

e fa'i'oga tā'a t a e , se a
o a Toma t a e

1 i a foma'ino a
```

84 80
F. Rewrite the following sentences correctly.

1) O faiāoga o le a'u.
2) O ni Pisikoa o lātou?
3) E le'o le'ai lātou ni o Ausetalia.
4) Ioe, teine foma'i o le o ia.
5) Tātou o ma Simi ma Sina ma le o Toma.

G. Translate your correct sentences into English.
LESSON 20
SITUATION: Arrangements
TOPIC: Talking with family about plans
TASK: Ask about/describe plans
COMPETENCIES: Ask if someone is free/when they will be free
State desire/ reason for request
Accept/Respond to requests

Samoan
LITERAL TRANSLATION

1. Ask what one's plans are
O le ā lau mea e fai taeao?
What your thing (Tm) do tomorrow
E te ąoga taeao?
You (Tm) school tomorrow
E te faigaluega taeao?
You (Tm) work tomorrow

2. Describe plans or tasks
Ou te alu i le falema'i.
I (Tm) go to the hospital.
Mātou te le i l o a.
We (Tm) not know
Masalo ou te alu i le malae va'alēle.
Maybe I (Tm) go to the airport

3. Respond to why one is asking
Aiseā ua ē fisili ai?
Why (Tm) you ask
E i ai se mea e te manāo ai?
(Tm) have anything you (Tm) like it
Malie ou te le sau taeao.
Please I (Tm) not come tomorrow
Malie ou te le 'ai mai nāne'
Please I (Tm) not eat here later

4. State reasons for wanting to be away from family
Aiseā e te le sau ai?
Why you (Tm) not come
Ou te alu i le fale o Uini
I (Tm) go to Winnie's house
5. Ask/State if someone is free or return at certain time

E te avanoa i le tacao?
You (Tm) available in the tomorrow

E te moe mai nanei?
You (Tm) sleep here

E te toe sau åfaa?
You (Tm) again come when?

Mauso ou te moe mai tacao.
Probably I (Tm) sleep here tomorrow.

I will spend night in Apia.
I sleep at Stan's.

Are you free tomorrow?
Will you sleep here later?
When are you coming back?
I'll probably sleep here tomorrow.
### VOCABULARY

#### Adverbs of time

<table>
<thead>
<tr>
<th>PUA</th>
<th>En</th>
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<tbody>
<tr>
<td>tacao</td>
<td>tomorrow</td>
</tr>
<tr>
<td>afiafi</td>
<td>late tomorrow</td>
</tr>
<tr>
<td>soauli</td>
<td>afternoon</td>
</tr>
<tr>
<td>pō</td>
<td>night</td>
</tr>
<tr>
<td>tala atu tacao</td>
<td>day after tomorrow</td>
</tr>
<tr>
<td>i le tacao</td>
<td>in the morning</td>
</tr>
<tr>
<td>le vaiao lea</td>
<td>next week</td>
</tr>
<tr>
<td>nānei</td>
<td>later today</td>
</tr>
<tr>
<td>po tacao</td>
<td>tomorrow night</td>
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</tbody>
</table>

#### Nouns

<table>
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<th>Fijian</th>
<th>English</th>
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<tbody>
<tr>
<td>galuega</td>
<td>work</td>
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<tr>
<td>faite</td>
<td>house</td>
</tr>
<tr>
<td>ma'umaga</td>
<td>taro plantation</td>
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<tr>
<td>umukuuka</td>
<td>kitchen</td>
</tr>
<tr>
<td>malae va'alale</td>
<td>airport</td>
</tr>
<tr>
<td>falema'i</td>
<td>hospital</td>
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</table>

#### Verbs

<table>
<thead>
<tr>
<th>English</th>
<th>Fijian</th>
</tr>
</thead>
<tbody>
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<td>travel</td>
<td>malaga</td>
</tr>
<tr>
<td>to work</td>
<td>faigaluega</td>
</tr>
<tr>
<td>talk</td>
<td>talanoa</td>
</tr>
<tr>
<td>roam, go out</td>
<td>tafao</td>
</tr>
<tr>
<td>dance</td>
<td>siva</td>
</tr>
<tr>
<td>go to movies</td>
<td>tifaga</td>
</tr>
<tr>
<td>be busy</td>
<td>pisi</td>
</tr>
<tr>
<td>spend the night</td>
<td>moe</td>
</tr>
<tr>
<td>ask/question</td>
<td>fesili</td>
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</table>

#### Other words

<table>
<thead>
<tr>
<th>PUA</th>
<th>En</th>
</tr>
</thead>
<tbody>
<tr>
<td>masalo</td>
<td>maybe</td>
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<tr>
<td>ʻafea</td>
<td>when (future)</td>
</tr>
<tr>
<td>toe</td>
<td>again</td>
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<tr>
<td>'ou</td>
<td>I</td>
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<tr>
<td>wae</td>
<td>soon</td>
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</tbody>
</table>
GRAMMAR NOTES

Use of dual/plural pronouns

Since there are no dual pronouns in English, a singular pronoun is used with either the name of a person or a pronoun.

- I went with Stone  
  - Sa 'ou alu ma Stone
  - Sa 'ou alu ma ia.

The translation in Samoan is correct but its meaning is different and it means I went and carried Stone in my arms. When Samoans translate the above English sentence correctly it becomes "Sa mā o ma Stone." "Sa mā o ma ia."
The "I went with..." construction in English always begins with a dual or plural pronoun which indicates the total number of people.

Plural of Verbs

In the Samoan language, a number of features need to be understood in the study of verbs. In contrast to European languages, the tense of the Samoan verb is shown by the use of tense markers.

A large number of Samoan verbs change form from singular to plural. However, there is no one method of forming the plural. Some verbs remain the same for both singular and plural. Here's a list of verbs with singular and plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>English</th>
<th>Plural</th>
<th>Singular</th>
<th>English</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>savali</td>
<td>walk</td>
<td>savaali</td>
<td>tamo'e</td>
<td>run</td>
<td>tamomo'e</td>
</tr>
<tr>
<td>sau</td>
<td>come</td>
<td>o mai</td>
<td>alu</td>
<td>leave/go</td>
<td>o</td>
</tr>
<tr>
<td>nofo</td>
<td>sit/stay</td>
<td>nonolo</td>
<td>malo'o</td>
<td>rest</td>
<td>malo'o</td>
</tr>
<tr>
<td>tu</td>
<td>stand</td>
<td>tutu</td>
<td>fa'atali</td>
<td>wait</td>
<td>fa'atali</td>
</tr>
<tr>
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<td>tafaos</td>
<td>tololo</td>
<td>crawl</td>
<td>fetolos</td>
</tr>
<tr>
<td>iclie</td>
<td>wander</td>
<td>moe</td>
<td>ti'eti'e</td>
<td>ride</td>
<td>ti'eti'e</td>
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<tr>
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<td>about</td>
<td>see</td>
<td>moe</td>
<td>sleep</td>
<td>momoe</td>
</tr>
<tr>
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<td>fly</td>
<td>va'ai</td>
<td>see</td>
<td>va'ai</td>
<td></td>
</tr>
<tr>
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<td>dance</td>
<td>sisiva</td>
<td>a'a</td>
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<td>aila</td>
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<td>feala</td>
<td>'ai</td>
<td>eat</td>
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<tr>
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<td>fetogi</td>
<td>fa'amama</td>
<td>clean</td>
<td>fa'amama</td>
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<td>ta'alos</td>
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<td>su'isu'i</td>
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<tr>
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<td>feiniu</td>
<td>tuisusi</td>
<td>write</td>
<td>tuisusi</td>
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<td>read</td>
<td>faiatu</td>
<td>pese</td>
<td>sing</td>
<td>pepe</td>
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<td>fataus</td>
<td>work</td>
<td>gaiulu</td>
<td>'ata</td>
<td>laugh</td>
<td>featai</td>
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<td>galue</td>
<td>pray</td>
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<td>fiafia</td>
<td>like/</td>
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<td>tatolos</td>
<td>argue</td>
<td>flnau</td>
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<td>tatalos</td>
<td>argue</td>
<td>flnau</td>
<td>alofa</td>
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<td>angry</td>
<td>feta</td>
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<td>love</td>
<td>alofafa</td>
<td>alofafa</td>
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</tbody>
</table>
WORK SHEET  Talking about plans

A  Translate these sentences into English.

1  Ou te alu i le tifaga.
2  Ou te lē iiloa.
3  Masalo, ou te alu i ma'umaga.
4  Malie, ou te lē sau.
5  Ou te moe iā Stan.
6  Ou te toe sau taeao.
7  Lēai, ou te lē avanoa.

B  Write responses.

1  E te avanoa taeao?
2  O ā au mea e fai taeao?
3  E i ai se mea e te mana'o ai?
4  E te moe i Apia?
5  E te toe sau āfea?
6  E te alu i Apia?

C  Write down the nouns and verbs you can find in this lesson.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4</td>
<td>4</td>
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<tr>
<td>5</td>
<td>5</td>
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</tbody>
</table>

D  Make sentences using these words.

1  avanoa
2  taeao
3  Aso Faraile
4  fai
5  taimi

E  Find out what your family is going to do on Saturday and write few sentences about their plans.

F  Write three questions that you used or could use.

1  
2  
3  

90  86
LESSON 21
SITUATION: At a friend’s house
TASK: Looking for somebody

COMPETENCIES: Ask for someone you want to see
Respond to someone
Ask and state locations
Invite someone to the house
Say thank you

SAMOAN
LITERAL TRANSLATION

1. Ask some of the family a person you want to see
   Fāamoamoe o i ḫa Sione? Is John there please?
   (Tmo there Sione
   O see Sione?
   Where
   O aia Sione, ve mea?
   (Tmo go John, to somewhere

2. Respond to someone from family
   Lea se no?
   No one
   E he a man?
   He is not here
   He is here
   He is going to shop

3. Ask Location
   I lea no Sione?
   Where the house of John
   Where
   Is it facing the church?
   Is it beside the road?
4  **State location**

O lā e i le vā o le falesā ma le faleāoga.
(Tm) there at the between of the church and the school

I tala atu o le falesā
at beyond of the church

I loc, lenā.
Yes that

Ia
Yes

5  **Invite someone to the house**

Susū mai i totonu.
Come to inside

Sau i totonu e fa'atali ai.
come to inside to wait

6.  **Say thanks to the family**

Fa'afetai lava.
Thank you

**Vocabulary:**

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<th>there</th>
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<th>beyond</th>
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<th>near</th>
<th>between</th>
<th>inside</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>fa'afesāgai</th>
<th>facing</th>
<th>maua</th>
<th>to get</th>
<th>alu</th>
<th>to go</th>
<th>fa'atali</th>
<th>to wait</th>
<th>fa'afeagai</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>facing</td>
<td>maua</td>
<td>to get</td>
<td>alu</td>
<td>to go</td>
<td>fa'atali</td>
<td>to wait</td>
<td>fa'afeagai</td>
<td>I fea?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>O fea?</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Where ?</td>
</tr>
</tbody>
</table>

88

92
WORKSHEET: Looking for somebody

1. **Give the replies to these:**

   1. O fea lou fale?
   2. E i tafatafa o le 'uala?
   3. O alu i se mea lou inā?
   4. Susū maia i totonu
   5. Mālō lava!

2. **Use these words in your own sentences:**

   1. tala atu
   2. fa'afeagai
   3. inā
   4. alu
   5. totonu

3. **Fill the spaces with these given words:**

   sau, lā, tafatafa, lenā, vā, lēai, maua, nofo

   1. Sa ou fia ______ se fesoasoani.
   2. O le moa lā e i le ______ o le fale ma le aula.
   3. E ______ sau taavale
   4. Ua ou ______ i Samoa e faigaluega
   5. O lau peni ______
   6. O lou 'āiga ______ e i Amerika.

4. **Rearrange these words in the order of their location from you and away:**

   'ole, 'ile, i, ilā, 'ō, inā

5. **Draw a picture/diagram to show the meanings of these words and label your pictures:**

   tala atu, tala ane, tala mai, fa'afeagai, i le vā.
LESSON 22

TOPIC: Question Words

TASK: Use question words in Samoan

COMPETENCIES: State some of the most commonly used question words.
Use question words appropriately.
Respond to questions appropriately

1. State some of the question words

Fea?
Afea?
Anafea?
E fa‘apāfea?
A fa‘apāfea?
O le b?
O b?
E fu?
O ai?
‘Aise?
O le le mea?

Where?
When? (future)
When? (past)
How?
Where are you going?
What? (sing)
What? (plural)
How much/many?
Who?
Why?
Why?

2. Ask questions using question words appropriately

O fea leu tamā?
Tpm Where your father

O fea leu tamā?
When is your father

O fea leu tamā?
Where will you go to

O fea leu tamā?
When did you come to

O fea leu tamā?
How do you make the food?

O fea leu tamā?
Where are you going?

O fea leu tamā?
What is that thing?

O fea leu tamā?
How many socks do you have?

O fea leu tamā?
Who is that man?

O fea leu tamā?
Why did you cry?

3. Respond to the questions appropriately

O lā e i totonu te fale
He is inside the house

O lā e i totonu te fale
I am going on Saturday

O lā e i totonu te fale
I am going on the Saturday
O le aso 5 o Filai
Tpm the day five of July

E fai i talo ma le pe'ep'e'
(TM) do by taro and the coconut cream

'ou te alu atu i lau fe'a
l (TM) go particle to my errand

O le pālou
Tpm the hat

Na'o le tasi
only the one

O Sione
Tpm

Ona 'ua tīgā lo'u mata
because hurt my eye

**VOCABULARY:**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>tamā</td>
<td>- father</td>
</tr>
<tr>
<td>tinā</td>
<td>- mother</td>
</tr>
<tr>
<td>tuatalafine</td>
<td>- brother of</td>
</tr>
<tr>
<td></td>
<td>a female</td>
</tr>
<tr>
<td>uso</td>
<td>- sister of a female</td>
</tr>
<tr>
<td></td>
<td>nofo</td>
</tr>
<tr>
<td>mea'āi</td>
<td>- food</td>
</tr>
<tr>
<td>mago</td>
<td>- mango</td>
</tr>
<tr>
<td>penitala</td>
<td>- pencil</td>
</tr>
<tr>
<td>vāsega</td>
<td>- class</td>
</tr>
<tr>
<td>aso muamua</td>
<td>- first day</td>
</tr>
<tr>
<td>mata</td>
<td>- eye</td>
</tr>
<tr>
<td>pālou</td>
<td>- hat</td>
</tr>
<tr>
<td>pe'ep'e'</td>
<td>- coconut cream</td>
</tr>
</tbody>
</table>

On the fifth of July
It is made of taro and coconut cream
I'm going to my errand
It's a hat
Only one
It's John
Because my eye was hurt
CULTURE HANDOUT
ASKING AND RESPONDING TO QUESTIONS
The art of asking the right questions, getting accurate answers, and responding appropriately requires a fair amount of insight into the culture. Although there are appropriate times and good reasons for questions, Samoans in general do not like people to ask a lot of unnecessary questions or talk too much. Pesili soo (too many questions) and tautala soo (too much talk) are expressions that you would hope not to hear. Samoans, however, ask lots of indirect questions about people: who they are, where they work, when they came etc. Thus, people will always have some information about you, before you give it to them. It is for this reason that formal introductions are rarely made in Samoan - people already know your name and something about you. People you may have never seen may greet you by name, because they have cared enough to ask someone else who you were.

How does one go about getting accurate information in Samoa? The task is not an easy one but there are helpful techniques. Let's look at an example. A Peace Corps Volunteer wants to find out if it's appropriate to swim in a village on Sunday. He may ask: E taga na'ou tāele i le sami i le Aso Sa? (is it permitted for me to swim in the sea on Sunday?) The answer will most likely be "Yes". If you ask, however, "E te tāele i le sami i le Aso Sa?" (Do you swim in the sea on Sunday?), the answer may well be "Le'ai, ua sa." (No, it's forbidden). Why? First of all, Samoans want to please so will tend to answer in the manner they think you want. They are also willing to stretch rules for palagi so may give dual messages. Learn to word questions appropriately and ask more than one person if you seek important information. If answers are different, think about reasons why. If questions are sex-related, don't expect straight answers. More times than not a married person will claim to have no spouse, so simply ask someone else if the person is married. Learn to observe the eyes and nonverbal's as Samoans answer. To answer and laugh is to give the real message. A joke to a Samoan may be a lie to you.

Another complication is the way in which Samoans use double negatives. If someone asks, "E te le'i 'ai?" (Didn't you eat?) and you answer "Yes," this will indicate to the Samoan that you did not eat for the common Samoan answers are Yes, I didn't and No, I did. Similarly if someone asks if you'd like a cup of tea and you respond "Faafetai", it is taken to mean "No, thank you". Fa'amolemole is appropriate when you want to accept an offer.

Spoken Samoa also has some short questionstags illustrated in these questions:
E te le'i Apia? Ā? You're going to Apia, aren't you?
Mēaia le pāi anapā? A 'ea? It was a nice party, wasn't it?
'A 'ea? What?
Tātou te mānava i le lima. We'll finish at five.
Reply: E ā 'ea? What?

These simple vowel combinations are most useful and heard many times over each day. Answers may be verbal, an 'm' sound, or raising of the eyebrows so if you hear no answer, look for one.

Samoan culture, as you know by now, is one based on respect. Sometimes in questioning situations, a polite untrue answer may be preferable to a blunt true one. If, for example, a Samoan has been invited to a party but does not want to go, it is unlikely that he will decline the invitation straight out. He may explain why he can't come. This excuse even though untrue is better than refusing which would be impolite. To agree to come and not show is not that important and will be dismissed with a simple excuse "E te le i pīsi (very busy). These factors will, of course, complicate appointments and meeting arrangements in Samoa.
Several common appropriate questions in Samoa may make an American uncomfortable. Some examples of such questions are: How old are you? How much money do you earn? How much did your watch cost? Where did you buy that lavalava? While you may want to hedge the truth, Samoan would answer these particular questions with all honesty.

As you continue the task of learning more about Samoa and Samoans, observe, ask appropriate well-time questions, make assumptions and validate them.
WORKSHEET:

Question Words

A. Write questions using these words
   'O fea, Fa'apēfe, 'O anafe, 'O ai, O le ā, E sīa, Āfea

B. Match these questions and answers
   1. O là e i luga o le laulau.  a. E to'afia teine i le vasega?
   2. O le aso l o Tēsema.  b. 'O āfea e fai ai le pati?
   3. E to'asefulu lua teine.  d. O anafe a na 'e sau ai?
   4. O le vaiaso lea.  e. O fea le peni?

C. Fill in the blanks with appropriate question words
   1. _________ e te fai'a'oga a'i?
   2. _________ lou pule?
   3. O _________ e te toe fo'i a'i i Amerika?
   4. E _________ māsina i le tausaga?
   5. _________ 'ona maua se tupe?
   6. _________ ua 'e tagi a'i?
   7. 'O _________ na 'āmata a'i le 'ā'oga?
   8. 'O _________ ni au galuega 'e fai?

D. Translate
   1. When did you come to Samoa?
   2. What is on the table?
   3. How did you come to Apia?
   4. Who is going shopping?
   5. How many people were in the bus?
   6. When will the boat go to Pago?
LESSON 23

TOPIC: Conjunction

TASK: Use conjunctions correctly.

Conjunctions:

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'auā</td>
<td>because</td>
</tr>
<tr>
<td>leaga</td>
<td>because</td>
</tr>
<tr>
<td>'ona</td>
<td>because</td>
</tr>
<tr>
<td>'ona o</td>
<td>because</td>
</tr>
<tr>
<td>pe 'ā</td>
<td>when future</td>
</tr>
<tr>
<td>ina ua</td>
<td>when past</td>
</tr>
<tr>
<td>pe 'āfai</td>
<td>if future</td>
</tr>
<tr>
<td>pe 'ana</td>
<td>if past</td>
</tr>
<tr>
<td>'ae</td>
<td>but</td>
</tr>
<tr>
<td>ona a i lea</td>
<td>and then</td>
</tr>
<tr>
<td>a'o</td>
<td>while</td>
</tr>
<tr>
<td>pe'a 'uma</td>
<td>after future</td>
</tr>
<tr>
<td>ina ua uma</td>
<td>after past</td>
</tr>
<tr>
<td>a'o le'i</td>
<td>before</td>
</tr>
<tr>
<td>'ae le'i</td>
<td>before</td>
</tr>
</tbody>
</table>

Samoan/Literal Translation

1. Use of (because) 'aua, leaga ona ua in Sentences.

   Ua toefoi Sione i Amerika 'aua ua ma'i. - John has returned to USA (Tm) return John USA because sick because he is sick.

   Ua toefoi Sione i Amerika ona ua ma'i. - John has returned to USA (Tm) return to USA (because) sick because he is sick.

   Ua toefoi Sione i Amerika leaga ua ma'i. - John has returned to USA (Tm) return to USA because sick because he is sick.
2. Use of because of (ona o) in Sentences

Ua toofo'i Sione i Amerika ona o le mai.- John has returned to USA because of illness.
(Tm) to because of

Sa tuai Sione ona o le pasi. - John was late because of the bus.
(Tm) late John because of the bus

Sa ita Sione ona o Sina. - John was angry because of Sina.
(TM) angry John because of Sina

3. Use of When future and when past in Sentences ("pe 'a" and "ina ua").

Ou te lē alu pe 'a timu. - I won't go when it will rain.
I (Tm) not go when rain

Ou te le'i alu ina ua timu - I didn't go when it was raining.
I (Tm not) go when rain

4. Use of when to start Sentences.

'A timu ou te lē alu. - When it rains I won't go.
When rain I (Tm) not go.

'ina ua timu ou te le'i alu. - When it rained I didn't go.
when past) rain I (Tm neg) go.

5. Use of (if) in Sentences - pe 'afai, pe 'ana.

Ou te alu i Apia pe 'afai e sau Sione. - I will go to Apia if Sione come.
I (Tm go to Apia if (Tm) come

Ou te lē alu i Apia pe 'ana lē sau Sione. - I wouldn't have gone to Apia if Sione didn't come.
I (Tm not) go to Apia if not come.

6. Use of if to start Sentences

'afai e sau Sione ou te alu i Apia. - If Sione come I will go to Apia.
If (Tm) come I (Tm) go to Apia.

'ana lē sau Sione ou te lē alu. - If Sione didn't come I wouldn't have gone.
If not come Sione I (Tm) not go.

7. Use of but 'ae

Ou te sia alu 'ae ua ou vaivai - I want to go but I am tired.
I (Tm) want go but (Tm) I tired.

Ou te siafia i niu 'ae ou te lē siafia i loko Samoa. - I like coconut but I don't like Samoan cocoa.
I (Tm) like in coconut but I like cocoa Samoa.
8. Use of and then one .... ai lea.

Ou te `ai muama ona ’ou I (Tm) eat first then I alu ai lea i le ʻaoga. go and then to the school.

Sa ou nofo i Hawaii ona ou (Tm) I stay in Hawaii then I sau ai lea i Samoa. came to Samoa.

- I eat first then I go to school
- I stayed in Hawaii then I came to Samoa.

9. Use of 'alü' (while).

Sa ou taunu’u i le fale (Tm) I arrive to the house a’o fai le lotu. while say the prayer.

E ma’i Simi a’o faigaluega. (Tm) sick Simi while work Simi got sick while he is working.

- I arrived home while they’re saying a prayer.

10. Use of 'after' pe’ā uma, ina ua ‘uma.

Ou te tāele pe’ā uma le ʻaoga. I (Tm) bathe after the school.

ʻA uma le ʻaoga ou te tāele. After school I will take a bathe.

Sa ou tāele ina ua uma le ʻaoga. (Tm) I bathe after the school.

- I take a bathe after school
- After school I will take a bathe.

11. Use of before, a’o lei, ‘ae lei.

E ʻāmata le ʻaoga ae lei start the school before taunu’u Toma, arrive Tom.

Sa ou ʻai‘a ae ou te lei sau (Tm) I eat I before I came.

- School started before Tom arrive.
- Prepare the food before guests arrive.
- I ate before I came.

12. Use of before with personal pronouns.

Tā’ele muama u e te lei alu. bathe first before go

- Take bathe first before you go.
**VOCABULARY**

<table>
<thead>
<tr>
<th>Toefoi</th>
<th>Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ma'i</td>
<td>Sick</td>
</tr>
<tr>
<td>Tuai</td>
<td>Late</td>
</tr>
<tr>
<td>Pasi</td>
<td>Bus</td>
</tr>
<tr>
<td>Ita</td>
<td>Angry</td>
</tr>
<tr>
<td>Timu</td>
<td>Rain</td>
</tr>
<tr>
<td>Vaivai</td>
<td>Tired</td>
</tr>
<tr>
<td>Ni'i</td>
<td>Coconut</td>
</tr>
<tr>
<td>Muamua</td>
<td>First</td>
</tr>
<tr>
<td>Ñõga</td>
<td>School</td>
</tr>
<tr>
<td>Taunuu'u</td>
<td>Arrive</td>
</tr>
<tr>
<td>Lotu</td>
<td>Church service</td>
</tr>
<tr>
<td>Faigaluega</td>
<td>To work</td>
</tr>
<tr>
<td>Ta'ele</td>
<td>Bathe/shower/swim</td>
</tr>
<tr>
<td>Tamata</td>
<td>Start</td>
</tr>
<tr>
<td>Sãuni</td>
<td>Get ready</td>
</tr>
<tr>
<td>Mea'ai</td>
<td>Food</td>
</tr>
</tbody>
</table>
Present Tenses:

'A is used to introduce the dependent clause in present or implied future.

'A mafai, sau nānei. - If possible come later.

If the conjunction comes after the main clause, 'a' is preceded by 'pe'

Sau nānei pe'a mafai. - Come later if possible.

Future Tense:

'Afai is more definite than, 'a' and used mostly for future. Tense markers must be used with 'afai as it can also express past tense.

'Aumai se tupe pe 'afai e te sau. - Bring some money if you come.

Past Conditional

'Ana is used to express conditions that can not be fulfilled.

'Ana mafai ona ou alu, 'ua lelei. - If I could go, it would be good.

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 a sentence or join two clauses.

Sa 'ou moe 'a'o timu. - I slept while it rained.
Sa fāgota lo'u umā 'a'o fai le - My father fished while my mother
me'a'ai e lo'u tinā.cooked the food.
**HANDOUT**

**CONJUNCTIONS**

<table>
<thead>
<tr>
<th>'ina 'ua</th>
<th>- When (past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pe'a</td>
<td>- When (future)</td>
</tr>
<tr>
<td>Pe 'afai</td>
<td>- If (future)</td>
</tr>
<tr>
<td>Pe 'ana</td>
<td>- If (past)</td>
</tr>
<tr>
<td>'ae</td>
<td>- but</td>
</tr>
<tr>
<td>teaga</td>
<td>- because</td>
</tr>
<tr>
<td>'aua</td>
<td>- because</td>
</tr>
<tr>
<td>ona 'o</td>
<td>- because of</td>
</tr>
<tr>
<td>pe'a 'uma</td>
<td>- after future</td>
</tr>
<tr>
<td>'ina 'ua uma</td>
<td>- after past</td>
</tr>
<tr>
<td>'ao le'i</td>
<td>- before</td>
</tr>
<tr>
<td>'ae le'i</td>
<td>- before</td>
</tr>
</tbody>
</table>

**NOUNS**

<table>
<thead>
<tr>
<th>Sione</th>
<th>- John</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma'i</td>
<td>- sick</td>
</tr>
<tr>
<td>pāsese</td>
<td>- fare</td>
</tr>
<tr>
<td>ita</td>
<td>- mad</td>
</tr>
</tbody>
</table>

**VERBS**

| a.lu  | - go     |
| timu   | - rain   |
| toefo'i | - return |
WORK SHEET

Use these conjunctions in Sentences

1. 'Ina 'ua ____________________________
2. Leaga ______________________________
3. 'Ona ______-- lea ____________________
4. 'Ona 'o ______________________________
5. 'Ae _________________________________

Fill the spaces with the following conjunctions above.

1. 'Ou te sia alu _____ lēai so'u pāsese.
2. Na ou alu i le malae va'alele ____ tā le lua.
3. 'Ou te lē sau taeo ____ ua lēai se pasi.
4. Ua 'ou mai ________ panikeke.

Write down conjunctions you learned and know much

1. 
2. 
3. 
4. 
5. 

Translate this short paragraph into Samoan.

Before I came to Samoa, I was party with my friends. I was so sad because I will miss them. I was crying because of my "fiance". My fiancee was so mad when I came to Samoa. I told my fiance if I was sent to Iraq I wouldn't have joined Peace Corps but we will get married when I go back and then we will go to Alaska if we have money.
LESSON 24
SITUATION: At one's family
TOPIC: Socializing
TASK: Responding to/refusing casual invitations in family setting

COMPETENCIES: Invite someone to go somewhere
- Accept an invitation
- Refuse an invitation
- State reason for refusal

SAMOAN                      ENGLISH
LITERAL TRANSLATION

1 Invite someone to go somewhere
Tā o tā sāvalivali.                        Let's go for a walk
We go we take a walk

Tā te ō tā te sāvalivali?               Shall we go for a walk?
we Tm go we Tm

E te fia alu e savaivali?               Do you want to go for a walk?
You TM want go for a walk

2 Accept an invitation
Ia, lelei.                              Okay good.
Well good

Lelei, tā ō                             Okay let's go
Good we go

3 Refuse an invitation
Malie, alu oe.                           I'm sorry you go.
sorry, go you

Lēai, ua 'ou vāivai.                    No, I'm tired.
No Tm I tired
**Vocabulary:**

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>sāvalivali</td>
<td>vāivai</td>
</tr>
<tr>
<td>fa'atau</td>
<td>fiamoe</td>
</tr>
<tr>
<td>tā'ele</td>
<td>ma'i</td>
</tr>
<tr>
<td>tafafo</td>
<td>lēiavā</td>
</tr>
<tr>
<td>eva</td>
<td>pisi</td>
</tr>
<tr>
<td>fa'alogologo</td>
<td>fa'alavelave</td>
</tr>
<tr>
<td>matamata</td>
<td></td>
</tr>
<tr>
<td>siva(sisiva)</td>
<td></td>
</tr>
<tr>
<td>tifaga</td>
<td></td>
</tr>
<tr>
<td></td>
<td>weak, tired</td>
</tr>
<tr>
<td></td>
<td>sleepy</td>
</tr>
<tr>
<td></td>
<td>sick</td>
</tr>
<tr>
<td></td>
<td>tired</td>
</tr>
<tr>
<td></td>
<td>busy</td>
</tr>
<tr>
<td></td>
<td>involved in another</td>
</tr>
<tr>
<td></td>
<td>activity</td>
</tr>
</tbody>
</table>

**Grammar Notes**

There are times where you don't see tense markers in Samoan constructions. Simple commands don't need tense markers.

E.g. Aumai le peni. Give me the pen.

In this lesson you see no tense markers used with ta o ta fa'atau - Let's go shopping. It is really simple to understand this construction by remembering to think of "let's" in English. The tense marker is automatically removed and replaced by the pronoun in Samoan.

E.g. Let's go Shall we go? Tatou o Tatou te o?

In the question, the tense marker 'te' follows the pronoun.

**Verbs**

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>TRANSLATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>alu</td>
<td>ő</td>
<td>to go</td>
</tr>
<tr>
<td>sau</td>
<td>ōmai</td>
<td>come</td>
</tr>
<tr>
<td>tā'ele</td>
<td>tā'ele</td>
<td>shower/bathe</td>
</tr>
<tr>
<td>siva</td>
<td>sisiva</td>
<td>dance</td>
</tr>
<tr>
<td>pese</td>
<td>pepese</td>
<td>sing</td>
</tr>
<tr>
<td>tamoe</td>
<td>tāmomo'c</td>
<td>run</td>
</tr>
<tr>
<td>moe</td>
<td>momoe</td>
<td>sleep</td>
</tr>
<tr>
<td>'a'au</td>
<td>fe'ausi</td>
<td>swim</td>
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<td>ta'aloe</td>
<td>ta'aloe</td>
<td>play</td>
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<td>galue</td>
<td>galuue</td>
<td>work</td>
</tr>
<tr>
<td>nofo</td>
<td>nonofo</td>
<td>sit/stay/live</td>
</tr>
<tr>
<td>'ae</td>
<td>fe'aei</td>
<td>climb</td>
</tr>
<tr>
<td>inu</td>
<td>feinu</td>
<td>drink</td>
</tr>
<tr>
<td>'ai</td>
<td>'a'ai</td>
<td>eat</td>
</tr>
<tr>
<td>tafao</td>
<td>tafafao</td>
<td>cruise around/sit and talk</td>
</tr>
<tr>
<td>fa'atau</td>
<td>fa'atau</td>
<td>to shop</td>
</tr>
<tr>
<td>matamata</td>
<td>matamata</td>
<td>to watch</td>
</tr>
<tr>
<td>fāgota</td>
<td>fāgogota</td>
<td>to fish</td>
</tr>
<tr>
<td>faigaluega</td>
<td>faigaluega</td>
<td>work</td>
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<tr>
<td>fa'alogologo</td>
<td>fa'alogologo</td>
<td>listen</td>
</tr>
<tr>
<td>savali</td>
<td>sāvavali</td>
<td>walk</td>
</tr>
</tbody>
</table>
WORKSHEET  Casual Invitations

A  Use your own words to respond to these invitations.
1  Sau tā ō i le siva nānei
2  Tā ō taeao i le tefaga
3  Tā ō e matamata i le siva
4  Sau tā tafafao

B  Translate into English
1  malic
2  alu
3  vāivai
4  lelei
5  fa'atau
6  savali
7  matamata

C  Unscramble these words and put them into sentences
1  ta'afau
2  vais
3  iaiau
4  eleil

D  Ask your family to explain some different ways the Samoans
    invite people casually

E  Give Translations

Let's go dancing.  Sorry, I'm tired.
You go ahead.  What time will you come back?
Maybe eleven o'clock.
OK. Goodbye.
LESSON  25

TOPIC: Prepositions

TASK: Using prepositions

SAMOAN LITERAL TRANSLATION

1. 'i' (in, at, to, by, on)

'ou te nofo i Apia.
I (Tm) live in Apia

'O 'oe le fāatupu fa'alavelave
(Tm) you the make trouble
i lau vasega
in my class

Sa i le Beach Comber
(Tm) at the Beach Comber

E faigaluega i le uafu.
(Tm) work at the wharf

E alu le pasi i Apia.
(Tm) go the bus to Apia
i le taceao pō.
at morning night

Na tu'u i lona Ulu ʻōga
(Tm) give to his Headmaster

Sa vili iा Sieni i le telefoni.
(Tm) call to Sieni by phone

Tū i tafatafa o le faiototo'a.
stand beside of the door

E tatau 'ona uma i le Aso Gafua.
(Tm) should finish by Monday

E tu'ua ʻōga i le aso fitu o Tēsema.
Schools break on the 7th of December.
(Tm) break school on day seven December.

2. 'ia' (at, to, in, by)

E mānaia mea'ai iā Aggies.
(Tm) delicious food at Aggies

Tā te ʻō iā Tanielu ʻā e iā Makei? Shall we go to Tanielu there at Mackenzies?
we (Tm) go to Tanielu at Mackenzies

Na laga mai maile iā te a'ū.
(Tm) rush to me dog at me

ENGLISH

I live in Apia.

You are the trouble maker in my class.

They were at the Beach Comber

He works at the wharf.

The bus goes to Apia in the early morning.

I gave it to his Headmaster.

She called Jane by phone.

Stand by the door.

This should finish by Monday.

Schools break on the 7th of December.

Food at Aggies is delicious.

Shall we go to Tanielu there at Mackenzies?

The dogs rushed at me.
I go to Shirley on the weekend.  
We came in December.
'T' 'iā' and 'iā te' mean the same thing and are actually different forms of the same word.

'i' is used before nouns  
i le fale  
i le fa'aiuga o le vaiafo

'iā' is used before names or months or pronouns  
iā Aggies  
iā Tanielu  
iā Lātou  
iā Tevema

'iā te' comes before some pronouns  
iā te a'u  
iā te outou

3.  
Na palu 'e le teine le 'ava.  
(Tm) mix by the girl the kava

The ava was mixed by the girl.

My money was taken by the boys.

They went to swim in the sea.

4.  
'o'/'a' (of)

Note: Use of 'o' and 'a' as prepositions depend on whether the noun that follows is an 'a' noun or 'o' noun.

'O le uso o _______  
Tpm the sister/ brother of

This sister/brother of _______

'O le solosolo o Iona tinā.  
Tpm the handkerchief of her mother

The handkerchief of her mother

'O le mataioata a Sina  
Tpm the glasses of Sina

The glasses of Sina or Sina's glasses.

5.  
ma/mo'i (for)

Have you prepared some food for the travellers?

This dress is for you.

It's 3 tala for five.
'Ou te alu i Fiti mo le Tausaga Fou I'm going to Fiji for the New Years.
I (Tm) go to Fiji for the Year New

6. ma'i (with)

Mā te o ma la'u uā i Falese'elā I (we) go with my friend to Falese'elā
we (Tm) go with my friend to Falese'elā

UA lātou talia meālofa ma le fiafia tele. They accepted the gifts with great happiness.
(Tm) they accept gift with happy much

E galue ma le fa'amāoni. He works with honesty.
(Tm) work with honest

Sa ou tu'ua lana ki i lana failautusi. I left her key with her secretary.
(Tm) I put his key to his secretary

7. talu mai (since)

Ou te le'i toe alu i ai talu mai le I haven't gone there since Independence.
I (Tm) not again go to since
Tūto'atasi.
Independence.

8. mai (from)

Sa lātou ʻōmai mai Amerika. They came from America.
(Tm) they come from America
**VOCABULARY:**

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Puleʻi'oga</td>
<td>nofo/ nonofo - to live/ stay</td>
</tr>
<tr>
<td>faitoto'a</td>
<td>fa'atupu - to cause</td>
</tr>
<tr>
<td>ʻaffit</td>
<td>fa'atau - to buy</td>
</tr>
<tr>
<td>solosolo</td>
<td>palu - to mix</td>
</tr>
<tr>
<td>mes'ai</td>
<td>tū - stand</td>
</tr>
<tr>
<td>maile</td>
<td>laga - to rush</td>
</tr>
<tr>
<td>fa'alavelave</td>
<td>tu'u - to put/ leave</td>
</tr>
<tr>
<td>vasega</td>
<td>tafafao - to walk about</td>
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<tr>
<td>Tausaga Fou</td>
<td></td>
</tr>
<tr>
<td>Tūto'atasi</td>
<td></td>
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<tr>
<td>fa'amāoni</td>
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<td>fa'ailoaga tusi</td>
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<td>Falemeli</td>
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<td>Principal</td>
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<tr>
<td>problem</td>
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</tr>
<tr>
<td>class</td>
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<tr>
<td>New Year</td>
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<tr>
<td>Independence</td>
<td></td>
</tr>
<tr>
<td>honesty</td>
<td></td>
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<tr>
<td>glasses</td>
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<tr>
<td>beach</td>
<td></td>
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<tr>
<td>church</td>
<td></td>
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</tbody>
</table>
WORKSHEET

TOPIC: PREPOSITIONS

ACTIVITIES

1. Fill in with the correct prepositions.
   a. Ou te nofo _______ Apia.
   b. Sa _______ le Ofisa o Pisikoa.
   c. Fa'atali _______ a'u _______ le Mãketi.
   d. Sä mâtou ômai _______ Samoa _______ Tésema.
   e. Ave le tusi _______ Toma.

2. Translate these sentences into Samoan.
   a. I don't go to school on Sundays.
   b. We (3 exclusive) went to the beach by car.
   c. Put your pen in the box.
   d. It's five tala for two.
   e. I go with my friend to Aggies.

3. Use five prepositions from No. 2 in your own sentences.

4. 1) Rewrite this paragraph, with the right capital letters and punctuations.
   2) Read the story and underline the prepositions.

   na alu lona uso i Savai'i i le Aso Faraile ua te'a i le lady samo'a 'ae toe fioi mai i le a'isia o le aso sä i le v'aiæele ona alu ai lea nofo iä stan mo le lua aso.

5. Answer these questions with the correct prepositions.
   a. E te nofo i se'a?
   b. Na 'e sau ana'afea i Samoa?
   c. 'E te fa'igaluega i se'a?
   d. 'E te nofo i Samoa mo le sia tausaga?
   e. Na 'e fa'atau ana'afea ia Makesi?
LESSON 26
SITUATION: At a Samoan family

TASK: Offering to assist someone

COMPETENCIES:
- Ask what someone is doing
- State what one is doing
- Offer to help
- Accept/Refuse offers to help
- Tell someone to rest

SAMOAN LITERAL TRANSLATION

1. Ask what someone is doing
   'O āa mea o fa'i?
   What are you doing?
   what your thing (Tm) do

2. State what one is doing
   'O āa mea nā e fa'i?
   What are you doing there?
   what your things (Tm)

3. Offer to help
   Leai se mea na o le māololo.
   Nothing only resting.
   None a thing just resting

4. Accept offer
   Sau e valu tara?
   Come and scrape taro
   Come and scrape taro

ENGLISH

'What are you doing?'

'I'm making/doing the cooking.
Nothing only resting.'

'Give me something to do
Do you want some help?
Let me try'

'I want to know how to scrape cocnut'
'I want something else'

'Come and scrape taro'

BEST COPY AVAILABLE
Refuse offer and order to rest

Lēai 'ua lava lena. No, that's enough
No (Tm) enough that

Alu e māloū/lēe/tafaō Go to rest/bathe/stroll
Go to rest/bathe/stroll

VOCABULARY:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Verbs</th>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>saka</td>
<td>- boiling food</td>
<td>- do</td>
</tr>
<tr>
<td>kuka</td>
<td>- cooking</td>
<td>- scrape</td>
</tr>
<tr>
<td>tāgāmea</td>
<td>- washing</td>
<td>- scrape</td>
</tr>
<tr>
<td>umu</td>
<td>- making an oven</td>
<td>- squeeze</td>
</tr>
<tr>
<td>sūisū'iiga</td>
<td>- sewing</td>
<td>- nā</td>
</tr>
<tr>
<td>valupopo</td>
<td>- scrape nuts</td>
<td>- stalk</td>
</tr>
<tr>
<td>valu talo</td>
<td>- scrape taro</td>
<td>- know</td>
</tr>
<tr>
<td>pūsā le umu</td>
<td>- light the oven</td>
<td>- tā'ele</td>
</tr>
<tr>
<td>tātā fasie</td>
<td>- chop firewood</td>
<td>- su'i</td>
</tr>
<tr>
<td>fūcī le umu</td>
<td>- open the oven</td>
<td>- tatā</td>
</tr>
<tr>
<td>tauta le niu</td>
<td>- squeeze the coconut</td>
<td>- mālōlō</td>
</tr>
<tr>
<td>faipopo</td>
<td>- collect coconuts</td>
<td>- faittautusi</td>
</tr>
</tbody>
</table>

Nouns:

nīla - needle
fiilo - thread
fasimoli - soap
sauta - broom
ulo - pot

Grammar Notes:

nā e | These are spoken tenses used instead of o lo'o.
leaa | They are derived from the demonstrative pronouns
lā e | na the plural form of lena - that; lea - this; and la the plural form of lale or lela which is that away from listener and speaker.
WORKSHEET

OFFERING TO ASSIST

A
Unscramble these words and translate into English
1. iamae
2. kasa
3. iatafaiai
d. lavave
5. eleta
6. iamau
7. lota

B
Translate into Samoan
1. What are you doing?
2. I'm doing the cooking.
3. I want a try.
4. No, you go and rest.
5. That's enough.

C
Unscramble these phrases
1. lea e o fai mea'ai le
2. o'o a au fai mea
3. isi o a le mea le
4. loa alu e māloālo

D
Make a list of tasks Samuans do everyday

E
Complete these commands
1. Sau e valu
2. Alu e vavaliu
3. Fāata'ata' i e tatau le
4. Fai le

F
Fill in the spaces with these words:
(saka, ta, salu su'i)
1. E __________ le otata i le salu.
2. E ___________ talo i le umu.
3. E ___________ le 'ofu i le mela ma le fito.
4. E ___________ lavalava i le fasimoli.
5. E ___________ faa i le ulo.
**LESSON 27**

**SITUATION**  
A Monday Morning

**TOPIC**  
Socializing

**TASK**  
Talking about a weekend/activity

**COMPETENCIES:**  
Ask and answer questions about weekend activities  
State what one did  
Describe feelings about activities

<table>
<thead>
<tr>
<th><strong>Samoan / Literal translation</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
</table>
| 1. **Ask and answer questions about weekend/activity**  
E 3 le fa'aluga o le vaiso?  
How was the weekend  
Mānaia le fa'aluga o le vaiso?  
Did you have a nice weekend?  
|  
| 2. **Ask what one did**  
O 3 au mea sa vai i le Aso Tōonai?  
What your thing (Tm) do on the Saturday  
|  
| 3. **State what one did**  
Sa 'ou tāgāmea  
Tm do my laundry  
|  
| 4. **Ask and describe feelings about the activity**  
Sa 'ou fiafia i le lotu?  
Did you like the service?  
|
VOCABULARY:

**Nouns**
- galuega: work
- fa'atoga: plantation
- maumaga: taro
- a'oga: plantation

**Verbs & Adjectives**
- fiafia: happy/like
- tafao: roam around
- tā'ele: shower
- ta'alō: play
- le fiafia: dislike
- tumu: full
- pisi: busy

**Activities**
- tifaga: movie
- siva: dance
- lomu: church
- fiafia: entertainment
- ta'alog: game
- fono: meeting
- to'ona'i: Sunday meal

**Days**
- Aso Sa: Sunday
- Aso Gaufa: Monday
- Aso Lua: Tuesday
- Aso Lulu: Wednesday
- Aso Tofi: Thursday
- Aso Faraile: Friday
- Aso To'ona'i: Saturday

**Time Words**
- umi: (be) long
- malaga: trip, journey
- lelei: good
- mansia: nice
- mataga: ugly
- leaaga: bad
- seololo: fair

**Grammar Notes:**
- "Sa" indicates past tense marker. Le'i replaces 'sa' to express past negative. 'le'i is used and it precedes lei when dependent pronouns are used.
  - Ou te lei ali
  - E te lei sau

- "Te" is substituted by 'e' when pronouns are not used.
  - E le'i sau Sione: Sione did not go
WORKSHEET

TALKING ABOUT WEEKEND

A. Given is a list of weekend related activity topics. Choose one and write a very short story about it. (Not more than four sentences).

a) Galue i le ma'umaga
b) O lo'ou faiva
c) O le lo'ou i le Aso Sā
d) o le Tafaoga

B. Rewrite these sentences giving the opposites of the underlined words

1. Ou te le fiafia e nofo i Samoa
2. E lelei le tā'ele i le sami i le Aso Sā
3. Sā tumu le falesā i le Aso Sā
4. E le'i pisi i i6 mātou āiga anaana
5. E laiti le ma'umaga o lo'ou āiga Samoa

C. Define the following words

i) ma'umaga
ii) tafaao
iii) fiafia
iv) tā ele
v) fāgata
vi) māgaia
vii) to'onai
viii) fono
ix) tumu
x) ta'alo

D. Write a paragraph of 5 to 10 sentences about what you actually did on your recent weekend.
LESSON 28
SITUATION Arriving home
TOPIC Socializing
TASK Making small talk about greetings
COMPETENCIES Ask about daily activities
Take leave

SAMOAN LITERAL TRANSLATION ENGLISH

1 Greet and respond to greetings
'Usa'eaau?
Tm you come
la/loeo
Yeaah/yes
Malo le onosa'i
good the patience
Malo fo'i le onosai
good also the patience
E a le aso?
Tm What the day
Mea masani lava.
thing usual (emph)
Pisi tele
busy very
Pisi feooloolo
busy fair
Have you come?
Yes
Congratulations on your patience
good for you also
How's the day? How was your day?
Same as usual.

Very busy
Not so busy

2 Ask and respond about daily activities
O a au mea sa fa'i? What did you do (today)?
What (your) things Tm do
Leai se mea
No some thing
Sa fa'i le mea'ai. I cooked.
Tm cooked

3 Take Leave
Ou te slu ou te malo'o I'm going to rest
I (Tm) go I (Tm) rest
Lelei
good
Oa'ea'ua.
(Tm) you finish
Are you finished from school.

(Tm) you finish
Are you finished from work.
VOCABULARY

Adverbs of time        Nouns                     Verbs
anana'i         yesterday  galuega           sau           come
anapõ            last night  taumafaiga       mānava        finish
fa'amalosi       - persistence aogā         use
fa'aaloalo       - hospitality tūua         finish school
taumafai        - try

Other Words

tele             - very
mai              - from

Daily Tasks
fai le mea'ai    - prepare food
fai le umu       - make an umu
fai le tāgāmea   - do the laundry
tapena le fale   - cleaning the house
fai le 'āuli     - do the ironing
fai va           - fishing
fai popo         - collect coconuts
nofo i tamaiti   - take care of children
fai le su'isu'iga- do the sewing
lalaga 'ietōga   - weave fine mat
sasa vao         - cutting grass
tae le otaota    - pick up the rubbish

CULTURE NOTE

More greeting questions in the guise of self answered questions will welcome you home from school or work. These may be followed by praise or encouragement for your patience. When asked what one did today, it is common to begin with nothing but... and the list things one did - similar to how an American might. Samoans will recognize your need for rest and encourage you to do so often. Rest if you're tired or use the time to read or write quietly.

Cultural discussion: Ask volunteers to role play what happens in the states when they arrive home from school.

- Compare or contrast role play and what happens in Samoa.
- Ask them what they think about the questions in this situation.
- How would they like to answer?
- Tell them how you feel about these questions

GRAMMAR NOTES

tele             - very / too

This is an adverb that is commonly used. In English it comes before verbs and adjectives but in the Samoan language it always comes after.

e.g. E mānaia tele le fale       The house is very.
     E lapo'a tele le tama      The boy is too big.
WORKSHEET: Arriving Home

A  Respond appropriately

1  Ua 'e iū'ua?
2  E 'ā le aso?
3  Pisi le aso?
4  O ʻī ni au mea sa fai?
5  Mālō le onosa'i

B  Word Factory:

NAOLAMIO
ANIAUAIN
MASANIAO
UNINITAS
TEPALAVA
SIIFOUMI
ATUUSAU

1  Use the word factory to find and list some of the vocab you have learned

C  Write a short story about one of the daily tasks you've done or observed in your family.

D  List down who are responsible to do these tasks in your Samoan family:

umu tāgāmea
faiva faipopo
sasavao lagaietōga

E  Fill the spaces with these words:
(tuua, manava, pisi, onosa'i, tagamea, anapo)

a) Mālō le __ __

b) Ua __ __

c) Sa fai __

d) E __ __ __ __ tele le

e) Ua __ __ galuga

f) Sa ou tafao __ __

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LESSON 29

TOPIC: Possessive Pronouns

TASK: Use of possessive Pronouns correctly

COMPETENCIES: Use definite and indefinite possessive pronouns. Differentiate 'a' nouns and 'o' nouns. Respond to questions positively and negatively. Ask who owns an object(s). State possession of one or more objects.

1. State who owns an object using Singular definite possessive

| O la'u ato | O lau ato | O lana ato |
| It is my bag | It is your bag | It is his/her bag |
| O lo'o fale | O lou fale | O lona fale |
| It is my house | It is your house | It is his/her house |

2. Ask if someone owns an object using Singular indefinite possessive

| O sa'u ato? | O sau ato? | O sana ato? |
| Is it my bag? | Is it your bag? | Is it his/her bag? |
| O sou fale? | O sou fale? | O sana fale? |
| Is it my house? | Is it your house? | Is it his/her house? |

3. Respond to questions positively and negatively

| leo, o la'u ato. | leo, o lau ato. | leo, o lana ato. |
| Yes, it is my bag. | Yes, it is your bag. | Yes, it is his/her bag. |
| Leo, e le'o sa'u ato. | Leo, e le'o sau ato. | Leo, e le'o sana ato. |
| No, it is not my bag. | No, it is not your bag. | No, it is not his/her bag. |
| leo, o lo'u fale. | leo, o lou fale. | leo, o lona fale. |
| Yes, it is my house. | Yes, it is your house. | Yes, it is his/her house. |
| Leo, e le'o sou fale. | Leo, e le'o sou fale. | Leo, e le'o sona fale. |
| No, it is not my house. | No, it is not your house. | No, it is not his/her house. |

4. State possession using definite possessives with plural nouns.

| O au ato | O au ato | O ana ato |
| They are my bags | They are your bags | They are his/her bags |
| O au fale | O au fale | O ona fale |
| They are my houses | They are your houses | They are his/her houses |
5. **Ask if someone owns objects**

| Samoan     | English                           | English                           
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O ni a'u ato? Are they my bags?</td>
<td>O ni au ato? Are they your bags?</td>
<td>O ni ana ato? Are they his/her bags?</td>
</tr>
<tr>
<td>O ni o'u fale? Are they my houses?</td>
<td>O ni ou fale? Are they your houses?</td>
<td>O ni ona fale? Are they his/her house?</td>
</tr>
</tbody>
</table>

6. **Respond to questions positively and negatively**

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ioe, o a'u ato. Yes, they are my bags.</td>
<td>Ioe, o a'u ato. Yes, they are my bags.</td>
</tr>
<tr>
<td>Lēai, e le'o ni a'u ato. No, they are not my bags.</td>
<td>Lēai, e le'o ni a'u ato. No, they are not my bags.</td>
</tr>
<tr>
<td>Ioe, o o'u fale. Yes, they are my houses.</td>
<td>Ioe, o o'u fale. Yes, they are your houses.</td>
</tr>
<tr>
<td>Lēai, e le'o ni o'u fale. No, they are not my houses.</td>
<td>Lēai, e le'o ni o'u fale. No, they are not your houses.</td>
</tr>
</tbody>
</table>
### VOCABULARY:

<table>
<thead>
<tr>
<th>'A' Nouns</th>
<th>'O' Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>peni</td>
<td>'ofu</td>
</tr>
<tr>
<td>penitala</td>
<td>lavalava</td>
</tr>
<tr>
<td>api</td>
<td>se’evae</td>
</tr>
<tr>
<td>kesi</td>
<td>fale</td>
</tr>
<tr>
<td>laupapa</td>
<td>to’alua</td>
</tr>
<tr>
<td>pepa</td>
<td>tamā</td>
</tr>
<tr>
<td>tusi</td>
<td>tina</td>
</tr>
<tr>
<td>ipu</td>
<td>uso</td>
</tr>
<tr>
<td>pusaaisa</td>
<td>tuagane</td>
</tr>
<tr>
<td>uati</td>
<td>atunu'u</td>
</tr>
<tr>
<td>filifili</td>
<td>nu'u</td>
</tr>
<tr>
<td>galuega</td>
<td>setete</td>
</tr>
<tr>
<td>ta’avale</td>
<td>nofoa</td>
</tr>
<tr>
<td>uila</td>
<td>fala</td>
</tr>
<tr>
<td>TV</td>
<td>ulu</td>
</tr>
<tr>
<td>‘ava</td>
<td>lima</td>
</tr>
<tr>
<td>matatiaata</td>
<td>vae</td>
</tr>
<tr>
<td>uō</td>
<td>manava</td>
</tr>
<tr>
<td>malaga</td>
<td>tua</td>
</tr>
<tr>
<td>mea</td>
<td>mata</td>
</tr>
<tr>
<td>ato</td>
<td>taliga</td>
</tr>
<tr>
<td>tupe</td>
<td>gutu</td>
</tr>
<tr>
<td>fa’atau</td>
<td>va’a</td>
</tr>
<tr>
<td>sikaleti</td>
<td>va’alele</td>
</tr>
<tr>
<td>afitusi</td>
<td></td>
</tr>
</tbody>
</table>

- pen                   - pencil
- book (exercise)    - desk
- blackboard         - plate/ cup
- plate/ cup          - ice box/ refrigerator
- chain/ necklace    - work/ job
- watch              - car
- wrist watch        - bicycle
- television        - television
- beard               - eyeglasses
- trip               - friend
- shopping           - money
- cigarette         - match
 worksheet

**topic:** possesive pronouns

A. Write questions and answers using Possessive Pronouns in Samoan. **Keywords:** peni, fale, ta'avo, tupe.

**Questions:**

1.
2.
3.
4.
5.

**Responses:**

1.
2.

B. a) Take out the word/s which do not belong to the group.
   b) Write a short sentence telling why the word/s do not belong to that group in Samoan.
   api, ofu, uati, uila, fale, matatoa, peni, tupe.

1.
2.

C. Choose the correct word to fill the spaces.

1. O (lo'U. la'u) aunu'u o Amenka.
2. Us galu (lo'u, la'u) matatooa.
3. O (loana, ana) Fale lal e i Pali.
4. Le'ai, c le'o (sona, sana) uo.
5. loe, o (a'u, ona) peni.

D. Give negative responses to the following questions.

1. O sau uo laele?
2. O ni ou uso ia?
3. O sau tupe lea?
4. O so'u ofu lena?
5. O ni ana pepa lal e i luga o le laulau?

E. A telephone conversation.

Complete the conversation then practise in pairs.

T: **Talofoa! O Toma lea.**
S: **Malo le soiua ______.
T: Malo _______ le ______ Simi.
   Ta'amole mo lea ga leaga _______ ta'avo.
   O i ina _______ ta'avo?
S: **Talofoa. e leai _______ ta'avo.**
   O le _______ a _______ tuafaitoe ma _______ to'alu.
T: **Se o _______ tinana ma _______ uso e malaga i le malae va'a'ale.**
LESSON 30

TOPIC: Rude Words

TASK: Responding appropriately to rude words

COMPETENCIES: Recognize when others use rude words
              Respond to rude words appropriately

1. Recognize rude words (in class activity)

2. Respond appropriately to rude words

<table>
<thead>
<tr>
<th>Polynesian</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tautala ma le fa'aaloalo.</td>
<td>Speak with respect.</td>
</tr>
<tr>
<td>Sōia e te palauvale.</td>
<td>Don't swear.</td>
</tr>
<tr>
<td>Sōia e te gutu pua'a.</td>
<td>Don't use dirty language.</td>
</tr>
<tr>
<td>Fa'apea a'u e te iloa fa'aaloalo.</td>
<td>I thought you were polite/respectful.</td>
</tr>
<tr>
<td>Mānāia a'aonga a o a mātuia.</td>
<td>Your parents have taught you well.</td>
</tr>
<tr>
<td>Alu e fai i lou tamā/tinā/tuafafine.</td>
<td>Go say that to your father/mother/sister.</td>
</tr>
<tr>
<td>Tu'u i lou gutu.</td>
<td>Put it in your mouth.</td>
</tr>
<tr>
<td>'Ai ma'oe.</td>
<td>Eat for you.</td>
</tr>
<tr>
<td>E te māsani ai?</td>
<td>Are you accustomed to it?</td>
</tr>
<tr>
<td>E lē fa'apēnā se tamaititi a'aonga. (Tm) not like that a child educated</td>
<td></td>
</tr>
</tbody>
</table>

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LESSON 31
SITUATION: Walking on the road
TOPIC: Socializing
TASK: Responding to invitations (faasefa)

COMPETENCIES:
- Make invitations
- Accept/Refuse invitations politely
- Ask/State where one is going

SAMOAN
LITERAL TRANSLATION

1  Invite and accept invitation politely

Susū maia i le mea’ai
come to me at the food

Us lelei fa’afetai
(TM) good thankyou

2  Refuse an invitation politely

Tautala tū atu
speak stand to you

Lēai fa’afetai.
No thank you

3  Ask and state where one is going

A fa’aapēfea?
(TM) How

‘A e alu i fea?
(TM) go to where

O fea e te alu i ai?
(TM) where you (TM) go

‘A ‘e alu i le lotu?
(TM) you go to the church

Ou te alu i le lotu
I (TM) go to the lotu

Joe, o le ‘a ou alu i le lotu
Yes (TM) I go to the

So‘u alu
I go

Ia susū ia
Well go ahead

ENGLISH

Come and have food.

Okay good thank you.

Excuse me for standing.

While I am talking to you.

No thank you very much.

Where are you going?

Where are you going?

Where are you going?

Are you going to church?

I’m going to church.

Yes I’m going to the church.

I’m going (spoken)

Okay go ahead
**VOCABULARY:**

**Verbs**
- sau - come
- susu maia - come
- afe maia - come/turn
- malu maia - come
- afio maia - come
- malolo maia - come/rest
- omaia - come(pl)
- aga'i - go

**Nouns**
- mea'ai - food
- mea e tatau ai - food
- ti - breakfast/tea
- malu taeso - breakfast

**Places**
- falealo - store
- fale - house/house
- aiga - home/family
- vai tacele - bathing pool

**Events**
- lotu - church/service
- fono - meeting
- ta'aloga - game
- a'oga - school

**CULTURAL NOTE:**

Samoan hospitality is shown to visitors and other Samoans alike in these everyday invitations known as faasafe. As you walk on the road people will continually call out and invite you to rest in their homes or join them for food. It is thus to your advantage to learn quickly how to respond appropriately. When someone extends such an invitation, stop, respond politely and continue on your way. For the most part, refusal is expected but if you are hungry, tired or know the family well, you may want to accept. Acceptance is shown by entering the house. Few words are necessary. In refusing some excuse is usually offered.
WORKSHEET: Responding to invitations

A  Give the meanings in English

1  fa'aaloalo                       5  fa'aafetai
2  tū                              6  susū maia
3  mea'ai                          7  fa'apefea
4  tautala                        8  lelei

B  From what you learned from the lesson, give two different ways to respond to these invitations

1  Susū maia i le mea'ai a le 'aiga
2  Susū mai e mālohi

C  Choose the suitable words from the list given to fill in the blanks.
   (fee, 'ou, tū, alu, susū, fa'aafetai, mea'ai, 'e, leai)

1  A _______ _______ i fee?
2  _______ maia i le _________
3  Tautala _________ atu. _______ _______.
4  O _______ e te _______ i aí?
5  Sa _________ alu i le 'āoga.

D  Record any invitation that is made to you on your way to or from school and check your response with trainers.

F  Practice calling out an invitation from your home to at least one person and record their response.
LESSON 32

TOPIC: Adjectives
TASK: Use a variety of Adjectives

Samoan Translation

1. Single word adjectives after a noun

'O Samoa le aunu'u vevela. Samoa is a hot country.  
Tpm the country hot

'Ua mū le fāle fou. The new house has burnt.  
(Tm) burnt the house new

'Ou te fiafia i talo tao. I like baked taro.  
(Tm) happy like with taro baked

2. Double Adjectives after a noun

'Ua mai le faini pa'ē. The thin woman is sick.  
(Tm) sick the woman thin

Na leiloa la'u pua'a pulepule uli. My black spotted pig was lost.  
(Tm) lost my pig spotted black

'Ou te lē fiafia i se 'ofu piniki mālosi. I'm not happy with a bright pink dress.  
1 (Tm) not happy with a dress pink bright

3. Adjectival Phrases describing nouns

'E fiafia tamaiti i tasi ata. Children like books with pictures.  
(Tm) like children with books pictures

'Ua alu le va'a ma le pāsese tumu i Pago The boat has gone with the full load to Pago.  
(Tm) go the boat with the load full to Pago

'E nonofo Simi ma lona 'āiga i Vailima Simi lives with his family in Vailima.  
(Tm) live (pl) with his family in Vailima

4. Adjectival Clauses describing nouns

'Ua mai le tamāloa leoleopo i le falema'i. The nightwatchmen at the hospital is sick.  
(Tm) sick the man night watch hospital

Na 'ou malaga i le pasi lea na maua e I travelled in the bus that was caught by  
(Tm) I travelled bus this caught by  
le leoleo. the policeman

oliceman.

O le teine 'aulelei o Sose 'ua alu i Fiti. The pretty girl Sose has gone to Fiji.  
Tpm the girl pretty Tpm go to Fiji
4. Questions related to adjectives.

E fa'apēfe'a le tau?
(Tm) how the weather

E a lo'u pule?
(Tm) how your boss

E fa'apē'e le fainae?
(Tm) how the woman

E veve'a ma susū.
(Tm) dry and wet

E veve'a ia Aokuso.
(Tm) hot in August

E lelei lo'u pule.
(Tm) good my boss

E leaga lo'u pule.
(Tm) bad my boss

E lāpo'a le fainae.
(Tm) big the woman

E umi le fainae.
(Tm) tall the woman

How's the weather?

How's your boss?

What's the woman like?

It's dry and wet.

It's hot in August.

My boss is good.

My boss is bad.

The woman is big.

The woman is tall.
VOCABULARY:

Nouns

atu'nu' - country
fa'ine - woman
tamiloa - man
tamaiti - children
va'a - boat
pu'a - pig
fa'alema'i - hospital
leoleo - policeman
pasi - bus
päsece - load of passengers

Adjectives

vevela - hot
malulu - cold
fou - new
tuai - old
mata - raw
tao - baked
vela - cooked
agamasceci - troublesome
fa'anoanoa - sad
agalelei - kind
agaleaga - unkind
agamalü - gentle
puta - fat
leaga - bad
pale'e - slim
maalosi - strong
vai'vai - weak
poto - smart
valea - stupid
pu'upu'u - short
'umi - long
susü - wet
mago - dry
lelei - good

pulepule uli - black spotted
toloto lautele - deep wide
lami no mu - red stripe print
laimoana vaiiva - light blue
munu p'aiuli - dark d
plikki maolo - bright pink
mu mu sesega - bright red
ulule pato'i - deep black
matu'a leaga - very bad
si'usi'u mutu - short tail
e fai tua - with pockets
ma lana uo - with his/her friend
pe i se pale - like a palagi
talai ai malo - to host guest
na fa'amalulii ai te'a - to cool the air
le'i sial se si siu - without a tail
o fa'amauamanga - not married
la'u pasece mo Pago - of records
le lafo i ai la'apisi - carrying passengers
to Pago
e lafo i ai la'apisi - to put trash in

Questions

E - How is
E fa'apē'ea - How is (personality)
E fa'apē' - How is (appearance)
WORKSHEET

A. Complete these sentences
1. 'Ou te mosu i le 'ofu ____________________________
2. Ua sola la'au moa __________________________
3. E nofo Simi i le fale __________________________
4. O Toma o le tamā ___________________________ ma
5. Ua alu i Savai' Sio ____________________________

B. Use the following in your own sentences
1. Tusi mūmū
2. Si'usi'u mutu
3. E fai taga
4. Uliuli pato'i
5. E fa'amālōlō a le 'ea

C. Draw pictures to illustrate these words
1. tama puta
2. teine ulu'u'umi
3. pua'a pac'e
4. fugālā'a mūmū pā'auli
5. lā'au telē

D. Fill the spaces in the sentences with these Adjectival Clauses:
   a. lēai se si'usi'u
   b. e fa'amālōlō a le 'ea
   c. e tali ai mālō
   d. e le'i faia se to'alua
   e. o fa'amaumauga

   1. O Pili lo'u uso __________________________________
   2. La vevela le potu, 'aua ua pē le masina _______________________
   3. O le pua'a e _______________________________ ua le'iloa.
   4. E tāua le 'api __________________________________
   5. O lo'o nofo Pela i le fale ____________________________

E. Write your own short story and underline all the describing words and phrases of clauses:

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LESSON 33

TOPIC: Socializing
Making/ responding/ refusing/ accepting invitations

TASK: Invite/ ask if someone is available
State invitation
Accept invitation
Refuse an invitation and state reason for refusal

COMPETENCIES:

1. Invite/ ask if someone is available

O ʻa au mea e fai nānei?
what your things (Tm) do

E te avanoa tacao?
you (Tm) free tomorrow

E ʻe iiloa. E ʻe?
(Tm) not know why

ʻAisea ua ʻe fesili ai?
why (Tm) you ask r/p

What are you doing later?

Are you free tomorrow?

Don't know. Why?

Why do you ask?

2. State invitation

E te sau i loʻu Aso Fānan?
you (Tm) come to my birthday

Tā te lē tafafao?
we (Tm) not

Why don't we sit and talk?

Will you come to my Birthday Party?

3. Accept an invitation

Mānaia foʻi.
nice too

Oi, ia lelei.
well good

Usa lelei, ʻou te alu atu.
OK I (Tm) come over

Nice.

Okay, good.

Okay, I'll come.

4. Refuse and state reason for refusal

Malie, ou te lē avanoa.
aye too bad I (Tm) not free

Malie, e fai laʻu ʻaoga.
sorry (Tm), do my class

Sorry, I'm not free.

I'm sorry. I have a class.
### VOCABULARY:

<table>
<thead>
<tr>
<th>Time Words</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>nā nei</td>
<td>later</td>
</tr>
<tr>
<td>tacao</td>
<td>tomorrow</td>
</tr>
<tr>
<td>afiafi</td>
<td>evening</td>
</tr>
<tr>
<td>pō</td>
<td>night</td>
</tr>
<tr>
<td>tala'atau tacao</td>
<td>day after tomorrow</td>
</tr>
<tr>
<td>pō tacao</td>
<td>tomorrow night</td>
</tr>
</tbody>
</table>

**Verbs**

| nofonofu    | sit around           |
| fai         | do                   |
| tafafo/eva  | sit and talk         |
| iloa        | know                 |
| tāi         | to be                |
| matamata    | watch                |
| siva        | dance                |
| leo         | look after home      |

- birthday
- party
- picnic
- occasion
WORKSHEET  Invitations

A. Find as many words as you can in this word puzzle

faalavelananei
ttiloataitcagapo
aaiiafiafitatafaoaga
efauanafosaleaga
aaitalatafaaoua
ofiatalagailoaea
safesilieavanoeaca
iolmaiseaalatulan
vtoecavalelaouuce
acuaaogaisaauaii

a. Find as many words in this puzzle.
b. Give meanings

B. Fill the blanks with the correct word below
(lo'u, päf, avanoa, po tacao, afiafi, tafao)

1. Ete _______ nanei?
2. Sautā _______
3. Ete le sau i le ______
4. Ete fia sau i ______ asofanau
5. Ou te alu i Apia i le ______
6. E fai le siva i le ______

C. Write down the plural for these verbs

1. siva
2. tafao
3. lco
4. sau
5. alu
6. nofonofo
7. matamata
8. lotu
9. 'ai
10. savali

D. Put down "one word" that you can find inside these words.
   eg. siva = iva (nine)

1. tacao
2. afiafi
3. matamata
4. nofonofo
5. tafaoaga
6. päf
7. savali
8. lotu
LESSON 34
TOPIC: Transportation
TASK: Finding and taking a bus

COMPETENCIES: Ask/respond about
* bus destinations
* bus fare
* bus schedule

1. Ask/respond about bus destinations

Fa'amolemole, o le fea pasi e alu i Moto'otua? Please, which bus is going to Moto'otua?

please which bus go

O le pasi lanumemamata. The green bus.
The pasi a Simi.

Simi's bus.

O fea e alu i ai le pasi lale? Where does that bus go?

where go to the bus that

2. Ask/respond about bus fare

E faia le pase se i Alafua? How much is fare to Alafua?

(Tm) how much the fare to Alafua

E 50 sene. It's 50 cents.

(Tm)

3. Ask/respond about bus schedule.

O le a le tsami o le pasi i Sāfata What time does the bus to Sāfata go?

what the time of the bus to

E alu pe Tā le lua. It goes at two o'clock.

(Tm) go when strike two

E alu pe 'ā tumu. It goes when it's full.

(Tm) go when full

stores close

tapuni falele'a, the driver comes

close store

sau le 'aveta'avae

come the driver

4. Negotiating for a taxi.

E iai sau pase sa fa'amolemole? Do you have any passengers please?

(Tm) have your passenger please

Lēai. No.

No.

Tā ō alu i Moto'otua fa'amolemole. Let's go to Moto'otua please.

we go to Moto'otua please
Afe i lou itū tauagavale.
turn to you side left

Le faile pālagi pa'epa'e lenā,
the house palagi white that

E fia le pāseše?
(Tm) much the fare

E lua rālā.
(Tm) two dollars

Fa'afetai lava,
thanks (emph)

Tōfā soifua.
Goodbye health

**Vocabulary:**

**Questions Words**

<table>
<thead>
<tr>
<th>O le fea</th>
<th>O fea</th>
<th>E fia</th>
<th>E to'aia</th>
<th>E fa'apēfea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which</td>
<td>Where</td>
<td>How much/many</td>
<td>How many (# people)</td>
<td>How</td>
</tr>
</tbody>
</table>

**Nouns**

<table>
<thead>
<tr>
<th>pasi</th>
<th>ta'avaele la'ititi</th>
<th>aveta'avaele</th>
<th>pāseše</th>
<th>nu'u</th>
<th>tupe</th>
<th>fale'ioa</th>
<th>taimi</th>
<th>Itūlā</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>taxi</td>
<td>driver</td>
<td>fare/ passenger</td>
<td>village</td>
<td>money</td>
<td>store</td>
<td>time</td>
<td>hour</td>
</tr>
</tbody>
</table>

**Verbs**

<table>
<thead>
<tr>
<th>sau/ ōmai</th>
<th>alu/ ē</th>
<th>tapuni</th>
<th>tatale</th>
<th>u'i</th>
<th>toto'i</th>
<th>fa'atau</th>
<th>tapua'i</th>
<th>fa'auli</th>
<th>tūofi</th>
</tr>
</thead>
<tbody>
<tr>
<td>come</td>
<td>go</td>
<td>close</td>
<td>open</td>
<td>to pass along</td>
<td>to pay</td>
<td>to buy</td>
<td>to be in support</td>
<td>to drive a car</td>
<td>catch a bus</td>
</tr>
</tbody>
</table>

**Colour Words**

<table>
<thead>
<tr>
<th>mūmū</th>
<th>laumoana</th>
<th>pa'epa'e</th>
<th>samasama</th>
<th>lanumeamata</th>
<th>utiluli</th>
<th>mūmū mālosi</th>
<th>lanumeamata mālosi</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>blue</td>
<td>white</td>
<td>yellow</td>
<td>green</td>
<td>black</td>
<td>dark red</td>
<td>dark green</td>
</tr>
</tbody>
</table>
WORKSHEET

TRANSPORTATION

A. Fill the spaces with the suitable question words below.

E fia, O fia, O le fia, O le E fia.

1. _____ pasi e alu i Moamoa?
2. _____ le taimi o le ti.
3. _____ le pāse se i Moto'otua?
4. _____ le 'avepasi?
5. _____ sau penitala?

B. WORD PUZZLE

F A A M O L E M O L E E I A I
M O A M O A P A S E S E E L E
O P A S E S E P A L A G I T A
F T A U A G A X A L E O F E A
O L U A P A S I T O F A A F E
O A F A A F E T A I T I L U A
T P E N I T A L A P A E P A E
U T A U A G A V A L E F A L E
A P A L A G I F A A S A G A A

a) Find as many words.
b) Give translations in English.

C. Look at this chart of words. Try to form sentences or questions.
LESSON 35

TOPIC: Spoken Language

TASK: Understanding spoken language

COMPETENCIES: Listen and understand spoken language
Respond when someone uses the spoken language

SAMOAN

VOCABULARY AND STRUCTURE

<table>
<thead>
<tr>
<th>Spoken</th>
<th>Formal</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ua'e</td>
<td>ua e</td>
<td>have you</td>
</tr>
<tr>
<td>la'u</td>
<td>o le 'a 'ou</td>
<td>I will</td>
</tr>
<tr>
<td>so'u</td>
<td>se'i o'u</td>
<td>I have to</td>
</tr>
<tr>
<td>sa'u</td>
<td>sa' ou</td>
<td>I did</td>
</tr>
<tr>
<td>la'a</td>
<td>o le 'a</td>
<td>it will</td>
</tr>
<tr>
<td>sa'e</td>
<td>sa' e</td>
<td>did you</td>
</tr>
<tr>
<td>te</td>
<td>e te</td>
<td>do you (are you)</td>
</tr>
<tr>
<td>u</td>
<td>'ai</td>
<td>eat</td>
</tr>
<tr>
<td>la</td>
<td>o le a</td>
<td>what</td>
</tr>
<tr>
<td>vatu</td>
<td>va'e atu</td>
<td>your honourable</td>
</tr>
<tr>
<td>ta'i</td>
<td>matuaua</td>
<td>you're very</td>
</tr>
<tr>
<td>tuai</td>
<td></td>
<td>very very</td>
</tr>
<tr>
<td>matua'i</td>
<td>na ou</td>
<td>I did</td>
</tr>
<tr>
<td>no'u</td>
<td>O a au?</td>
<td>What are your?</td>
</tr>
<tr>
<td>o au?</td>
<td>fa'aapefa</td>
<td>How?</td>
</tr>
<tr>
<td>fa'aafefea</td>
<td>E te alu?</td>
<td>Are you going?</td>
</tr>
<tr>
<td>Te alu</td>
<td></td>
<td>Do you go?</td>
</tr>
<tr>
<td>la'a timu</td>
<td>o le 'a timu</td>
<td>it will rain</td>
</tr>
<tr>
<td>fea</td>
<td>o fea?</td>
<td>where?</td>
</tr>
</tbody>
</table>

1. Spoken greeting questions

O ă mai 'oe?
lau susuga/ afioga/ tōfē?
'oe le tama tele?
'oe le tama faiga'ta?
tatou?
lena iu?

O fa'aafefea mai tatou?
O ă mai lou cla?
O lātā lou fatu?

How are you?
you sir/honourable/orator?
you the great man?
you the difficult man? (expression)
we (inclusive)
that side (family)

How are we?
How's your life?
Is your heart beating?

2. Spoken responses to greeting

Manuia lava vatu lau susuga/ afioga/ tofa

Tōtē le fatu.
Manuia mea uma.
Lelei mea uma.

Fine thanks your honourable/sir/orator
The heart is beating.
Everything's fine.
All are in good condition.
Lelei lava le Atua 'ae leaga le tagata. God is good but the person is bad.

3. Early morning meeting

Use usu mai?
I, wo'u sau.
Fa'aafua na'e sau?
No'u sau i le pasi.
La'e alu i fea? Te alu i fea?

Have you come? (in the morning)
Yes, I have come.
How did you come?
I came by bus.
Where are you going then? Where are you going?

Te alu te fa'aatau.
I'm going shopping.

4. Asking what one did.

O au mea sa fa'i?
Sa'u moe.
Sa'u alu i Apia.
Sa'u tāmea.
Sa'e faiga'aluega?
I, sa'u faiga'aluega.

What did you do?
I slept.
I went to Apia.
I did the washing.
Did you work (today)?
Yes, I worked.

5. Spoken questions

Fea te faiga'aluega ai?
La lau mea e fa'i taea'o?
Sa'e ita ia te a'u?

Where do you work?
What are you going to do tomorrow?
Were you mad at me?

6. Parting Comments

La'u alu. La'a timu.
Tā o la'a timu.
'Ja, alu loa.
Se lāua te alu.

I'm going. It's going to rain.
Let's go. it's going to rain.
Well, go then.
Please don't go.

8. Other idiomatic expressions

Ta'i e aulelei.
Ta'i aulelei lau uo.

You are pretty.
Your friend is very nice.

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Tu'ai 'e faiaga tele.
You're very late.

Ua uma iia/ uma iiai.
That's great.

'Ua ifi tātou.
We've finished.

Tātou mālepe.
Let's break up.

Tātou o i Mulinu'u.
Let's dismiss.

Taimi o le ū.
Time to eat.
WORKSHEET

A. Rewrite the following in a formal way

1. Te alu i fea?
2. Fa'afe'e'a na'e sau?
3. Te alu te fa'atau
4. O au mea sa fai?
5. Lau alu, la'a timu.

B. Translate

1. No'u savali mai.
2. Sa'u moe.
3. Lau alu la'a timu
4. O au mea sa fai?
5. Ua'e usu mai?

C. Match column 'A to 'B column

<table>
<thead>
<tr>
<th>a</th>
<th>la'u</th>
<th>b</th>
<th>sa'u</th>
<th>c</th>
<th>so'u</th>
<th>d</th>
<th>uso'u</th>
<th>e</th>
<th>la'a</th>
<th>f</th>
<th>na'e</th>
<th>g</th>
<th>tai'i</th>
<th>h</th>
<th>sa'e</th>
<th>i</th>
<th>na'u</th>
<th>j</th>
<th>la</th>
<th>k</th>
<th>tuali</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ua iou</td>
<td>2</td>
<td>O le'a</td>
<td>3</td>
<td>O le'a ou</td>
<td>4</td>
<td>Se'i ou</td>
<td>5</td>
<td>Sa ou</td>
<td>6</td>
<td>O le'a</td>
<td>7</td>
<td>matua'i</td>
<td>8</td>
<td>na ou</td>
<td>9</td>
<td>na' e</td>
<td>10</td>
<td>matua' e</td>
<td>11</td>
<td>ua iou</td>
</tr>
</tbody>
</table>
LESSON 36

TOPIC: Particle 'ai'

TASK: Using particle ai correctly

COMPETENCIES: Ask questions using 'ai' without preposition
Ask question using 'ai' and preposition

A. Ask questions using 'ai' without the preposition

O le i le mea ua e vai vai ai? What made you tired?
what the thing (Tm) you tired

Ua e vai vai o le i? (Tm) you tired what

O lau galuenga ua ou vai vai ai. My job makes me tired.
Tpm my job (Tm) I tired that

Ua ou vai vai i lau galuenga (Tm) I tired of my work

O anahea na e sau ai i Samoa? When did you come to Samoa?
Tpm when (Tm) you come that to

Na e sau anahea i Samoa? (Tm) you come when to Samoa

O le aso o na ou sau ai. It's the of on which I came.
Tpm the day (date) (month) (Tm) come

Na ou sau i le aso 18 o Tese ma. I came on December 18th.
(Tm) I come on the date of Dec.

'O alea e te toe alu ai? When will you go back?
Tpm when you (Tm) back go that

'E te toe alu alea? you (Tm) again go when

B. Ask questions using 'ai' and the preposition

O fea sa e alu i ai? Where did you go?
Tpm where (Tm) you go to

Sa e alu i fea (Tm) you go to where

O sa ou alu i ai It's Apia where I went
Tpm (place) I (Tm) go to that

Sa ou alu i Apia (Tm) I go to Apia

O ale aaloa i ai? Whom do you love?
Tpm who you (Tm) love to whom
'E te alea i la te ai? you (Tm) love to whom
O (name) 'ou te alofa i ai. It's ___ that I love.
Tpm ____ I (Tm) love to whom

Ou te alofa i Sina. I love Sina.
I (Tm) love to Sina

O ai na e 'avea i ai le peni? To whom did you give the pen?
Tpm who (Tm) you give to whom the pen

Na 'e 'avea le peni i ai te ai? (Tm) you give the pen to who
(Tm) you give the pen to whom

O Sina na 'ou 'avea i ai le peni It's Sina to whom I gave the pen.
Tpm (name) (Tm) I give to that pen

Na 'ou 'avea le peni i Toma. I gave the pen to Toma
(Tm) I give the pen to Toma
GRAMMAR NOTES

"Ai" is used usually in sentences when the sentence spoken refers to something or someone being talked about or mentioned previously in the sentence. It refers to time, place, third person or an idea.

1. The following question words always take the particle "Ai". If they are used with verbs.
   O ñe’a, O anaefa, O le à le mea, Àisea, O ai.

2. The answers begin with subject followed by the verb.

3. Sometimes ai is proceeded by the preposition "i" to show the direction of the verb.

VOCABULARY:

<table>
<thead>
<tr>
<th>Question words</th>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>O fea</td>
<td>- Where</td>
<td>vaivai</td>
</tr>
<tr>
<td>O ñe’a</td>
<td>- When (future)</td>
<td>fiafia</td>
</tr>
<tr>
<td>O anaefa</td>
<td>- When (past)</td>
<td>fa’anoanaa</td>
</tr>
<tr>
<td>Oaia</td>
<td>- Who</td>
<td>tāgi</td>
</tr>
<tr>
<td>O le à le mea</td>
<td>- What is the thing</td>
<td>ita</td>
</tr>
<tr>
<td>Àisea</td>
<td>- Why</td>
<td>‘ata</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atu ’nu’u</td>
<td>- country</td>
</tr>
<tr>
<td>Ga’alua</td>
<td>- work or job</td>
</tr>
<tr>
<td>Nu’u</td>
<td>- village</td>
</tr>
<tr>
<td>A’oga</td>
<td>- school</td>
</tr>
<tr>
<td>Tāiga</td>
<td>- family</td>
</tr>
<tr>
<td>Aso</td>
<td>- date/day</td>
</tr>
<tr>
<td>Rausaga</td>
<td>- year</td>
</tr>
<tr>
<td>Māsina</td>
<td>- month</td>
</tr>
<tr>
<td>‘Ote ’umi</td>
<td>- sleep late</td>
</tr>
<tr>
<td>Alapō</td>
<td>- get up early</td>
</tr>
<tr>
<td>Su’esu ’umi</td>
<td>- study for a long time</td>
</tr>
<tr>
<td>Faiva</td>
<td>- fishing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>i ai</td>
</tr>
<tr>
<td>aí</td>
</tr>
<tr>
<td>toe</td>
</tr>
<tr>
<td>fo’i</td>
</tr>
<tr>
<td>inei</td>
</tr>
<tr>
<td>‘o</td>
</tr>
</tbody>
</table>

- tired
- happy
- sad
- cry
- angry
- laugh
- late
- love
- go
- come
- to work
- travel
- to whom
- that, in which
- back/again
- go back
- here
- there
WORKSHEET: Particle "Ai"

A. Write 5 questions that include 'ai' or 'i ai'

1. 

2. 

3. 

4. 

5. 

B. Answer the questions you have written.

1. 

2. 

3. 

4. 

5. 

C. Fill in these blanks with 'ai' or 'i ai'.

1. O Apia 'ou te alu ________.

2. O Alafua 'ou te nofo ________.

3. O le pasi leni na sau ________ Leuta.

4. E le i sau le teine 'ou te alofa ________.

5. Ua uma mea'ai 'ou te mana'o ________.

D. Write your own six sentences using 'ai' by itself and 'ai' with the preposition.

1. 

2. 

3. 

4. 

5. 

6. 

E. Read the verbs in Samoan. Rewrite in alphabetical order.

For further study/information see any of the following books.

a. Samoan Language by John Mayer
b. Samoan Grammar by Churchward
c. Gagana Samoa by Afetui Galumalemana Hunkin
LESSON 38

TRANSITIVE AND INTRANSITIVE VERBS

GRAMMAR NOTE:

1. Definitions:

   Transitive Verbs - verbs that are used with a direct object either expressed or understood.

   Intransitive Verbs are used without an object.

2. There are two suffixes that are added to a verb if it takes a object and they are 'ina' or 'a'. They are interchangeable.

   e.g. Ou te tusa le tusi
        I am writing the letter

   Ou te tusina le tusi
        I am writing the letter

3. If the verb does not act on to the object, 'ina' or 'a' is not added. The preposition 'i' follows the verb if it is used in an intransitive form.

   e.g. Ou te tusi i lo'u tamā.
        I am writing to my father.

4. The negatives always take transitive form of the verb.

   e.g. E le'i tapuia
        It's not closed.

5. There are several constructions in Samoan. One starts with a pronoun, another starts with a verb, and a third starts with an object. When a sentence starts with a object, even if the verb takes the object the transitive form is not used. In that case, the particle 'e' comes before the subject clause of this construction making it passive.

   e.g. Na tusa e Toma le tusi.
        Tom wrote the letter.
        The letter was written by Tom.

6. One never uses a transitive suffix in a command.

   e.g. Tusi le tusi.
        Write the letter

   Ai le talo.
        Eat the taro.

7. With some question words when the subject comes before the transitive verb the suffix, 'ina' or 'a' is added to the verb.

   O fea a le 'avea i ai le tusi? Where did you take the book?
   Asefa a le 'avea ai le tusi? Why did you take the book?
   I. I. 'a, i le tisa ota i tusa le tusi? How shall we write the letter?
   O ai ino tusa le tusi? Who wrote the letter?
   O anatea o tusa ma'umau ai le tusi? When did you get the letter?
8. As previously noted, there are plural verb forms in Samoan. Transitive endings are not used with plural forms. The singular form of the verb is used with a transitive suffix.

   e.g.  Sa 'ou 'aia le talo. I ate the taro.
         Sa mâtu le talo. We ate the taro.
         Sa mâtu 'a'ai i le Tüsita la. We ate at the Tüsitala.

9. The prefix fa'a is added to some intransitive verbs (e.g., moe, ta'ele) to make this type of verb transitive.

   e.g.  Ou te fa'amoeina le pepe. I put the baby to sleep.
         Sa 'ou fa'a'alæle a le pepe. I bathed the baby.

10. When a transitive verb ends with the vowel a, one never uses the suffix 'a' but rather adds 'ina' or put a stress on the final vowel 'a'.

    e.g.  Verb : tatala - to open
          Ou te tatalaina le faitotoa. - I open the door
          Ou te tatâ le faitoto'a - I open the door.
WORKSHEET:

TOPIC: Transitive and Intransitive Verbs.

ACTIVITIES:

A. (1). Change these verbs into transitive verbs.
   tusi, tapuni, 'ai, fai, maua, 'ave, fa'amoe, fa'aila'e, tatae

(2). Use any of five words which you added suffix 'a' as transitive verbs in your own sentences.

B. Choose the correct verb.

1. Ou te __________ le tusi.
2. Ou te __________ le faitotoa.
3. Ou te __________ le pepe.
4. Ou te __________ le kuka.
5. Ou te __________ le pua'a.

C. Correct these sentences.

1. Ua gaoi le tupe.
2. O le Toma sa fai le kuka.
3. Ou te lei ave le tusi i Toma.
4. Tusia le tusi.
5. Fa'atālelea le pepe.

D. Translate these into Samoan.

1. Bring the food please.
2. Bathe the baby please.
3. Did you post my letter?
4. Ring the bell.
5. Did you pay my fare also?
LEsson 38

TOPIC: Geographical Terms

COMPETENCIES: State directions and use map words.
Ask name of something on map.
Ask where a place is.
Find out why places are hot or cold.

1. **State directions and use map words.**

- sasa'e - east
- sisifo - west
- mātū - north
- saute - south
- konetineta, vasa, sami, atunu'u, motu

- ekueta
- teropika o Kanesa
- teropika o Kaperitonu
- sone vevela
- continent, oceans, sea, country, island

- equator
- Tropic of Cancer
- Tropic of Capricorn
- hot zone

2. **Ask name of something on map.**

O le konetineta lea o name?

Is this the continent of name?

Tpm the continent this of

loc, o le konetineta lenā o name.

Yes, that is the continent of name.

Tpm the country that of

3. **Ask where a place is on the map.**

O fea le atunu'u o name?

Where is the country of name?

Tpm where the country of

O name la i direction o le Vasa Pasefika

Name is at the direction of the Pacific Ocean.

Tpm there Tm at the Ocean Pacific

O ai le atunu'u e i direction o Samoa?

What is the country to the direction of Samoa?

Tpm what the there at

O name e i direction o le Samoa.

Name is to the direction of Samoa.

Tpm there at of the

4. **Find out why places are cold or hot.**

Aiseā e vevela ai Samoa?

Why is Samoa hot?

why Tm hot that

E vevela Samoa 'auā e latalata

Samoa is hot because it is close to the equator.

Tm hot because close to the equator.

O fea o le ekueta e iai Samoa?

Where about from the equator is Samoa?

Tpm where is the equator Tm be

O Samoa e i le saute o le ekueta.

Samoa is to the south of the equator.

TPM TM at of the equator.
### VOCABULARY

<table>
<thead>
<tr>
<th><strong>Question Words</strong></th>
<th><strong>Direction Words</strong></th>
<th><strong>Locative Bases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>O fēa - Where</td>
<td>sasa'e</td>
<td>lalo ifo - below</td>
</tr>
<tr>
<td>O ai - Who</td>
<td>sisifo</td>
<td>luga a'e - above</td>
</tr>
<tr>
<td>O gāfe'a - Where about</td>
<td>māiū - north</td>
<td>tafatafa - beside</td>
</tr>
<tr>
<td></td>
<td>saute - south</td>
<td>'ōgātotonu - centre</td>
</tr>
<tr>
<td>māiū fēagai ma sasa'e</td>
<td>north east</td>
<td>pito - edge</td>
</tr>
<tr>
<td>māiū fēagai ma sisifo</td>
<td>south east</td>
<td>talafāta - coast</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Countries</strong></th>
<th><strong>Atunu' u</strong></th>
<th><strong>Continents</strong></th>
<th><strong>Konetineta</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Niue Ki'i</td>
<td>New Guinea</td>
<td>Amerika i Mātū</td>
<td>North America</td>
</tr>
<tr>
<td>Tonga</td>
<td>Tonga</td>
<td>Amerika i Saute</td>
<td>South America</td>
</tr>
<tr>
<td>Niuue</td>
<td>Niuue</td>
<td>Europa</td>
<td>Europe</td>
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<td>Tuvalu</td>
<td>Tuvalu</td>
<td>Asia</td>
<td>Asia</td>
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<td>Hawai'i</td>
<td>Hawai'i</td>
<td>Afrika</td>
<td>Africa</td>
</tr>
<tr>
<td>Niu Sia</td>
<td>New Zealand</td>
<td>Ausetālia</td>
<td>Australia</td>
</tr>
<tr>
<td>Santa</td>
<td>China</td>
<td>Unaieti Setete</td>
<td>United States</td>
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<td>Šapani</td>
<td>Japan</td>
<td>Sami i Saute</td>
<td>South Sea</td>
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<td>Stāmanu</td>
<td>Germany</td>
<td>Sami Metitirani</td>
<td>Mediterranean Sea</td>
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<td>Peretānua</td>
<td>Britain</td>
<td>Sami 'Ula'ula</td>
<td>Red Sea</td>
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<td>Canada</td>
<td>Sami 'O'ona</td>
<td>Baltic Sea</td>
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<td>Sami Kasepeane</td>
<td>Caspian Sea</td>
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<td></td>
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<td>Sami Mate</td>
<td>Dead Sea</td>
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<tr>
<td>Vasa Atlantika</td>
<td>Atlantic Ocean</td>
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<tr>
<td>Vasa Aitika</td>
<td>Arctic Ocean</td>
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<tr>
<td>Vasa Inertia</td>
<td>Indian Ocean</td>
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**BEST COPY AVAILABLE**
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<thead>
<tr>
<th><strong>Nouns</strong></th>
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<tr>
<td>tu'aoi</td>
<td>malulu</td>
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<tr>
<td>laumua</td>
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<td>itulagi</td>
<td>mamo</td>
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<td>'a'ai</td>
<td>latalata</td>
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<td>taulaga</td>
<td>tu'oi</td>
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<td>mauga</td>
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<td>laufanua</td>
<td>lautele</td>
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<td>tolotolo</td>
<td>maofa</td>
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<td>va'itafe</td>
<td>mauga</td>
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<td>nu'u</td>
<td>laopo'a</td>
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<td>itumiló</td>
<td>laititi</td>
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<td>faga</td>
<td>mountainous</td>
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<td>vanu</td>
<td>flat</td>
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<td>toga'vao</td>
<td>big</td>
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<td>ekuea</td>
<td>small</td>
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<td>fa'afanua</td>
<td>map</td>
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<td>motu</td>
<td>island</td>
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<td>capital</td>
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<td>river</td>
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<td>town/village</td>
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<td>district</td>
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<td>bay</td>
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<td>valley</td>
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<td>vegetation</td>
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<tr>
<td></td>
<td>equator</td>
</tr>
<tr>
<td></td>
<td>map</td>
</tr>
</tbody>
</table>
WORKSHEET:

Geographical Topics

A Write statement to describe the location of these places.

1. Samoa
2. Lāpani
3. Kānata
4. Ausetālia
5. Sami 'ula'ula

B Write a paragraph to describe the location of where you are living now.


C Answer these questions

1. O ai laumua o atunu'u nei
   a. Samoa i Sisifo
   b. Fiti
   c. Tuga
   d. Niu Sila
   e. Uanote Setete
   f. Sala

2. O ai ni atunu'u e latalata i nei
   a. Lāpani
   b. Peretānia
   c. Tūvalu
   d. Niu Kini
   e. Filipaina

3. O ai le tauluga o Ausetālia?

4. O ai le nulu o lo o'e nofo ai nei?

5. O le 3 le 'esēsega o le konetineta ma le motu?
   Vase le ekueta ma fa'afouga ni atunu'u se 4 i Sate ma se 2 i Mānū.
A. Write statement to describe the location of these places.

1. Samoa
2. Hawai'i
3. Australia
4. America

B. Give Samoan names of the following

a. Pacific Ocean
b. Dead Sea
c. Equator
d. Continent
e. Arctic Ocean

C. Answer these questions

1. O fea o le ekueta e iai Ausetâlia?
2. 'Aisea e vevela ai Samoa?
3. O le â le mamo o Fiti mai le ekueta?
4. O fea le konetineta e i ai Si'amani?
5. O ai laumua o atunu nei:
   a). Samoa i Sisifo
   b). Fiti
   c). Niue Sila
   d). Unaite Seete
   e). Saina
   f). Toga

D. List down all the continents, Oceans and Seas starting from the biggest to the smallest.

LESSON 39

TOPIC: Explaining Peace Corps

TASK: Ask/respond to Questions on Peace Corps

COMPETENCIES: Explain goals of Peace Corps
State jobs Peace Corps Volunteers do
Tell how many PCVs there are in Samoa
Answer other questions about Peace Corps

1. Explain goals of Peace Corps

O le ā le uiga o le upu Peace Corps? What's the meaning of the word Peace Corps?
What meaning of word ___

O le fesoasoani Alofa. It's kind help.
Tpm help kind

Āisea e fumu ai Pisikoa i Samoa? Why do Peace Corps come to Samoa?
Why come t/p Peace Corps to Samoa

E fesoasoani e To help to
(Tm) help to

Ao'ao tagata o atunu'u tau aitae. Teach people of undeveloped
teach people undeveloped

Ina ia fāateleina le mālālamalaga In order to extend the understanding
in order to extend understanding
o tagata Americika i le olaga ma people America to the life
agānu'u a tagata o atunu'u culture of people the countries
agānu'u a tagata o atunu'u culture of people the countries
o lo'o galu'ue ai. o lo'o galu'ue ai.
(Tm) work at

Ina ia fāateleina le mālālamalaga In order to extend the understanding
in order to extend understanding
o tagata o atunu'u tau aitae people countries undevelop
countries about the life/culture of the
people America and of their life Americans.

2. State jobs Peace Corps volunteers do

O ā galuega a Pisikoa e fai? What jobs do PCVS do?
What job of Peace Corps do

O le toatele o fa'amua. Many are teachers
Tpm the many of teacher

O isi o le Others are at
Tpm others

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Agriculture Department, Forestry, Fisheries and Hospital.

How do you help?

It depends on the skills of the Volunteers.

3. Describe applications Process

How did you become a Peace Corps volunteer?

I sent an application to Washington.

4. Answer other questions about Peace Corps

What year did you come?

What year did the first group come?

It's 1967.

How long does a PCV work?

Two years.

How many PCVs working in Samoa?

Between fifty and sixty.

Who is the Director of Peace Corps?

It's Mr Jan Auman.

Why do you study Samoan language/culture?

It is useful when talking with Samoan people.

why you learn it the Fa'asamo

It's useful when talk with people Samoa.
O ai e toto'iga 'ou ou i Samoa?
Who pay you in Samoa?

O Pisikoa i Uosigitone
Peace Corps in Washington
Tpm PC in Washington

Faafeatai tele, 'ua 'ou mālamalama.
Thank you very much (Tm) I understand

VOCABULARY:

<table>
<thead>
<tr>
<th>Pisikoa</th>
<th>- Peace Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>upu</td>
<td>- word</td>
</tr>
<tr>
<td>utiga</td>
<td>- meaning</td>
</tr>
<tr>
<td>'esoa'</td>
<td>- help</td>
</tr>
<tr>
<td>tagata</td>
<td>- people</td>
</tr>
<tr>
<td>atunu'u</td>
<td>- country</td>
</tr>
<tr>
<td>mālamalama</td>
<td>- understanding</td>
</tr>
<tr>
<td>agaru'u</td>
<td>- culture</td>
</tr>
<tr>
<td>fa'aoga</td>
<td>- teacher</td>
</tr>
<tr>
<td>vi'ega</td>
<td>- group</td>
</tr>
</tbody>
</table>

| fa'ateleina | - extend |
| a'oa'o       | - teach  |
| fa'alagolago | - depends|
| galue        | - to work|
| 'avea        | - become |
| i le vā       | - in between |
| toto'iga     | - to pay |
| o mai        | - (pl) come |
| galuega      | - job/work |
| tusi talosaga| - application |

Question Words:

| O le'a | - What (sing) |
| Oā    | - What (pl)   |
| 'Aiscā | - Why        |
| Fa'apēfe'a | - How     |
WORKSHEET: Explaining Peace Corps

A. Translate the following to Samoan.

1. Where are you working?
2. Are you married?
3. How long will you be in Samoa?
4. How did you become a Peace Corps Volunteer?
5. Who is the Director of Peace Corps in Samoa?

B. Rewrite the following sentences using the plural form.

1. O lo'o galue le Pisikoa.
2. Sa sau le tama'itali fa'itonga Pisikoa.
3. E alu i le Ofisa o Fa'asо'aga.
4. Sa 'ou tusi talosaga i Uosigione.
5. Ou te nofo i Samoa mo le lua tauasaga.

C. Translate the above sentences into English.

D. Find as many words as you can in this puzzle.

T T L I A T I E A N
O U A G A N L M I U
A P I T A U U T L E
F E S O A S O A N I
I K I T A G U F I
A M R G O I A N I F
S E O I F M T U S I
A V A K A U A M U A

E. Write a short story about Peace Corps using some of the words.
LESSON 40

TOPIC: Weather Conditions

TASK: Talking about Weather

COMPETENCES:
- Ask about/ describe Weather condition
- Ask about/ describe Weather of the day
- Ask about weather in past
- Ask about/ describe seasons
- Use some words of doubt

SAMOA LITERAL TRANSLATION

1. Ask about the weather conditions in Samoa

E 3/ fa'apēlea le tau i Samoa?
(Tm) how the weather in Samoa

E timu ma vevela.
(Tm) raining and hot

2. Ask about/ describe weather in the day

Fa'amata e timu?
(Tm) do you think it is going to rain

Masalo.
(Tm) Maybe

3. Ask about/ describe past weather conditions

Na maatagi anapō?
(Tm) windy last night

Na maatagi tele anapō.
(Tm) windy very last night

Na malū lava anapō.
(Tm) calm so last night.

4. Describe present weather condition

Ua lagitele'i le tau.
(Tm) fine the weather

Ua lelei lava le tau.
(Tm) good so the weather

Ua loulouā le tau i leneni va'asa.
(Tm) stormy the weather at this week

ENGLISH

1. How's the weather in Samoa?

2. Do you think it's going to rain?

3. Was last night windy?

4. The weather is fine?

Yes, the weather has been so good.

No, the weather has been stormy this week.
5. **Ask about the stormy time in Samoa**

O i māsina e māsini ona aff ai Samoa? When is the hurricane season?
what month (Tm) used to hurricane in Samoa

E māsini 'ona aff iā ʻAkuari, Fepuari. It usually storms in January, February or (Tm) use to storm in January, February March.
poʻo Mati.
or March.

6. **Ask about the weather seasons of Samoa.**

E fia tau i Samoa? How many seasons in Samoa?
TM how many seasons in Samoa

Na o le lua tau i Samoa. Only two seasons in Samoa.
Only the two seasons in Samoa.

O le tau vevela ma le tau susū. They are the hot and wet season.
Tpm the hot and the wet
### VOCABULARY

#### Verbs
- lā
- timu
- laofie
- vevele
- mālūlū
- matagi
- malū
- lāgilele
- loulouā
- paolo
- fa'ālētimu
- fa'ālēlele
- māsani
- ma'ulu'ulu
- tauraa
- pogisā
- mālamalāmu

- sunny
- rain
- be free of rain
- hot
- cold
- windy
- calm
- fine
- stormy
- shady
- not much rain
- not very good
- usually
- shower
- cloudy
- dark
- bright

#### Nouns
- tau
- aso
- māsina
- tausaga
- timu
- tīmuga
- mūgālā
- matagi
- afā
- matā
- Vaito'elau (tau mago)
- Vaiopalolo (tau susu)
- 'anapō
- 'anataeao
- nūnci
- weather or season
- day
- month
- year
- rain
- heavy rain
- bright sunshine
- wind
- hurricane
- drops
- dry season
- wet season
- last night
- this morning
- later this evening

#### Other Words
- nei aso
- lenei vaiaso
- lenei māsina
- these days
- this week
- this month
CULTURE HANDOUT

WEATHER

Samoa is located in the heart of Polynesia and lies within about fourteen degrees off the equator. The trade winds blow most of the year and keep the climate cool for its latitude. Temperatures usually only vary within a range of thirteen degrees on either side of eighty degrees F. Seasons are not normally classified as summer or winter but rather wet (Vaipalolo) and dry (Vaito'elau). The wet season, roughly from November to April, is the hotter and more humid time of the year. During the dry season from May to October temperatures may occasionally drop as low as 60. Winds which blow frequently have various Samoan names. The Tua'oloa, or Southeast trade winds bring wind and cold to the southern part of the islands. Winds that blow from northerly directions are the Matu and La'i. A similar strong wind from the southwest, the Toga, resulted in the hurricane of 1966. The Toelau blows from the northeast and the Matu the north.

Samoaans have numerous beliefs and sayings related to weather.

- Rain follows the harvesting of flax (lau puogot).
- Cockroaches flying at night indicate a change in weather. If it's a rainy night the following day will be sunny or vice versa.
- The crying of the ti'oala (kingfisher) is a prediction of rain.
- Thunder with strong wind or hurricane winds means rain is coming.
- High waves indicate the coming of a storm with wind and rain.
- A rainbow suggests rain but not alot of it.
- The atafa is a forebearer of wind.
- A circle around the moon indicates much food in the sea and indication of a fish lama (good night fishing).
- If the first quarter of the moon slopes inland, there will be plenty of food.
- If it slopes toward the sea there will be famine. This is known as fumalau or famine in a street sense but the term is used to describe hunger when there are shortages of staple crops especially breadfruit and taro.

Perhaps universal knowledge that when a storm comes the cat. The cat's name is "E soso" and when its miau.
WORKSHEET: Weather Conditions

A. Draw pictures in these squares to show any weather condition. Describe in words underneath.

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<td>6</td>
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B. Give the Opposites of these Weather words:

1. laufie
2. matagi
3. lagilelei
4. timuga
5. vevela
6. malamalama
7. taumago

C. Answer these questions

1. E fa'apēlea le tau i lou atumu'u?
2. O ʻā nei le tau?
3. Na timu anapō?
4. E vevela pe mālū Samo'a?
5. O ʻā māsina e masani ona afa ai Samoa?

D. Choose from the list given below which word belongs to each of these subheadings "TAU LELEI" and "TAU LEAGA"

a) matagi  
b) 'aua'oa  
c) laufie  
d) malū  
e) timuga  
f) afā  
g) vevela  
h) lagilelei  
i) louloua  
j) paolo
LESSON 41
SITUATION At your Samoan family
TOPIC: Socializing
TASK: Presenting a gift (oso/mealoa)
COMPETENCIES: Give a speech to present a food gift
Respond to family’s way of thanking

SAMOAN
LITERAL TRANSLATION

1. **Give a speech to present food gift**

O si oso lea mō lō tātou ʻāiga
TM food gift for our family
la manuia lā tātou mafutaga
So bless our fellowship

Fa'afetai i le Atua ua tātou
come
thank to the God
we
feiloa’i manuia o le oso lenei
meet good the food this/here
mō lō tātou ʻāiga
for our family
la manuia

Tātou siaia ua tātou feiloa'i
We happy TM we meet
Avatu si oso lea mo le ʻāiga
family.
Take food this for family
Tātou siaia la manuia lā tātou mafutaga
bc
Pray bless our gathering

Ua ou siaia lava ua tātou
TM I happy very we
feiloa'i. Talia mai lo’u oso ititi
meet accept my food small
le a mo le ʻāiga. La manuia lō tātou family.
this for the family bless our
ʻāiga.

O le tautu lenei ua tama'
.Tia le

ENGLISH

Here’s a little oso for our family.
Bless our fellowship

Thank God that we have
Together in good health. Here is
an oso for our family

Best wishes

Let us rejoice in our meeting
Take this little food gift for the
Pray that our time together will
bless. Best wishes

I’m very glad that we have met.
Accept my small food gift for the
May blessings be upon our
family.

At this moment we should
God because hope has been fulfilled
He is the tree of life. We have met in
happiness in our family because of His
love.
Give a speech to thank the family

O se taimi fāanoanoa lenei iâ te au
   TM a time sad this to me
Ona ua lata mai le taimi tātou te
   because TM near the time we TM
taumāvace ai. E iai le upu
   apart rip TM have the word
Fāasamoana E suamalie feioa'iga
   Samoan. TM sweet meeting
l'ae o'ona ëiti'a'aga. O lea ou
   but bitter parting TM this I
te momoli au at lau fāafetai
   to express my thanks
   TM according to our fellowship
Fāafetai le alofa. fāafetai le agalelei
   Thanks the love, thanks the kindness
O le tə sīoa se'e, fāamāgalo mai
   what my wrong forgive me
Alofa le Atua toe faa'ītumu
   love the God again replace/refill
mea ua alu na o au
   that have gone because of me
   things TM go because of me
Manuia le Kersen ma le
   Merry X-mas and
   good the X-mas and the
Tausaga Fou O sī au medlofa
   happy New Year. Here is my
   New year TM my gift
fāatava'a lea E le'ō se tai
   humble this TM not reward
humble gift. It is not a reward.
Alofa ma tāta mai:
please and accept
Sottua
      Bye

Respond to family's way of thanks

Fāafetai lava
   Thank you much
Thank you much
E lē āfāna
   You're welcome
Not matter

This is a sad time for me
because it's nearly time for us to say goodbye
There is a Samoan saying that says
"Meeting is sweet but parting is bitter"
Well, I wish to express my
thanks for the time, we have
spent together. Thanks for the
love, thanks for the kindness.
If I have done any wrong, forgive me.
May God pay back things

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### VOCABULARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
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</thead>
<tbody>
<tr>
<td>oso</td>
<td>foodgift</td>
</tr>
<tr>
<td>tātou</td>
<td>we (plural)</td>
</tr>
<tr>
<td>āiga</td>
<td>family</td>
</tr>
<tr>
<td>mafutaga</td>
<td>fellowship, gathering</td>
</tr>
<tr>
<td>Atua</td>
<td>God</td>
</tr>
<tr>
<td>feiloa'i</td>
<td>meet</td>
</tr>
<tr>
<td>mealofo</td>
<td>gift</td>
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<td>taumāvāe</td>
<td>farewell</td>
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<tr>
<td>lāta</td>
<td>near/close</td>
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<td>'ona o</td>
<td>because of</td>
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<td>tete'aga</td>
<td>separation/parting</td>
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<td>according</td>
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<td>fiafia</td>
<td>happy</td>
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<td>take</td>
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<tr>
<td>talosia</td>
<td>hope, pray</td>
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<tr>
<td>talia</td>
<td>accept</td>
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<tr>
<td>ititi</td>
<td>small, little</td>
</tr>
<tr>
<td>fa'atauva'a</td>
<td>humble, small</td>
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<tr>
<td>agalelei</td>
<td>kindness</td>
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<tr>
<td>sesē</td>
<td>wrong</td>
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<tr>
<td>fa'amāgalo</td>
<td>forgive</td>
</tr>
<tr>
<td>fa'atūtumu</td>
<td>to refill/pay back</td>
</tr>
<tr>
<td>'o'ona</td>
<td>sour/bitter</td>
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<tr>
<td>Kerisimasi</td>
<td>Christmas</td>
</tr>
<tr>
<td>Tausaga Fou</td>
<td>New Year</td>
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</table>
CULTURE HANDOUT

TRADITIONAL PRESENTATION OF GIFTS

Samoans highly value guests and are perhaps some of the most congenial hosts in the world. Hospitality and reciprocity go hand in hand. Numerous Samoan customs relate to exchanges between visitors and hosts.

An uso is a traditional food gift taken when one Samoan visits another family. Traditionally, a malaga (group of visitors) would present a food gift including taro (cooked or uncooked) fish, etc., to the family hosting them. Visitors from rural areas bring food hosts seldom get or must buy including an umu, fish, Samoan bananas, palolo, taro, etc. The term for this food gift is numerous baskets of cooked taro, fish and occasionally a roast pig. The saying “Sau ma le uso”. (Bring us some food when you come) is frequently heard custom. You may have already observed this custom in route to Samoa. Samoan various and sundry food items including tinned foods (expensive or unavailable in Samoa), biscuits, kegs of salt, beef, lollies, chocolates, etc. Samoan frequently take an uso home especially for young children when they return from work or shopping.

In observance of this custom, a Peace Corps malaga to a village will present a food gift to the host village comprised of cartons of fish and cartons of produce. The concept of this gift will be announced in a loud voice for all the village to hear.

Hosts have shown by a number of other traditional presentations of gifts. The presentation will consist of a ma le lemo (coconut) and a tiapu le le malo (coconut in a shell) and a fine ma le le malo (coconut in a shell). Today, there are accepted as alternatives for these items; le le malo is replaced by a piece of vanilla, coconut by a carton of fish. There are two types of uso - the uso la se aloa and the uso la ile. usu may be presented to a malaga or on occasions of illness, births, weddings or funerals in return for gifts given.

A puenga is an important gift is the biscuit which contains:

1. A loaf of bread
2. A julep of tea
3. A small bottle of oil
4. A small bottle of sugar
5. A tin of tea

The contents are presented ceremonially to the guests who distribute as they desire. The presentation of the puenga in which biscuits are

The presentation is an immediate gesture of assistance in return for the uso gives them a new status of the

When that is the case, the presentation of a small basket as a sign of reciprocity. This presentation is not by high rank or high status. The puenga is a gift of an exchange of value. A basket of exotic fruit is one of these gifts. A basket of exotic fruit is a traditional gift. It is a way to welcome important guests from overseas, perhaps Queen Elizabeth, etc.

Presenting gifts is common in which untitled men or

The presentation of a puenga at wedding as the church is churning. The use

The presentation of a puenga at wedding is another commonly practiced way of giving food or gifts in
Samoa's hospitality will astound you at times, but these are customs of which Samoans are proud.
WORKSHEET  PRESENTING AN OSO

A  Match the beginning words with the correct ending
1  ___ la faa'afetai a lou oso
2  ___ Na'o se oso b tele lava.
3  ___ Tele c lou oso.

B  Rewrite the following sentences in the correct order
1  fa'ai na la e
2  Tang'a oso lo mō tātea si lea
3  tātou mafugaga manaia la la

C  Put these words into Samoan alphabetical order:
osou mātou avava fiafa talia tātauvā'a

D  Translate words in C.

E  Choose the correct word from the list to fill the spaces
no, manuia, fiafa, āanga, le:
1  La va e lava na tūi u tāthei
2  E a tātou mafugaga
3  Avava oso lea mo le
4  E a fiafa
5  Na se oso faa'afatai lava lea

F  Use these words in sentences
Tāanga, oso, mātou, tātou, talia

G  Write your own oso speech and explain when you will use it.
WORKSHEET  MEALOFA SPEECH

A  Fill in the blanks with these words.
(mealofo, faanoanoa, fiafia, agalelei, Atua, taui, faamagalo.)

1  Faafetai i le ____________
2  Ta. talia mai la'au ______________ faatauvaa
3  Sa ou ______________ a'o lelei ua ou ______________
4  Alofa, ______________ so'u sesē
5  Ta ______________ atu e le Atua lō tou agalelei.

B  Translate the sentences in A into English

C  Use these pairs of words in sentences of your own

1  (faafetai, momoli)
2  (fiafia, mafutaga)
3  (alofa, agalelei)
4  (mealofo, talia)
5  (Atua, faatūtumu)

D  Write your own mealofo speech

E  Use that knowledge you have of how to give a speech in Samoan to supply the missing words.

Ou te _______ atu lau _______ i lō tātou _______. Faafetai le _______ ma le agalelei _______ a'u. O _______ mealofo _______ mō lō _______ āiga. _______ te _______ sau i se _______.

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LESSON 42

TOPIC: Feelings
TASK: Expressing Feelings

COMPETENCIES:
Ask how one's feeling
Describe various emotions
Express feeling when something happens

1. Ask how one's feeling
   'Aisea ua e fa'anoanga'ita ai? Why are you sad/angry?
   why (Tm) you adjective r/p
   'O le a le mea ua tupu? What's happening?
   what the thing (Tm) happen
   'O le a le mea e te tagi ai? Why are you crying?
   why the thing you (Tm) cry of

2. Describe various emotions
   Leaga e tautalaititi le tama. Because the boy is cheeky.
   because (Tm) cheeky the boy
   'Aua ua leiloa ha'u maile. Because I lost my dog.
   because (Tm) lost my dog
   Lagona lo'u fa'anoaona 'ona e le sa'o. I'm feeling so bad because it is not right.
   feel my sad because not right

3. Express feelings when something happens
   'Ou te lē fiafia i lou tlua so'o. I'm not happy when you are always late.
   1 (Tm) not happy in your lute often
   'Ua lou vävai te le lenei Aso. I'm very tired today.
   (Tm) I tired very in this day
   'Ou te fiafia te le pese ienā. I'm really like that song
   1 (Tm) like much with the song that
   'Ua lou popole tele. I'm very worried.
   (Tm) I worry very
   'Ua lou ita tele. I'm really mad.
   (Tm) I mad very
**Dialogue**

Mrs A  
Mālō  
Hi

E te fa'aama'ima'i?  
are you sick

'Aiseă va fa'anoanoa ai?  
why are you sad

O le ā le mea va tupu?  
what's happening

Tālofa!  
I'm sorry

Aisea?  
why

E te popole i lou fale?  
are you worried about your house

Aisea?  
why

'A - fale fa'a  
what are going then

La  
Well

Wole  
Ok

Mrs B  
Mālō lava  
Hi also

Lēai, le fiafia.  
no, not happy

'O lou fale.  
my house

'Ua paʻu lou fale.  
my house falls

'Ua ou ita i lou atali.  
I'm mad with my son

'Ua manoa le solosanua.  
he tied the horse

i le pu o le fale.  
in the house post.

Ua loa, ua ou popole tele.  
yes, I'm very worried

E ʻōmai te ao malo.  
I'm expecting my guests tomorrow

Oute aloe faatau na faʻa.  
I'm going to buy some nails

Tōti  
Bye

**Vocabulary**

**Words of Feelings**

- Faʻatua liloa: feel sick
- Faʻatua ate: sad
- Faʻatua aatoa: mad
- Faʻatua ate: worry
- Faʻatua te: I'm sorry

**Questions Words**

- Aiseă? why
- E te? are you or you
- O le ā le mea? why
- Faʻa te: will you

Verbs:

- Faatau: to buy
- Aʻu: go
- Faonoa: to tie
- Tupu: happen
EXPRESSING FEELINGS

WORKSHEET

Give answers from the dialogue.

1. 'Aisea va ita ai Mr B?
2. Sa fa'ama'ima'i Mr B?
3. O le a le fa'apalagi o le Solofanua?
4. O fea sa alu i ai Mr B?
5. Sa pa'u Mr B?

Circle as many words you can find in this puzzle.

F A A N O A N O A 1. __________
A I S E A P O S L 2. __________
A N F A O I N E O 3. __________
T P O P O P O L E 4. __________
A O P A U A L U 5. __________
U U F I A F I A F 6. __________
S O L O F A N U A 7. __________
S U A E O M A L O 8. __________

Translate these.

1. nonoa
2. fa'ama'ima'i
3. solofanua
4. popole
5. ita
6. Tālofa e
7. fa'anoanoa
LESSON 43
TOPIC: Medicinal Plants
TASK: Understanding of medicinal plants

COMPETENCIES:
Ask/name medicinal plants
Ask/respond to the use of different plants
Describe the making of Samoan medicine
State time to take medicine/massage

1. Ask state name of medicinal plants
   'O le lāau na?
   'O le lāau lea o le
   'O lāau nei o
   What are those plants?
   This plant is
   These plants are

2. Ask respond to use of different plants
   'O le lāau a le
   It is used for disease
   It is used for childhood illness
   What is the use of
   What is used for

3. Explain making of medicinal plants
   Sāmua a le faiga
   Vaega vaega fipopo
   A le faiga
   Pula i le sā'ā'u
   Sāmua a le vaega va na mā
   It is the making of the plant
   of there is enough water in the area
   to make the plant
   Pack the area that is covered

17/11
4. State time to take medicine/massage

E inu fa'asia i le aso?
Fa'alua i le aso.
Tasi i le taeao.
Tasi i le a'asafi.
E fofo fa'asia i le aso?
E fa'alua i le aso.

How many times to take the medicine?
Twice a day.
Once in the morning.
Once in the afternoon.

How many times to apply massage?
Twice a day.

Use/ Treatment

headaches/mumu/tuaula/infections
fever/headache/hemorrhoids
leaf/flower for boil in the ear
* boils (to draw pus cut)
* asthma - pound leaves, mix with warm
water and drink
athletes foot, fungi, VD
sore eyes, child illness
stop bleeding
boil and gargle the juice for toothache
mumu ta'ai
child illness
child illness
* to stop bleeding
* to stop the pain (abdomen)
* to stop the pain (abdomen) sore throat
* stop bleeding
* ease the pain of tattoo sores
fungus
treat burns
burn dry leaves, mix with Samoan oil then
paint the area that is burned
bad breath, typhoid, stomach ache
mumu asuasi
mumu tuaula
chew leaves and put on boil to draw out pus
cough - cut leaves, put in a cloth then boil
with water
typhoid fever
Diarrhea
gout
fungus - disease
wring worm
VOCABULARY:

fa'aaogā - to use
ao - collect
ogālā'au - trunk
susunu - burn
fa'atulū - make drops
fa'ama'āalili - let it cool
i lō - than

tufulu - clean with water
fa'alua - twice
fosī - massage
mafu - go bad (stale)
to'o'o - thick
fa'apāpā - crack
fa'apuna - to boil

CULTURE HANDOUT

SAMOAN MEDICINE

Doctors prescription medicine and hospitals came to Samoa fairly late in the twentieth century. The first clinic was a room given by the LMS Church in Leulumoega. The first Samoans were sent to Fiji to become Medical Practitioners (MPs) in the 1940s, but life, sickness and death were dealt with competently by Samoan doctors using herbs, leaves, and nature in their treatments.

Two major types of Samoan doctors can be identified: the fa'alaua is a doctor of herbal medicine dealing especially with illnesses related to spirits (mai fa'alagase); the fa'atulo is a more general term for a Samoan doctor. There are numerous fa'atulo, some specialize in the treatments of sprains and fractures (fōgau) or illness of children (fomai tanamai). Most fa'atulo have certain medicines for massage (vai mili) and secret potions to drink (vai inu). These herbal medicines are made from the numerous medicinal plants found in Samoa. Remedies and medicines are possessed by the fa'atulo and usually passed down in a family from one generation to another. Each fa'atulo has a unique treatment so the procedure for healing a burn, for example, might vary from one fa'atulo to another. Some may use a stone and Samoan oil while another uses the ash of a leaf.

There are numerous childhood illnesses that fall within the realm of the fa'atulo, the most common being māmā which comes in numerous varieties - māmuta (red spots), māmuta (backache, fever, redness of spinal cord), māmu asu (sores similar to chicken pox), māmu fele, māmu saua, etc.

Other illnesses called 'ìla' reveal themselves in a birthmark, diarrhea or difficulty in passing urine or bowel movements. Samoans believe that no child of Samoan blood can escape these Samoan illnesses.

Other kinds of things treated by Samoan treatments are an object in the eye or scratch of the cornea (matapata), earaches, boils of all sorts, absys, headaches, skin diseases, and burns.

Numerous medicinal plants are used frequently by Samoans. Its result can be as impressive as those of modern medicine. The advent of modern medicine has not significantly lessened the use of these medicines. Perhaps in your time in Samoa you will be asked if you'd like to be treated by the experienced touch of a Samoan massage.
WORKSHEET

TOPIC: MEDICINAL PLANTS

ACTIVITIES:

A. Check the list below to see which one is used for burns. Translate it into English.
   Do you get it in the States?
   lautf, laupolo, launonu, lau'ofe, fucfuesina, laumago.

B. Filling spaces. Choose the correct word to fill the spaces.
   nini, lefulefu, fa'atulu, mamago, susunu, su'a'u Samoa, palu, vācga.
   ___ laut'ofe ___ tu'u ___ i se ___ — ___ ni mai'au se ono o le
   ___ ___ i lefulefu. ___ ia toto'o. ___ le ___ ua mū.

C. Translate No. 2 into English after doing the activity.

D. Make a sore throat medicine using ginger (fiu) water and sugar. These directions are mixed up. Number them in the correct order.
   ___ Fa'ama'alili ona inu loa lea.
   ___ Fa'asili vai i lo fiu.
   ___ Ta'e'i (fa'apapa) fiu i se atigifagau manā ona tu'u lea i se apa manā.
   ___ Tu'u tai sina suka e fa'alaimiti ai le fiu.
   ___ Tu'u i le pusa aisa nei mafu.
   ___ Fufulu manā fiu i ni vai mālūlū, ona tu'u lea i se laupapa manā.
   ___ Fa'apuna le vai ona ligi lea i fiu.

E. Translate this conversation into English.

1. O ā mai 'oe?
2. Faololo lava.
3. E te mai?
4. Ua ilgā lo'u ulu.
5. E te mana'o e fofū?
6. O a laulā'au e fa'aoagā?
7. Na'o lautf ma le 'apavai mālūlū.
LESSON 44

TOPIC: Weddings (Fa'aipoipoa)

TASK: Describe events at a Samoan wedding

Compare and contrast American and Samoan weddings

**VOCABULARY:**

<table>
<thead>
<tr>
<th><strong>People</strong></th>
<th><strong>Verbs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>teine fa'aipoipo</td>
<td>- bride</td>
</tr>
<tr>
<td>tama fa'aipoipo</td>
<td>- laulau</td>
</tr>
<tr>
<td>uōsili (tama)</td>
<td>- to serve the food</td>
</tr>
<tr>
<td>uōsili (teine)</td>
<td>- invite</td>
</tr>
<tr>
<td>teine 'ave fuga'alā'au</td>
<td>- best man</td>
</tr>
<tr>
<td>aumecama mamēc</td>
<td>- change</td>
</tr>
<tr>
<td></td>
<td>- bridesmaid</td>
</tr>
<tr>
<td></td>
<td>- to distribute</td>
</tr>
<tr>
<td></td>
<td>- flowergirl</td>
</tr>
<tr>
<td></td>
<td>- to give away</td>
</tr>
<tr>
<td></td>
<td>- bridal party</td>
</tr>
<tr>
<td></td>
<td>- sign</td>
</tr>
<tr>
<td></td>
<td>- lauga</td>
</tr>
<tr>
<td></td>
<td>- to read</td>
</tr>
<tr>
<td></td>
<td>- faiti'asi</td>
</tr>
<tr>
<td></td>
<td>- to preach</td>
</tr>
<tr>
<td></td>
<td>- ināi'isi</td>
</tr>
<tr>
<td></td>
<td>- cry (pl)</td>
</tr>
</tbody>
</table>

**Other Nouns**

- pese (lotu)
- lauga
- falesā
- popa fa'aipoipo
- meālofoa
- ta'utinoga
- vei
- 'ofu fa'aipoipo
- mama
- keke fa'aipoipo
- tūsiga
- fai fa'aiopo'poga
- vala'a'ulu
- fa'alumā'aga
- si'i
- 'aiga/ ta'uma'afataga
- ulumo'ega
- molimau
- fogafale
- ulugāli'i leu
VOCAULARY

Culture Words

falelausiga - funeral
fanuamau - cemetery
lagi - cultural funeral ceremony
osilagi - cultural way to lie in state
'sialofa - presentation of gifts
'aua - paying tribute to the dead
lau'ava - funeral feast/presentation of food
peauf'a'amavae - polite for lau'ava
maota osilagi - house where the corpse lies
'tafe'o - all the gifts that are spread over the dead body
tu'umalō - die (high rank chief)
usufono - die (orators only)
pala - relatives through marriage
gafa - relatives through the family genealogy
lico - groups of people who come to sing on the night before burial
mālō/tōga - fine maí

Food for the occasion

manufa'ata or pu'a - pig
manupālagi or povisi - cow
ta'e'á or paelo - kēg
pusa 'apa - carton of fish
pusa māmoe - carton of mutton
pusa or 'apa masi - carton of biscuits
fala'ao - bread
keke - cake
talo - taro

Food to dish out

moa - chicken
i'a - fish
sapat - chop suey
siaumeni - Chow mein
sōsisi - sausages
fu'amoa - eggs
fasipua'a - pieces of pork
fa'llā'au aina - veges
va'ainu - soft drinks

Other Words

oti/maliu - die
pu'saotiu/pusamaliu - coffin
fa'aleoti/falemaliu - mortgag
tanu/fa'alelausia - bury
tu'ugamau - grave
toe sauniga - final service
fa'anoanoa - sad/sadness
fa'avauvau - mourn
fa'amāva - farewell
mavaega - last wishes or will
meālofa - gift
lotu - service

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WORKSHEET

TOPIC:  FUNERAL

ACTIVITIES:

1. Sort out the list into the correct group where it belongs to.
   tu'umālo, vaemoa, pus’a’apa, sapasui, usufono, i’a, falelausiga, fasipua’a, sālati, puelo, povi, lau’ava, manufata, vaii’u, maota osilagi.
   Culture words.  Food for the occasion.  Food to dish out.

   Translate the words above into English then pick 2 words from each group and use in sentences.

2. Choose the correct beginning to start each sentence.
   1. _________ le tūlā’ale.
   2. _________ na pepese i le pō.
   3. _________ le ali’i.
   4. _________ ia e i tafatafa o lona fale.
   5. _________ ma le tupe e $100.00

3. The dialogue is in the wrong order. Please number them in the correct order.

   ___ O le ono i le asisai anasinai.
   ___ E le iloa.  O lo’o faatasi le fanau mai Siau Siana.
   ___ A faa’apese.
   ___ Na tu’umālo anafea?
   ___ Ma te ō i le tu’umālo o Su’a.
   ___ O āfe le falelausiga.

4. Write a short paragraph explaining the differences between a Samoan and American funerals.
A. Match these words in "A" and their meanings in "B"

1. bridesmaid  
2. wedding ring  
3. bride  
4. veil  
5. invitation  
6. feast  
7. gown  
8. gifts  
9. bridesgroom  
10. bestman  
11. flowergirl  

   a. fesilofoa  
   b. 'aiga  
   c. uōsili (tama)  
   d. teine fa'ipoipo  
   e. teine 'ave fuga'a'au  
   f. veli  
   g. mama fa'ipoipo  
   h. va'a'auala  
   i. tama fa'ipoipo  
   j. uōsili (teine)  
   k. 'ofu fa'ipoipo

B. Answer these questions from your imagination of a wedding.

   a. O ai le ioga o le teine fa'aipoipo?
   b. E fia ona tauaga?
   c. E to'aia lana 'aumeamanae?
   d. E fia foga'afe o le keke a le teine?
   e. O le ă lau fesilofoa na ave i le ulugā'ì fou?

C. Unscramble these words

   a. poigopafa  
   b. igaa  
   c. aalavialia  
   d. afamelo  
   e. alauu

D. Make a telephone call to the Church Minister, (he is your friend) getting more information about the wedding.

   a. Greet the Minister and his wife.
   b. Ask him about:
      the time of the service
      if you can bring a friend to church
      if you can take pictures in the church
      if the brides home is close to his house
      the groom's name

E. Find opposites for the following words and put them in your own sentences.

   teine fa'aipoipo  
   uōsili itama  
   alofa  
   fetuuga  
   ita'ia
LESSON 45

TOPIC: Funeral

TASK: Describe events at a Samoan funeral

Compare and contrast American and Samoan funerals

Events following a death

Recently Introduced

Fa'a'ilo

Lotu

Fa'elupe

Osi le lagi

'Aual pa

Lauava

Lagi

Talala le lagi

Teu maga'u'gama

Explanation

Fa'a'ilo

Announcing of the death
Announcement/drum/church bell
2AP/ newspaper

Osi i le lagi

Ladies who stay all night to sing until the funeral
Now many corpses are kept in the funeral home

'Aual pa

Presentation by orators consisting mostly of words after presenting a tail of coconut frond
(A few villages have different variations)

Si'i'alofa

Presentation of gifts to the family of the deceased
Toga: Fine mats
Mea'ai: food (kegs of beef, pigs, cows, corned beef, cartons of fish/biscuits, bread, taro/ various dishes)

Teu maga'u'gama

Flowers: wreaths of bouquets of flowers
Money: $10 - $10000
Material: White or plain lace, satin or silk

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LESSON 46
TOPIC: Samoan Cricket

Nouns
- kirikiti - cricket
- tagata tá - batter
- fa'ate'a - bowler, pitcher
- talitua'á - fielder(s)
- mulumu - wicket keeper
- fa'amasiino - umpire
- pate - bat
- 'olo - wickets
- malae simá - cement pitch
- malae kirikiti - cricket pitch
- 'ai - points, score
- laina tá - batting line
- le'ai se kirikiti - no ball, not cricket
- tūlāfono - rules

Verbs
- pē - out
- ola - safe
- sapo - catch
- togi le polo - throw the ball
- tā - strike
- fa'ate'a - pitch
- 'ova - beyond the boundaries

SOME LINES YOU'LL OFTEN HEAR ON THE FIELD

a. sapo le polo - catch the ball
b. togi mai le polo - throw me the ball
c. lua ai - two points
d. tasi le pē - one out
e. tuli le 'ai (oso) - run for a point
f. va'ai le polo (sc'e) - watch for the ball

Samoan cricket is one of the games in which most of the Samoan people are enjoying playing and watching as well. It is one of the national sport.

Usually there is a 'cricket league' once a year. This is when teams from all over the country come together and compete for the national championship.

Samoan cricket is very much similar to the English cricket however, they are different in some other aspects.

Each village has its own cricket pitch, also the villages have their own rules according to their own cricket pitch. These are the rules used for playing the game especially in the National Cricket League.

1. Each team has 20 players
2. Both ends of the cricket pitch has a pitcher an a wicket keeper
3. Two batsmen at the same time (i.e. when one batsman misses his strike, the other pitcher is ready to pitch the ball to the other batsman)
4. The wicket keeper and the bowler can be changed or exchanged anytime during the game.
5. Once you step on the cricket pitch, (cement pitch) you are not allowed to step down unless you are out.
6. When you strike the ball, goes high up beyond the boundary, you'll get 2 points, when it creeps beyond the boundary only 1 point.

Other rules are same to that of the English cricket. In competition between two villages (especially when they play for money) more rules can be added but only in agreement of team captains.
LESSON 47

TOPIC: Calendar

TASK: Asking and answering calendar related questions

COMPETENCIES:
Say names of days and months in Samoan
Ask and state special holidays in U.S.A. and Samoa
Ask and state one's birthday

SAMOAN
LITERAL TRANSLATION ENGLISH

1. State names of days

Aso Šā - Sunday
Aso Gafua - Monday
Aso Lua - Tuesday
Aso Lulu - Wednesday
Aso Tofī - Thursday
Aso Farāile - Friday
Aso To'ona'i - Saturday

2. Ask and state the number of days in a week

E fia aso i le vaiaiso? - How many days in a week?
(TM) how many day in the week

E fitu aso i le vaiaiso. - Seven days in the week.
(TM) seven days in the week

3. State name of months

I'anuari - January
Fepuari - February
Mati - March
Aperila - April
Mē - May
I'uni - June
I'ulai - July
Ao koso - August
Sêtema - September
Oketopa - October
Nōvema - November
Tēsema - December

4. Ask and state number of days in a month and year

E fia aso o Mati? - How many days in March?
(TM) how may day of March

E 31 aso o Mati. - 31 days in March.
(TM) 31 days March
5. Ask and state dates of different events/activities

O le aso fia le fono?
Tpm date the meeting

O le aso fia lou asofanau?
Tpm date your birthday

O le aso 13 o Novema.
Tpm day 11th of November

VOCABULARY

Holidays

kālena - calendar
tu'uaga - school holiday
tausaga - year
aso mālōlō - holiday
vaialo - week
Aso Malu - Easter
māsina - month
Tūtō'aiasi - Independence
aso - day
Lotu Tamaiti - White Sunday
muamua - first
Aso o Tamā - Father's Day
mulimuli - last/later
Aso o Tinā - Mother's Day
lona fā - fourth
Kerisimasi - Christmas
tacao - tomorrow
Tausaga Fou - New Year
anana - yesterday

Time Related Words

Special Occasions

āfea - when (future)
aso fia - birthday
anafea - when (past)
fa'amasinoga - court case
analeilā - earlier in day
fa'aiopoipoga - wedding
aoauli nei - this afternoon
masutaga - gathering
tacao nei - this morning
fa'a'ulufalega - opening of new church
nei - now
umusaga - opening of any new
nei - now
house
nei - now

tacao anana - yesterday morning

tacao nei - this morning

tala atu tacao - the day after tomorrow

pe 'ā 'uma - after

tala atu anana - the day before yesterday

'ta'o le'i - before
tocitiiti - soon

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WORKSHEET: Calendar

A. State names of days of the week in Samoan.

B. State names of months

C. Translate these words into Samoan

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>days</td>
<td>holidays</td>
</tr>
<tr>
<td>week</td>
<td>calendar</td>
</tr>
<tr>
<td>month</td>
<td>first</td>
</tr>
<tr>
<td>year</td>
<td>last</td>
</tr>
<tr>
<td>New Year</td>
<td>Christmas</td>
</tr>
</tbody>
</table>

D. Answer these questions about days and dates

1. O le ā le aso?
2. O le ā le aso ananafi?
3. O le ā le aso taeao?
4. O le aso sia le aso?
5. O le aso sia ananafi?
6. O le aso ā tala atu taeao?
7. O le aso ā tala atu ananafi?

E. Use these words in sentences

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>asofānau</td>
<td>day</td>
</tr>
<tr>
<td>taeao</td>
<td>month</td>
</tr>
<tr>
<td>aso</td>
<td>week</td>
</tr>
<tr>
<td>ananafi</td>
<td>last</td>
</tr>
<tr>
<td>māsina</td>
<td>first</td>
</tr>
<tr>
<td>tala atu taeao</td>
<td>New Year</td>
</tr>
</tbody>
</table>

F. Answer these calendar related questions

1. E fia māsina i le tausaga?
2. E fia aso i le vaiaso?
3. E fia vaiaso i le māsina?
4. O le ā le aso nuamua o le vaiaso?
5. O le ā le aso mulimuli o lenei māsina?
6. O le ā le māsina lona lua o le tausaga?
7. O ʻaeto le aso Tūtūatasi o Samoa?
8. O le aso fia lou asofānau?
LESSON 48  
TOPIC: Samoan Hamour

Expressions

Ua alu lava lou tino  
Kamālou e kelē  
Ua uma tāi lou  
Fui lou tāi  
Mānāia ia o le  tele ai aisakulini  
Tama fangatā  
Se faalafetai a nau iau o ou te iē iēa  
Ua uma upu.  
Ese ā ma founta ia.  
Mānāia le tape recorder  
E mānāia ai ā be  
Tama leaga lava tama ai  
Tai per lava o le  
Oka, oka le mānāia e per lava o se  
Fia ai tā Selo  
Fia kāgā lou gata  
Ua uma tālā.  
Pupole fua  
Faalafuta le mea.  
Ae sao tā  
Sau mea  
You've lost weight.  
The man is big (important)  
You have a nice  
A new friend.  
It's as nice as a  
Difficult man.  
Thanks a lot. If it weren't for you, I wouldn't know  
Words are finished.  
He/She talks much  
You're still the best  
He's a bad guy  
Exactly like a  
It's as nice as a  
You want to die  
Want to smack your mouth  
Fantastic  
Why worry  
Let's start it  
That's right  
Give me some.
WORKSHEET

TOPIC: SAMOAN HUMOUR

ACTIVITIES

1. Unscramble these sentences.
   a. lou kīgā fia guku
   b. 'outou ā ese ma ia.
   c. uma ua upu
   d. ai oe ā mānāia
   e. sa'o 'ae ā

2. Translate these sentences into Samoan.
   a. You want to die
   b. Let's start it.
   c. Why worry
   d. He/She talks too much
   e. You're still the best

3. Give the opposite of the underline words in each sentence.
   a. kamāloa e kele
   b. fui fou ā
   c. tama faigatā
   d. sa'u mea

4. Filling spaces. Choose the correct word to fill the spaces in each sentence.

lou, uma, upu, mea, alu, popole.

Use the words in your own sentences.

1. Ua _____ lēlā.
2. Fa'aoso le ______
3. Ua uma ______
4. Ua _____ lava _____ tino
5. _____ fua.

5. Write some of the American expressions, translate them into English.