This Samoan language manual is designed for use by both teachers and students. The manual outlines and explains each lesson for the teacher and provides a source of reference for the learner. The lessons are intended for use in the classroom under the direction of the teacher. Total immersion in Samoan and exclusion of English are important features of the course. Each lesson contains a list of topics to be taught, the method to be used, and the necessary materials. The lessons are organized into eight units covering nominals, numbers, pronouns, verb tenses, adjectives and adverbs, miscellaneous concepts, conjunctions and prepositions, idioms, and dialogues and stories. An appendix provides a Samoan grammar, an English-Samoan glossary, and a Samoan-English glossary. (RW)
SAMOAN LANGUAGE

A MANUAL FOR THE STUDY AND TEACHING OF THE SAMOAN LANGUAGE AS TAUGHT BY PEACE CORPS/SAMOA

JOSE F. TAYLOR

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

The document has been reproduced as received from the person or organization originating it. Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY Peace Corps"

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"
# Table of Contents

**Memo from the Director of Peace Corps/Western Samoa.**

Introduction to this book:

### Unit One: nominative

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular of nouns</td>
<td>1</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>2</td>
</tr>
<tr>
<td>Singular demonstratives</td>
<td>3</td>
</tr>
<tr>
<td>Singular question</td>
<td>3</td>
</tr>
<tr>
<td>Plural of nouns</td>
<td>4</td>
</tr>
<tr>
<td>Plural demonstratives</td>
<td>4</td>
</tr>
<tr>
<td>Plural question</td>
<td>4</td>
</tr>
<tr>
<td>Indefinite (singular and plural)</td>
<td>5</td>
</tr>
<tr>
<td>Negative (singular and plural)</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>6</td>
</tr>
<tr>
<td>Grammar Review One</td>
<td>33</td>
</tr>
<tr>
<td>Work sheet one</td>
<td>36</td>
</tr>
</tbody>
</table>

### Unit Two: numbers

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting</td>
<td>7</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>8</td>
</tr>
<tr>
<td>Buying and selling</td>
<td>9</td>
</tr>
<tr>
<td>Telling time (clock)</td>
<td>10</td>
</tr>
<tr>
<td>Locative bases</td>
<td>11</td>
</tr>
<tr>
<td>Reading</td>
<td>12</td>
</tr>
<tr>
<td>Grammar Review Two</td>
<td>69</td>
</tr>
<tr>
<td>Work Sheet Two</td>
<td>73</td>
</tr>
</tbody>
</table>

### Unit Three: pronouns

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pronouns</td>
<td>13</td>
</tr>
<tr>
<td>The question 'who?'</td>
<td>13</td>
</tr>
<tr>
<td>Nouns in apposition ('to be')</td>
<td>14</td>
</tr>
<tr>
<td>Adjectives</td>
<td>14</td>
</tr>
<tr>
<td>Possessive pronouns</td>
<td></td>
</tr>
<tr>
<td>singular - for singular nouns</td>
<td>15</td>
</tr>
<tr>
<td>(negative and indefinite)</td>
<td>15</td>
</tr>
<tr>
<td>singular - for plural nouns</td>
<td>16</td>
</tr>
<tr>
<td>(negative and indefinite)</td>
<td>16</td>
</tr>
<tr>
<td>pair plural - for singular nouns</td>
<td>17</td>
</tr>
<tr>
<td>(negative and indefinite)</td>
<td>17</td>
</tr>
<tr>
<td>pair plural - for plural nouns</td>
<td>18</td>
</tr>
<tr>
<td>(negative and indefinite)</td>
<td>18</td>
</tr>
<tr>
<td>plural - for singular nouns</td>
<td>19</td>
</tr>
</tbody>
</table>
Grammar Review Three

Work Sheet Three

Unit Four: verbal tenses

129 - 173

Present tense ('ua)................................. 20, 21, 22, 130, 135, 142
States of the weather ......................... 20 ........................................ 130
Statements of interiors ....................... 21 ........................................ 135
Dependent pronouns ......................... 21, 22, 23, 135, 142, 148, 167
Present negative (el e le 'o) .................... 21 ........................................ 135
Statements of desire .......................... 22 ........................................ 142
Plural verbs ..................................... 22 ........................................ 142, 167

Three tenses - positive

present continuous ('o lo'o) .................. 23 ........................................ 148
past (sa) ....................................... 23 ........................................ 148
future ('o le'a) .................................. 23 ........................................ 148

Passive verb form ............................. 23 ........................................ 148, 166

Three tenses - negative

present (el e le' o) .............................. 24 ........................................ 154
past (el e lei) .................................. 24 ........................................ 154
future ('o le'a le'a) ......................... 24 ........................................ 154

Comparison of five tenses .................... 158, 166

present indefinite (el te) ...................... 25 ........................................ 158
present immediate ('ua) ....................... 25 ........................................ 158
present continuous ('o lo'o) .................. 25 ........................................ 158
past (sa) ....................................... 25 ........................................ 158
future ('o le'a) .................................. 25 ........................................ 158

Grammar Review Four ......................... 168

Work Sheet Four ............................... 172

Unit Five: Adjectives and Adverbs

174 - 219

The verbal structure 'to be' .................. 26 ........................................ 175
The verbal structure 'to have' ............... 27, 28 ........................................ 182 - 187
Adjectives of colour .......................... 29 ........................................ 188
Formal demonstratives ....................... 29 ........................................ 188
To be like (what's it like?: like this, etc) . 29 ........................................ 188
Comparative and superlative (adjectives) . 30 ........................................ 191
Kinship terminology (the family) ............ 30 ........................................ 191
Calendar (months, days, etc) ................. 31 ........................................ 196
Adverbs of time ................................ 32 - 33 .................................... 202 - 208
Parts of the Samoan day ...................... 32 ........................................ 202
Grammar Review Five ......................... 212

Work Sheet Five ............................... 217

Unit Six: Miscellaneous concepts

220 - 257
### Unit Seven: conjunctions, prepositions, idioms

<table>
<thead>
<tr>
<th>Why - because (tisae - tua)</th>
<th>42</th>
<th>259</th>
</tr>
</thead>
<tbody>
<tr>
<td>But, nevertheless (a, ae, ae peita'i)</td>
<td>43</td>
<td>263</td>
</tr>
<tr>
<td>If, when (a, afa, ana)</td>
<td>44</td>
<td>266</td>
</tr>
<tr>
<td>While, when (a'o, i'ma u'a)</td>
<td>45</td>
<td>269</td>
</tr>
<tr>
<td>Before (a'o le'i, ae le'i)</td>
<td>46</td>
<td>272</td>
</tr>
<tr>
<td>Until, unless, lest (se'i, se'iloga, na'i)</td>
<td>47</td>
<td>275</td>
</tr>
<tr>
<td>Except, especially (Vagana, 'aeraise)</td>
<td>48</td>
<td>278</td>
</tr>
<tr>
<td>And then (ona ai lea)</td>
<td>49</td>
<td>280</td>
</tr>
<tr>
<td>In order to (ina 'ia)</td>
<td>50</td>
<td>283</td>
</tr>
<tr>
<td>Or (pe, po)</td>
<td>51</td>
<td>285</td>
</tr>
<tr>
<td>The same as (tutusa, pei lava)</td>
<td>51</td>
<td>285</td>
</tr>
<tr>
<td>Different than ('ese'ese)</td>
<td>51</td>
<td>285</td>
</tr>
<tr>
<td>I thought (fa'apea a'u)</td>
<td>51</td>
<td>285</td>
</tr>
<tr>
<td>That is why (o le mea lea)</td>
<td>52</td>
<td>288</td>
</tr>
<tr>
<td>Since (talu mai, -ona, -ai)</td>
<td>52</td>
<td>288</td>
</tr>
<tr>
<td>He who, they who (o le, o e)</td>
<td>52</td>
<td>288</td>
</tr>
<tr>
<td>Past perfect (ua uma ona)</td>
<td>53</td>
<td>290</td>
</tr>
<tr>
<td>After (ina 'ua uma, pe'a 'uma)</td>
<td>53</td>
<td>290</td>
</tr>
<tr>
<td>To become (avea ma)</td>
<td>53</td>
<td>290</td>
</tr>
<tr>
<td>To act as (fai ma)</td>
<td>53</td>
<td>290</td>
</tr>
<tr>
<td>Self reciprocals</td>
<td>53</td>
<td>290</td>
</tr>
<tr>
<td>Almost (semanu, toeitiiti)</td>
<td>54</td>
<td>293</td>
</tr>
<tr>
<td>Just (fa'ato'a)</td>
<td>54</td>
<td>293</td>
</tr>
<tr>
<td>Without (aunoa ma)</td>
<td>54</td>
<td>293</td>
</tr>
<tr>
<td>Although (e ui lava ina)</td>
<td>54</td>
<td>293</td>
</tr>
<tr>
<td>That means (o lona uiga)</td>
<td>54</td>
<td>293</td>
</tr>
<tr>
<td>In regards to (e uiga 'i)</td>
<td>54</td>
<td>293</td>
</tr>
</tbody>
</table>

### Unit Eight: dialogues and stories

<table>
<thead>
<tr>
<th>Dialogues</th>
<th>308 - 320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common greetings and farewells</td>
<td>No. 1</td>
</tr>
<tr>
<td>Topic</td>
<td>Pages</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Biography - questions and answers</td>
<td>309</td>
</tr>
<tr>
<td>Shopping</td>
<td>3</td>
</tr>
<tr>
<td>Giving directions</td>
<td>4</td>
</tr>
<tr>
<td>Ordering in a restaurant</td>
<td>5</td>
</tr>
<tr>
<td>Negotiating with a taxi driver</td>
<td>6</td>
</tr>
<tr>
<td>Detailed biographical data</td>
<td>7</td>
</tr>
<tr>
<td>Making a date</td>
<td>8</td>
</tr>
<tr>
<td>Drinking at a club</td>
<td>9</td>
</tr>
<tr>
<td>Preparing a cup of cocoa</td>
<td>10</td>
</tr>
<tr>
<td>A cricket game</td>
<td>11</td>
</tr>
<tr>
<td>Studying (school preparation)</td>
<td>12</td>
</tr>
<tr>
<td>Talk in the market</td>
<td>13</td>
</tr>
<tr>
<td>Stories</td>
<td>321-324</td>
</tr>
<tr>
<td>My family</td>
<td>321</td>
</tr>
<tr>
<td>My sweetheart</td>
<td>322</td>
</tr>
<tr>
<td>An evening at the club</td>
<td>323</td>
</tr>
<tr>
<td>Additional stories in Unit Seven</td>
<td></td>
</tr>
<tr>
<td>My friend (a dog)</td>
<td>326</td>
</tr>
<tr>
<td>My girl friend</td>
<td>325</td>
</tr>
<tr>
<td>The rugby team</td>
<td>326</td>
</tr>
<tr>
<td>New Zealand (a trip to Wellington)</td>
<td>327</td>
</tr>
<tr>
<td>The meeting (with the Prime Minister)</td>
<td>328</td>
</tr>
<tr>
<td>My car</td>
<td>329</td>
</tr>
<tr>
<td>The visitor (to Samoa)</td>
<td>330</td>
</tr>
<tr>
<td>The Samoan - way (courtship)</td>
<td>331</td>
</tr>
<tr>
<td>School (the importance of learning)</td>
<td>332</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>325-396</td>
</tr>
<tr>
<td>Samoan grammar</td>
<td>326-358</td>
</tr>
<tr>
<td>English - Samoan glossary</td>
<td>359-377</td>
</tr>
<tr>
<td>Agricultural + mechanical</td>
<td>359</td>
</tr>
<tr>
<td>Biological + medical</td>
<td>361</td>
</tr>
<tr>
<td>Domestic and food preparation</td>
<td>363</td>
</tr>
<tr>
<td>Education</td>
<td>365</td>
</tr>
<tr>
<td>Fishing</td>
<td>366</td>
</tr>
<tr>
<td>Physical education + card playing</td>
<td>368</td>
</tr>
<tr>
<td>Relationships - kinship</td>
<td>371</td>
</tr>
<tr>
<td>Samoan ceremonial speech</td>
<td>373</td>
</tr>
<tr>
<td>Idiomatic expressions</td>
<td>377</td>
</tr>
<tr>
<td>Samoan - English glossary</td>
<td>378-395</td>
</tr>
<tr>
<td>Bibliography</td>
<td>396</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Whom It May Concern  DATE: December 1, 1975

FROM: William D. Lontz  
Director, Peace Corps/Western Samoa

SUBJECT: This Language Book

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

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

For Peace Corps this has presented an interesting dilemma. Many of the jobs we undertake are for the development of the country for the future. For example, in the Social Studies Curriculum we try to stress Samoa's inter-relationships with the region and the world as a whole. In other areas of work we are designing buildings for tomorrow, developing accounting systems to encompass present and future economic growth and, in our science classes, teaching concepts on conservation of resources for a future generation's use. Having come from a traditionally growth
oriented culture, it is natural for us to be able to accomplish the job, yet our dilemma has been in learning that we must understand and develop our thoughts with a view to the past and a conscious awareness of the tradition upon which Samoa has been built. That dilemma has been an asset to us since it has re-introduced us to some of the ideas that developed our own heritage. Further, it has helped us to attain a degree of flexibility and adaptability. I believe our work in Samoa has reflected the cross-cultural need to build for the future with a basic understanding of the past.

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

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

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

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

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

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

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

The materials of this book and most of the methods in it have had two full years of trial in the field through Peace Corps language training programs, and although the approach is relatively new, most of the material herein has been in use for several years. Prior to 1973 all Peace Corps language training in Western was done according to a rote memorization-pattern drill in which the students were drilled with Samoan sentences and given English translations. Between the late 60's and beginning 70's, no fewer than four language manuals were developed for Peace Corps by various people based on this approach to language learning. It was conceded to be a successful but boring method. In 1973 a new technique was trialed by Peace Corps in Western Samoa which proved
to be more successful, not only in increasing student motivation and interest, but in actually decreasing the total number of class hours necessary to reach the required language proficiency. The technique, based on the Silent Way, has since been modified, trialed and re-modified on approximately 150 Peace Corps Volunteers and 20 Samoan instructors with superior results.

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

Mrs Koke Aiono of the Western Samoa Department of Education who helped develop many of the later lessons (Lessons 34-54) and comprehension stories, and corrected grammar and pronunciation throughout the book; Mr. Chris Lord (former Peace Corps Volunteer) for trialing the book in Peace Corps Training Programs and offering many suggestions in ways of developing and writing the lessons; Mrs Suluga Lameta of the Teachers' Training College of Western Samoa for proof-reading much of the book and giving suggestions on material content and presentation. For contributions to parts of the English-Samoan glossary, I would like to acknowledge the following people: Sally Hayes (Physical Education); Mike Muench and Mike Tranetzki (Agriculture); Craig Wilson (Biology).

Thanks are also due to Gautusa Fa'avae and Tamali'i Tau'auve'a for trialing portions of the book in Peace Corps Training Programs, and Miss Suzanne Snelling (Peace Corps Volunteer) for the illustrations and art work. The following typists prepared the final manuscript: Fa'apaia Soi (the major part of the book), Mitimiti Ngau Chun, Veronica Heather, Matilde Klein, and Henrietta Neru.

Finally, a special thanks to Mr. Jack Slattery (Program and Training Officer, Peace Corps/Western Samoa) for making this book possible and offering suggestions throughout the writing.

Most of the lessons in the first five units were based on the lessons outlined in the book Silent Way, Samoan Language (J. Mayer, 1974). The lessons in units six and seven were developed for this book. The following texts were used to help establish guidelines on how structures were to be developed in those lessons: Conversational Samoan I and II (Campbell, Shore, Petaia, 1973); Let's Speak Samoan (Johnson, Harmon, Haymore, 1962). The dialogues in unit eight were based on similar dialogues in Conversational Samoan I and II. The Grammar Reviews at the end of each unit were written for this book. The following texts were used to check grammatical concepts that were developed; Pratt's Grammar.
The teacher must bear the burden of ensuring that the student can get as much out of each class as possible. To insure that even an untrained instructor can present these lessons successfully, this book has been written as a teacher's manual for lesson presentation as much as a student's book.

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

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

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

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

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

HOW TO USE THIS BOOK

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

In theory students need only attend the classes to benefit from this technique, but to maximize retention the student should supplement the classes by reviewing the lessons, reading the grammar notes, and completing the exercises at the end of each unit. In addition, the new language must be practised out of class with the same degree of experimentation that is developed during the formal lessons.
1. Prohibit all English in the classroom.
2. Likewise prohibit smoking, eating and drinking in the classroom.
3. Encourage experimentation and conversation in Samoan.
4. Prepare each lesson before the beginning of the class so that everything is ready to be used when it is needed.
5. Limit class size to about 5 students per class.
6. Adapt the lessons to suit your students. This includes objects used in the lessons as well as other material aids, location of the classroom, and methodology.
7. Keep the pace of the class fast but not over the heads of the students.
8. Review often.

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

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

<table>
<thead>
<tr>
<th>WORD</th>
<th>ACTION</th>
<th>TARGET RESPONSE</th>
</tr>
</thead>
</table>

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

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

As a final note of introduction, I wish to point out to the reader that the ultimate source or reference for pronunciation, spelling, definition of words, and grammar, has been the Western Samoan Department of Education. Mrs. Koke Aiono of the Samoan Language Curriculum Development Unit has devoted a great deal of time and effort to insure that what is presented in this book is in agreement with materials currently being developed for teaching Samoan Language in the government school system.

Unfortunately, Samoan is not yet standardized to the point where it is spoken and written uniformly throughout the islands. Many of these variations are slight, but the student will notice that they do exist especially in the written language. Existing texts on Samoan are not widely used among the public and although there are some points of disagreement among them, the potential effectiveness they may have on standardizing the language and providing consistency in the language being spoken is not realized. It is hoped that this book may contribute in some way to the Department at Education's program of preserving and standardizing the Samoan Language and therefore benefit both foreign and the native students of Samoan.

J.F.M.
December, 1975
SINGULAR AND PLURAL

DEFINITE AND INDEFINITE

POSITIVE AND NEGATIVE

PRONUNCIATION

READING AND WRITING
LESSON ONE

TOPICS

(a) Nominative singular

The pen. ......................... 'o le peni.
It's a pen. ......................... 'o le peni.

(b) Simple command

take......................... 'ave
bring......................... 'aumai

(c) Conjunction, preposition

and. ......................... ma
to. ......................... ia

METHOD

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

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

The target is included in the lesson so that the teacher has a written plan of what the students should be trying to say. The responses are the minimum that the student should be saying. They should be encouraged to say more than just these responses, and should
experiment with all the new words they are learning to make up new sentences. The teacher must be prepared to correct any pronunciation errors that the student might make in this experimentation.

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

**MATERIALS**

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

**TIME:** 45 minutes

---

**THE LESSON**

Teacher says the Word below. At the same time teacher performs the Action below. Students say the Target Response below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pen) Peni!</td>
<td>Hold up a pen. (Hold up one finger to indicate one word)</td>
<td>Peni!</td>
</tr>
<tr>
<td>(It's the) '0 le</td>
<td>Hold up two fingers to indicate two words</td>
<td>'0 le!</td>
</tr>
<tr>
<td>'0 le peni!</td>
<td>Hold up the pen and three fingers to indicate three words</td>
<td>'0 le peni!</td>
</tr>
<tr>
<td>(notebook) 'Api!</td>
<td>Hold up a notebook</td>
<td>'Api! Full sentence</td>
</tr>
<tr>
<td>(Remember to review '0 le peni)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(pencil) Penitala!</td>
<td>Hold up a pencil</td>
<td>Penitala! Full sentence</td>
</tr>
<tr>
<td>(paper) Pepa!</td>
<td>Hold up a sheet of paper</td>
<td>Pepa!</td>
</tr>
</tbody>
</table>
Full sentence ............
Place a pen and a notebook in the centre of the table.

Touch the empty space between the pen and the notebook..............

Touch the pen.............
the space .................
and the notebook...........
in that order and make students respond to each touch.

Using your fingers, indicate that the second 'o is to be thrown out...........

Try combinations of other pairs.
(Make sure the second 'o is left out)...........

(i.e.)
'0 le peni ma le 'api.

Set out four objects in a line and touch them in the following manner.

the pen .................
the space .............
the paper .............
the space .............
the pencil ............

Now point to the whole line of objects and indicate a full unbroken sentence .......

Repeat this with other combinations.

(take) 'Ave!
With everyone watching take any single object ........

'Ave le peni! Touch the pen and indicate one student must take it.
All students repeat the command. 'Ave le peni.
Indicate one student is to command another to take anything. 'Ave le object.

Let each student command and act several times. Make sure they expand the sentences to more than one object at a time. (i.e.) 'Ave le peni ma le 'api.

\[\text{Iā!}\]

Motion away from yourself. \[\text{Iā!}\]

'Ave le peni iā Ioane!

Indicate that the pen is to be given to one of the students. Students repeat. When you hear the correct target response immediately give the pen to that student. \[\text{Ave le peni iā Ioane.}\]

Point to a pencil and then another student. Student says 'Ave le penitala iā student's name.

Let the students practice with each other.

Give each student an object. (bring) 'Aumai!

Hold out your hand and indicate that you want them to give their objects to you. All repeat. \[\text{'Aumai!}\]

'Aumai le peni!

Hold out your hand to the student who has the pen and make him give you the pen. Indicate another student is to ask you for that same pen \[\text{Aumai le peni.}\]

Immediately give him the pen, then indicate another student is to ask for the pen. \[\text{Aumai le peni}\]

Continue letting students ask for and receive the pen as well as other objects.

Finally, let them make up sentence about anything they have learned in the lesson. (i.e.) \[\text{Aumai le peni.}\]

'Ave le peni iā name etc.
SUI?ARY REVIEW

'O le peni.
pepa
'api.
penitala.

'It's a pen.

'api.
piece of paper.
notebook.
pencil.

'O le peni ma le 'api.
'Ave le peni
'Aumai.
'Ave le peni ma Kika.

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

**Topic:** Pronunciation

**Method:** Fidel Charts

**Materials**

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

## Fidel Charts

Samoan Language

<table>
<thead>
<tr>
<th>Short Vowels</th>
<th>Consonants</th>
<th>Long Vowels</th>
<th>&quot;A&quot; Glottal Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>A E I O U</td>
<td>F G L</td>
<td>A E I O U</td>
<td>'A' 'A'A 'A'A</td>
</tr>
<tr>
<td>AE EA IA OA UA</td>
<td>M N P R</td>
<td>AE EA IA OA UA</td>
<td>'AE 'AE A'E A'E</td>
</tr>
<tr>
<td>AI EI IE OU UE</td>
<td>S T V</td>
<td>AI EI IE OU UE</td>
<td>'AI 'AI A'I A'I</td>
</tr>
<tr>
<td>AC EO IO CI UI</td>
<td></td>
<td>AO EO IO CI UI</td>
<td>'AO 'A'C A'O</td>
</tr>
<tr>
<td>AU EU IU OU UO</td>
<td></td>
<td>AU EU IU OU UO</td>
<td>'AU 'A'U A'U</td>
</tr>
<tr>
<td>1  2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&quot;E&quot; Glottal Vowels</th>
<th>&quot;I&quot; Glottal Vowels</th>
<th>&quot;C&quot; Glottal Vowels</th>
<th>&quot;U&quot; Glottal Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>'E' 'E'E 'E'E</td>
<td>'I' 'I'I 'I'I</td>
<td>'O' 'O'O 'O'O</td>
<td>'U' 'U'U 'U'U</td>
</tr>
<tr>
<td>'EA' 'E'A 'E'A</td>
<td>'IA' 'I'A 'I'A</td>
<td>'OA' 'O'A 'O'A</td>
<td>'UA' 'U'A 'U'A</td>
</tr>
<tr>
<td>'EI' 'E'I 'E'I</td>
<td>'IE' 'I'E 'I'E</td>
<td>'OE' 'O'E 'O'E</td>
<td>'UE' 'U'E 'U'E</td>
</tr>
<tr>
<td>'EO' 'E'O 'E'O</td>
<td>'IO' 'I'O 'I'O</td>
<td>'OI' 'O'I 'O'I</td>
<td>'UI' 'U'I 'U'I</td>
</tr>
<tr>
<td>'EU' 'E'U 'E'U</td>
<td>'IU' 'I'U 'I'U</td>
<td>'OU' 'O'U 'O'U</td>
<td>'UO' 'U'O 'U'O</td>
</tr>
<tr>
<td>5  6</td>
<td>7 8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-7- 24
INTRODUCTION: The Fidel Charts used in this lesson are a variation of those used in the Silent Way technique. Because Samoan is a simple language in terms of pronunciation, these charts are not colour coded. Similarly, the diphthongs are not listed together in related sound groups because no two diphthongs have the same sound.

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

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

THE EXERCISE

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

CHART NO. 1 - SHORT VOWELS

I. Point to each single vowel and pronounce each once. Students repeat after each one. A E I O U.

II. Move down the first column (A). Touch the vowel or vowels, pronounce each clearly and let the students repeat. The diphthongs are taught in the following way:

(i.e.) AE

Teacher points to and pronounces A and E separately.
Student pronounces A and E separately.
Teacher pronounces AE normally.
Student pronounces AE normally.

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

Note that after the first few rows of diphthongs are drilled, the students will probably be able to respond to the chart without the teacher's modeling. This is to be encouraged, however the instructor should be prepared to correct mistakes.
CHART NO. 2 - CONSONANTS

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

(i.e.) F.

Teacher points to and pronounces F.
Students pronounce F.
Teacher points to F and A (Chart No. 1).
Students say FA.
Teacher points to F and AE.
Students say FAE.
Teacher points to F and AI.
Students say FAI.
Teacher points to F and AO.
Students say FAO.
Teacher points to F and AU.
Students say FAU.

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

CHART NO. 3 - LONG VOWELS

I. Teacher points to and pronounces each long vowel.

Students repeat immediately.

Α Ε Ι Ο Υ

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

Α Ε Ι Ο Υ

II. Move down the first column (Α) and say each dipthong once normally.

Students repeat after each one. After each long dipthong immediately point to the equivalent short vowel dipthong in Chart No. 1 and let the students say it once to contrast the new long sound.
(i.e.) AE
Teacher points to and says AE
Students say AE
Teacher points to AE (Chart No. 1)
Students say AE

Repeat this procedure for all of the long Ā combinations (ĀI, ĀO, ĀU) and all the other long vowel columns (E, I, O, U). Always contrast each long dipthong with the corresponding short dipthong in Chart No. 1.

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

(i.e.) FAI and FAI.

CHART NO. 4 - ‘A GLOTTAL VOWELS

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

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

(i.e.) ‘AE
Teacher points to and says ‘AE
Students repeat ‘AE
Teacher points to AE (Chart No. 1).
Students pronounce AE.

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

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

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

(i.e.) FA’I FA’I FAI

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

TOPICS

(a) Singular demonstratives

This pen.................. 'o le peni lea.
That pen.................. 'o le peni lele/lena/lale

(b) Question word (what)

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

METHOD

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

MATERIALS

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

TIME: 45 Minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le peni</td>
<td>Hold up a pen; hold up each of the known objects in turn.</td>
<td>'o le peni</td>
</tr>
<tr>
<td></td>
<td>Leave the new objects on the table but don't give their</td>
<td>pepa.</td>
</tr>
<tr>
<td></td>
<td>Samoan names.</td>
<td>'api.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>penitala.</td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>(that) Lale</td>
<td>Throw the pen far away but within sight.</td>
<td>Lale!</td>
</tr>
<tr>
<td></td>
<td>Hold up four fingers.</td>
<td>'0 le peni lale.</td>
</tr>
<tr>
<td></td>
<td>Practice with a few other objects thrown at a distance.</td>
<td>'0 le object lale.</td>
</tr>
<tr>
<td>(that) Lele</td>
<td>Point to one object which you have placed in the centre of the table.</td>
<td>Lele!</td>
</tr>
<tr>
<td></td>
<td>Hold up four fingers.</td>
<td>'0 le object lele.</td>
</tr>
<tr>
<td></td>
<td>Practice with other objects and review. (i.e.)</td>
<td>'0 le pepa lele.</td>
</tr>
<tr>
<td></td>
<td>Give each one including yourself an object.</td>
<td>'0 le 'api lale.</td>
</tr>
<tr>
<td>(that) Lena</td>
<td>Make everyone point to your object and repeat.</td>
<td>Lena!</td>
</tr>
<tr>
<td></td>
<td>Hold up four fingers.</td>
<td>'0 le object lena.</td>
</tr>
<tr>
<td></td>
<td>Let them practice pointing to a friend's object. Remember to review lale and lele also.</td>
<td></td>
</tr>
<tr>
<td>(that) Lea</td>
<td>Make all the students point to the object still in his own hand and repeat.</td>
<td>Lea!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence.</td>
<td>'0 le object lea.</td>
</tr>
<tr>
<td></td>
<td>Review all demonstratives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make sure that students realize that lene is used when referring to someone else's object, but lele is for something close by that no one possesses.</td>
<td></td>
</tr>
<tr>
<td>(thing) Mea</td>
<td>Touch any object and indicate students to respond.</td>
<td>Mea!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence.</td>
<td>'0 le mea.</td>
</tr>
<tr>
<td></td>
<td>Practice using objects close, far and near people.</td>
<td>'0 le mea lea, lele lena lea.</td>
</tr>
</tbody>
</table>
Draw a question with your hand (hold up a finger to indicate one word).

'0 le!

Hold up two fingers.

Now indicate a question and hold up three fingers.

Now place one of the new objects, which still hasn't been given a Samoan name into the centre of the table and point to it. Draw a question mark and indicate a full sentence.

(what) '0 le!

Hold up two fingers.

Now indicate a question and hold up three fingers.

Now place one of the new objects, which still hasn't been given a Samoan name into the centre of the table and point to it. Draw a question mark and indicate a full sentence.

'0 le a le mea lele?

(the book) '0 le tusi! Immediately answer.

'0 le tusi!

Indicate all are to repeat this answer.

Try the question with a known object. Point to a pen and indicate a question.

'0 le a le mea lele?

'0 le peni!

Immediately answer.

Throw another one of the unnamed objects far away (but well within sight of all) and indicate a question.

'0 le a le mea lele?

(comb) '0 le selu! Immediately answer.

's0 le selu!

Have each student repeat the new answer.

Hold the last unnamed object in your hand and indicate a question.

'0 le a le mea lena?

(match) '0 le afi-

'tusi.

Make each student repeat the new answer.

Give each student an object. Each student points to the object in his hand and asks of another student.

'0 le a le mea lea?

The other student answers.

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

___

**SUMMARY REVIEW**

'O le tusi lea. 
lele 
lena 
lale

This here book.
That there book.
That there (someone's) book.
That there (far away) book.

'O le à?

0 le à le mea lea?
lele 
lena 
lale

What's this thing?
that
that
that

'O le mea lena 'o le afitusi.
lele seiu 
lale peni
lea tusi

That thing is a match.
That comb
That pen
This book
LESSON FOUR

TOPICS

(a) Nominative plural
   Pens................................. 'o peni.
   They're pens......................... 'o peni.

(b) Plural demonstratives
   These pens......................... 0 peni ia
   Those pens......................... 0 peni na/la

(c) Plural question (what)
   What are these?.................... 'o a ia?

METHOD

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

MATERIALS

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

TIME: 45 Minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O le peni!</td>
<td>Hold up one pen. Hold up three fingers to show three words...............</td>
<td>'O le peni!</td>
</tr>
</tbody>
</table>

Now hold up two pens and indicate on your fingers that the middle word (le) is to be thrown out.................. 'O peni!
Try it with the other familiar objects.

Switch back to the singular a few times so that they realize the difference between singular and plural. (drop the le)

Throw two pencils far away but well within sight.

Point to the two distant pencils. Indicate a full sentence.

Use other objects.

Place some books on the table and point to them.

Point to the books. Indicate a full sentence.

Use other objects and review le.

Hold 2 notebooks and make everyone point to them. Indicate a full sentence.

Let the students hold objects and describe them to each other. (Review all).

Give each student pairs of objects.

Teacher points to his own objects.
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each says ia while he is pointing to his own objects</td>
<td>Indicate a full sentence.</td>
<td>'na!</td>
</tr>
<tr>
<td>Indicate a full sentence.</td>
<td>Practice with all the familiar objects using both singular and plural.</td>
<td>'0 objects is/na/laa</td>
</tr>
<tr>
<td>(Things) 0 mea!</td>
<td>Touch several pairs of objects indicating that they are all things</td>
<td>'0 mea!</td>
</tr>
<tr>
<td>(When) A!</td>
<td>Draw a question mark.</td>
<td>A!</td>
</tr>
<tr>
<td>Indicate a full sentence with three words.</td>
<td>Throw out the second word (le).</td>
<td>'0 a?</td>
</tr>
<tr>
<td>(Rings) 0 mama!</td>
<td>When the students say the question properly, teacher answers.</td>
<td>'0 a mea na?</td>
</tr>
<tr>
<td>Point to the rings and have them repeat.</td>
<td>Throw the cigarettes far away and indicate a question.</td>
<td>'0 a mea la?</td>
</tr>
<tr>
<td>(cigarettes) 0 sikaleti!</td>
<td>When they ask the question properly answer immediately.</td>
<td>'0 sikaleti!</td>
</tr>
<tr>
<td>Indicate all must repeat.</td>
<td>Hold the pair of watches in your hand and indicate a question.</td>
<td>'0 a mea na?</td>
</tr>
<tr>
<td>(watches) 0 uati!</td>
<td>Make everyone repeat the answer...</td>
<td>'0 uati!</td>
</tr>
<tr>
<td>Give everyone a different pair of objects. Each student points to his own objects and asks another student.</td>
<td>The other student replies...</td>
<td>'0 objects na</td>
</tr>
</tbody>
</table>

17 3
The students ask questions about anything in the room (or a walk outside). Make sure everyone repeats the new words as they are taught.

SUMMARY REVIEW

'0 uati.
sikaleti
mama

They are watches.

They are cigarettes

They are rings

'0 uati ia.
na
la

These here are watches.

Those there

Those there (far)

'0 a?

They are what?

'0 a mea ia?

What are these?

na

those

la

those

'0 mea ia '0 uati.
sikaleti
mama

These are watches.

They are cigarettes

They are rings
LESSON FIVE

TOPICS

(a) Indefinite singular and plural

Is it a pen? ................. 'O se peni?
Are they pens? ............... 'O ni peni?

(b) Negative singular and plural

It's not a pen ............... E le 'o se peni.
They're not pens ............ E le 'o ni peni.

METHOD: Silent Way

MATERIALS

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

TIME: 45 Minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O le 'api lele!</td>
<td>Point to a notebook on the table. Hold up four fingers to indicate a four word sentence.</td>
<td>'O le 'api lele!</td>
</tr>
<tr>
<td>(a) Se!</td>
<td>Draw a question with your finger. Make everyone repeat the new word.</td>
<td>Se!</td>
</tr>
</tbody>
</table>

Now point to the notebook again, but this time when you hold up four fingers, touch the second finger and show that word is a question word.

'O se 'api lele?
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the students ask the correct question then teacher must immediately answer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Yes) 'Ioe!</td>
<td>Shake your head yes.</td>
<td>'Ioe!</td>
</tr>
<tr>
<td></td>
<td>All repeat......................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicate that the students are to answer in a full sentence after 'Ioe......................</td>
<td>'Ioe, 'o le 'api lele.</td>
</tr>
<tr>
<td></td>
<td>(IMPORTANT: - The students must switch back to using le instead of se when they are giving a yes answer. Use your fingers for this changing).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice with other objects. DO NOT use the new objects yet.</td>
<td></td>
</tr>
<tr>
<td>'O se tusi lele?</td>
<td>Point to a new object on the table (a glass) and ask the question.</td>
<td>'O se tusi lele?</td>
</tr>
<tr>
<td></td>
<td>Make everyone repeat.............</td>
<td></td>
</tr>
<tr>
<td>(No) Leal!</td>
<td>Shake you head no. Make all repeat this new word.............</td>
<td>Leal!</td>
</tr>
<tr>
<td></td>
<td>Practice this question using the names of different objects and pointing to the glass.............</td>
<td>'O se object lele?</td>
</tr>
<tr>
<td></td>
<td>After each question the students say no............................</td>
<td>Leal!</td>
</tr>
<tr>
<td>(It's not) E le!</td>
<td>Show two words with your fingers. Shake your head no.............</td>
<td>E le!</td>
</tr>
<tr>
<td></td>
<td>Make everyone repeat stressing the long le sound, so that it will not be confused with le the article.</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>'E le 'o se peni lele!</td>
<td>Point to the glass and shake your head no. Say this sentence, and hold up six fingers.</td>
<td>Make everyone point to the glass and say the sentence. E le 'o se peni lele!</td>
</tr>
<tr>
<td>Make everyone point to the glass and say the sentence. E le 'o se peni lele!</td>
<td>(glass) Ipu!</td>
<td>Identify the glass. All repeat. O le ipu!</td>
</tr>
<tr>
<td>Repeat this with other objects. (i.e.) O se mama lea? Leai, e le 'o se mama lea. Or 'Ioe, 'o le mama lea.</td>
<td>Following the same procedure as the singular, continue with the plural. 'O tusi nā!</td>
<td>Point to some books on the table. Hold up three fingers. O tusi nā!</td>
</tr>
<tr>
<td>(some) Nil</td>
<td>Draw a question in the air with your finger. Nil!</td>
<td>Point again to the books but this time draw a question and hold up four fingers and touch the second finger to indicate that this is ni. 'O ni tusi nā?</td>
</tr>
<tr>
<td>When you hear the correct question immediately answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>'Ioel</td>
<td>Shake your head yes.</td>
<td>'Ioel</td>
</tr>
<tr>
<td></td>
<td>Students repeat..................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicate students are to respond in a full sentence.</td>
<td></td>
</tr>
</tbody>
</table>

(IMPORTANT: Make sure the students remove the indefinite ni from their "yea" sentence. Use your fingers if necessary to show that ni is thrown out).

Practice with other familiar objects.

<table>
<thead>
<tr>
<th>'O ni ipu na?</th>
<th>Point to a pair of unfamiliar objects (i.e. ashtrays) and ask if they are glasses.</th>
<th>'O ni ipu na?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students repeat..................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Let students practice the question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shake your head no!</td>
<td>Leal!</td>
</tr>
<tr>
<td></td>
<td>All repeat..................</td>
<td></td>
</tr>
</tbody>
</table>

Let students ask this question using the names of other familiar objects while pointing to the ashtrays.

(i.e.)

'E le 'o ni ipu na?

Answer: Leal!

<table>
<thead>
<tr>
<th>E le!</th>
<th>Hold up two fingers to show two words. Shake your head no and point to the ashtrays.</th>
<th>E le!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All repeat..................</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E le 'o ni ipu na!</th>
<th>Point to the ashtrays and hold up 6 fingers.</th>
<th>E le 'o ni ipu na!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point to the ashtrays, make everyone point to them and repeat.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Talefulufu</th>
<th>Identify the ashtray.</th>
<th>Talefulufu!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>St!ents repeat......................</td>
<td></td>
</tr>
</tbody>
</table>
Practice questions and answers with other objects, both yes and no answers.

If time permits also review singular and plural together.

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O se ipu?</td>
<td>ashtray</td>
<td>Is it a glass?</td>
</tr>
<tr>
<td>talefulefu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Ioe, 'o le ipu.</td>
<td>glass.</td>
<td>Yes, its a glass.</td>
</tr>
<tr>
<td>talefulefu</td>
<td>ashtray</td>
<td></td>
</tr>
<tr>
<td>Leai, e le 'o se ipu.</td>
<td>ashtray</td>
<td>No, its not a glass.</td>
</tr>
<tr>
<td>talefulefu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'O ni ipu ia?</td>
<td>those</td>
<td>Are these glasses?</td>
</tr>
<tr>
<td>na</td>
<td>those</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Ioe, 'o ipu ia.</td>
<td>those</td>
<td>Yes, these are glasses.</td>
</tr>
<tr>
<td>na</td>
<td>those</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leai, e le 'o ni ipu ia.</td>
<td>those</td>
<td>No, these are not glasses.</td>
</tr>
<tr>
<td>na</td>
<td>those</td>
<td></td>
</tr>
<tr>
<td>la</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY REVIEW**

*041@i6§4.firmg-10&4440WWgiNg)09-xtV404iikk
LESSON SIX

TOPIC: Reading

METHOD: Word Charts

MATERIALS

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

| 'O LE PENI 'AVE LENĀ MA | E LE NI SE LEA 'AUMAI LĀ |
| 'IOE MA IĀ NAMA LALE LELE | LEAI UATI Ā IA NA PENITALA |
| SELU SINA IOANE TĀLEFULEFU |

TIME: 45 Minutes

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

THE EXERCISE

I. PRONUNCIATION: Teacher points to each word and pronounces it once. Students immediately repeat after each word.

II. Teacher points to a series of words which make a complete sentence. Students say the words one at a time as the teacher points.
The teacher does not model the words. (i.e.) 'O le peni
Teacher touches 'o
Students say 'o
Teacher touches le
Students say le
Teacher touches peni
Students say peni

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

(i.e.)
'O le peni.
    'O se peni? 'Ioe, 'o le peni. etc
    Leai, e le 'o se peni.
    etc.

'O le peni ma le penitala.
    'O ni peni? 'Ioe, 'o peni. etc
    Leai, e le 'o ni peni.
    etc.

'Aumai le peni.
    etc.

'Ave le peni iā Sina.
    etc. Icane

'O le a lea?
    'O le peni lea.
    lele
    lale etc.

'O le a lea lea?
    'O le peni le mea lea.
    lele
    uati lele etc etc

'O a ia?
    'O peni ia.
    na
    la
    etc. la

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

TOPICS

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

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.

TIME: 20 Minutes

I. VOCABULARY

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

peni

fetū

tusi

'isumu

letio

mauga

'ato

āfu

4u 26
II. STATEMENTS:

Teacher will model the sentence once after which the student will respond automatically as the teacher points to each new picture. MOVE QUICKLY! Do not give the English translation.

'0 le peni.
  tusi
  etc.

It's a pen.
  book
  etc.

'0 le peni lea. (Point down)
  tusi
  etc.

This is a pen.
  book
  etc.

'0 le peni lele. (Point away)
  etc.

That is a pen.
  etc.

'0 le peni lena. (Point to yourself)
  etc.

That is a pen.
  etc.

'0 le peni lalale. (Point far away)
  etc.

That is a pen.
  etc.

III. QUESTIONS:

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

'0 le a lea? What's this?

'0 le peni lea. This a pen.

'0 le a lea? What's this?

'0 le penitala lea. This is a pencil.
  etc.

'0 le a lele? What's that?

'0 le peni lele. That's a pen.
  etc.
IV. MORE QUESTIONS:

Repeat the same procedure as before.

'0 le a le mea lea?  What's this thing?
'0 le peni le mea lea.  This thing is a pen.
'0 le a le mea lea?  What's this thing?
'0 le peni le mea lea.  This thing is a pencil.
'0 le penitala le mea lea.  etc.
'0 le a le mea lele?  What's that thing?
'0 le peni le mea lele.  That thing's a pen.
'0 le a le mea lena?  What's that thing?
'0 le peni le mea lena.  That thing's a pen.
'0 le a le mea lale?  What's that thing?
'0 le mea lale 'o le peni.  That thing's a pen.
'0 le a le mea lale?  What's that thing?
'0 le mea lale 'o le peni.  That thing's a pen.

V. PLURAL STATEMENTS:

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

'0 peni  They're pens
e tc.  etc.
VI. PLURAL QUESTIONS:

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

'0 ā ia?
0 peni ia.
etc

'0 ā nā?
0 peni nā.
etc

'0 ā la?
0 peni lā.
etc

VII. MORE PLURAL QUESTIONS:

'0 ā mea ia?
0 peni mea ia.
etc

'0 ā mea nā?
0 peni mea nā.
etc

'0 ā mea lā?
0 peni mea lā.
etc
REVIEW DRILL TWO

TOPICS

Indefinite singular and plural .................. 'O se peni?
'O ni peni?

Negative singular and plural .................. E le 'o se peni.
E le 'o ni peni.

METHOD: Substitution Drill

MATERIALS

A large wall chart like the one below.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIME: 15 Minutes

THE DRILL

I. VOCABULARY:
Teacher pronounces each picture and students repeat.

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

4 i
II. **QUESTION - INDEFINITE:**

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

<table>
<thead>
<tr>
<th>'O se malie?</th>
<th>Is it a shark?</th>
</tr>
</thead>
<tbody>
<tr>
<td>pe'a</td>
<td>bat</td>
</tr>
<tr>
<td>leoleo</td>
<td>cop</td>
</tr>
<tr>
<td>pasi</td>
<td>bus</td>
</tr>
<tr>
<td>i'a</td>
<td>fish</td>
</tr>
<tr>
<td>lupe</td>
<td>dove</td>
</tr>
<tr>
<td>pagota</td>
<td>prisoner</td>
</tr>
<tr>
<td>loli</td>
<td>truck</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'O ni malie?</th>
<th>Are they sharks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

III. **QUESTION AND ANSWER - POSITIVE:**

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

<table>
<thead>
<tr>
<th>'O se malie?</th>
<th>'Ioe, 'o le malie.</th>
<th>Is it a shark?</th>
</tr>
</thead>
<tbody>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td>Yes, it's a shark.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>'O ni malie?</th>
<th>'Ioe, 'o malie.</th>
<th>Are they sharks?</th>
</tr>
</thead>
<tbody>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td>Yes, they're sharks.</td>
</tr>
</tbody>
</table>

IV. **QUESTION AND ANSWER NEGATIVE:**

(a) The top picture determines the question. The top answer is positive, the bottom picture is negative.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>UPPER PICTURE</th>
<th>LOWER PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 se malie?</td>
<td>'Ioe, 'o le malie.</td>
<td>Leai, 'e le 'o se malie.</td>
</tr>
<tr>
<td>pe'a</td>
<td>pe'a</td>
<td>pe'a</td>
</tr>
<tr>
<td>leoleo</td>
<td>leoleo</td>
<td>leoleo</td>
</tr>
<tr>
<td>pasi</td>
<td>pasi</td>
<td>pasi</td>
</tr>
</tbody>
</table>

| '0 ni malie? | 'Ioe, 'o malie | Leai, 'e le 'o ni malie. |
| pe'a | pe'a | pe'a |
| leoleo | leoleo | leoleo |
| pasi | pasi | pasi |

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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>UPPER PICTURE</th>
<th>LOWER PICTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 se i'a?</td>
<td>'Ioe, 'o le i'a.</td>
<td>Leai, e le 'o se i'a.</td>
</tr>
<tr>
<td>lupe</td>
<td>lupe</td>
<td>lupe</td>
</tr>
<tr>
<td>pagota</td>
<td>pagota</td>
<td>pagota</td>
</tr>
<tr>
<td>loli</td>
<td>loli</td>
<td>loli</td>
</tr>
</tbody>
</table>

| '0 ni i'a? | 'Ioe, 'o i'a. | Leai, e le 'o ni i'a |
| lupe | lupe | lupe |
| pagota | pagota | pagota |
| loli | loli | loli |
NOTES ON LESSON ONE:

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

It is a pen .................................. '0 le peni

It is possible in English to say only 'The pen' but the Samoan noun must be accompanied by '0 for it to be a complete statement.

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>INCOMPLETE</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy</td>
<td>le tame</td>
<td>'0 le tame</td>
</tr>
<tr>
<td>The sun</td>
<td>le la</td>
<td>'0 le la</td>
</tr>
<tr>
<td>America</td>
<td>Amerika</td>
<td>'0 Amerika</td>
</tr>
<tr>
<td>Samoa</td>
<td>Samoa</td>
<td>'0 Samoa</td>
</tr>
</tbody>
</table>

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

It's a boy! ............................ '0 le tame!

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

It's a pen, a book, and a pencil .......... '0 le peni ma le tusi ma le penitala.

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

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

'Give (me) the notebook.

'Ave le 'api ............................ Take the notebook.

Give (to someone) the notebook.

'Ia is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, i, is used.

NOTES ON LESSON THREE:

'Lea, leale, lene, lale are the most commonly occurring singular demonstratives.

There are other variations of these four but they are mainly contractions or protractions and have basically the same meaning as those here. English recognizes only two singular demonstratives "this" and "that". Samoan has three main classes that are most easily explained in terms of spatial relationships.
lea ......................... this (usually in contact or in very close proximity to the speaker)
lele ......................... that (not too distant from the speaker)
lena .......................... that (used for lele when the object is in someone else's possession)
lale .......................... that (at a great distance from the speaker).

Note: There are three formal demonstratives that will be introduced later because of their reoccurring roots - lenei, lena (above), lele.

The demonstratives can occur both before and after the noun they modify:

'0 le mea lea ......................... this thing
'0 lea mea
(note since these are all contractions of le + base, the singular article le is omitted before the demonstrative).

'A is a question word used as the pronoun "what".

'0 le a? .................. It's a what?
(What is it?)

'0 le a lea? .................. It's a what this?
(What is this?)

'0 le a is also an idiomatic expression used when answering someone's call.

Hey you!

What? ..................................... '0 le a?

NOTES ON LESSON FOUR:

Plural is shown by omitting the article before the noun. As opposed to English, Samoan nouns do not change from singular to plural (there are a few exceptions). Plural is assumed unless there is a singular indicator before the noun.

'0 peni .......................... They are pens

'ia, nā, lā are the common plural demonstratives (these, those). The same pattern is followed as in singular.

'ia .......................... these (close or touching)
'nā .......................... those (not far or in someone's possession)
'lā .......................... those (far away)

Note: There are three formal demonstratives which will be introduced later because of their frequently occurring roots: neil, nā (above) lā (above).

The demonstratives can occur before or after the noun.

'0 mea nā .......................... Those things
'0 nā mea

'A is used without an article because it is referring to plural objects.

'0 a mea ia? .................. What are these things?
NOTES ON LESSON ONE:

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

It is a pen ........................................... 'o le peni

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

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>INCOMPLETE</th>
<th>COMPLETE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boy</td>
<td>le tame</td>
<td>'o le tame</td>
</tr>
<tr>
<td>The sun</td>
<td>le la</td>
<td>'o le la</td>
</tr>
<tr>
<td>America</td>
<td>Amelika</td>
<td>'o Amelika</td>
</tr>
<tr>
<td>Samoa</td>
<td>Samoa</td>
<td>'o Samoa</td>
</tr>
</tbody>
</table>

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

It's a boy! ........................................... 'o le tama!

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

It's a pen, a book, and a pencil .................. 'o le peni ma le tusi ma le penitala.

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

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

'Ave le 'api ......................................... Take the notebook.
Give (to someone) the notebook.

Ia is a proposition similar to "to" in English. It is generally used before names and pronouns, otherwise another form, i, is used.

NOTES ON LESSON THREE:

Lea, lele, lena, lale are the most commonly occurring singular demonstratives. There are other variations of these four but they are mainly contractions or protractions and have basically the same meaning as those here. English recognizes only two singular demonstratives "this" and "that". Samoan has three main classes that are most easily explained in terms of spatial relationships.
lea ......................... this (usually in contact or in very close proximity to the speaker)
lele ........................ that (not too distant from the speaker)
lenə ................................ that (used for lele when the object is in someone else's possession)
lale ........................ that (at a great distance from the speaker).

Note: There are three formal demonstratives that will be introduced later because of their reoccurring roots - lenəi, lenə (above), lele

The demonstratives can occur both before and after the noun they modify:-
'0 le mea lea ......................... this thing
'0 lea mea
(note since these are all contractions of le + base, the singular article le is omitted before the demonstrative).

A is a question word used as the pronoun "what".
'0 le a? ......................... It's a what?
          (What is it?)
'0 le A lea? ......................... It's a what this?
          (What is this?)

'0 le a is also an idiomatic expression used when answering someone's call.

Hey you!
What?  ......................... '0 le a?

NOTES ON LESSON FOUR:

Plural is shown by omitting the article before the noun. As opposed to English, Samoan nouns do not change from singular to plural (there are a few exceptions). Plural is assumed unless there is a singular indicator before the noun.

'0 peni ............................... They are pens

Ia, r:i, lA are the common plural demonstratives (these, those). The same pattern is followed as in singular.

ia .............................. these (close or touching)
na ................................ those (not far or in someone's possession)
lA .............................. those (far away)

Note: There are three formal demonstratives which will be introduced later because of their frequently occurring roots: nei, na (above) lA (above).

The demonstratives can occur before or after the noun.

'0 mea na ................................ Those things
'0 na mea

A is used without an article because it is referring to plural objects.

'0 A mea ia?  ......................... What are these things?
NOTES ON LESSON FIVE:

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

- Give me a (any) pen ................. 'Aumai se peni.
- It's not a pen ........................ E le 'o se peni.
- Is it a pen? .......................... 'O se peni?

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

- Take some pens ....................... 'Ave ni peni.
- They aren't pens ..................... E le 'o ni peni.
- Are they pens? ....................... 'O ni peni?

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

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

'Ioe, Leai are the respective utterances for yes and no. Yes has several variations: 'i, oe, 'io, e, 'io'e of which 'i is very common.
NOTE TO INSTRUCTOR: These work sheets are samples that are included to help the instructor decide how the lessons are to be re-enforced out of the classroom. The examples used here are suitable for the lessons as they are presented in this book. The teacher is advised however, that interest and motivation of the students are two important factors in language learning. It is essential therefore, that the subject matter be relative to the interests of the students.

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

1. ................................................................. 5. .................................................................
2. ................................................................. 6. .................................................................
3. ................................................................. 7. .................................................................
4. ................................................................. 8. .................................................................
9. ? ................................................................. 10. ? ..............................................................
11. ? .................................................................
20. ..........................  
21. ..........................

'O a mea ia? ..........................  22. ..........................
'O ni nofoa mea na? ..........................
'O lea le mea lea? ..........................
'O se moa lea? ..........................
'O se nofoa lea? ..........................
'O se pu'a lele? ..........................
'O a mea la? ..........................
'O ni i'a mea na? ..........................
E le'o se fa'i lea? ..........................

'O ni penu ..........................
E le'o se moa la. ..........................
'O se ipu lea? ..........................
'O le nin ma le pu'a ..........................
E le'o se i'a mea ia ..........................
COUNTING
BUYING AND SELLING
TELLING TIME
LOCATION
**LESSON 3**

(a) Numbers (one, two, etc.) 
(b) How many? (E) how much? 
(c) Present tense marker e

**METHOD:** Silent - v

**MATERIALS**

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

**TIME:** 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(card) Papa!</td>
<td>Hold up some cards. IMPORTANT - do not show the face of the cards to the students. Just let them see the backs.</td>
<td>'O pepe.</td>
</tr>
<tr>
<td>(one) Tasi!</td>
<td>Hold up one finger and point to the single card. Indicate a full sentence and point to the card. Point to some other single objects (i.e. pen, chair, etc.) and students give the response.</td>
<td>'O le object e tasi.</td>
</tr>
<tr>
<td>(two) Lua!</td>
<td>Point to two cards on the table. Indicate a full sentence. IMPORTANT - The singular articles le must be dropped when more than one card is used. If students don't drop the le, show with your fingers that it is to be removed.</td>
<td>'O pepe e lua.</td>
</tr>
</tbody>
</table>

50
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try lua</td>
<td>Try lua with other objects. Remember to review taxi.</td>
<td></td>
</tr>
<tr>
<td>(three) Tolu!</td>
<td>Point to three cards on the table... Tolu! Indicate a full sentence... '0 pepa e tolu.</td>
<td></td>
</tr>
<tr>
<td>(four) Fā!</td>
<td>Same procedure... Fā! etc.</td>
<td></td>
</tr>
<tr>
<td>(five) Lima!</td>
<td>Same procedure... Lima! etc.</td>
<td></td>
</tr>
<tr>
<td>Review all numbers and objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(how many) Fia!</td>
<td>Draw a question with your fingers... Fia! Place 4 cards on the table in a neat stack so that the students cannot see how many there are. E fia pepa nā?</td>
<td>E fia pepa nā?</td>
</tr>
<tr>
<td></td>
<td>E fia pepa nā? Draw a question with your fingers and point to the pile... When the question is mastered you give the reply. E fā pepa nā!</td>
<td>E fā pepa nā!</td>
</tr>
<tr>
<td></td>
<td>Try the question again but with a different number of cards on the pile (5 cards)...</td>
<td>E fia pepa nā?</td>
</tr>
<tr>
<td></td>
<td>Practice with other objects, all the numbers (1-5) and plural demonstratives (ia, na, la).</td>
<td></td>
</tr>
<tr>
<td>(six) Ono!</td>
<td>Show six cards... Ono! '0 pepa e ono.</td>
<td></td>
</tr>
<tr>
<td>(seven) Fitu!</td>
<td>Show seven cards... Fitu! '0 pepa e fitu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Place a stack of cards (6 cards) on the table and indicate a question... E fia pepa nā?</td>
<td></td>
</tr>
</tbody>
</table>
(eight) **Valu!**
- Let someone else count them and answer.
- Show 8 cards.
- Indicate a full sentence.
- Show 9 cards.
- Indicate a full sentence.
- Show 10 cards.
- Indicate a full sentence.
- Place a stack of cards on the table (8 cards) and let the student ask.
- Let another student answer.
- Practice with all the numbers as well as with other objects.
- Use the other plural demonstrations as well.

(eight) **Valu!**
- '0 pepa e valu.

(nine) **Iva!**
- By now they should know the pattern for the teens. Let the students ask and answer each other questions using other teens as well.

(nine) **Iva!**
- '0 pepa e iva.

(ten) **Sefulu!**
- '0 pepa e sefulu.

(ten) **Sefulu!**
- Sefulutasi!
- Sefululu!
- Sefululua!
- Luasefulu tasi!
- Luasefulu lua!
- Luasefulu tolu!
- Continue adding on numbers until you reach 100.

(twelve) **Sefululu!**
- (i.e.) E fia pepa na?
- E valu pepa na.

(eleven) **Sefulutasi!**
- Sefulutasi!
- Sefululu!
- Sefululua!
- (i.e.) E fia pepa na?
- E sefulufitu pepa na.

(twelve) **Sefululu!**
- Show 11 cards.
- Indicate a full sentence.
- Show 12 cards.
- Indicate a full sentence.
- By now they should know the pattern for the teens. Let the students ask and answer each other questions using other teens as well.

(eight) **Valu!**
- '0 pepa e valu.

(nine) **Iva!**
- '0 pepa e iva.

(ten) **Sefulu!**
- '0 pepa e sefulu.

(twelve) **Sefululu!**
- Show 10 cards.
- Indicate a full sentence.
- Place a stack of cards on the table (8 cards) and let the student ask.
- Let another student answer.
- Practice with all the numbers as well as with other objects.
- Use the other plural demonstrations as well.

(twelve) **Sefululu!**
- '0 pepa e sefululu.

(21) **Luasefulu tasi!**
- Show 21 cards.
- Now, using the numbers on the card face, show 22 (i.e. 2 tens and a two).
- Show 23.
- Continue adding on numbers until you reach 100.

(21) **Luasefulu tasi!**
- Luasefulu tua!
- Luasefulu tolu!

(100) **Selau!**
- Show one hundred.

(100) **Selau!**
- Selau ma le tasi!
Selau sefulufitu: Show 117...................... Selau sefulufitu
Selau luasefulu tasi!: Show 121...................... Selau luasefulu tasi!
Continue to two hundred.
Show two hundred..................... Lasa selau!

Now go to the blackboard and write these arabic numbers on the board. Students say the Samoan number after each number.

| 201 | 263 | 529 | 821 |
| 205 | 300 | 683 | 909 |
| 211 | 444 | 777 | 999 |

(200) Lasa selau!

(thousand) Afe!

E tasi le afe selau ma le tasi!

Write the number one thousand..... Afe!

Write the number 1101.............. E tasi le afe selau ma le tasi.

Continue writing examples up to one million.

Write 1,000,000 (one million)..... Miliona!

E tasi le miliona lua afe iva selau ma le tasi!

Write 1,002,901...................... E tasi le miliona lua afe iva selau ma le tasi!

Continue writing examples with students giving the Samoan equivalent.

SUMMARY REVIEW

'0 le pepa e tasi', It's one card.
'0 pepa e lua', They are two cards.
tolu three
fa four
lime five
ono six
fitu seven
valu eight
iva nine
sefulu ten
<table>
<thead>
<tr>
<th>E fia pepa?</th>
<th>How many cards?</th>
</tr>
</thead>
<tbody>
<tr>
<td>E tasi le pepa.</td>
<td>One card.</td>
</tr>
<tr>
<td>E lua pepa</td>
<td>Two cards</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
</tr>
<tr>
<td>E sefulutasi.</td>
<td>Eleven.</td>
</tr>
<tr>
<td>E lua sefulu tasi.</td>
<td>Twenty-one.</td>
</tr>
<tr>
<td>E selau ma le tasi.</td>
<td>One hundred and one.</td>
</tr>
<tr>
<td>E afe lua selau sefulufa.</td>
<td>One thousand two hundred and fourteen.</td>
</tr>
<tr>
<td>E miliona</td>
<td>One million.</td>
</tr>
</tbody>
</table>
LESSON EIGHT

TOPIC: Pronunciation

METHOD: Contrast drills

These contrast drills are used in the following way.

A. Students listen. The teacher first points to the contrasting vowels on the fidel chart and pronounces them (i.e. e and i). The teacher then recites the complete list of contrast-word pairs for the two sounds.

B. Students recite. The teacher again points to the contrasting vowels on the fidel chart. Students repeat after the teacher pronounces each one. The teacher again pronounces the contrasting word pairs but this time the students repeat after each word.

C. Students write. The teacher dictates several words from the list. Students must listen, decide which sound is being pronounced and then write out the complete word. When the dictation is complete, the teacher writes the correct words on the blackboard.

D. Students listen. The teacher reads the contrasting list once more.

MATERIALS

Fidel chart, paper and pencils and blackboard.

TIME: 45 minutes.

THE LESSON

I. Exercise No.1. i vs e

(A) Teacher points to i and e on fidel chart No.1 and pronounces them. Teacher then recites these pairs. (DO NOT give the English meaning in class).

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

Teacher dictates 10 words from the list (e or i). Students write the word. When all ten have been dictated, the teacher writes the correct words on the board.

Teacher recites the entire list again. Students listen.

II. Exercise No.2. e vs ei

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

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

Dictate five words and correct in class.

III. Exercise No.3. o vs ou

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

1. fou (new) 1. fo (to doctor; name of a fish)
2. lou (your) 2. lo (name of a fish)
3. mou (disappear) 3. mo (for)
4. nou (frown) 4. no (to borrow)
5. pou (a post) 5. po (night)
6. sou (rough sea) 6. so (possessive marker)
7. tou (you plural) 7. to (pregnant)

Dictate five words and correct in class.

IV. Exercise No.4 ao vs au

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

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

Dictate 10 words and correct in class.

V. Exercise No.5 ae vs ai

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

1. 'ai (eat) 1. 'ae (but)
2. mai (from) 2. mae (stink)
Dictate five words and correct in class.

VI. Exercise No. 6. the glottal

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

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

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

Teacher points to glottal 'E and says.

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

Teacher points to glottal 'I and says.

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

Teacher points to glottal 'O and says.

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

Teacher points to glottal 'U and says.

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

(B) Repeat the reading, this time students repeat each word after the teacher.

(C) Teacher dictates 10 words, students write.

(D) Teacher reads all the words again, students listen.
LESSON NINE

TOPICS

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

METHOD

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

MATERIALS

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(can of beer)</td>
<td>'Apa pia! Hold up a beer can.................</td>
<td>'Apa pia! 0 le apa pia lena.</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td></td>
</tr>
<tr>
<td>(can of fish)</td>
<td>'Apa i'a! Hold up a can of fish............</td>
<td>'Apa i'a! 0 le 'apa i'a lena.</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td></td>
</tr>
<tr>
<td>(can of corned beef)</td>
<td>'Apa pisupo! Hold up a corned beef can...</td>
<td>'Apa pisupo! 0 le 'apa pisupo lena.</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td></td>
</tr>
<tr>
<td>(price) Tau</td>
<td>Pull the price tag off the corned beef can and hold it up.........................</td>
<td>Tau! 0 le tau.</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Now hold up the can of corned beef again and indicate a full sentence.</td>
<td>'0 le 'apa pisupo.</td>
</tr>
<tr>
<td></td>
<td>Finally hold up the price tag first and then the can of beef right next to it. Indicate a full sentence.</td>
<td>'0 le tau o le 'apa pisupo.</td>
</tr>
<tr>
<td></td>
<td>Point to the price tag on the can of fish.</td>
<td>'0 le tau o le 'apa i'a.</td>
</tr>
<tr>
<td></td>
<td>Point to the price tag on the can of beer.</td>
<td>'0 le tau o le 'apa pia.</td>
</tr>
<tr>
<td>(how much) <strong>E fia!</strong></td>
<td>Draw a question with your hand.</td>
<td><strong>E fia!</strong></td>
</tr>
<tr>
<td></td>
<td>Place the can of fish on the table but cover the price tag with your hand so the students cannot see the price. Indicate a question.</td>
<td><strong>E fia le tau o le 'apa i'a?</strong></td>
</tr>
<tr>
<td></td>
<td>(If the students cannot say the complete question properly the teacher can model it for them).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When they have asked the question properly, point to the price tag and let the students answer.</td>
<td><strong>E tolusefulu lima le tau o le 'apa i'a.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sene!</strong> Point to the $ on the price tag.</td>
<td><strong>Sene!</strong></td>
</tr>
<tr>
<td></td>
<td>Point to the price tag again. Indicate a full sentence.</td>
<td><strong>E tolusefulu lima sene.</strong></td>
</tr>
<tr>
<td></td>
<td>Practice the question and answer with other objects letting the students ask and answer.</td>
<td><strong>E fia le tau o le object?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>E x sene.</strong></td>
<td></td>
</tr>
<tr>
<td>(candy) <strong>Lole!</strong></td>
<td>Hold up a piece of candy. Indicate a question. Indicate an answer.</td>
<td><strong>Lole!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>E fia le tau o le lole?</strong></td>
</tr>
<tr>
<td>(razor blade) <strong>Matatafi!</strong></td>
<td>Hold up a razor blade. Indicate a question. Indicate an answer.</td>
<td><strong>Matatafi!</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>E fia le tau o le matatafi?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>E fā sene.</strong></td>
</tr>
</tbody>
</table>

Review all

49
Teacher sets a 1, 2, 5, 10 and 20 cent coin on the table and a tālā note.

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

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

ROLE PLAYING

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

The teacher models a shopkeeper-customer conversation first.

Ta'i!
E ta'i fia i le 'apa i'a?
E ta'i tolusefulu lima sene!
Ia aumai le 'apa e tasi!
'O le 'apa lea!
Fa'afetai. 'O le tupe lea!

Indicate all are to repeat
Point to the can of fish. All repeat
Point to the price. All repeat
Indicate that you want only one.
Give a can. All repeat
Take the can and set 35 cents down.

Let the students improvise their own dialogue. The teacher should direct so that they use as much as possible of what has been learned in previous lessons. Also important is that the students learn to make change with the coins.
### Word | Action | Target Response
--- | --- | ---
(expensive) **Taugata**! | Point to the highest price tags... **Taugata**! |  
E taugata le 'apa pisupo! | Point to the corned beef......... | E taugata le 'apa pisupo.  
(cheap) **Taufofie**! | Point to the cheapest price tags.................. | **Taufofie**!  
E taufofie le afitusi! | Point to the matches............ | E taufofie le afitusi.  

---

**SUMMARY REVIEW**

- **'O le tau o le 'apa i'a.** The price of the **can of fish.**
  - 'apa pisupo. **can of beef.**
  - 'apa pia. **can of beer.**
  - lole. **candy.**
  - matatafi. **razor.**

- E fia le tau o le 'apa i'a? How much is the price of the **can of fish?** etc.
  - E tasi le sene. One cent.
    - lua Two cents.
    - lima I've cents.
    - sefulu Ten cents.
    - luasefulu Twenty cents.

- E tasi le tala. One dollar.
  - lua Two dollars.

- E ta'i fia i le 'apa i'a? How much for each can of fish?  
  - E ta'i tolusefulu lima sene. Thirty five cents each.  
  - E ta'i sefulu sene i le tasi. Ten cents for one.  
    - lun. two.  

- E taugata le 'apa i'a. The can of fish is **expensive.** cheap.
LESSON TEN

TOPICS

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

METHOD

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

1. The hour .................... 'Ua ta
2. Past the hour ............... 'Ua te'a
3. Half past the hour .......... 'Ua 'afa
4. Time remaining until the next hour............. 'Ua toe

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

MATERIALS

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

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(strike)</td>
<td>Ta!</td>
<td>Ta!</td>
</tr>
<tr>
<td></td>
<td>Show 1 o'clock ...............</td>
<td>Ta!</td>
</tr>
<tr>
<td></td>
<td>Show 2 o'clock indicate the same response.................................</td>
<td>Ta!</td>
</tr>
<tr>
<td></td>
<td>Show 3 o'clock and continue with 4 o'clock etc. until students realize ta is the equivalent of o'clock.</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>(It is)  'Ua!</td>
<td>Hold up 1 finger. Hold up 2 fingers and point to the clock set at 1 o'clock.</td>
<td>'Ua!</td>
</tr>
<tr>
<td></td>
<td>Show 2 o'clock.</td>
<td>'Ua tā</td>
</tr>
<tr>
<td>(one)  Le tasi!</td>
<td>Point to the number 1 on the clock. All repeat.</td>
<td>Le tasi!</td>
</tr>
<tr>
<td></td>
<td>Set the clock at 1 o'clock and indicate a full sentence. Hold up 4 fingers.</td>
<td>'Ua tā le tasi.</td>
</tr>
<tr>
<td></td>
<td>Change to 2 o'clock.</td>
<td>'Ua tā le lua.</td>
</tr>
<tr>
<td></td>
<td>Change to 3 o'clock.</td>
<td>'Ua tā le tolu.</td>
</tr>
<tr>
<td></td>
<td>Continue in this manner until they have mastered the structure.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher now takes the clock so the students cannot see the face. Set it at 7 o'clock and put it face down on the table. The students do not know the time.</td>
<td></td>
</tr>
<tr>
<td>(how much) Fiat</td>
<td>Draw a question with your hand, then touch the 4th finger to indicate the last word of the 4 word sentence. All repeat.</td>
<td>Fiat!</td>
</tr>
<tr>
<td></td>
<td>Now draw a question, indicate a full sentence and point to the clock upside down on the table.</td>
<td>'Ua tā le fia?</td>
</tr>
<tr>
<td></td>
<td>Let everyone practice the question. Turn over the clock and let everyone read the time shown on the clock.</td>
<td>'Ua tā le fitu.</td>
</tr>
<tr>
<td></td>
<td>Practice questions and answers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set the clock at 1 o'clock. Move the minute hand back and forth between the 12 and the 6 to indicate minutes past the hour.</td>
<td></td>
</tr>
<tr>
<td>(past) E te'a ai!</td>
<td>Show past time. All repeat.</td>
<td>E te'a ai!</td>
</tr>
<tr>
<td>Word</td>
<td>Action</td>
<td>Target Response</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Sefulu mînute!</td>
<td>Point to the ten. All repeat...</td>
<td>Sefulu mînute!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence.</td>
<td>Sefulu mînute e te'a ai le tasi.</td>
</tr>
<tr>
<td>Le tasi!</td>
<td>Point to the one. All repeat...</td>
<td>Le tasi!</td>
</tr>
<tr>
<td></td>
<td>Point to the clock and make them respond slowly as you first point to the 10 (show it is past the hour)... Then point to the 1... Then point to the whole clock and indicate a complete sentence...</td>
<td>Sefulu mînute e te'a ai le tasi.</td>
</tr>
<tr>
<td>'UA!</td>
<td>All repeat...</td>
<td>'UA!</td>
</tr>
<tr>
<td></td>
<td>Point to the same clock setting and indicate a full sentence...</td>
<td>'UA sefulu mînute e te'a ai le tasi.</td>
</tr>
<tr>
<td></td>
<td>Set the clock at 20 past 2 and indicate a full sentence...</td>
<td>'UA luasefulu mînute e te'a ai le lua.</td>
</tr>
<tr>
<td></td>
<td>Practice with other times and hours. (IMPORTANT: Do not exceed 30 minutes past any hour).</td>
<td></td>
</tr>
</tbody>
</table>

(half) 'Afa! 

Show half past one... 
Indicate a full sentence. Point first to the minute hand then to the one. Students should say... **'UA 'afa le tasi.** (Note: If students cannot make up the complete sentence the teacher can model it for the students.)

Set the clock at other half hours:
- Half past 2... **'UA 'afa le lua.**
- Half past 3... **'UA 'afa le tolu.**
- Half past etc... **'UA 'afa le etc.**

Review the other time structures and questions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toe!</td>
<td>Set the hour hand at two and move the minute hand back and forth between the 6 and 12 to indicate time remaining before the hour.</td>
<td></td>
</tr>
<tr>
<td>(remain)</td>
<td>Indicate time before the hour...... Toe!</td>
<td></td>
</tr>
<tr>
<td>I le lua!</td>
<td>Set the hand at 10 minutes till two and point to the ten. Indicate a full sentence...............</td>
<td>I le lua!</td>
</tr>
<tr>
<td>'Ua!</td>
<td>Point to the clock which is set at 10 till 2 and indicate a full sentence...............</td>
<td>'Ua!</td>
</tr>
<tr>
<td></td>
<td>Set the clock at 15 till 2 and indicate a full sentence..............</td>
<td>'Ua toe seful uliū minute i le lua.</td>
</tr>
<tr>
<td></td>
<td>Set the clock at 20 till two, and indicate a full sentence...........</td>
<td>'Ua toe luasefulu mīnute i le lua.</td>
</tr>
<tr>
<td></td>
<td>Practice with other time setting and then review all the times. Stress questions and answers and let students set their own times. If time permits introduce these expressions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>'Ua te'a ai le tasi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lua</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>'Ua tositiiti tā le tasi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lua</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc</td>
<td></td>
</tr>
</tbody>
</table>

55
SUMMARY REVIEW

'Ita te'a ai le tasi.

Its one o'clock.

te'a ai toe sefulu

Its past one

Its ten till one

'Ita tasi le minute e te'a

Its one minute past one.

ai le tasi.

lua

two

lima

five

etc.

etc.

'Ita toe tasi le minute i le tasi.

Its one minute till one.

lua

two

lima

five

etc.

etc.

'Ita te'a?

What's the time?

'Ua te'a ai le tasi.

It's almost one o'clock.

etc

etc
LESSON ELEVEN

TOPICS

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

METHOD: Silent Way

MATERIALS

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

MATERIALS

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

TIME: 45 minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ipu!</td>
<td>Point to the glass............................</td>
<td>Ipu!</td>
</tr>
<tr>
<td></td>
<td>Full sentence.................................</td>
<td>'O le ipu!</td>
</tr>
<tr>
<td>'C le peni lā!</td>
<td>Point to the pen on the table.</td>
<td>'O le peni lā!</td>
</tr>
<tr>
<td></td>
<td>All repeat...............................</td>
<td></td>
</tr>
</tbody>
</table>
Word  | Action  | Target Response  
---|---|---  
I totonu!  | Put the pen inside the glass. Hold up 2 fingers | '0 le peni la!  
E!  | Make all repeat. Now hold up 3 fingers and point inside the glass | E!  
Pick up the pen, point to it. Indicate a sentence. Quickly point inside the glass and put the pen inside, hold up 3 fingers. Finally point to the glass. | '0 le peni la. e i totonu e i totonu o le ipu.  

Practice  
'0 fea!  | Draw a question. Point only to the pen and indicate a full sentence question. Indicate a full sentence answer. | '0 fea! '0 fea le peni? '0 le peni la e i totonu o le ipu.  
(outside) I fafo!  | Pull the pen out and drop it on the table outside the glass. Point around the outside of the glass. Indicate a full sentence. | I fafo! '0 le peni la e i fafo o le ipu. '0 fea le peni? '0 le peni la e i fafo o le ipu.  

Review i totonu  
(under) I lalo!  | Place the pen under the glass. Indicate a question. Indicate a full answer. | I lalo! '0 fea le peni? '0 le peni la e i lalo o le ipu.  

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(behind) I tua!</td>
<td>Place the pen directly behind the glass. Indicate a question.</td>
<td>I tua!</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td>'0 fea le peni?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'0 le peni la e i tua o le ipu.</td>
</tr>
<tr>
<td>(in front) I luma!</td>
<td>Place the pen directly in front of the glass.</td>
<td>I luma!</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>'0 fea le peni?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td>'0 le peni la e i luma o le ipu.</td>
</tr>
<tr>
<td>Review all</td>
<td>Place the glass at the far end of the table.</td>
<td></td>
</tr>
<tr>
<td>(beyond) I tala atu!</td>
<td>Throw a pen beyond the glass (but within sight).</td>
<td>I tala atu!</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>'0 fea le peni?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td>'0 le peni la e i tala atu o le ipu.</td>
</tr>
<tr>
<td>(this side of) I tala mai</td>
<td>Place another pen somewhere on the class side of the glass.</td>
<td>I tala mai!</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>'0 fea le peni?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td>'0 le peni la e i tala mai o le ipu.</td>
</tr>
<tr>
<td>(beside) I tala ane!</td>
<td>Place the pen beside the glass.</td>
<td>I tala ane!</td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>'0 fea le peni?</td>
</tr>
<tr>
<td></td>
<td>Answer</td>
<td>'0 le peni la e i tala ane o le ipu.</td>
</tr>
<tr>
<td>Review tala atu, tala mai, and tala ane</td>
<td>then review all.</td>
<td></td>
</tr>
</tbody>
</table>

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

---

59
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(house) <strong>Fale!</strong></td>
<td>Point to the house..............</td>
<td>Fale!</td>
</tr>
<tr>
<td></td>
<td>Full sentence..................</td>
<td>'0 le fale.</td>
</tr>
<tr>
<td>'0 fea Ioane?</td>
<td>Teacher asks about a picture card in the house. All repeat..........</td>
<td>'0 fea Ioane?</td>
</tr>
<tr>
<td>'0 Ioane la e i totonu o le fale!</td>
<td>Make all point to the card in question and repeat.............</td>
<td>'0 Ioane la e i totonu o le fale.</td>
</tr>
<tr>
<td></td>
<td>Let the student ask and answer all questions about the location of all the picture cards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For variation when these are mastered introduce the short forms in the following way:</td>
<td></td>
</tr>
<tr>
<td>'0 Simi la e i totonu o le fale!</td>
<td>Point to Jim's picture, all repeat..</td>
<td>'0 Simi la e i totonu o le fale.</td>
</tr>
<tr>
<td>'0 la e i totonu!</td>
<td>Using your hands show contraction by compressing a space in the air before you. All repeat the sentence.........................</td>
<td>'0 la e i totonu</td>
</tr>
<tr>
<td></td>
<td>Repeat this with the other locations. (i.e.)</td>
<td>'0 la e i fafo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(person) <strong>Tagata!</strong></td>
<td>Point to each picture card and each student......................</td>
<td>Tagata!</td>
</tr>
<tr>
<td>E to'afia tagata la e i tua o le fale?</td>
<td>Draw a question and point to the people-pictures behind the house. All repeat.......................</td>
<td>E to'afia tagata la e i tua o le fale?</td>
</tr>
</tbody>
</table>
Word: (2) E to'ala!
Action: Point to the two people-pictures behind the house.
Target Response: E to'ala!

Repeat with other locations

'O ai la e i totonu o le fale?
Action: Draw a question, point to the names on the people-cards in the house.
Target Response: All repeat.

Repeat with other locations and names

'O Mele ma Sina!
Action: Point to the 2 names.
Target Response: 'O Mele ma Sina!

Repeat for other locations and names

SUMMARY REVIEW

'O fea le peni?
Where's the pen?

'O la e i totonu o le ipu.
It's in the glass.

fafo
outside

lua
behind

luma
in front

lalo
beneath

luga
above

tala atu
beyond

tala mai
this side of

tala ane
next to

'O la e i totonu.
Its inside.

fafo
outside.

etc.

E to'afia tagata la e i fafo o le fale? How many people are outside the house?

E to'atasi le tagata la e i fafo.
One person is outside.

lua
Two people are outside.

etc.

'O ai la e i totonu?
Who is inside?

'O Mele ma Tina la e i totonu.
Mary and Tina are inside.
LESSON TWELVE

TOPIC: Reading

MATERIALS

A large word chart like the one below:

| 'O LĀ E TASI LE PEPA MA |
| LIMA 'UA TE'A AI I SENE TA'I |
| FIA TOE 'APA SELAU GNO TO'A |
| VALU TOLU LENA 'APA TOLU NA |
| PĪSUPO MILIONA TAU I'A PAPO |
| TOTONU LUMA TUA FĀ SELAU APE |
| LOLE FITU LUA IVA TAGATA FALE |
| TĀLĀ MINUTE |

TIME: 45 minutes

THE LESSON

I. PRONUNCIATION: The teacher points to each word and pronounces it once. Students repeat after each word.

II. The teacher points to a series of words which make a full sentence; students repeat after each word. Students then repeat the whole sentence.

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

(i.e.)

I. 'O le pepa e tasi.
   'O pepa e .lua.
   tolu.

E tasi le pepa.

fā

lima
E fia pepe nā?
'sapa i'a
lalo

E ono 'apa i'a nā.
fitu
valu

II. E ta'i fia i le 'apa i'a?
'sapa pisupo
lole

E ta'i luasefulu fitu sens.
tolusefulu valu
valuefulu iva
valu

E ta'i sefulu sens i le lua.
luasefulu
tolusefulu valu

'Usa tā le fia?
'Usa tā le tasi.
lua
tolu

'Ja sefulu mīnte e to'a ai le ono.
sefululima fitu
luasefulu valu

'Usa 'afa le iva.
sefulu
sefululua

'Usa tosefulu mīnte i le tasi.
sefululima lua
luasefulu tolu

'O fea le tagata?
'sapa i'a
'sapa pisupo

'O le tagata lā e i totonu o le fale.
fafo
tua
luma

'O lā e i fafo.
lalo

III. Let the students get up and point out their own sentences.
REVIEW DRILL THREE

TOPICS
Using numbers (counting, buying things).

METHOD: Substitution drills

MATERIALS
Large wall chart like the one shown below.

<table>
<thead>
<tr>
<th>18¢</th>
<th>40¢</th>
<th>30¢</th>
<th>10¢</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5¢</td>
<td>50¢</td>
<td>12¢</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIME: 15 minutes

THE DRILL

I. DRILL ONE
Pairs of students alternate counting very fast.
(i.e.)
First student: tasi
Second student: lua
First student: tolu
Second student: fa
Continue alternating in this way. DO IT QUICKLY

II. DRILL TWO
Pronunciation: Teacher points to each picture on the wall chart and pronounces the word. The students repeat after each word.
(i.e.)
falaoa
pepa sikaleti
pepa faleuila
'aisakulima

bread
packet of cigarettes
toilet paper
ice cream
sanuisi
matua'ila
ma'a moluila
mea tulinamu
sandwich
great bulb
battery
mosquito coil

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

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

E sefuluvalu sene le tau o le fa'aloa. e price of the bread is 18¢.
fasefulu pepa sikaleti packet of cigarettes 40¢ etc.
etc.

E ta'i fia i le fa'aloa? How much is the bread? packet of cigarettes etc.
pepa sikaleti etc.

tau sene. Eighteen cents each.
fa'sefulu forty cents etc.
etc.

E taugaia le fa'aloa. The bread is expensive. etc.
etc.

e taugofie le fa'aloa. The bread is cheap. etc.
etc.

E E E E E E E E E E E E E E E E
REVIEW DRILL FOUR

TOPIC: Telling time

METHOD: Substitution drill

MATERIALS
A cardboard clock with numbers and movable hands.

TIME: 15 minutes

THE DRILL

I. O'clock

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

(i.e.)

'Ua tā le fia? What's the time?

'Ua tā le tasi. It's one o'clock.

lua two
etc. etc.

II. Past the hour

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

(i.e.)

'Ua tā le fia? What's the time?

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

sefulu
sefululima

= 66
III. Half past

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

(i.e.)

'0 le a le taimi? What's the time?
'Ua 'afa le luasefulu. It's half past 2.

fa
ono
valu
etc.

IV. Time before the hour

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

(i.e.)

0 le a le taimi?
'Ua to le luasefulu lima. In 5 minutes, it's 25 minutes till 3.

luasefulu
sefululima
sefulu
lima
REVIEW DRILL FIVE

TOPICS: Location

METHOD: Situation and repetition drills.

MATERIALS: a book and a pen

Time: 20 minutes

I. INTRODUCTION

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

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

II. Class.

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

Class:
'O fea le peni?  Where is the pen?

Simi: 'O lā e i lupa c le tasi. It's on the book

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

Teacher: lalo  under
        tua  behind
        luma  in front
        totonu  inside
        fafo  outside
        tala atu  beyond
        tala mai  this side of
        tala ane  next to

Let each student take a turn at placing the pen.
NOTES ON LESSON SEVEN

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

- E sefulutasi .......................... Eleven
- E sefulu ma le tasi.
- E selau - sefula tasi ........................ One hundred and one
- E selau luasefulu ma le tasi.

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

- E tasi ivana valu .......................... One hundred and ninety-eight. E is the present tense marker always used for numbers and counting.

Word order depends on what is to be stressed: the objects or the number of objects.

- What are those? ............................ 'O a mea na?
- Three pigs .................................. 'O pua'a e tolu.
- How many pigs are there? .................. 'O fia pua'a na?
- Three pigs ................................. 'O tolu pua'a na.

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

- Which five boys are mine? .................. 'O le 'e sa lima o tama e a'aiu
- The five boys there .......................... 'O le to'alima (tama) lena

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

- E fia peni? ................................. (It's) how many pens?
- E fia le tau? ............................... (It's) how much is the price?

(NOTE fia is a multiple meaning word).

NOTES ON LESSON EIGHT

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

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

- E tali sefulu sene .......................... Ten cents each (one).
- E tali luasefulu sene i le lua .......... Twenty cents (for) each two.
- E tali fia? ................................. How much (for) each?
NOTES ON LESSON TEN

Ta literally means to 'strike'.

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

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

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

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

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

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

'Ua toe sefululima i le ive. Twenty till nine
or
Eight forty five.

Kuates is another way of saying sefululima minute. It means quarter.

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

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

'O le ā le taimi is a newer expression copied from English. It is frequently used when asking the time of specific event, and less often to ask the time of day. This expression can be used with the possessive pronoun 'your' when asking of someone the time on his watch.

'O le ā le taimi? .......... What's the time?

'O le ā le taimi i lau uati? What is the time on your watch?
'O le ā le taimi 'o le tifaga? What time is the movie?

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

NOTES ON LESSON ELEVEN

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

'O le ta'ave la e i tua. The car (that) is in the back.

or

The car, it is in the back.

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

A complete sentence such as:

'O maile la e i fāfo o le fale.... The dog is outside of house.

would usually be trimmed down by a Samoan, leaving a lot understood.

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

'O la e i fāfo. It's outside.

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

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

'O fea Mele? .......... Where's Mary?

'O le la e i fāfo ......... She's outside (the house).

etc.

behind

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

- **atu** ......................  Away from the speaker.
- **mai** ........................ Towards the speaker.
- **ane** ........................ Next to or beside the speaker.

- **Soso - 'u!** ..................... Move away!
- **Soso mai!** ..................... Move here (to speaker).
- **Soso ane!** ..................... Move over.
WORK SHEET FOR LESSONS 7, 9, 10 & 11

1. (1).................. 11. (20).................. 21. (90)..................
2. (2).................. 12. (25).................. 22. (100).................
3. (3).................. 13. (30).................. 23. (155).................
4. (4).................. 14. (35).................. 24. (465).................
5. (5).................. 15. (40).................. 25. (1,000).............
6. (6).................. 16. (45).................. 26. (1,175)............
7. (7).................. 17. (50).................. 27. (5,585)............
8. (8).................. 18. (60).................. 28. (10,000).........
9. (9).................. 19. (70).................. 29. (1,000,000)......
10. (10).............. 20. (80).................. 30. (1,111,111)......

E fia isumu na? 31. ................
E to'afia tagata ia? 32. ................
E fia le tau o le falaos? 33. ............
E fia le tau o mea ia? 34. ................
E ta'i fia i le 'apa i'a? 35. ................
E ta'i valusefulu se e le tau o le 'apa pisupo? 36. ................
E ta'i fia i le 'apa moa ma le apa pia? 37. ................

38. ................
39. ................
40. ................
41. ...........................................

42. ...........................................

Kuata 'ua te'a

toe Kuata i le

43. ...........................................

44. ...........................................

'O le a le ta'imi o le pasi?

'O le a le ta'imi o le lotu?

'O le a le ta'imi o le va'alele?
49. 'O fea tagata?
50. 'O fea le paipa?
51. 'O fea le moa?
52. 'O fea le niu?
53. 'O fea le pasi?
54. 'O fea pua'a?
55. 'O a mea 'o lā e i luga i le ata?
56. 'O a mea 'o lā e i fafo o le fale?
57. 'O a mea 'o lā e i totonu o le fale?
PERSONAL PRONOUNS

THE STRUCTURE 'TO BE'

POSSESSIVE PRONOUNS

PLURAL VERBS
LESSON THIRTEEN

TOPICS

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

(b) Who ............ ('0) ai

METHOD: Silent way

MATERIALS

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

TIME: 45 minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'A'u'</td>
<td>Teacher points to himself. Each student points to himself and repeats .........................</td>
<td>'A'u'</td>
</tr>
<tr>
<td>'O'</td>
<td>Everyone repeat .........................</td>
<td>'O'</td>
</tr>
<tr>
<td></td>
<td>Teacher points to himself and indicates two words. Each student does likewise ..................</td>
<td>'O a'u'</td>
</tr>
</tbody>
</table>
Teacher makes everyone point at him (teacher) and repeat....
Full sentence .......................... 'Oe!

Teacher points to a single student but says to everyone else, all point to that student and say .......................... 'Oe!  'O ia.

Draw a question. Everyone repeat .........................
Full sentence .......................... 'O! 'O ai.

Everyone repeat .........................
Indicate a full sentence .......................... 'O! 'O ai.

Now point yourself and look at the students. Indicate a question .......................... 'O ai 'Oe.

Teacher answers using his name.
Each student asks another who he is and that student answers with his own name .................
(i.e.) 'O ai 'Oe?
'0 a'u 'O name.

Point to a single student and indicate a question to the others .......................... 'O ai ia?

Indicate all are to answer ...
Practice with all the students.

Teacher passes out the pictures. Each student receives his own picture. The teacher keeps his own and three others of imaginary people. On the wall is a picture of four other people.

Teacher points to all the pictures on the table. All repeat .........
Full sentence .......................... 'O tatou.

Teacher points to all the students then makes all the students point to the teacher and the teacher's pictures ..........................
Full sentence .......................... 'O outou.

Teacher points to group picture on the wall. Students point and repeat ..........................
Full sentence .......................... 'O latou.
Teacher points to his group of pictures only. All students touch each other to show they are one group and repeat to the teacher ................................
Full sentence ....................... 0 matou!

Practice these a little before going on.

Indicate a question and point to the picture on the wall. Students ask .............................. '0 ai 17ktou?
Indicate an answer (Students must read the names on the pictures)... 0 litou 'o name ma name ma name ma name.

Indicate another question. Students point to the teacher's group of pictures .......... 0 ai 'outou?
Teacher answers:

'0 pâktou 'o
(Read names;)
Students respond pointing to the teacher and his picture. ....... '0 'outou 'o name.

Teacher indicates another question and points to all the pictures on the table ..................... '0 ai 17ktou?
Students reply ............................ '0 17ktou 'o name etc.

Practice questions and answers with all the plurals and singular.

Collect all the cards and seat everyone in pairs. The teacher must have a partner as well.

Teacher puts his arm around his partner and says to his partner. Everyone repeats this to this own partner .............................. Ta'ua!
Full sentences ....................... 0 ta'ua

Teacher points to a pair and says only to them. Everyone points to the teacher and his partner says. 'Ouluas!
Teacher points to one pair but says to the other pair. Everyone points to that pair and says to the teacher. Full sentence

Teacher now puts his arm around his partner. Everyone must touch his partner while he says the response to the teacher. Full sentence

Indicate a question and point to a distant pair. Everyone asks. Everyone answers

Indicate another question and make all point to the teacher's pair and ask. Teacher's partner answers

Everyone asks this same question of another pair

Finally each student asks his own partner

This partner answers

Review all the pronouns.

---

**SUMMARY REVIEW**

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o a'u</td>
<td>It is I.</td>
</tr>
<tr>
<td>'oe</td>
<td>you</td>
</tr>
<tr>
<td>ia</td>
<td>he/she/it</td>
</tr>
<tr>
<td>tā'ua</td>
<td>we (2) inclusive</td>
</tr>
<tr>
<td>ma'ua</td>
<td>we (2) exclusive</td>
</tr>
<tr>
<td>'oulua</td>
<td>you (2)</td>
</tr>
<tr>
<td>la'ua</td>
<td>they (2)</td>
</tr>
<tr>
<td>tā'ou</td>
<td>we inclusive</td>
</tr>
<tr>
<td>mā'ou</td>
<td>we exclusive</td>
</tr>
</tbody>
</table>

---
Who are you?
Who are you?

Who are you?
Who are you?

I am Tom.
I am Tom.

You (are)
You (are)

We are Tom and Sina.
We are Tom and Sina.

They
They
LESSON FOURTEEN

TOPICS

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

American boy ........... Tama Amerika

METHOD: Silent way

MATERIALS

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

[Diagram showing a chart with pictures of a boy, a girl, a Samoan, an American, and a teacher pointing]

TIME: 45 minutes

Word    Action                          Target Response
(Boy)   Tama!   Point to the picture of a boy (No. 1) Indicate a full sentence ............ Tama! '0 le tama.
(Girl)   Teine!  Point to the picture of the girl (No. 2) Full sentence ..................... Teine! '0 le teine
(I)     A'u!   Point to yourself ..................... A'u Each one points to himself and says Full sentence ..................... '0 a'u
Make a male student point to himself, while you point to the picture of a boy, indicate a full sentence .......

Let each student repeat the sentence depending on his sex ........................

(You) 'Oe!

Make all point to you and repeat ...................
Point to yourself, point to the proper picture (boy). Indicate students are to say a full sentence ................

Se!

Draw a question ................
Indicate a full sentence question. As you point to the boy picture, make all point to you and say ................

Ioe, 'o a'u 'o le tama.

Point to yourself and shake your head yes. Let each student ask and answer each other's question ................

Point to yourself, point to the girl picture, Indicate a question

Leai!

Shake your head no. All repeat

E le!

Point to the girl picture and yourself and shake your head no. All repeat ................

E le 'o a'u 'o se teine!

Point to yourself and the girl picture. Shake your head no.

Let each student ask and answer in the negative ................

(He) Ia!

Point to a single boy. All point to him and repeat ................
Point to that person again and point to the boy picture. Indicate a full sentence ................
Indicate a question ................

Ia!

'0 a'u 'o le tama.

'0 a'u 'o le tama.

'0 a'u 'o le tama.

'0 'oe 'o le tama.

'0 'oe 'o le tama.

Ioe, 'o a'u 'o le teine.

Ioe, 'o a'u 'o le teine.

'0 'oe 'o se tama?

'0 'oe 'o se tama?

Ioe 'o a'u 'o le teine.

'0 'oe 'o se teine?

Ioe, 'o a'u 'o le teine.

Ioe 'o a'u 'o se teine?

Ioe, 'o a'u 'o le teine.

Leai!

Leai!

E le!

E le!

E le 'o a'u 'o se teine!

Leai!

Leai!

E le 'o a'u 'o se tama?

Leai, e le 'o a'u 'o se tama.

'0 ia 'o le tama!

'0 ia 'o le tama.

'0 ia 'o se tama?

'0 ia 'o se tama?
Indicate an answer..............

Point to the girl picture and repeat with the same student.

'Io e 'o ia 'o le tame.

0 ia 'o ia 'o se teine?
Leai, e lā 'o ia 'o se teine.

Review a'u and 'oe

(Person) Tagata!
Point to each of the people in all the pictures ..............
Point to picture No. 3. Indicate a full sentence ..............

Tagata!
'0 le tagata.

(U.S.A.) Amerika!
Point to the word "USA" in the picture No. 3 ..............
Again point to the picture and indicate a full sentence .......

Amerika!
'0 le tagata Amerika.

Samoa!
Point to picture No. 4 ............
Indicate a full sentence ............

Samoa!
'0 le tagata Samoa.

Make all point to you and indicate a question (point to picture No. 3) ..............

(i.e.)
'0 'oe 'o se tagata Amerika?

Leai, e lā'io a'u 'o se tagata Amerika.
Point to yourself and picture No. 3. Shake your head nā.

'0 'oe 'o se tagata Samoa?
Leai, e lā 'o a'u 'o se tagata Samoa.

Let each student ask and answers each other in the negative......

(Teacher) Faia'oga!
Point to the picture of the teacher (No. 5) All repeat...
Full sentence .........................

Question ..............................

Answers ..............................

Faia'oga!
'0 a'u 'o le faia'oga.

'0 'oe 'o se faia'oga?
Leai, e lā'io a'u 'o se faia'oga.
Ioe, 'o a'u 'o le faia'oga.
(School boy) **Tama ā'oga:** Point to the male student, picture (5) .................................

(School girl) **Teine ā'oga:** Point to the female student, picture (5) .................................

Teine ā'oga!

Indicate a full sentence ..............

'O a'u 'o le tama ā'oga.

Continue as before with questions, and positive and negative answers.

(i.e.)

'O 'oe 'o se teine ā'oga?
Leai, e lē'o a'u o se teine ā'oga.

For re-enforcement, expand using the plural and pair plural pronouns.

(i.e.)

'O 'outou 'o ni faia'oga?
'Ioe, 'o mātou 'o faia'oga.
or:
Leai, e lē'o mātou 'o ni faia'oga.

'O 'oulua 'o ni tagata Amelika?
'Ioe, 'o mā'ua 'o tagata Amelika.
or:
Leai, e lē'o mā'ua 'o ni tagata Amelika.

Use all the pronouns. Add other nouns or descriptive adjectives.

SUMMARY REVIEW

'O a'u 'o le tama.

I am a boy.

You are

He is

'Aue 'o se teine ā'oga?

Are you a school girl?

Is she

Am I

'E le'a'u 'o se tagata Samoa.

I'm not a Samoan.

You're

He is

'O lātou 'o ni faia'oga?

Are they teachers?
Yea, they are teachers.

No, they are not teachers.
LESSON FIFTEEN

TOPICS

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

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

(b) Negative possession:

- not my: le'o sa'u/so'u
- not your: le'o sau/sou
- not her/his/its: le'o sana/sona

METHOD: Silent Way

MATERIALS:

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

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Glass) Ipu!</td>
<td>Hold up a glass</td>
<td>Ipu!</td>
</tr>
<tr>
<td>(My) La'u!</td>
<td>Point to yourself. Make each student point to himself and repeat</td>
<td>La'u!</td>
</tr>
<tr>
<td></td>
<td>Show two fingers and point to your glass. Each student......</td>
<td>La'u ipu.</td>
</tr>
<tr>
<td>'O!</td>
<td>All repeat this word. Now hold up three fingers to show a full sentence</td>
<td>'O la'u ipu.</td>
</tr>
<tr>
<td>(Shoe) Se'evae!</td>
<td>Hold up the shoe</td>
<td>Se'evae!</td>
</tr>
<tr>
<td>(My) Lo'u!</td>
<td>Point to yourself. Make everyone point to himself.................</td>
<td>Lo'u!</td>
</tr>
</tbody>
</table>
Each one points to his own shoe. Show two fingers ...

'0!

All repeat this word........
Indicate a three word sentence...............

Review with ipu (la' u)

(My) Sa'u!

Point to your glass and draw a question. All point to their own glasses ........

Indicate a full sentence question as they point to their glass.

'Sa'u!

(Yes) 'Io'e!

Shake your head yes. All repeat
Indicate a full sentence........
NOTE: Students must change the sa'u to la' u for the yes answer.

'Ioe

(My) So'u!

Point to your shoe and draw a question. All point to their own shoe ................

Indicate a full sentence question. Shake your head yes and indicate a full sentence ..............

Now point to the glass in the center of the table and draw a question ................

'So'u!

(No) Leai!

Shake your head no. All repeat

'Leai!

(It's not) E lei!

Point to the glass and shake your head no. All repeat ..............

'E lei!

Leai, e le 'o sa'u ipu lele!

Point to the glass. All repeat.

Leai, e le 'o sa'u ipu lele!

(i.e.) '0 so'u se'evae lele?

Leai, e le 'o so'u se'evae lele.

Repeate with se'evae ..............

(Your) Lau!

Make everyone point to you ......
Point to your glass and indicate a full sentence .............

'Lau!

'0 lau ipu.
(Your) **Lou**

Point to your shoe

Full sentence

Lou:

'0 lou se'evae.

(Your) **Sau**

Draw a question and point to your glass

Full sentence question

Sau:

'0 sau ipu?

'Ioe, 'o la'u ipu!

Nod your head yes: Let the students ask and answer each other this question.

Sou:

Draw a question and point to your shoe. All point to your shoe...

Full sentence question

Sou:

'0 sou se'evae?

'Ioe, 'o lo'u se'evae

Nod your head yes. Let students practice with both objects...

Point to the glass in the center of the table and draw a question

Leai, e le 'o sa'u

(ip.e.)

ipu lele!

Shake your head no, point to the
glass. Let students ask and ans-
wer each other

Leai, e le'o sa'u

ipu lele.

(ip.e.)

Repeat with se'evae.

Q: '0 sou se'evae lele
A: Leai, e le' o so' u
se'evae lele.

Review la'u/lo'u

(His) **Lana**

Point to one single person but

speak to all the other students...

Lana:

'0 lana ipu.

(His) **Lona**

Point to his shoe

Lona:

'0 lona se'evae.

(His) **Sana**

Point to the single student's glass
again and draw a question. All

point and repeat

Sana:

'0 sana ipu?
Nod your head yes and all respond
'Ioe, 'o lona se'evae.

Point to his shoe and indicate a question
'0 sona se'evae?
Indicate a yes answer
'Ioe, 'o lona se'evae.

Practice

Point to the glass in the center, point at the single student and indicate all are to ask a question
'0 sana ipu lele?
Shake your head no
Leai, e le 'o sana ipu lele.

Repeat with se'evae.

Review all from the beginning

0 le ipu!
Hold up any student's glass ....
0 le ipu!

(Of who)
A ai!
(Whose)

'O le ipu a ai?
Draw a question .................
'A ai!

'O lana ipu!
Point to his glass draw a question. Everyone points to the glass and repeats .................
'O lana ipu.

Now hold up your glass and indicate a question .................
'O le ipu a ai?

'O la'u ipu!
Point to yourself and your glass.
'O le ipu a ai?

Practice letting students question and answer themselves with their glasses.

'O le se'evae!
Hold up any student's shoe .......
'O le se'evae.

(Of who)
0 ai!
(Whose)

'O le se'evae o ai?
Point to the shoe in your hand
0 ai!
All repeat the question ...........

'O lona se'evae!
Point to the student who owns the shoe. All repeat ...........
'O lona se'evae.

Let the students practice with this structure. They can ask
SUMMARY REVIEW

'0 la'u ipu. It's a glass.

'0 lo'u se'evae. It's my shoe.

'SUNIIARY REVIEW

'0 la'u ipu. It's a glass.

'0 lo'u se'evae. It's my shoe.

'0 sa'u ipu? Is it a glass?

'0 sa'u se'evae? Is it a shoe?

'0 le ipu a a'i? Whose glass is it?

'0 lo'u se'evae? Whose shoe is it?

leai, e 1'0, sa'u / so'u ipu / se'evae. Yes, it's not our glass/shoe.

leai, e 1'0, so'u / sa'u ipu / se'evae. No, it's not our glass/shoe.

each other questions about any-
LESSON SIXTEEN

TOPICS

(a) Singular possessive pronouns (for plural nouns)

my ................ a'u/o'u
your .............. au/ou
his/her/it ........ ana/ona

(b) Negative possession.

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

METHOD: Silent Way

MATERIALS

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

TIME: 45 minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tusi!</td>
<td>Point to your books. All repeat</td>
<td>Tusi!</td>
</tr>
<tr>
<td>(My) A'u!</td>
<td>Point to yourself. Make everyone point to himself and repeat</td>
<td>A'u!</td>
</tr>
<tr>
<td></td>
<td>Make each point to his books and say a full sentence ..............</td>
<td>'O a'u tusi.</td>
</tr>
<tr>
<td>Se'evae!</td>
<td>Point to your shoes. All repeat</td>
<td>Se'evae!</td>
</tr>
<tr>
<td>(My) 0'u!</td>
<td>Point to yourself. Make each point to himself ..........................</td>
<td>0'u!</td>
</tr>
<tr>
<td></td>
<td>Make each one point to his own shoes and say a full sentence</td>
<td>'O 0'u se'evae.</td>
</tr>
</tbody>
</table>
Ni!

0 ni o' u se'eva e? Point to your shoes and draw a question. Make everyone point to his own shoes and repeat...
Teacher nods his head to indicate each student must answer yes....................... 
NOTE: Students must drop ni in the affirmative. 
Make everyone point to his books on the table. Indicate a question .................. Indicate a yes answer ............ 
Now point to the books in the center of the table and indicate a question from each student .........................

Leai!

Shake your head no. All repeat.............................. 
E le!

Point to the books and shake your head no. All repeat.......
Leai, e le 'o ni a' u tusi na!

Teacher points at the books. Everyone points at the books and repeat.................. 
Repeat with se'eva e. 
Leai, e le 'o ni a' u tusi na!

aul!

Point to yourself and make all point to you and repeat..... 
Make everyone point to your books. Indicate a full sentence
'0 au tusi. 

ou!

Make everyone point to your shoes. All repeat ............. 
Ou! '0 ou se'eva e. 
Ni!

Draw a question. All repeat. 
Make everyone point to your books. Indicate a full sentence, question,.................. 
The teacher replies: 
'Ioe, 'o a' u tusi! Let each student ask and answer each other. 
(i.e.) 
'O ni au tusi? 'Ioe, 'o a' u tusi.
Le'ai, e lē 'o ni a'u tusi nā!

Let each student ask and answer each other in the same way.

Repeat with se'e'evae

His Ana!

Point to one student but speak to all the others. All repeat....
Point to his books and indicate a full sentence..............

His Ona!

Point to his shoes. All repeat.
Indicate a full sentence.............

Nī!

Draw a question. All repeat....
Point to his books and indicate a full sentence question.......... Indicate a yes answer.......... Repeat with se'e'evae

Point to the books in the center of the table. Point to the odd student again and indicate a question.................. Indicate a negative answer...... Repeat with se'e'evae..............

'O ni se'e'evae o ai?

Point to the odd student's shoes
Indicate a question. All repeat
Indicate a full answer............... Repeat with tusi .........
Repeat with the other plural pronouns (a'u/o'u, au/ou)

If time permits also review the singular possessives for singular nouns. This can be done by taking away one shoe and one book from
each student.............. (i.e.) 1 book:
'O sau tusi?
'Ice, b la'u tusi. or
Leai, e lē 'o sa'u tusi.

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

Try to make it evident that the plural noun form drops the '1' or 'e' which is present in the singular noun form.

SUMMARY REVIEW

'O a'u tusi.
au
ana

They are my books.
your
his/her/its

'0 o'u se'evae.
ou
one

They are my shoes.
your
his/her/its

'0 ni a'u/o'u tusi/se'evae?
au/ou
ana/ona

Are they my books/shoes?
your
his/her/its

Leai, e lē 'o ni a'u/o'u tusi/se'evae. No, they are not my books/shoes.
au/ou
ana/ona

your
his/her/its

'Ice, 'o a'u/o'u tusi/se'evae.
au/ou
ana/ona

Yes, they are my books/shoes.
your
his/her/its

'0 ni se'evae o ai nā?

Whose shoes are those?

'0 ni tusi a ai nā?

Whose books are those?
LESSON SEVENTEEN

TOPICS

(a) Pair plural possessive pronouns (for singular nouns)

our (2) .................. lo/la tā
our (2) .................. lo/la ma
your (2) .................. lo la lua
their (2) .................. lo/la lā

(b) Negative and indefinite ...... e le

our (2) .................. so/sa tā
our (2) .................. so/sa ma
your (2) .................. so/sa lua
their (2) .................. so/sa lā

METHOD

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

MATERIALS

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

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Bottle) Fagu!</td>
<td>Hold up a soda bottle. All repeat ..........................</td>
<td>Fagu!</td>
</tr>
<tr>
<td>(Our) La tā!</td>
<td>Teacher points to himself and partner and says to his partner so all can hear. Everyone repeats this to his own partner ..........................</td>
<td>La tā!</td>
</tr>
</tbody>
</table>
Now have everyone point to their bottle and say to their own partner a full sentence ..............

Point to the lavalava. All repeat

'0 la tā fagu.

'Lae!

Again point to yourself and your partner and say only to your partner so all can hear. All repeat to their own partner............

Everyone point to their lavalava and say to their own partner.....

'0 lo tā 'ie.

'Sa tā!

Teacher point to his bottle and draws a question. Say to your partner so all can hear............

Teacher points to his bottle and indicates a full sentence question and says to his partner only, so all can hear. All point to their own bottle and ask their partner......................

Teacher nods his head yes and each student says a full sentence to his partner ......................

'0 sa tā fagu?

'Ioe, o la tā fagu.

Let each practice the question.

'So tā!

Point to your lavalava and draw a question. All point to their lavalava and repeat ..................

Have each point to their own lavalava and ask a full sentence question to their partner..................

Nod your head yes. All students answer his partner......................

'Ioe, 'o lo tā 'ie.

Let everyone ask and answer the question.

Point to the bottle in the center, indicate a question from your partner..................

Everyone points to that bottle and asks their partner...................

'0 sa tā fagu lele?

'O sa tā fagu lele?
Teacher shakes his head no. All repeat

E le! Teacher points to the bottle. All point and repeat

Teacher indicates a full negative sentence

NOTE: If the students cannot make up this sentence on their own, the teacher must model it first.

Let everyone ask and answer their own partner giving both the yes and no answers.

(i.e) 'O sa tā fagu lele? Leai, e le 'o sa tā fagu lele. 'O sa tā fagu lea? Ioe, 'o la tā fagu lea.

Repeat with the lavalava.

For this next section, mā'ua, it is necessary for the speaker to show unity with his partner as he is speaking to the other students. This is easily shown by putting your arm around your partner's shoulder.

(Our) Le mā!

Teacher puts his arm around his partner's shoulder, point to their bottle and says to the other students.

All students touch their partners, look at the teacher and say

Teacher points to the bottle and indicates his partner to speak an full sentence to the other students

All students repeat in the same manner (touching their partner but speaking to the teacher)

Lo mā!

Teacher now points to the lavalava.

Everyone repeats to the teacher while touching his own partner and pointing to their lavalava.
Teacher indicates a full sentence

---

'So lo mā 'ie.

Teacher points to his bottle, puts his arm around his partner and draws a question. Everyone repeats this to the teacher.

---

'So mā!

Indicate a full sentence.

Each one asks this question of the teacher while they are linked in pairs and pointing to their bottle.

---

'So sa mā fagu?

Teacher indicates a yes answer (full sentence).

Repeat with the lavalava.

---

'Ioe, 'o la mā fagu.

(i.e.)

'So sa mā fagu lele?

Teacher indicates to the bottle in the center. Everyone touches his partner and each asks the teacher question.

---

'So sa mā fagu lele?

Each one asks the question.

---

'So sa mā fagu lele?

Teacher points to the bottle in the center of the table, and shakes his head no. All repeat.

---

'So sa mā fagu lele?

Teacher indicates a full sentence (about the bottle in the center) from his partner.

---

'So sa mā fagu lele?

Each student repeats the question directed at the teacher.

---

'So sa mā fagu lele?

The student answers his own question.

---

'So sa mā fagu lele?

Repeat with the lavalava.

---

'So sa mā fagu lele?
Fo. this next section on 'oulua, it is necessary for the speaker to look directly at the pair he is speaking to.

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

Point to your bottle and indicate all are to say to you two a full sentence..................
Each student says this.

**Lo lua!**
Point to the lavalava. All point to your lavalava and repeat ..... Lo lua! Indicate a full sentence ............

**Sa lua!**
Point to your bottle and indicate a question. All point to your bottle and repeat..............
Indicate a full sentence.............

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

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

Repeat with the lavalava......... (i.e.)

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

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

Let all the students practice this negative question.
Repeat with lavalava......... (i.e.)
'O so lua 'ie lele?
Leai, e le le so ma 'ie lele.

For this last section on la'ua the speaker must point to one pair but speak to another to show you are referring to 'them' two.

(Their)

La lā:
Teacher points to a pair of students but looks at the other students and says to them. Everyone points to that pair but speaks to the teacher .......... 

La lā!

Point to the pair's bottle and indicate a full sentence............

'O la lā fagu.

Lo lā!
Point to the pair's lavalava. All point and say to the teacher. Indicate a full sentence....... 

Lo lā!

'0 lo lā 'ie.

Sa lā!
Point to the pair's bottle and indicate a question. All point to that bottle and repeat............ Indicate a full sentence ............

Sa lā!

'0 sa lā fagu?

Let each person ask you this question about another pair's bottle.

'Sa lā fagu?

Nod your head yes and indicate a full sentence.....................

'Ioe, 'o la lā fagu.

So lā!
Point to their lavalava. Everyone points and repeats............ Indicate a full sentence............

So lā!

'O so lā 'ie?

'Ioe, 'o lo lā 'ie.

Point to the bottle in the center of the table and to the distant pair. Indicate the students are to ask you a full question about the pair......................

'Sa lā fagu lele?

Shake your head no..................

Leai, e le le so sa lā fagu lele.

Repeat with lavalava................

'O so lā 'ie lele?
'Ioe, 'o lo lā 'ie.
Review all pair pronouns (la ta, lo ta, la ma, lo ma, la lua, lo lua, la la, lo la)

(Who) 0 ai!

Indicate a question and point to a pair's lavalava.................. 0 ai!
Indicate a full question.............. '0 le 'ie o ai?
Indicate an answer................... '0 lo la 'ie.

Repeat with other pronouns.

A ai!

Indicate a question and point to a pair's bottle...................... A ai!
Indicate a full question............. '0 le fagu a ai?
Indicate a full answer.............. '0 la la fagu.

Repeat with other pronouns.

SUMMARY REVIEW

'0 la ta fagu. It's our (2) bottle.
    ma
    lua
    la

'0 so ta 'ie? Is it our lavalava?
    ma
    etc

E le 'o sa ta fagu. It's not our bottle.
    etc

'0 le 'ie o ai lea? Whose lavalava is this?
    fagu a ai
    bottle
LESSON EIGHTEEN

TOPICS

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

- our ........................................ a/ o tā
- our ........................................ a/ o ma
- your ........................................ a/ o lua
- their ........................................ a/ o lā

(b) Negative and indefinite .......... e le

- our (2) ......................... ni a/o tā
- our (2) ......................... ni a/o ma
- your (2) ......................... ni a/o lua
- their (2) ......................... ni a/o lā

METHOD

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

MATERIALS

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

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Cigarette)</td>
<td>Sikaleti!</td>
<td>Sikaleti!</td>
</tr>
<tr>
<td>(Our)</td>
<td>A tā!</td>
<td>A tā!</td>
</tr>
</tbody>
</table>

Review the pair possessives for singular nouns (Lesson Seventeen) before beginning this lesson.
Point to the cigarettes and indicate a full sentence.

Ni!

Draw a question.

Point to the cigarette in front of each pair and indicate each student is to ask his partner.

Indicate a yes answer.

Point to the cigarettes in the center of the table and indicate a question.

E le!

Shake your head no.

Indicate a full answer. Each student speaks only to his partner.

Let all practice.

T-shirt

Mitiafu!

Point to your T-shirts.

C-ta!

Say this only to your partner. Each student repeats to his partner.

Indicate a full sentence.

Point to the shirts in the center of the table and indicate a question.

Indicate a no answer.

Let everyone practice this.

Jur!

A ma!

Speak on behalf of your pair to the other students.

Indicate a full sentence.

0 ma!

Point to the T-shirts.

Indicate a full sentence.

A lua!

Point to a pair and speak only to them. Point at their cigarettes. All repeat to the teacher's pair.

Full sentence.

Indicate a question about your groups cigarettes.

'0 a ta sikaleti.

Ni!

'0 ni a ta sikaleti?

'Ioe, 'o a ta sikaleti.

'0 ni a ta sikaleti nā?

E le 'o ni a ta sikaleti nā.

'0 ni o ta mitiafu.

Leai, e le 'o ni o ta mitiafu nā.

'0 ni o ta mitiafu nā?

A ma! '0 a ma sikaleti.

'0 ma! '0 o ma mitiafu.

A lua! '0 a lua sikaleti.

'0 ni a lua sikaleti?
Indicate that your partner is to answer yes.

Indicate a similar question about the cigarettes in the center of the table.

Indicate a no answer from your partner.

Let each student practice.

Point to the T shirts of a pair and speak to them. All repeat to the teacher and his partner.

Full sentence.

Point to T shirts in the center and indicate a question.

Indicate a no answer.

Let each student practice this and the positive answer as well.

Point to a distant pair.

Point to their cigarettes and indicate a full sentence.

Indicate a question about the cigarettes.

Indicate a yes answer.

Indicate a no answer.

Point to that pairs T shirts.

Indicate a question.

Indicate a yes answer.

Indicate a no answer.

Review all.

Draw a question.

Point to the distant pair's T shirts and indicate a question.

All answer.

IOE, 'O a mā sikaleti.

'O ni a lua sikaletinā?

Leai, e le 'o ni a mā sikaletinā.

O lua!

'O o lua mitiafu.

'O ni o lua mitiafu nā?

Leai, e le o ni o mā mitiafu nā.

A laē!

'O a laē sikaleti.

'O ni a laē sikaleti?

'IOE, 'O a laē sikaleti.

Leai, e le 'o ni a laē sikaleti nā.

O laē!

'O ni o laē mitiafu?

'IOE, 'O o laē mitiafu?

Leai, e le 'o ni o laē mitiafu nā.

0 ai!

'O mitiafu o ai?

'O o laē mitiafu.
Point to the distant pair's cigarettes and indicate a question.
All answer.
Repeat with all the other pronouns.

SUMMARY REVIEW

'O a tā sikaleti.

They're our (2) cigarettes.

our (2)
your (2)
their (2)

'O ni o tā mitiafu?

Are they our T shirts?

our
eto

E la 'o ni a tā sikaleti.

They aren't our cigarettes.

eto

'O mitiafu o ai?

Whose T-shirts?

sikaleti a
cigarettes
LESSON NINETEEN

TOPICS
(a) Plural possessive pronouns (for singular nouns)

<table>
<thead>
<tr>
<th></th>
<th>Definite</th>
<th>Indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>our</td>
<td>la/lo tatou</td>
<td>sa/so tatou</td>
</tr>
<tr>
<td>our</td>
<td>la/lo matou</td>
<td>sa/so matou</td>
</tr>
<tr>
<td>your</td>
<td>la/lo tou</td>
<td>sa/so tou</td>
</tr>
<tr>
<td>their</td>
<td>la/lo latou</td>
<td>sa/so latou</td>
</tr>
</tbody>
</table>

(b) Plural possessive pronouns (for plural nouns)

<table>
<thead>
<tr>
<th></th>
<th>Definite</th>
<th>Indefinite</th>
</tr>
</thead>
<tbody>
<tr>
<td>our</td>
<td>a/o tatou</td>
<td>ni a/o tatou</td>
</tr>
<tr>
<td>our</td>
<td>a/o matou</td>
<td>ni a/o matou</td>
</tr>
<tr>
<td>your</td>
<td>a/o tou</td>
<td>ni a/o tou</td>
</tr>
<tr>
<td>their</td>
<td>a/o latou</td>
<td>ni a/o latou</td>
</tr>
</tbody>
</table>

(c) Negative ........................................ e le

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

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

WALL CHART

STUDENT'S GROUP

TEACHER'S GROUP

TIME: 45 minutes
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Table)</td>
<td>Leaulau: Point to the class table...</td>
<td>Leaulau!</td>
</tr>
<tr>
<td></td>
<td>La tatou: Point to everyone in the room (including the three people in the picture on the wall and yourself)...</td>
<td>La tatou!</td>
</tr>
<tr>
<td></td>
<td>Point to the class table and indicate a full sentence...</td>
<td>'O la tatou laulau.</td>
</tr>
<tr>
<td></td>
<td>Sa tatou: Draw a question ...</td>
<td>Sa tatou!</td>
</tr>
<tr>
<td></td>
<td>Point to the table and indicate a full sentence question...</td>
<td>'O sa tatou laulau?</td>
</tr>
<tr>
<td></td>
<td>Indicate a yes answer...</td>
<td>'Ioe, 'o la tatou laulau.</td>
</tr>
<tr>
<td>(House)</td>
<td>Fale!: Point at the house you are in.</td>
<td>Fale!</td>
</tr>
<tr>
<td></td>
<td>Lo tatou: Again point to everyone (including yourself)...</td>
<td>Lo tatou!</td>
</tr>
<tr>
<td></td>
<td>Point to the house and indicate a full sentence...</td>
<td>'O lo tatou fale.</td>
</tr>
<tr>
<td></td>
<td>So tatou: Draw a question...</td>
<td>So tatou?</td>
</tr>
<tr>
<td></td>
<td>Full sentence question...</td>
<td>'O so tatou fale?</td>
</tr>
<tr>
<td></td>
<td>Indicate a yes answer...</td>
<td>'Ioe, 'o lo tatou fale.</td>
</tr>
<tr>
<td></td>
<td>Point to the house in the picture on the wall. Indicate a full question ...</td>
<td>'O so tatou fale?</td>
</tr>
<tr>
<td>(No)</td>
<td>E le!: Shake your head no...</td>
<td>E le!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence...</td>
<td>E le 'o so tatou fale.</td>
</tr>
<tr>
<td></td>
<td>Repeat with the picture of the table...</td>
<td>(i.e.) 'O sa tatou laulau? Leai, e le 'o sa tatou laulau.</td>
</tr>
<tr>
<td>(Truck)</td>
<td>Loli!: Teacher points to the picture of a truck...</td>
<td>Loli!</td>
</tr>
<tr>
<td>(Our)</td>
<td>Le matou!: Teacher speaks on behalf of his group to the other students. All repeat to the teacher's group...</td>
<td>Le matou!</td>
</tr>
</tbody>
</table>
Each student in the teacher's group points to their truck and says to the other group...  
'0 la matou loli.

Each student in the other group points to their truck and says to the teacher's group...  
'0 la matou loli.

(Canoe)  Paopao!  
'Sa tout:
Point to the canoe picture.....  
Paopao!

Lo matou! 
Teacher speaks on behalf of the students in his group.............  
Lo matou!

Each student in the teacher's group points to the picture of their boat and says to the other group......................  
'0 lo matou paopao.

(Tour)  Lo tou! 
Teacher points to the other group's canoe. All repeat ...........  
Lo tou!

Each student in the teacher's group points to the other group's canoe and says to them...............  
'0 lo tou paopao.

Each student in the other group points to the teacher's canoe and says to them......................  
'0 lo tou paopao.

Repeat with the 'truck' using la.  
'0 la tou loli.

Sa tou! 
Point to the other groups truck and indicate a question..........  
Sa tou!

Indicate that the two groups are to question each other............  
(i.e.)
'O sa tou loli?
'Ioe, 'o la matou loli.
Leal, e le 'o sa matou loli.

So tou! 
Point to the other groups canoe and indicate a question ..........  
So tou!

(i.e.) 
'O so tou paopao?
'Ioe, 'o lo matou paopao.
Leai, e le 'o so matou paopao.

(Their)  Lo latou! 
Point to the canoe of the group picture on the wall...............  
Lo latou!

Indicate a full sentence.........  
'0 lo latou paopao.

La latou! 
Point to the group's truck.........  
La latou!
Indicate a full sentence.

Sa lātou! Point to the truck in the wall picture and indicate a question.

Full sentence question.

Indicate a 'Yes' answer.

Indicate a 'No' answer.

So lātou! Indicate a question and point to the canoe in the group picture.

Full sentence question.

'Yes' answer.

'No' answer.

Review all at this time and let the students ask and answer questions using any pronoun. Then proceed with the plurals below.

(Cat) Pusī! Point to the picture of cats on the wall.

Pusī!

(Their) A lātou! Point to the group picture on the wall.

A lātou!

(Some) Ni! Draw a question.

Ni!

Point to the cats and indicate a full sentence.

'0 ni a lātou pusi?

Indicate a 'yes' answer.

'Io, 'o a lātou pusi.

Indicate a 'no' answer.

Leai, e le 'o ni a lātou pusi.

(Shirt) 'Ofutino! O lātou! Point to the picture of the shirts.

'Ofutino!

Point to the group picture.

'0 lātou

Indicate a full sentence.

'0 o lātou 'ofutino.

Draw a question.

'0 ni o lātou 'ofutino?

Indicate a 'yes' answer.

'Ioe, 'o o lātou 'ofutino.

Again indicate the same question.

'0 ni o lātou 'ofutino?
Point to the dog picture

Point to the cow

Teacher points to the other group

Teacher points to the other group's dogs. Each of the teacher's group says to the other group.

The other group now points to the teacher's group's cows and says to them.

Point to the picture of pants

Point to the neckties

Point to the other group

All the teacher's student's say to them.

The other group says to the teacher's group about the neckties.

Teacher speaks on behalf of the students in his group but talks to the other group. Point to the cows

Each student in the teacher's group points to their cow picture and says to the other group.

Repeat with fusiva using 'o'

Each student in the other group points to their dog picture and says to the teacher's group.

Repeat with fusiva using the 'o'

Indicate a question and point to the pants and neckties.

Indicate that the students are to ask and answer each other.

13
Ni a tou!
Indicate a question and point to the dogs and the cows.
Indicate that the students are to ask and answer each other....

(Our)

O tātou!
Teacher points to his own group's neckties and speaks only to his group. All repeat.

Each student points to his own group's objects and says to his own group only.

Repeat with maile and povi using 'a' ..........

Ni a tātou!
Indicate a question ..........
Indicate the students are to ask questions within their own group only..........

Repeat with ni o tātou..........

A ai!
Indicate a question and point to the cat picture.
Indicate a full sentence question
Indicate a full answer..........

0 ai!
Indicate a question and point to the shirt picture.
Question..........................
Repeat the question with the other plural pronouns, then review with singular objects (loli, paopao, laulau).............(i.e.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 ni maile a ai?</td>
<td>'0 maatou maile.</td>
<td></td>
</tr>
<tr>
<td>'0 le paopao a ai?</td>
<td>'0 lo tou paopao.</td>
<td></td>
</tr>
</tbody>
</table>

SUMMARY REVIEW

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 la tatou laulau.</td>
<td>It's our table.</td>
<td></td>
</tr>
<tr>
<td>mātou</td>
<td>our</td>
<td></td>
</tr>
<tr>
<td>tou</td>
<td>your</td>
<td></td>
</tr>
<tr>
<td>lātou</td>
<td>their</td>
<td></td>
</tr>
<tr>
<td>'0 sa tatou laulau?</td>
<td>Is it our table?</td>
<td></td>
</tr>
<tr>
<td>mātou</td>
<td>our</td>
<td></td>
</tr>
<tr>
<td>tou</td>
<td>your</td>
<td></td>
</tr>
<tr>
<td>lātou</td>
<td>their</td>
<td></td>
</tr>
<tr>
<td>E lē 'o sa tatou laulau.</td>
<td>It's not our table.</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td></td>
</tr>
<tr>
<td>'0 o tatou 'ofuva'e.</td>
<td>They're our pants.</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td></td>
</tr>
<tr>
<td>'0 ni o tatou 'ofuva'e?</td>
<td>Are they our pants?</td>
<td></td>
</tr>
<tr>
<td>Leai, e lē 'o ni o tatou ofuva'e.</td>
<td>No, they aren't our pants.</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td></td>
</tr>
<tr>
<td>'0 le loli a ai?</td>
<td>Whose truck?</td>
<td></td>
</tr>
<tr>
<td>laulau</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>'0 'ofuva'e'o ai?</td>
<td>Whose pants?</td>
<td></td>
</tr>
<tr>
<td>va'a</td>
<td>boats</td>
<td></td>
</tr>
</tbody>
</table>
REVIEW DRILL SIX

TOPICS
Personal pronouns

METHOD: Substitution drill.

TIME: 35 minutes

THE DRILL

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

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

First: 'O ai 'a'u? Who am I?
Second: 'O 'oe 'o Ioane. You are John.
First: 'O ai 'oe? Who are you?
Second: 'O a'u 'o Toma. You are Tom
First: 'O ai ia? Who is he?
Second: 'O ia 'o Simi He is Jim

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

Student: 'O ai tā'ua? Who are we?
Partner: 'O 'oe ma a'u. You and I.
Student: 'O ai la'ua? Who are they?
Partner: 'O Sina ma Toma. Sina and Toma.
Student to
Sina: 'O ai mā'ua? Who are we?
Sina: 'O lua ma Simi (partner) You and Simi.
Student to
Sina: 'O ai 'oulua? Who are you (2)
Sina: 'O ma'ua ma Toma. Toma and I (we and Toma)

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

Simi, Toma, Mele.

SIMI: 'O ai tatou?

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

SIMI: 'O ai 'outou?

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

SIMI ASK'S OF SOMEONE IN HIS GROUP: 'O ai latou?

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

GROUP 2

Tina, Ioane, Siaki.

Who are we?

Toma, Mele, Siaki, Ioane,you and I.

Who are you (pl)?

Ioane, Siaki and I.

Who are they?

Tina, Ioane, and Siaki.
REVIEW DRILL SEVEN

TOPICS
Singular possessive (singular and plural nouns)

METHOD: Substitution drill

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

TIME: 30 minutes

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

'A' Nouns
'0 le peni a ai?
'0 la'u peni.
'0 le tusi a ai?
'0 lau tusi.
'0 le uati a ai?
'0 lane uati.

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

Whose pen?
My pen.
Whose book?
Your book.
Whose watch?
His watch.

'O' Nouns:

'0 le peni a ai?
Ioe, 'o la'u peni.
Leai, e 16 'o sa'u peni.

'0 le tusi a ai?
Ioe, 'o lau tusi.
Leai, e 16 'o san tusi.

'0 le uati a ai?
Ioe, 'o lane uati.
Leai, e 16 'o san uati.

Is it my pen?
Yes, it's my pen.
No, it's not my pen.

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

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

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

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

'o sona 'ofutino?
'Ioe, 'o sona 'ofutino.
Leai, e le 'o sona 'ofutino.

Is it my shoe?
Yes, it's my shoe.
No, it's not my shoe.

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

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

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

'A' Nouns:

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

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

'o se'eva'e o ai?
'o o'u se'eva'e.
'o fusipa'u o ai?
'o ou fusipa'u.
'o 'ofutino o ai?
'o ona 'ofutino.

Whose shoes?
My shoes.
Whose belts?
Your belts.
Whose shirts?
His shirts.

'A' Nouns:

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

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

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

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

'o ni ou fusipa'u?

0 ni o'u se'eva'e?
'Ioe, 'o o'u se'eva'e.
Leai, e le 'o ni o'u se'eva'e.

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

Are they your belts?
'Ioe, 'o ou fusipa'u.
Leai, e le 'o ni ou fusipa'u.

Yes, they're your belts.
No, they're not your belts.

'O ni ona 'ofutino?
'Ioe, 'o ona 'ofutino.
Leai, e le 'o ni ona 'ofutino.

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

TOPICS
Pair possessive (singular and plural)

METHOD: substitution - expansion drill.

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

TIME: 30 minutes

THE DRILL

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

(A) 'A' Objects:

'0 la ta pepa sikaleti. Our pack of cigarettes.
'0 sa ta pepa sikaleti? Is it our pack of cigarettes?
E le 'o sa ta pepa sikaleti. It's not our pack of cigarettes.

'0 la ma pepa sikaleti. Our pack of cigarettes.
sa ma (?) Our (?)
E le It's not

'0 la lua ta'avale. Your car.
sa lua (?) Your (?)
E le It's not

'0 la 'api. Their notebook.
sa 'api (?) Their (?)
E le It's not

(B) 'O' Objects:

'0 lo ta mitiafu. Our T shirt.
so ta (?) Our (?)
E le It's not
'0 lo ma mitiafu.
so ma (?)
E le

'0 lo lua pūlou.
so lua (?)
E le

'0 lo la fusiva?
so la (?)
E le

II. PLURAL NOUNS: Repeat the drill in the same way but this time each pair has two of each object mentioned in part one.

(A) 'A' Objects:

'0 a tā pepa sikaleti.
ni a tā (?)
E le

'0 a ma pepa sikaleti.
ni a ma (?)
E le

'0 a lua ta'avale.
ni a lua (?)
E le

'0 a la 'api.
ni a la (?)
E le

(B) 'O' Objects:

'0 o tā mitiafu.
ni o tā (?)
E le

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

'0 o lua pūlou.
ni o lua (?)
E le

'0 o la fusiva.
ni o la (?)
E le

---
REVIEW DRILL NINE

TOPICS
Plural possessive pronouns (singular and plural)

METHOD: Substitution drill

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

TIME: 30 minutes

THE DRILL

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

'O la tātou laulau.
matou

tou
lātou
Our table.

'O sa tātou laulau?
matou

tou
lātou
Is it our table?

E le 'o sa tātou laulau.
matou

tou
lātou
It's not our table.

'O lo tātou fale.
matou

tou
lātou
Our house.

'O so tātou fale?
matou

tou
lātou
Is it our house?
It's not our house.

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

'0 a tātou peni.
matou
tou
lātou

Our pens.

Our
Your
Their

'0 ni a tātou peni?
matou
tou
lātou

Are they our pens?

our
your
their

E lē 'o ni a tātou peni.
matou
tou
lātou

They aren't our pens.

our
your
their

'0 o tātou se'evae.
matou
tou
lātou

Our shoes.

Our
Your
Their

'0 ni o tātou se'evae.
matou
tou
lātou

Are they our shoes?

our
your
their

E lē 'o ni o tātou se'evae.
matou
tou
lātou

They aren't our shoes.

our
your
their
NOTES ON LESSON THIRTEEN

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

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

'o tātou ........................................... We
'o 'i tātou................................. We

Samoan has two pronoun categories which are not found in English.

(1) The pair plural (also called dual) is used for only two persons. Note that all four pair plural pronouns are compounds of the word lua (two) and that the real plural are compounds of tou (from tolu - three)

(2) 'We' in Samoan can be either inclusive or exclusive of the person being spoken to. Ta'ua and tātou (we) includes everyone, both the speaker and listener(s). Mā'ua and mātou excludes the listener(s) from the group.

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

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

There is no verb 'to be' in Samoan. The sentence 'I am a boy' is constructed in a roundabout way, the pronoun and the noun (I, boy) are placed in apposition.

'o a'u 'o le tams .................I am a boy.

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

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

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

0 mā'ua ma Simi .................Simi and I
0 'oulua ma Mele .................Mary and you.

NOTES ON LESSON FOURTEEN:

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

In this lesson, se and ni are used to express questions or negative statements:
'0 'oe o se tams?............ Are you a boy?
'0 latou o ni fia'oga?........ Are they teachers?
E le 'o a'u 'o se tams...... I'm not a boy.

Adjectives normally follow the noun they modify.

'0 le peni mumi lea........... This is a red pen.
Stressing the adjective however can change the word order as well as the meaning (see Lesson 29)
E mumi le peni lea........... Red is (the colour of) this pen.

NOTES ON LESSON FIFTEEN:

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

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

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

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

'0 le'u uati................... It's my watch.
'0 sa'u uati?................. Is it my watch?
'0 le uati................... It is a watch.
'0 se uati?................... Is it a watch?

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

'0 le peni a ai?................... It's the pen of who?
'0 le va'a o ai?................... It's the boat of who?

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

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

'0 le peni a a'u........... The pen of me.
E le 'o le va'a o a'u........... It's not my boat.

NOTES ON LESSON SIXTEEN:

Because most Samoan nouns do not have a plural form, the possessive pronouns themselves change to show plurality of the nouns they precede. The definite pos-
possessives (la'u/lo'u, lau/lou, lana/lona) all drop the '1' when used in the plural.

'o o'u se'evae................. My shoes.
'o ana maile.................. His dogs.

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

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

NOTES ON LESSON SEVENTEEN:

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

'o la ta'avae.................... Our car.
'o lo ma' tai........................ Our sister.
'o la lua laulau.................. Your table.
'o lo la tamâ........................ Their father.

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

'0 sa ta'avae?.................. Is it our car?
E le o so ma' tai.................. It's not our sister.

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

FORMAL

'o lo ma' tai. 
'o la ma' tasi.

COLLOQUIAL

'o le ma' tasi. 
'o le ta'ua.

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

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

0 se laulau a 'oulua?............. Is it your table?
'o le tamâ o la'ua.................. It's their father.

NOTES ON LESSON EIGHTEEN:

Note in this lesson that when the noun in possession is plural, the '1' or 's' or the possessive marker is dropped.

'o la tâ uati....................... It's our watch.
'o a tâ uati........................ They're our watches.

Also note that ni is added in questions or negative statements.

'o ni o la' taisfine?.............. Are they their sisters?
E le o ni o la' taisfine.......... They aren't their sisters.
NOTES ON LESSON NINETEEN:

There are no short forms for tātou, mātou, and lātou. The possessive markers (1a, lo, sa, so, etc) are placed directly before these pronouns to show plural possession (our, your, their).

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

**FORMAL**

'0 o mā fale.

**COLLOQUIAL**

'0 mā fale.

'0 ni a mā ta'avale?

It should be noted however that in formal speech the possessive markers (1a/lo) are retained especially on occasions when the speaker wants to express closeness or intimacy, as in the case of the Lords Prayer.

'0 lo mātou Tamē............ Our Father...
WORK SHEET NUMBER: THREE

I. 'T' represents the speaker. The arrow shows who he is talking to and the circle shows who he is talking about.

1. ______________________ 7. ______________________

2. ______________________ 8. ______________________

3. ______________________ 9. ______________________

4. ______________________ 10. ______________________

5. ______________________ 11. ______________________

6. ______________________

II. Translate these sentences into Samoan.

motu - island; atumotu - island group; nu'u - village; atumu'u - country; a'ai - city; komitineta - continent; Ausitalia - Australia; Niu Sila - New Zealand.

12. Samoa is an island group.

13. Australia is a continent.

14. Where is your(2) country?

15. New Zealand is my country.

16. Our (2) village is Lepea.

17. What's the name of your (pl) city?

18. Their (pl.) village is on the island of Manono.

19. America isn't an island.

20. Sina's city is Apia.

21. Is New Zealand an island group?

22. Where is the island of Savai'i?

III. Answer these questions:

Name - igoa; father - tama, mother - tina; same sex sibling - uso; male's sister - tuafaine; female's brother - tuagane; or - po; year - tausaga.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. 'O ai lou igoa?</td>
<td></td>
</tr>
<tr>
<td>24. 'O ai le igoa o lou tama?</td>
<td></td>
</tr>
<tr>
<td>25. 'O 'oe 'o se tama po 'o se teine?</td>
<td></td>
</tr>
<tr>
<td>26. E fia ni ou uso?</td>
<td></td>
</tr>
<tr>
<td>27. E fia ni ou tuarafine (tuagans)</td>
<td></td>
</tr>
<tr>
<td>28. 'O ai le igoa o lou tina?</td>
<td></td>
</tr>
<tr>
<td>29. E fia ona tausaga?</td>
<td></td>
</tr>
<tr>
<td>30. E fia ou tausaga?</td>
<td></td>
</tr>
<tr>
<td>31. 'O fea lo tou atunuu?</td>
<td></td>
</tr>
<tr>
<td>32. E to'afia tagata i lo tou 'āiga?</td>
<td></td>
</tr>
<tr>
<td>33. 'O se Samoa po 'o se Amelika lou tama?</td>
<td></td>
</tr>
<tr>
<td>34. 'O ai lona igoa?</td>
<td></td>
</tr>
<tr>
<td>35. E fia ona tausaga?</td>
<td></td>
</tr>
</tbody>
</table>
THE FIVE COMMON TENSES
NEGATIVE OF THE FIVE TENSES
DEPENDENT PRONOUNS
PASSIVE VERB SUFFIX
PLURAL VERBS
LESSON TWENTY

TOPICS

(a) Present tense (immediate) ....... 'ua
(b) Simple states of the weather.
   raining ................................ timu
   sunny .............................. laofie
   etc.
(c) The question words 'how' .......... fa'apefea

METHOD: Silent Way

MATERIALS

A picture chart like the one below:

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Rain)</td>
<td>Timu! Point to the first picture, Rain.</td>
<td>Timu!</td>
</tr>
<tr>
<td>(It is)</td>
<td>'Ua! Hold up one finger ..................................................................</td>
<td>'Ua!</td>
</tr>
<tr>
<td></td>
<td>Point again to the Rain picture this time holding up two fingers .......</td>
<td>'Ua timu.</td>
</tr>
<tr>
<td>(Sunny)</td>
<td>Laofie! Point to the second picture; of the sunshine ......................</td>
<td>Laofie!</td>
</tr>
</tbody>
</table>
Hold up 2 fingers and again point to the second picture ....................

Cold Malulu
Point to the third picture .......... Hold up 2 fingers ....................

Hot Vevela
Point to the fourth picture........ Hold up 2 fingers ....................

Review all until known

For this next section on questions and answers, the yes answer will be presented first. The teacher must therefore choose his questions according to the weather of the day on which he is teaching. For this book we will assume it is a hot, sunny day.

Using good voice inflection, the teacher points outside the classroom touches the sun picture and asks (while drawing a question):

'Ua laofie
All students repeat .................

Note: Voice inflection is important here. Correct students who are in error.

(Yes) Joel
Shake your head yes .................. Indicate a full sentence ............... 'Ioe! 'Ioe, 'ua laofie.

Now point to the picture of the rain. Indicate a question ................. 'Ua timu?

(No) Leai
Shake your head no ................... Leai!

(Its not) E lē'o!
Shake your head no and also point to the picture of rain. All repeat ....

Indicate a full sentence. Shake your head no and point to the rain picture

Point to the picture of cold and indicate a question .........................

'Ua malulu?
Indicate a full sentence answer and shake your head no.

Practice with all four pictures using different sentence combinations in both questions and answers. Practice both you and no answers.

(Weather) Tau! Point to the first picture. Indicate a full sentence. Point to the second picture. Point to the third picture. Point to the fourth picture.

(How) Fa'apefeal! Draw a question while you say the word. All repeat.

(It's) 'O1 Hold up 1 finger. Hold up 2 fingers and indicate a question. Now indicate a question, point to the weather pictures and hold up 4 fingers. Have all repeat the question until mastered.

Let one student ask the question. You point to the sun picture and indicate all are to respond.

Again the question. This time try a negative answer by teaching the rain picture and shaking your head no.

Continue these question and answers until the students feel comfortable. A variation is the following question and answers:

(a) 'O fa'apefeal le tau?
(b) Ua laofie.
(c) Ua timu?
(d) Leai, 'ua laofie.
Introduce the last four pictures so that the students can continue questions and answers with new words.

(Windy) **Matagi**
Point to the wind picture (No.5). Hold up 2 fingers .................
Matagi!
'Ua matagi.

(Calm) **Malū**
Point to calm picture (No.6)........
Hold up 2 fingers .................
Malū!
'Ua malū.

(Light) **Malamalama**
Point to the light picture (No.7).
Full sentence .....................
Malamalama!
'Ua malamalama.

(Dark) **Pōgisa**
Point to the dark picture (No.8).
Complete sentence .................
Pōgisa!
'Ua pōgisa.

Now review all the questions and answers with all of the words.

(In) **Il**
Hold up 1 finger .....................
Il!

Amelika!
Point far away.....................
Hold up 2 fingers ..................
Amelika!
I Amelika.

Draw a question mark and point first to the weather pictures then far away. Hold up 6 fingers .................
'O fa'apefea le tau i Amelika?

Everyone repeats the question until mastered. You then point to the picture or pictures that best describes the present weather in America. (Cold and windy).

'Ia malūlū ma matagi Amelika.

Use negative answers also.............
E le'o vevela Amelika.

Samoa!
Point right here (down).............
Samoa!

Point to the weather pictures and down and indicate a question......
'O fa'apefea le tau i Samoa?

Point to the pictures which best describe Samoa's weather right now (hot, sunny) ..................
Usa vevela ma laofie Samoa.

Review all questions and answers from the beginning.
SUMMARY REVIEW

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

'Ua timu. It's raining.
- laofie sunny
- malulu cold
- vevela hot
- matagi windy
- malu calm
- pogisa dark
- malamalama light

'Ua timu? Is it raining?
- etc.

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

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

'O fa'apefe'a le tau i America? How's the weather in America?

Samoa Samoa

'Ua vevela Samoa. It's hot (in) Samoa.
- malulu America cold America

'Ua vevela ma laofie Samoa. It's hot and sunny (in) Samoa.
- etc etc etc etc
LESSON TWENTY-ONE

TOPICS

(a) Present tense (immediate) continued ....ua
(b) Simple emotional states:
    happy .................fiafia
    sad .................fa'anoanoa
    etc.
(c) Introduction to dependent forms of personal pronouns:
    I ..................'ou
    you ..................e
    he/she/it ............ ia
(d) Present negative:
    not ....................(e) le'o
    (te) le'o

METHOD: Silent Way

MATERIALS

A large wall chart like the one below.

TIME: 45 minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Happy)</td>
<td>Fiafia</td>
<td>Point to the first picture, No. 1.</td>
</tr>
</tbody>
</table>
Hold up one finger. Indicate all are to repeat the word............

Show 2 fingers and point to the picture again ....................

(Sad) Fa'anoanoa! Point to the second picture ...... Indicate a complete sentence ....

(Angry) Ita! Point to the third picture ...... Indicate a complete sentence ...

(Cry) Tagi! Point to the third picture ...... Indicate a complete sentence ...

Review all these four pictures until they are mastered.

(Boy) Tama! Point to the boy in picture No. 1
Point to the boy in picture No. 2
Point to the boy in picture No. 3
Point to the girl in picture No. 4 and shake your head NO!

Point to the boy in picture No. 1 and hold up 3 fingers to indicate a full sentence.....................

(The) Le! Touch the space between your last second last fingers to show that the word le goes there. All repeat.........................

Point to the picture again and indicate a full sentence .............

Point to the second picture and indicate a full sentence ...........

(Girl) Teine! Point to the girl in picture No. 4.
Indicate a full sentence ................

Review all up to this point.

Indicate a question again for picture No. 1. Teacher asks:

'Ua fa'anoanoa le tama? All repeat .......................
Teacher shakes his head no....

Shake your head no and point to picture No. 1. All repeat....
Indicate a full sentence .......

Point to the third picture and indicate the same question as before by briefly pointing to picture No. 2 (fa'anoanoa)....
Indicate a full sentence....... 

Continue in this manner and then let the students question each other. They must practice both 'Ioe, and Leal answers.

'Ua fiafia Ioane?
Draw a question. Point to picture No. 2. Teacher asks about a student in class. All repeat..
Teacher nods his head yes and indicates a full sentence .......... 

Teacher touches the fa'anoanoa picture, draws a question and points to a different student. Everyone asks .................
Teacher shakes his head no. All repeat .........................

Continue in this manner until everyone masters the structures. Use all the pictures and all the students' names.

(I) 'Oul 
Point to yourself. Make everyone point to themselves and say.....
Point to picture No. 1, smile, point to yourself. Hold up 2 fingers and touch the space in between them. Indicate students are to point to themselves and respond

**NOTE:** The students should be given ample opportunity to discover this new word order themselves. However, if they cannot the teacher must model it for the students.

(You) 'Ei

Make all point to you. Say this when they point to you. Indicate everyone must point to you and repeat

'Ua 'ou fiafia.

'Ua 'e fiafia?

Point to picture No. 1 and indicate the students are to ask you if you are happy. The teacher models it first using good inflection. All repeat

'Ua 'e fiafia?

'Ioe, 'ua 'ou fiafia!

Teacher nob his head yes.

Teacher indicates that one student must ask another student the same question.

(i.e.)

'Ua 'e fiafia?

'Ioe, 'ua 'ou fiafia.

Continue until all students have asked and answered this question. Use the other pictures as well

(i.e.)

'Ua 'e ita?

'Ioe, 'ua 'ou ita.

Point to the second picture. Indicate a question

Leali

Shake your head no

Leali

'Oui

Teacher points to himself and says this. Students point to themselves and repeat

'Oui

(Not) Te le'oi

Teacher shakes his head no and points to the fa'anoanoa picture. Te le'oi
Teacher points to himself, and shakes his head no. All repeat.

Point to the third picture and indicate a full question to be asked by one student to another.

Shake your head no to indicate the second student is to reply leai

Continue like this for all four pictures. Practice both positive and negative answers.

Introduce the last four words for the students to practice the structures.

(Strong) Mālosi
Point to picture No. 5
Indicate a full sentence

(Weak) Vaivai
Point to picture No. 6
Indicate a full sentence

(Smart) Potol
Point to picture No. 7
Indicate a full sentence

(Dumb) Valeai
Point to picture No. 8
Indicate a full sentence

Now let the students ask and answer each other’s questions using all the pictures as well as all the pronouns, and yes or no answers.

(i.e.)
'Ua 'e mālosi?
'Io, 'ua 'ou mālosi.
Leai, 'ou te leʻo mālosi.
'Ua poto le tama!
(He) Ia!

Point to a boy ......................
Point to someone but speak to
the rest of the class. Make all
point to him and say to you.....
Point to someone else and repeat
the response ......................

Now point to picture No. 7 and
the other person, Indicate all
are to respond ......................
Repeat with valea.................
Shake your head no point to
picture No. 7 and the other
person. Indicate a full sen-
tence..............................
Repeat with other examples, and
questions and answers. NOTE: ia
can be omitted after it has once
been introduced.

SUMMARY REVIEW

'Ua fiafia le tama? Is the boy happy?
fa'anoanaa sad
ita angry
tagí crying

'Ioe, 'ua fiafia le tama. Yes, the boy is happy.

Leai, e le'o fiafia le tama. No, the boy is not happy.

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

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

' e

'Ioe, 'ua 'ou fiafia

' e

Leai, 'ou te le'e fiafia.

' e

'Ua malosi ia?

vaivai

poto

valea

'Ioe, 'ua malosi (ia).

e tc.

Am I happy?

Are you happy?

Yes, I'm happy.

No, I'm not happy.

Is he/she/it strong?

weak

smart

stupid

Yes, he is strong.

e tc.
LESSON TWENTY-TWO

TOPICS
(a) Present tense (immediate) continued ........ 'ua
(b) General particle: to desire, to want to... fia
(c) Simple desires:
   hunger................... fia 'ai (to want to eat).
   thirst.................... fia inu (to want to drink).
   etc.
(d) Continuation of dependent pronouns.
(e) Plural verbs.

METHOD: Silent Way

MATERIALS
A large wall chart like the one below.

TIME: 45 minutes

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Ai!</td>
<td>Point to picture No. 1.</td>
<td></td>
</tr>
<tr>
<td>'Ua!</td>
<td>All repeat.</td>
<td>'Ua!</td>
</tr>
</tbody>
</table>
Point to picture No. 1 and hold up 2 fingers..........................

(Drink) Inu!
Point to picture No. 2..............
Full sentence ..........................

(Sleep) Moe!
Point to picture No. 3............... 
Full sentence ..........................

(Smoke) Ulaula!
Point to picture No. 4............... 
Full sentence ..........................

Review all

(Boy) Tama!
Point to the boy in picture No. 1. 
Point to picture No. 1 and indicate 
a full sentence ..........................
Continue with pictures Nos. 2,3,4.

'Ua 'ai le tama?
Draw a question and ask with good 
voice inflection about picture No. 
1. All repeat......................... 
Shake your head yes and indicate a 
full sentence ..........................

(Not) E lē'o!
Point to picture No. 2 (drinking). 
Shake your head no and point back 
to picture No.1. All repeat..........

E lē'o 'ai le tama!
Point to picture No. 2. All repeat.

Point to picture No. 3 and 4 and 
indicate the same answer...........

Draw a question for picture No. 2. 
Indicate a 'yes' answer ..............

Point to picture No. 3 and indi- 
cate a 'no' answer...................

The same for picture No. 4....... 

Continue in this way for moe and 
ulaula.................................

(i.e.)
'Ua moe le tama? 
Leai, e lē'o moe 
le tama. 
(pictures Nos. 1, 
2, & 4).
'Ioe, 'ua moe le 
tama. (picture No. 
3).
(Hungry) Fia'ai! 
Point to picture No. 5 .............
Full sentence ........................
Question ..............................
"Yes" answer ..........................
"No" answer (point to picture No.
6) ....................................

(Thirsty) Fia inu! 
Point to picture No. 6 .............
Question ..............................
"Yes" answer ..........................
"No" answer (picture No. 7) ..... 

(Sleepy) Fia moe! 
Point to picture No. 7 .............
Question ..............................
"Yes" answer ..........................
"No" answer ..........................

(Want to smoke) Fia ulaula! 
Point to picture No. 8 .............
Question ..............................
"Yes" answer ..........................
"No" answer ..........................

Review all.

(I) 'Ou! 
Point to yourself. Make each student point to himself.............

'Ua 'ou fia'ai! 
Point to yourself and picture No. 5. Make each student point to
himself and repeat....................

Repeat for fia inu, fia moe, and
fia ulaula.............................

(You) 'E! 
Point to yourself. Make all
point to you and repeat.............

'Ua 'e fia'ai? 
Draw a question, point to picture
No. 1 and make all repeat and
point to you.........................

'Ioe, ua 'ou fia'ai! 
Shake your head yes.

Let each student ask each other
these positive answer questions
using pictures Nos. 5, 6, 7 & 8. 

(i.e.) 'Ua 'e fia inu? 
'Ioe, 'ua 'ou fia inu. etc.

(Not) Te le'o! 
Point to yourself and shake your
head no. Point to picture No. 1
All repeat ..............................

Te le'o!
Point to yourself and shake your head no. All repeat.............
Repeat with the other pictures.
Practice letting students ask and answer each other's question - yes or no.

Point to the picture of the boy eating. All repeat.............
Point to one student.............
Draw a question and point to the student..................
Indicate a "yes" answer ...........
Point to the same student and indicate a question about him.
Point to picture No. 6 (imu)....
Shake your head no .............

Let students ask and answer each other using ia ("yes" and "no" answers). Drop the word "ia" as understood after a while.

Review all (le tama, 'ou, 'e, ia, positive and negative)

Point to everyone in the room....
Point to picture No. 2.............
Point to picture No. 5.............
Point to everyone in the room....
Point to picture No. 2 and also to everyone in the room.............
Point to picture No. 6 and also to everyone in the room. Indicate a full sentence .............
Point to picture No. 3 and also to everyone in the room.

Momoe!

Point to picture No. 7 and indicate a full sentence.

'Ua tatou fia momoe.

Point to picture No. 4 and also to everyone in the room.

Indicate a full sentence.

Ulaula!

Indicate a question and point to picture No. 1 and all present.

'Ua tatou fia 'a'ai?

Repeat the question with fia feinu.

'Ua tatou fia feinu?

Leai!

Shake your head no.

Leai!

Repeat this with the other pictures (fia momoe, fia ulaula) and the other pronouns (pair plural and plural).

(i.e.)

'Ua lua fia 'a'ai?

'Ua fia moe le tama?

Yes, the boy is hungry.

Leai, e le'o fia' ai le tama.

No, the boy isn't hungry.

etc.

etc.

etc.

etc.

Do I want to sleep?

Yes, I want to sleep.

'Ua 'ou fia moe?

No, I don't want to sleep.

Leai, 'ou te le'o fia moe.

etc.

etc.

'Ua fia moe ia?

Does he want to sleep?

etc.

etc.
'Ioe, 'ua fia moe (ia).

eyes, (he) wants to sleep.

Leai, e le'o fia moe (ia).

No, (he) doesn't want to sleep.

e tc.

e tc.

'Ua tatou fia 'a'ai.

tou fia momoe

We are hungry.

lua fia feinu

You (Pl.) tired

lātou fia ulaula

You (Pair) thirsty

lā etc.

They (Pl.) want to smoke

Tātou te le'o fia 'a'ai.

They (Pair) etc.

Mātou

We aren't hungry.

Ta

We (exclusive)

We (pair)

Ma

We (pair exclusive)
LESSON TWENTY-THREE

TOPICS

(a) Three tenses:
   present ........... 'O lo'o
   past ............ Sa
   future ............ 'O le'a

(b) Introduction to passive verb form:
   to be taken ........... 'avea

(c) Continuation of dependent pronouns:

METHOD: Silent Way

MATERIALS

Several small objects (matches, money, pen, pencil), and a 'tense paper' like the one shown below (about 8" x 12").

FUTURE PRESENT PAST

TIME: 45 minutes

THE LESSON

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O le tupe!'</td>
<td>Hold up a coin .................</td>
<td>'O le tupe!'</td>
</tr>
<tr>
<td>(Take)</td>
<td>'Avea!'</td>
<td>'Avea!'</td>
</tr>
<tr>
<td></td>
<td>Show the motion of taking the money ........................................</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence.....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using your fingers, show that the word 'o' must be omitted. Students repeat the correct sentences..................</td>
<td></td>
</tr>
<tr>
<td>(I)</td>
<td>0'ui'</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point to yourself. Have all the students point to themselves</td>
<td>'Avea le tupe.'</td>
</tr>
</tbody>
</table>

164
selves and repeat................

Set one object on the table for each student to take. Make each student say the sentence as he takes his object .............

0'u!

0'u 'avea le object.

Place the tense paper down on the table and place all the objects in the future section.

Move a match box from the future and set it in the present section. Point to the present section and say:

0 lo'o!

Everyone points to the present section and repeats .............

0 lo'o!

Move all objects into the present section and let each person take one while saying the present tense sentence.............

'0 lo'o o'u 'avea le object.

NOTICE: The students should be able to develop this sentence on their own. If they can't, the teacher must model the sentence first.

Practice with different objects until all students can say the structure easily.

(You) 'E!

Make everyone point to you and repeat.........................

'E!

You take a pen and indicate all to point to you and say a full sentence ....................

'0 lo'o 'e 'avea le peni.

Now point to a student and indicate that he must take an object and speak....................

0 lo'o o'u 'avea le object.

Immediately make the other students point at him, look at him and say a complete sentence

'0 lo'o 'e 'avea le object.

Practice these sentences until they can be said smoothly.
Move all the objects back into the future tense section. Place the pencil into the present section. Pick it up and say:

'0 lo' o'u 'avea le penitala!

Everyone points to you and say:

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

Now place the pencil in the past section.

Sa!

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

Sa!

Sa 'ou 'avea le penitala!

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

Sa 'ou 'avea le object.

The teacher points to his pencil and says:

Sa 'ou 'avea le penitala!

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

Sa 'e 'avea le penitala.

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

Sa 'ou 'ave le object.

Everyone points at the student and say to him .................

Sa 'e 'avea le object.

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

(i.e.)

'0 lo'o o'u 'avea le tupe.

Sa 'ou 'avea le tupe.

Place all the objects in the future tense section.

'O le'a!

Point to the future section. Make all point and repeat........

'O le'a!

'O le'a 'ou 'avea le penitala!

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

'O le'a 'ou 'avea le object

Everyone repeats his sentence until it can be said easily.
Teacher points to a coin in the future section and says:

'O le'a 'ou 'avea le tupe!

Make everyone point to you and say.........................

'O le'a 'e 'avea le tupe.

Point to another student and his object. Make him say a future sentence................

'O le'a 'ou 'avea le object.

Everyone else says to him............

'O le'a 'e 'avea le object.

Let everyone practice this structure.

Review present, past and future in this way:
1. Teacher points to an object and says:

'O le'a 'ou 'avea le object!

Everyone else points to teacher and says.......................

'O le'a 'e 'avea le object!

2. Teacher picks up the object while saying:

'0 lo'o 'o'u 'avea le object! Everyone else points to the teacher and says..............

'0 lo'o 'e 'avea le object!

3. Teacher puts the object down in front of himself and says:

Sa 'ou 'avea le object!

Students point at him and say..

Sa 'e 'avea le object!

Finally, the teacher points to a student and indicates he is to do the same thing the teacher just did. Everyone else points at the student as they did before to the teacher and respond to each action.

(He/She/It) Ia!

Point to one student and look at the others. Everyone points to him and repeats to you............

Ia!

Indicate to that student that he will take the pen sitting in the future section.

'C le'a ia 'avea le peni!

Point to the student but say to
the others. All point at him but say to you .................. '0 le'a ia 'avea le peni!

Student takes the pen.

'O lo'o ia 'avea le peni!' Teacher says to the class but points to the student. All repeat ..................

'Sa ia 'avea le peni!' The student places the pen in the past tense section. Point to the student and say to the others.

All repeat ..................

'Repeat with another student and a different object. This time leave the word ia out as being understood. In this case the passive suffix a is omitted.

(i.e.) '0 le'a 'ave le object.

'Sa 'ave le object.

If time permits, expand the structure in the following way:

Teacher places several objects in the future tense section (i.e., money, matches, cigarettes, key, pen). Teacher indicates to first student that he will take the matches. Indicate a full sentence from him ..................

'O le a le mea 'o le'a 'e 'avea? Indicate all others are to ask him the question .................

'0 le a le mea 'o le'a 'e 'avea?

He answers ..................

'O le'a 'ou 'avea le afitusi.

Teacher moves the matches into the present tense section. First student takes the matches and says '0 lo'o o'u 'avea le afitusi.

'O le a le mea 'o lo'o 'e 'avea? Teacher indicates a question the others repeat ..................

'C le a le mea 'o lo'o 'e 'avea?

First student answers ..............

'O lo'o o'u 'avea le afitusi.

Teacher now takes the matches and places them in the past tense section. First student points to
them and says...............  Sa 'ou 'avea le afitusi.

'O le a le mea sa 'e 'avea? Teacher indicates a question.
The others repeat...............  'O le a le mea sa 'e 'avea?

First student answers..........  Sa 'ou 'avea le afitusi.
Repeat with other students and other objects.

S U M M A R Y  R E V I E W

'O lo'o o'u 'avea le tupe. I am taking the money.
Sa 'ou
'O le'a 'ou I took
'I took

'O lo'o 'e 'avea le tupe. You are taking the money.
Sa
'O le'a You took
You will take

'O lo'o ia 'avea le tupe. He is taking the money.
Sa
'O le'a took
will take

'O lo'o 'ave le tupe. (He) is taking the money.
Sa
'O le'a took
will take

'O le a le mea 'o le'a 'e 'avea? What thing will you take?
'sa
'o lo'o did
are taking
LESSON TWENTY-FOUR

TOPICS

(a) Negative of the three tenses:

- not (future) .......... 'o le'ā le'
- not (present) .......... e le'o
- not (past) ............. e le'i

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

METHOD: Silent Way

MATERIALS

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

TIME: 45 minutes

THE LESSON

Word  Action  Target Response

Review the present past and future by placing a key and a pen on the tense paper. Let the students take the key and respond in each tense.

Note: No one must take the key!

(Not)  Le!

Point to the key which was not taken. Put it in the future......

Le 'avea!

Point to the key and motion that you will not take it...............

'O le'ā 'ou lō 'avea le ki!

Indicate each student is to say a full sentence............... 

Now let one student say............

All the other students say to him (and point)...............
Let all practice in this way.

Place the key in the present tense position.

Indicate that you aren't taking the key.

Teacher indicates that he is not taking the key.

All repeat.

Each student says.

All the others point at him and say to him.

Teacher places the key in the past tense position.

All repeat.

Indicate that you did not take the key.

Teacher places the key in the past tense position.

All repeat.

Let each student say.

All the others point and say to him.

Place several objects in the future tense section. (i.e. key, pen, matches, cigarette). Indicate the first student is to take the cigarette.

Make him say a full sentence.

Indicate a question. All others repeat.

First student answers with a negative sentence.

Then a positive sentence.

Teacher moves the cigarette into the present tense section. First student takes the cigarette and says.

Teacher indicates a question. All others repeat.

First student.


Positive sentence

Teacher finally takes the cigarette and places it in the past section. First student points to it and says

'So lo'o ou' avea le sikaleti.'

Sa 'ou' avea le sikaleti.

'Se 'avea le sikaleti?'

First student

'Se 'avea le peni?'

Teacher indicates a question.

All others repeat

First student

'Se 'avea le peni?'

Point to a student and then to the key in the future section. Indicate he is not to take the key. Look at all the other students and say about him:

'O le'a le 'avea le ki.'

All others repeat this
Put the key in the present tense. Again indicate he is not to take it.

'E le'o 'avea le ki.'

Finally place the key in the past tense and indicate that the student didn't take the key.

'E le'i 'avea le ki.'

All repeat

Repeat this structure with another student and different objects.

(i.e.)

'O le'a ma le 'avea le object.

'E le'o 'avea le object.

'Ma te le'i 'avea le object.'

Repeat with other students and other objects.

Repeat this lesson with the other dependent pronouns (pair plural and plurals), and verbs.

Expand this lesson with the other dependent pronouns (pair plural and plurals), and verbs.
| Dative Verb | 1st Person | 2nd Person | 3rd Person | 3rd Person
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'0 le'a 'ou lē 'avea le kī.</td>
<td>I will not take the key.</td>
<td>I'm not taking the key.</td>
<td>I didn't take the key.</td>
<td>You will not take the key.</td>
</tr>
<tr>
<td>'Ou te le'o 'avea le kī.</td>
<td></td>
<td></td>
<td></td>
<td>aren't taking</td>
</tr>
<tr>
<td>'Ou te le'i 'avea le kī.</td>
<td></td>
<td></td>
<td></td>
<td>didn't take</td>
</tr>
</tbody>
</table>

| Dative Verb | 1st Person | 2nd Person | 3rd Person | 3rd Person
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>'O le'a 'ou lē 'avea le kī.</td>
<td>(He) will not take the key.</td>
<td></td>
<td></td>
<td>isn't taking</td>
</tr>
<tr>
<td>'E te le'o</td>
<td></td>
<td></td>
<td></td>
<td>didn't take</td>
</tr>
<tr>
<td>'E te le'i</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON TWENTY-FIVE

TOPICS

(a) Comparison of the five simple tenses:
   present (always) He runs \(\text{E tamo'e.}\)
   present continuous (immediate) He is running \(\text{'Ua tamo'e.}\)
   present continuous He is running \(\text{'0 lo'o tamo'e.}\)
   past He ran \(\text{Sa tamo'e.}\)
   future He will run \(\text{'0 le'a tamo'e.}\)

(b) The verb 'to do' \(\text{fai}\)

METHOD
Silent Way and repetition drill

MATERIALS
A wall chart like the one below:

TIME: 45 minutes
Word
E timu Samoa!

Action
Point to picture No. 1. All repeat.
Indicate a question.            
Indicate a Yes answer.          
Indicate a No answer.           

Note:— Teacher may model these sentences first but the student should be given ample opportunity to discover the proper construction on his own.

Target Response
E timu Samoa!

'O le'a timu Samoa!

Point to picture No. 2.         
Indicate a question.            
Indicate a Yes answer.          
Indicate a No answer.           

'O le'a timu Samoa! 
'O le'a timu Samoa? 
'Ioe, 'o le'a timu Samoa. 
Leai, 'o le'a le timu Samoa. 

'Ua timu Samoa!

Point to picture No. 3.         
Question.                      
Positive answer.               
Negative answer.               

'Ua timu Samoa! 
'Ua timu Samoa? 
'Ioe, 'ua timu Samoa. 
Leai, le'o timu Samoa. or 'Ua le timu Samoa. 

'O lo'o timu pea Samoa!

Point to picture No. 4.         
Question.                      
Positive answer.               
Negative answer.               

'O lo'o timu pea Samoa! 
'O lo'o timu pea Samoa? 
'Ioe, o lo'o timu pea Samoa. 
Leai, e le'o timu Samoa. 

Sa timu Samoa!

Point to picture No. 5.         
Question.                      
Positive answer.               
Negative answer.               

Sa timu Samoa! 
Sa timu Samoa? 
'Ioe, sa timu Samoa. 
Leai, e le'i timu Samoa. or 
Leai, sa le'i timu Samoa. 

Review all five pictures by pointing to them at random and letting the students call out the correct sentence for the picture.

(Tamoe) Tamoe!

Point to the picture of the boy running. 

Tamoe!
E tamo'e le tama!  
Point to picture No. 6.  
Question  
Yes answer  

No answer  

Point to picture No. 7.  
Note: Student should be able to say this sentence without the teacher modeling it first. Indicate a question.  
Positive answer  
Negative answer  

Point to picture No. 8.  
Question  
Positive answer  
Negative answer  

Point to picture No. 9.  
Question  
Yes answer  
Now answer  
Note: pea is omitted in the negative answer.  

Point to picture No. 10.  
Question  
Yes answer  
No answer  

(Do) E fai!  
(Will do) 'A fai!  
(Doing) 'Ua fai!  
(Doing) 'O fai!  
(Did) Sa fai!  
 I fai!  

Point to picture No. 6.  
Point to picture No. 7.  
Point to picture No. 8.  
Point to picture No. 9.  
Point to picture No. 10.  

E tamo'e le tama?  
'Io, e tamo'e le tama.  
Leai, e le tamo'e le tama.  

'0 le'a tamo'e le tama.  
'Io, 'o le'a tamo'e le tama.  
Leai, 'o le'a tamo'e le tama.  

'Ua tamo'e le tama.  
'Ua tamo'e le tama?  
'Io, 'ua tamo'e le tama.  
Leai, e le'a tamo'e le tama.  

'0 lo'o tamo'e pea le tama.  
'0 lo'o tamo'e pea le tama?  
'Io, '0 lo'o tamo'e pea le tama.  
Leai, e le'a tamo'e le tama.  

Sa tamo'e le tama.  
Sa tamo'e le tama?  
'Io, sa tamo'e le tama.  
Leai, e le'i tamo'e le tama.  

Leai, sa le tamo'e le tama.  

Sa fai!  

E fai!
Draw a question. Use good voice inflection and ask the question and point to picture No. 6. All repeat until they can ask it easily.

'0 le a lana mea e fai?

E tamo'e!

Point to the boy in picture No. 6. Students repeat the question and answer until they can respond easily.

'A fai!

Point to picture No. 7.

'O le a lana mea 'a fai?

Point to picture No. 7. All repeat.

'O le 'a tamo'e!

Point to the boy in picture No. 7.

Review the first question and answer. (E fai).

'Ua fai!

Point to picture No. 8.

'O le a lana mea 'ua fai?

Point to picture No. 8.

'Ua tamo'e!

Point to the boy in picture No. 8.

'O fai!

Point to picture No. 9.

'O le a lana mea 'o fai?

Point to picture No. 9.

'O le o tamo'e pea!

Sa fai!

Point to picture No. 10.

'O le a lana mea sa fai?

Sa tamo'e!

Point to the boy in picture No. 10.

Review all of these questions and answers by pointing to a picture and indicating a question; then indicating an answer.

(i.e.)

E taji le pepe.

Note: If students cannot say this sentence, the teacher may model it.

(Baby) Pepe!

Point to the baby in picture No. 11.

(Cry) Tagi!

Point to the baby crying.

Now point to the picture No. 11 and indicate a full sentence. Note: If students cannot say this sentence, the teacher may model it.
Point to picture No. 12......
Point to picture No. 13......
Point to picture No. 14......
Point to picture No. 15......

Go over all of these again for review.

Point to picture No. 11 and indicate a full sentence question.
Indicate a full answer..............

Point to picture No. 12 and indicate a full question.
Note: Make sure students are using the proper verb. Indicate an answer..............

Point to picture No. 13 and indicate a question......................
Answer......................

Point to picture No. 14 and indicate a question......................
Answer......................

Point to picture No. 15......................
Answer......................

Let the students ask each other about the boy running, or the baby crying using any tense they choose. The student answering must use the same tense structure as the question.

(Bird/animal) Manu! Point to the bird in picture No. 16......................

(Fly) Lele! Point to the bird flying......................

Point to picture No. 16 and indicate a full sentence......................

Point to picture No. 17 and indicate a full sentence......................

Point to picture No. 18......................

Point to picture No. 19......................

Point to picture No. 20 .............

E fai! Point to picture No. 16 and indicate a question......................

'0 le'a lana mea e fai?
E tagi.

'0 le'a lana mea 'a fai?
'E tagi.

'0 le'a lana mea 'ua fai?
'Ua tagi.

'0 le'a lana mea 'o fai?
'0 lo'o tagi pea.

'0 le'a lana mea sa fai?
Sa tagi.

(i.e.)

'0 le'a lana mea 'o fai?
(baby)

'0 lo'o tagi pea.

Manu!

Lele!

E lele le manu.

'0 le'a lele le manu.

'Ua lele le manu.

'0 lo'o lele pea le manu.

Sa lele le manu.

'0 le'a lana m e fai?
Indicate an answer

Question for picture No. 17...

Answer

Question for picture No. 18...

Answer

Question for picture No. 19...

Answer

Question for picture No. 20...

Answer

Let students ask and answer each other's questions about any picture in any tone.

Teacher points to himself and picture No. 6. All point to themselves and repeat.

Ask this question of one student and point to picture No. 6 to indicate the student is to assume the identity of the picture. He replies.

This student repeats the question with another student.

That student answers.

Continue this way until all students have answered.

Point to picture No. 7 and yourself. All point to themselves and repeat.

Ask one of the students and point to picture No. 7 to indicate the student is to assume the identity of that picture. He replies.

This student now repeat the question with another student.

The student answers.

Continue this way until all students have answered.
Point to picture 8 and yourself. All point to themselves and repeat.

Teacher asks one student. He answers. This student repeats the question with another student. The other answers.

Continue this way until all students have answered.

Teacher points to himself and picture No. 9. Each student points to himself and repeats.

Teacher asks one student. The student answers. This student now asks another the question. This student replies.

Continue this way until all have answered the question.

Teacher points to picture No. 10 and himself. Everyone points to himself and repeats.

Teacher asks a student. The student answers. This student now asks another student the same question.

The student replies.

Continue this way until all have answered the question.

Repeat this procedure using the picture series of the baby crying ('ou te tagi), and use the other dependent pronouns as well.
SUMMARY REVIEW

E timu Samoa.
'0 le 'a timu Samoa.
'Ua '0 lo'o ..... pea 
Sa

E tamo'e le tama.
'0 le'a
'Ua '0 lo'o ..... pea 
Sa

'E tagi le pepe.
'0 le'a
'Ua '0 lo'o ..... pea 
Sa

E lo'e le manu.
'0 le'a
'Ua '0 lo'o ..... pea 
Sa

'O le a lae mea e fai?
'a fai
'u a fai
'o lo'o fai 
'sa fai

What does he do?
will do
is doing (starting)
did do

E tamo'e.
'0 le'a
'Ua '0 lo'o ..... pea 
Sa

0 le a lae mea e fai?
 etc

I cry.
will cry
am crying (starting)
cried

'E tamo'e le lea.
'0 le'a
'Ua '0 lo'o ..... pea 
Sa

'O le a lae mea e fai?
 etc

What do you do?
 etc etc
REVIEW DRILL TEN

TOPICS
The five tenses
Passive verb forms

METHOD
Substitution, transformation drills

TIME: 20 minutes

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

'save
'aulaia
tapuni
tatala
faitau

II. Teacher says these commands - students repeat.

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

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

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

Repeat this drill with the other commands.
1. 'Aumai le tusi! Bring the book!
'Ou te 'aulai le tusi. I bring the book.
'0 le'a 'ou will bring
etc.
2. Tapuni le tusi! Close the book!
'Ou te tapunia le tusi. I close the book.
etc.
3. Tatala le tusi! Open the book!
'Ou te tatalaina le tusi. I open the book.
etc.
4. Faitau le tusi! Read the book!
'Ou te faitauna le tusi. I read the book.
etc.
REVIEW DRILL ELEVEN

TOPICS
Dependent pronouns
Plural Verbs

METHOD: Substitution drill

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

savali 
 tamo'e
nofo
tu
sola

walk
run
sit
stand
to escape

TIME: 20 minutes

I. Teacher flashes the cards until all the students know all the words.
II. Teacher models the structure first. Students repeat.

'ou te savali : Apia.
'ta te savavali i Apia.
M a
Tatou
Matou

'I te savali i Apia.
'ou te savavali i Apia.
Tou

'E te savali i Apia.
'ou te savavali i Apia.
Le'ou

'E savali 'o ia i Apia.
'ou te savavali i Apia.
Latou

I walk to :
We (2)
We (2)
We (pl)
We (pl)

You walk to Apia.
You (2) walk to Apia.
You (pl)

He walks to Apia.
They (2) walk to Apia.
They (pl)

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

tamo'e i Apia
nofo i lalo
tu i luga
sola i Apia

(tāmomo'e)
(nofo)
tutu
(sosola)

run to Apia
sit down
stand up
escape to Apia
NOTES ON LESSON TWENTY:

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

'Ua timu.......................It is raining (just now).
'Ua'uma ona 'e 'ai?...............Have you eaten?

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

'Ua laofie..........................It is sunny.

E le'o is used for the negative because this is the common negative for present tense. The word 'o is short for '0 lo'o. A negative can be constructed with 'ua but this is less common and its meaning is a bit different.

'Ua le timu..........................It's not raining (not just now)
E le'o timu..........................It's not raining.
E le timu............................It won't rain. It doesn't rain.

Tau in this lesson means 'weather'.

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

E fa'apēfea le tau o Samoa? .... How is the weather of Samoa?
E timu...............................It rains.

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

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

The answer could be: 'Ua timu, or as will be seen in Lesson 23: '0 lo'o timu.

NOTES ON LESSON TWENTY-ONE:

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

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

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

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

'Ou, 'e are the dependent forms of the personal pronouns: a'u and 'oe. They are used when the pronoun comes before the verb. The other dependent pronouns are:

'a'u.....................I
'e .....................you
'na .....................he/she/it
'lla.....................they (1)
tatou...............we (1)
matou ..........we (pl)
Notice that most of these are contractions of the personal pronouns as used earlier. Na (he/she/it) is heard less frequently than ia the independent form.

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

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

E le'o fiafia a'u........... I'm not happy.
The more grammatically correct structure uses the dependent pronouns.

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

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

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

NOTES ON LESSON TWENTY-TWO:

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

'ai (eat)................. fia 'ai (to want to eat).
alu (go)................. fia alu (to want to go)

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

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

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

moe ................ momoe ....... sleep
tagi ................ fetagisi ....... cry
alu ................. o ............. go
sasa ................. sasa ........... to beat

NOTES ON LESSON TWENTY-THREE:

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

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

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

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

Without the pronoun, the ending is usually absent.

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

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

E le'i taina le 'o.............. It hasn't struck six (o'clock).

Marsack's, *Samoan (Teach Yourself)* contains a brief list of some common verbs and their passive endings (pages 129-36). Churchward also lists such a table in his, *Samoan Grammar* (pages 80-85).

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

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

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

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

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

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

'O le peni....................... The pen.

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

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

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

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

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

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

'Ou te alu i Apia.............. I'm going to go to Apia.

'O le'a 'ou alu i Apia........... I will go to Apia.

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

'Ou te alu ....................... l go.

'O le'a 'ou alu................... I will g
It is possible to use the independent pronouns with each of these markers in which case e replaces te and all of the pronouns follow the verb instead of preceding it as with the dependents.

E alu a'u........................ I go.
'0 le'a'ou alu a'u................ I will go.
'0 lo'o alu a'u.................... I am going.
Sa na 'ou alu a'u................. I went.

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

NOTES ON LESSON TWENTY-FOUR:

Negative is expressed with the word le (not). This word can be used with all the tense markers and comes directly before the verb.

'Ou te le fia 'ai..................... I'm not hungry.
'0 le'a'ou le fia 'ai.............. I won't be hungry.
'0 lo'o 'ou le fia 'ai.............. I'm not hungry.
Sa na 'ou le fia 'ai............... I wasn't hungry.

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

'Ou te le alu taeao............... I am not going to go tomorrow.
'0 le'a'ou le alu taeao........... I will not go tomorrow.

There are two common negative alternates that students should become familiar with. The present continuous negative is usually expressed with the marker le 'o (contraction of le and 'o lo'o). Le 'o is used before the verb and with the e/te marker.

'O lo'o 'ou le e alu.............. I'm not going.
'Ou te le e alu..................... I'm not going.

The past negative is usually expressed by marker le'i which is also used with the e/te marker.

Sa 'ou le alu....................... I didn't go.
'Ou te le'i alu..................... I didn't go.

NOTES ON LESSON TWENTY-FIVE:

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

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

Ai is a multiple meaning word which here means 'to do'. In colloquial speech, the tense markers 'o lo'o and 'a lo'i are abbreviated to 'a and 'a respectively when used with fai.

'O lo'o fai.............. 'o fai............. to be doing.
'O fai.............. 'a fai............. will do.

The question 'What is he doing?' is asked in Samoan as:
'Veal a ga ...... 'o fai?.............. What is he doing? (literally)
I. Change these sentences first to the tense indicated and then the new sentences into the number indicated.

1. Ma te fia momoe.
   (Sa) ______________________ (Singular)

2. 'O le'a mātou 'a'ai.
   ('Ua) ______________________ (Pair)

3. Lā te le fiafia.
   ('O lo'o) ____________________ (Plural)

4. 'O le a lana mea e fai?
   (Sa) ________________________ (Pair)

5. E ita le tema iā a'u.
   ('Ua) ________________________ (Plural)

II. Change these to negative:

6. 'Ou te fia ta'alō lakāpī.

7. 'Ua oti lo'a tamā (past)

8. 'O le 'e alu i Apā.

9. 'O lo'i tapuni le .

10. 'Ou te fia fai le lesona.

   ta'alō - play  oti - die  iloa - to know

III. Correct these sentence:

11. Tatou moe i lalo le ta'avale.

12. E fia 'a'ele a'u.

13. E tolu tagata sa 'a'ai.

14. 'E te 'ave le maile pe leai?

15. 'O leā mā feinu ananafi.

   'a'ele - to bath  pe - or  ananafi - yesterday

IV. Change this story to past tense then to future tense.

'Ou te alu i Apia. 'Ou te fa'ataua mai la mātou mea'ai i le fale-
olōa. 'Ou te 'avea la'u tupe i le fa'atau'oloa. 'Ou te 'aumia le
'apa pisupo ma le 'apa i'a. 'Ou te toe alu i lo mātou fale. Mātou
te 'a'ai i nā mea'ai.

alu - go  fa'atau - buy  fa'atau'oloa - store
fa'atau'oloa - storekeeper  toe - again
V. Change this singular story to a plural story about two people, Simi and Toma:

'O a'u 'o le tama Samoa. Sa 'ou Fānau i Apia i le tausaga e tasi i va lima tasi. E luasefulo tolu o'u tausaga. 'O lo'u igoa 'o Simi. 'Ou te faigalu'aga i le fale'oloa o BP. 'Ou te le imi pia. 'Ou te le ulaula fo'i. 'Ou te fiafia e nofo i Samoa.

Fānau (fānanau) - to be born; tausaga - name; fo'i - also; faigaluega - to work at a job.

Plural pair story (ma'ua):

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

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

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

The Story:
THE SAMOAN CONSTRUCTION: 'TO BE'

THE SAMOAN CONSTRUCTION: 'TO HAVE'

FORMAL DEMONSTRATIVES

TO BE LIKE

ADJECTIVES, COMPARATIVE, SUPERLATIVE

CALENDAR

ADVERBS (OF TIME)
LESSON TWENTY-SIX

TOPICS
(a) The Samoan equivalent of:
   to be, to exist ......................... (e) i ai.
(b) Negative of 'to be' ........................ (e) leai.
(c) Review singular and plural.
(d) Ordinal numbers:
   first .......................... muamua.
   second .......................... lona lua.
   third .......................... lona tolu.
   etc.

METHOD: Silent way.

MATERIALS
A picture chart like the one shown below.

TIME: 45 minutes.
<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tree</td>
<td>Point to the tree.</td>
<td>Lā'au!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td>'O le lā'au.</td>
</tr>
<tr>
<td>Car</td>
<td>Point to the car.</td>
<td>Ta'ava!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td>'O le ta'ava.</td>
</tr>
<tr>
<td>Boat</td>
<td>Point to the boat.</td>
<td>Va'a!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td>'O le va'a.</td>
</tr>
<tr>
<td>House</td>
<td>Point to the house.</td>
<td>Fale!</td>
</tr>
<tr>
<td></td>
<td>Indicate a full sentence</td>
<td>'O le fale.</td>
</tr>
<tr>
<td>Plane</td>
<td>Point to the airplane.</td>
<td>Va'alele!</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td>'O le va'alele.</td>
</tr>
<tr>
<td>Road</td>
<td>Point to the road.</td>
<td>'Auala!</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td>'O le 'auala.</td>
</tr>
<tr>
<td>Person</td>
<td>Point to the person.</td>
<td>Tagata!</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td>'O le tagata.</td>
</tr>
</tbody>
</table>

Review all. Try a few minutes of review with question and answer.

(i.e.)

'0 le a'lea?
'0 le va'a!
etc.

---

NOTE: This next concept is a little difficult to present. The teacher must have patience and continue trying until the students can master the structure. If the meaning isn't apparent to them at first, it will become evident as the lesson progresses.

(To be)  I'ai!

Point to the tree in the line above the pictures. Point next to the tree in the other pictures and say I'ai.

If a picture has no tree in it, just shake your hand no! As you touch the trees, say I'ai. Make everyone repeat. I'ai!

Now again point to the tree in picture No. 1 and indicate a full sentence.... (Indicate the to is to be thrown out if they use it in the sentence). I'ai le lā'au.

E!

Make everyone repeat......................... E!

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

(To not be) E leai!

E i ai se lā'au?
Point to the second object in the line, the car. Again point also to picture No. 1 and indicate a full question. Indicate a yes answer.

Continue in this way with each object in that upper line. Always point to picture No. 1 for the question.

Repeat this procedure with picture No. 2.

Now move to pictures Nos. 3 and 4 for the plurals.
Point to the picture of the airplanes in picture No. 3 and indicate a full sentence.

NOTE: This should be easy enough for the students to construct on their own. If not, teacher may model the sentence.

Point to the boats (picture No. 3).
Point to the roads.
Point to the cars.
Point to people.

Continue in picture No. 4.
Point to the trees.
Point to the houses.
Point to the planes.

Now point to the 'X' in picture No. 3 representing the trees. Shake your head no.

All repeat.
Point again to the 'X' and indicate a full sentence.

NOTE: If the students forget to add ni the teacher should just say the word ni for the students. If this doesn't help then the teacher may model the whole sentence.

Continue pointing to each 'X' in picture No. 3.
Continue with picture No. 4 

Hold up two fingers to show plural and point to the tree in the line above the four pictures and then point to picture No. 3. Indicate a question. 
Indicate a negative answer. 
Repeat with the next object in the line (car). 
Indicate a full sentence. 
Continue in this way for picture No. 3. 
Repeat for picture No. 4.

Point to the whole area of picture No. 1 and say:

(Picture)  Ata!
All repeat. 
Point to picture No. 2 and make the same gesture. 
Indicate a full sentence. 
Point to No. 3. 
Point to No. 4.

(First)  Muamua!
Point to the number 1 in the first picture. All repeat. 
Now point to the area of picture No. 1 then the number 'one' itself and indicate a full sentence.

(Second)  Lona lua!
Point to the number 2 picture No. 2. 
Full sentence. 

(Third)  Lona tolu!
Point to the number 3 in picture No. 3. Full sentence.

(Last)  Mulimuli!
Point to the last picture. 
Full sentence.

Review all four numbers.

Teacher now points to the tree in picture No. 1 and says:

E i ai le lā'au! 
All repeat. 
(In)  I!
Make everyone repeat. 
Le ata muamua!
Point to the whole of picture No. 1. 
Again point to the tree, then the whole picture. Indicate a full sentence. 

E i ai le lā'au i le ata muamua.
Repeat this with the other objects and each 'X' in picture No. 1 ....

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

E i ai se fale i le ata lona lua?

Now teacher asks a question.
All repeat ......................

Let someone answer ..............

Let someone answer ..............

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

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

E i ai le ta'aau.

There is a tree.

ta'avale

car

va'a

boat

fale

house

va'alele

plane

'au'ula

road

tagata

person

E i ai se ta'aau?

etc.

Is there a tree?

etc.

'Ioe, e i ai le ta'aau.

Yes, there is a tree.

etc.

Leai, e leai se ta'aau.

No, there is no tree.

etc.

SUMMARY REVIEW

180

190
E i ai ni la'au?
    ta'avale
    etc.

'Ice, e i ai la'au.
    etc.

Leai, e leai ni la'au.
    etc.

E i ai le va'a i le ata.
    fale
    etc.

E i ai va'alele i le ata muamua.

Are there any trees?
    cars
    etc.

Yes, there are trees.
    etc.

No, there are no trees.
    etc.

There is a boat in the picture.
    house
    etc.

There are planes in the first picture.
    second
    third
    last

lona lua
lona tolu
mulimuli
LESSON TWENTY-SEVEN

TOPICS
(a) The structure 'to have'.
(b) Card playing.

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

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

MATERIALS: Playing cards.
TIME: 45 minutes.

THE LESSON

I. Introduce the following new words using the cards:

ka ........ king
siaki ........ jack
teine .... queen
sai ........ ace

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

Do you have a king?

King
Queen
Ace
Jack

182 193
<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Ioe, e i ai la'u ka.</td>
<td>Yes, I have a <strong>king</strong>.</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
</tr>
<tr>
<td>Leai, e leai sa'u ka.</td>
<td>No, I don't have a <strong>king</strong>.</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
</tr>
<tr>
<td>E i ai sana ka?</td>
<td>Does he have a <strong>king</strong>?</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
</tr>
<tr>
<td>'Ioe, e i ai lana ka.</td>
<td>Yes, he has a <strong>king</strong>.</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
</tr>
<tr>
<td>Leai, e leai sana ka.</td>
<td>No, he has no <strong>king</strong>.</td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
</tr>
</tbody>
</table>

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

IV. Collect all the cards and play the game **FISH**.
LESSON TWENTY-EIGHT

TOPICS

(a) Use of 'to have' with the pronouns.
We (2) have ............ E i ai la ta ....
We (pl) have ............ E i ai la tatou ....
etc.

(b) Conjugation of 'to have' .
I have ................. E i ai la'u ....
'O lo'o i ai la'u ....
'Ua i ai la'u ....

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

METHOD: Substitution drill.

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

TIME: 45 minutes.

I. Teacher introduces the new vocabulary by pointing to the proper picture and
pronouncing it's Samoan name.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>falesamoa</td>
<td>Samoan house</td>
</tr>
<tr>
<td>faleuila</td>
<td>toilet (outhouse)</td>
</tr>
<tr>
<td>fale'oloa</td>
<td>store</td>
</tr>
<tr>
<td>fale'olaga</td>
<td>restaurant</td>
</tr>
<tr>
<td>telefoni</td>
<td>telephone</td>
</tr>
<tr>
<td>mea pu'eata</td>
<td>camera</td>
</tr>
<tr>
<td>Lā'au pu'eleo</td>
<td>tape recorder</td>
</tr>
<tr>
<td>'E'au lomitusi</td>
<td>typewriter</td>
</tr>
</tbody>
</table>

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

**E i ai lo'u falesamoa.**

- **lou**
- **lona**

**Sa i ai lo ta faleuila.**

- **ma**
- **lua**
- **la**

**'Ua i ai lo tatou fale'oloa.**

- **matou**
- **tou**
- **lātou**

**'O lo'o i ai lo'u fale'olaga.**

- **lou**
- **lona**

**'O le'a i ai lo ta fale'aiga.**

- **ma**
- **lua**
- **la**

**E i ai sa'u telefoni?**

- **seu**
- **sana**

**E le'ai sa'u telefoni.**

- **seu**
- **sana**

- **Do I have a phone?**
- **you**
- **Does he**

- **I have no phone.**
- **You**
- **He has**
III. Let the students make up questions using these pictures, all the pronouns, and the five tenses.
<table>
<thead>
<tr>
<th>Mea pule ata</th>
<th>Pu'e ata</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a camera.</td>
<td>I have a camera.</td>
</tr>
<tr>
<td>will have</td>
<td>You</td>
</tr>
<tr>
<td>have</td>
<td>He/She/It has a camera.</td>
</tr>
<tr>
<td>have</td>
<td>We (2) have a camera.</td>
</tr>
<tr>
<td>had</td>
<td>We (2)</td>
</tr>
<tr>
<td>Lau</td>
<td>You</td>
</tr>
<tr>
<td>Laua</td>
<td>You (2)</td>
</tr>
<tr>
<td>Lata</td>
<td>They (2)</td>
</tr>
<tr>
<td>Latau</td>
<td>We (pl)</td>
</tr>
<tr>
<td>Lamatou</td>
<td>We (pl)</td>
</tr>
<tr>
<td>Latou</td>
<td>You (pl)</td>
</tr>
<tr>
<td>Latou</td>
<td>They (pl)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>( \text{E i ai la'u mea pu'e ata.} )</th>
<th>( \text{E i ai sa'u mea pu'e ata?} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a camera.</td>
<td>Do I have a camera?</td>
</tr>
<tr>
<td>( \text{E le'ai sa'u mea pu'e ata.} )</td>
<td></td>
</tr>
</tbody>
</table>
LESSON TWENTY-NINE

TOPICS

(a) Adjectives of colour.
(b) Formal demonstratives.
   this ....... lenèi these ....... nei
   that ....... lenā those ....... nā
   those ....... lelā
(c) to be like ....... fa'apēna, fa'apēnei, etc.
(d) what's it like.. fa'apēfe'a, fa'apē'i.

METHOD: Substitution drill.

MATERIALS

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

TIME: 45 minutes.

THE LESSON

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

'0 le fugālā'au.        It's a flower.
'0 le fugālā'au māmi.    It's a red flower.

| samasama  | yellow  |
| lanumeamata | green  |
| lanumoana | blue    |
| pa'epa'ē  | white   |
| uliuli    | black   |
| 'enatēna  | brown   |

1. Ask this question for each flower. Students answer first, then they ask
and answer each other.

'O le ō le lanu o le fuga'ā'au lele?  What's the colour of this flower?
E mumu le fuga'ā'au lena.  Red is (the colour of) that flower.
etc

2. Ask this question for each flower.

'O le ō le lanu o le fuga'ā'au lena?  What's the colour of that flower?
E mumu le fuga'ā'au lena.  Red is (the colour of) that flower.
etc

3. Ask this question for each flower.

'O le ō le lanu o le fuga'ā'au lele?  What's the colour of that flower?
E mumu le fuga'ā'au lele.  Red is (the colour of) that flower.
etc

II. For this next section, indicate that fa'apei and fa'apefea are question words. When using the words fa'apea, fa'apēnei, fa'apēnā and fa'apēlā, point to examples of other flowers placed close, near and far away.

(A) 'E fa'apē'ī le fuga'ā'au?  What's the flower like?
E fa'apea le fuga'ā'au.  The flower's like this (here).
fa'apēnei this (here)
fa'apēnā that (there)
fa'apēlā that (far)

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

1. E fa'apē'ī la'u fuga'ā'au?  What's my flower like?
E fa'apea lau fuga'ā'au.  Your flower's like this.
fa'apēnei this
fa'apēnā that
fa'apēlā that

2. 'O ai e i ai sana fuga'ā'au fa'apea?  Who has a flower like this?
E i ai la'u fuga'ā'au fa'apēnā.  I have a flower like that.

3. 'O fea 'o i ai se isi fuga'ā'au fa'apea? Where is another flower like this?
'O le isi lea fuga'ā'au fa'apēnā.  Here is another flower like that.

4. E fa'apēfea le lanu o lenei fuga'ā'au?  What's the colour like of this flower?
lena that
lele that

III. Repeat with plural flowers.

(i.e.)

'E fa'apē'i fugala'au nei? 

What are these flowers like?

'E múmú fugala'au nei. 

These flowers are red.

na

Those

lanumeamata

Those

lamumoana

yellow

papa'e

blue

ūli

white

'enea

black

Continue as with the singular drills.

SUMMARY REVIEW

'O le fugala'au múmú lenei. 

This is a red flower.

samasama

yellow

lanumeamata

green

etc

etc

'E múmú le fugala'au lenei. 

Red is (the colour of) this flower.

lena

that (close)

lela

that (far)

E fa'apēsa le fugala'au?

How's the flower like?

fa'ape'i

How's

fa'apenei

like?

fa'apēna

The flower's like this (common).

fa'apēla

this (formal)

E múmú fugala'au nei. 

Red is (the colour of) these flowers.

na

those (close)

13

those (far)
LESSON THIRTY

TOPICS
(a) Family members.
(b) Comparative of adjectives ...... i lō.
(c) Superlative of adjectives ...... sili o na.

METHOD: Substitution drill.

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

TIME: 45 minutes.

I. Place the family picture on the wall.

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

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

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

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

Son
Fao is Tui's son.
'Samu etc.
Afafine
'0 Peta 'o le afafine o Tui.
Tina
etc

Daughter
Peta is Tui's daughter.
Tina
etc

To'alua
'0 Sina 'o le to'alua o Tui.

Spouse
Sina is Tui's spouse.

Tina
'0 Sina 'o le tina o Mele, o Pua, o Tina, o Pili, etc.

Mother
Sina is the mother of Mele, Pua, Tina, Pili, etc.

Tama teine
'0 Mele 'o le tama teine a Sina.
Pua
etc

 Daughter
Mele is Sina's daughter.
Pua
etc

Tama tama
'0 Pili 'o le tama tama a Sina.
Tome
Pili
etc

Son
Pili is Sina's son.
Tome
Pili
etc

To'alua
'0 Tui 'o le to'alua o Sina.
Uso
'0 Fao 'o le uso o Samu.
Toma
Pili

Spouse
Tui is Sina's spouse.
Fao is Samu's brother.
Toma
Pili

Uso
'0 Pua 'o le uso o Mele.
Tina
Peta

Brother
Pua is Mele's sister.
Tina
Peta

Tuagane
'0 Fao 'o le tuagane o Mele,
Samu
etc

Brother
Fao is Mele's brother.
Samu
etc

Tuafafine
'0 Pua 'o le tuafafine o Samu.
Mele
etc.

Sister
Pua is Samu's sister.
Mele

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

'0 ai le tame?
Who is the father?
'0 ai atalili o Tui?
  afafine

'0 ai tama tama a Sina?
  tama teine

'0 ai uso o Fao?
  Pua

'0 ai tuagane o Pua?

'0 ai tuafafine o Fao?
E fia tausaga o Tui?
  Sina
e tc

II. By pointing to the proper example in the picture, introduce these words and sentences.

matua ...............old
puta ...............fat
'umi ...............tall

E matua Tui.
  Sina
  Mele
  Samu

E la'itiiti Tina.
  Pili
  Peta
  Toma

E puta Pili.
  Peta

E pa'e'e Toma.
  Tina

E 'umi Samu.
  Mele

mother

Who are Tui's sons?
  daughters

Who are Sina's sons?
  daughters

Who are Fao's brothers?
  Pua's sisters

Who are Pua's brothers?

Who are Fao's sisters?

How old is Tui?
  Sina
  etc

matua ..........old
lā'itiiti ..........young
puta ..........fat
pa'e'e ..........thin
'umi ..........tall
pu'upu'u ..........short

E matua Tui.
  Sina
  Mele
  Samu

Tui is old.
  Sina
  Mele
  Samu

E la'itiiti Tina.
  Pili
  Peta
  Toma

Tina is young.
  Pili
  Peta
  Toma

E puta Pili.
  Peta

Pili is fat.
  Peta

E pa'e'e Toma.
  Tina

Toma is thin.
  Tina

E 'umi Samu.
  Mele

Samu is tall.
  Mele
E pu'upu'u Fao.
Fao is short.

E matua Tui i Sina.
Tui is older than Sina.

E la'iitiiti Sina i lō Tui.
Sina is younger than Tui.

E puta Peta i lō Toma.
Peta is fatter than Toma.

E pa'e'e Toma i lō Peta.
Toma is thinner than Peta.

E 'umi Samu i lō Fao.
Samu is taller than Fao.

E sili ona matua Tui.
Tui is the oldest.

THE STORY OF FAO

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

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

SUMMARY REVIEW

'O le to'alua o Tui.
It's Tui's spouse.
'O le to'alua o Sina.
tama tama a
usou o
tuagane o
tame o
tina o

It's Sina's spouse.
son
daughter
brother
sister
father
mother

E matua Tui iā Toma.
E puta Tui i lō Toma.

B is older than Toma.
fatter
taller

E sili ona pa'e'e Toma.
lā'itiiti Peta
pu'upu'u Peta

Toma is the thinnest.
smallest
shortest
LESSON THIRTY-ONE

TOPICS

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

METHOD: Silent way, repetition drill.

MATERIALS: A large Samoan wall calendar.

TIME: 45 minutes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Action</th>
<th>Target Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Year)</td>
<td><strong>Tausaga!</strong></td>
<td>Tausaga!</td>
</tr>
<tr>
<td></td>
<td>Point to the whole year on the calendar</td>
<td>'0 le tausaga.</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td></td>
</tr>
<tr>
<td>(Month)</td>
<td><strong>Masina!</strong></td>
<td>Masina!</td>
</tr>
<tr>
<td></td>
<td>Point to the months</td>
<td>'0 le masina.</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E fia masina i le tausaga? All repeat the</td>
<td>E fia masina i le tausaga</td>
</tr>
<tr>
<td></td>
<td>question</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students should answer</td>
<td>E sefuluva masina i le</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tausaga.</td>
</tr>
<tr>
<td></td>
<td>'0 ai le masina muamua? Point to the first</td>
<td>'0 ai le masina muamua.</td>
</tr>
<tr>
<td></td>
<td>month. Indicate a question. All repeat...</td>
<td></td>
</tr>
<tr>
<td>(January)</td>
<td><strong>Ianuari!</strong></td>
<td>Ianuari!</td>
</tr>
<tr>
<td></td>
<td>All repeat</td>
<td>'0 Ianuari le masina</td>
</tr>
<tr>
<td></td>
<td>Full sentence</td>
<td>muamua.</td>
</tr>
<tr>
<td></td>
<td>'0 ai le masina lona lua o le tausaga?</td>
<td>'0 ai le masina lona lua</td>
</tr>
<tr>
<td></td>
<td>Point to the second month and</td>
<td>o le tausaga.</td>
</tr>
<tr>
<td></td>
<td>draw a question. All repeat...</td>
<td>Fepuari!</td>
</tr>
<tr>
<td>(February)</td>
<td><strong>Fepuari!</strong></td>
<td>'0 Fepuari le masina</td>
</tr>
</tbody>
</table>
"0 ai le māsina lona tolu o le tausaga?" Point to the third month and indicate a question. All repeat ..........................

(March) Mati! All repeat ..................... Full sentence ..................

Point to the fourth month and indicate a question .............

(April) Aperila! All repeat ..................... Full sentence ..................

Continue in this way for all the months. Remember to review from the beginning.

Me (May), Iuni (June), Iulai (July), Aokuso (August), Setema (September), Oketopa (October), Novema (November).

The last month can be lona sefululu (twelfth) or mulimuli (last).

"0 ai le māsina mulimuli o le tausaga?" Point to the last month. All repeat ..........................

(December) Tēsema! All repeat ..................... Full sentence ..................

"0 ai le māsina lenei?" Indicate a question ............ 
Indicate a full sentence answer with today's month....

"0 ai māsina 'ua te'a o le tausaga?" Point to all the months that have past in the year........
Indicate a full sentence ...

"0 ai māsina 'o lo'o totoe o le tausaga?" Indicate a question, point to all the months remaining in the year..........................

"0 ai māsina lona lua o le tausaga.

"0 ai le māsina lona tolu o le tausaga?"

Mati!

"0 Mati le māsina lona tolu o le tausaga.

"0 ai le māsina lona fa o le tausaga?"

Aperila!

"0 Aperila le māsina lona fa o le tausaga.

"0 ai le māsina mulimuli o le tausaga?"

Tēsema!

"0 Tēsema le māsina mulimuli o le tausaga.

"0 ai le māsina lenei?

"0 ai le māsina lenei.

"0 ai māsina 'ua te'a o le tausaga?

"0 Xe Xe Xe me Xe (etc) māsina 'ua te'a o le tausaga.

"0 ai māsina 'o lo'o totoe o le tausaga?

"0 ai māsina 'o l.'o
Indicate a full answer.

Point to a week unit.
Full sentence

Point to a day.
Full sentence

Point to the first month. Indicate a question.
Answer

Draw a question and point to January.
Point to the number 31 and indicate a full sentence...

Repeat for each month, but let the student ask and answer the question without the teacher modeling it first.

Point to the second day and indicate a question.

Point to the third day and draw a question.

Point to the fourth day.

totoe o le tausaga?
'O x.x, ma x etc, māsina 'o lo'o totoe o le tausaga.

Vāiaso!
'O le vāiaso.

Aso!
'O le aso.

'E fia aso o Januari?
'O ai le māsina muamua?
'O Januari!

'E fia aso o Januari?
'E tolusefulu tasi aso o Januari.

Aso Gafual
'0 le Aso Gafua le aso muamua o le vāiaso!

All repeat.

Point to the second day and indicate a question.

Aso Lua!
'0 le Aso Lua le aso lona lua o le vāiaso.

Point to the third day and draw a question.

Aso Lulu!
'0 le Aso Lulu le aso lona tolu o le vāiaso.

Point to the fourth day.

Aso Gafual
'0 le Aso Gafua le aso muamua o le vāiaso.

Aso Lua!
'0 le Aso Lua le aso lona lua o le vāiaso.

Aso Lulu!
'0 le Aso Lulu le aso lona tolu o le vāiaso.
<table>
<thead>
<tr>
<th>(Thursday)</th>
<th>Aso Tofi!</th>
<th>All repeat. Full sentence.</th>
<th>Aso Tofi!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Point to the fifth day.</td>
<td>'O le Aso Tofi le aso lona fā o le vāiaso.</td>
</tr>
<tr>
<td>(Friday)</td>
<td>Aso Faraile!</td>
<td>All repeat. Full sentence.</td>
<td>Aso Faraile!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point to the sixth day.</td>
<td>'O le a le aso lona lima o le vāiaso.</td>
</tr>
<tr>
<td>(Saturday)</td>
<td>Aso To'ona'i!</td>
<td>All repeat. Full sentence.</td>
<td>Aso To'ona'i!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Point to the last day.</td>
<td>'O le a le aso lona ono o le vāiaso.</td>
</tr>
<tr>
<td>(Sunday)</td>
<td>Aso Sā!</td>
<td>All repeat. Full sentence.</td>
<td>Aso Sā!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>'O le Aso Sā le aso muli-muli o le vāiaso.</td>
</tr>
<tr>
<td>(Today)</td>
<td>Aso!</td>
<td>Point down to indicate &quot;now&quot; and point to today's day on the calendar.</td>
<td>Aso!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le a le aso? All repeat. Indicate a full sentence answer.</td>
<td>'O le a le aso?</td>
</tr>
<tr>
<td>(Yesterday)</td>
<td>Ananafi!</td>
<td>Point behind you to indicate past and point to yesterday on the calendar.</td>
<td>Ananafi!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le a le aso ananafi? All repeat. All answer.</td>
<td>'O le a le aso ananafi?</td>
</tr>
<tr>
<td>(Tomorrow)</td>
<td>Taeao!</td>
<td>Point ahead to indicate future time. Point to tomorrow on the calendar.</td>
<td>Taeao!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le a le aso taeao? All repeat. Indicate a full sentence ...</td>
<td>'O le a le aso taeao?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le aso fia le aso? All repeat. Point to today's date and say the correct date.</td>
<td>'O le aso fia le aso?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le aso (date) le aso!</td>
<td>'O le aso (date) le aso!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'O le aso fia ananafi? All repeat.</td>
<td>'O le aso fia ananafi?</td>
</tr>
</tbody>
</table>
"0 le a'-lo aso fánaul? Teacher writes his birthdate, month, and year on the calendar. All repeat ..................
Teacher indicates all are to question him .................

Point to yesterday's date. 
All repeat ..................
Point to tomorrow's date ....

Point to yesterday's date. 
All repeat ..................

Point to yesterday's date. 
All repeat ..................
Point to tomorrow's date ....

Repeat the question with other students. Let them ask and answer each other.

Review all

SUMMARY REVIEW

E fia māsina i le tausaga? How many months in a year?

vāiaso māsina weeks month
aso vāiaso days week

"0 ai le māsina muamua? Who is (what's) the first month?

lona lua second
mulimuli last

"0 ai le māsina lenei? Who is (what's) this month?

"0 le â le tausaga lenei? What is this year?

aso
day

"0 le Aso Ga'ua le aso muamua o le vāiaso. Monday is the first day of the week.

Aso Lua lona lua Tuesday second
Aso Lulu lona tolu Wednesday third
| Aso Tafi | lona fa | Thursday | fourth |
| Aso Paraile | lona l'ìme | Friday | fifth |
| Aso To'ona'i | lona ono | Saturday | sixth |
| Aso Su | mulimuli | Sunday | last |

| 'O le 'a le aso? | What is today? |
| aso ananafi | was yesterday |
| aso taeao | is tomorrow |

| 'O le Aso Lua le aso. | Today is Tuesday. |
| ananafi | Yesterday was |
| taeao | Tomorrow will be |

| 'O le aso fia le aso? | What's today's date? |
| etc. | etc. |

| 'O le aso luasefulu tasi le aso. | Today is the twenty-first. |
| etc | etc |

| 'O le 'a lou aso fanau? | What is your birthdate? |
| 'O le aso muamua o Mati. | March first. |
LESSON THIRTY-TWO

TOPICS

(a) Adverbs of time (parts of the day).
   - night .......... pō
   - morning .......... taeao
   - etc.

(b) The interrogative adverb 'when'.
   - past .......... anafea
   - future .......... afe'a

METHOD: Substitution drill.

MATERIALS

A large chart like the one below.

TIME: 45 minutes.

I. Introduce these new words using the picture.

<table>
<thead>
<tr>
<th></th>
<th>Picture No.</th>
<th>Picture No.</th>
<th>Picture No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>pō (night)</td>
<td>moe pea (still sleeping)</td>
<td>Picture No. 2</td>
</tr>
<tr>
<td>2</td>
<td>vaveao (early morning)</td>
<td>ala (awake)</td>
<td>Picture No. 3</td>
</tr>
<tr>
<td>3</td>
<td>taeao (morning)</td>
<td>'ai (eat)</td>
<td>Picture No. 3</td>
</tr>
<tr>
<td>4</td>
<td>acauli (afternoon)</td>
<td>fāgota (fish)</td>
<td>Picture No. 4</td>
</tr>
<tr>
<td>5</td>
<td>afiafi (evening)</td>
<td>tā'ale (bathe)</td>
<td>Picture No. 5</td>
</tr>
<tr>
<td>6</td>
<td>moe (sleep)</td>
<td>eva (roam at night)</td>
<td>Picture No. 6</td>
</tr>
</tbody>
</table>
III. Practice these structures using the pictures.

<table>
<thead>
<tr>
<th>E moe le tama i le pō</th>
<th>The boy sleeps in the night.</th>
</tr>
</thead>
<tbody>
<tr>
<td>moe pea</td>
<td>still sleeps early morning</td>
</tr>
<tr>
<td>vaveao</td>
<td>wakes morning</td>
</tr>
<tr>
<td>taeao</td>
<td>eats morning</td>
</tr>
<tr>
<td>taeao</td>
<td>fishes afternoon</td>
</tr>
<tr>
<td>t'ai</td>
<td>bates evening</td>
</tr>
<tr>
<td>fagota</td>
<td>roams night</td>
</tr>
<tr>
<td>t'ai</td>
<td></td>
</tr>
<tr>
<td>a'fafi</td>
<td></td>
</tr>
<tr>
<td>pō</td>
<td></td>
</tr>
</tbody>
</table>

The boy sleeps in the night.
still sleeps early morning
wakes morning
eats morning
fishes afternoon
bates evening
roams night

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

'O lo'o moe le tama i le pō.
The boy is sleeping in the night.

etc etc etc etc

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

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

moe pea vaveao still slept early morning etc etc

cr roams night etc etc

'O le'ā moe le tama i le pō taeao. The boy will sleep in the night tomorrow.

moe pea vaveao still sleep early morning etc etc

cr roams night etc etc

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

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

'O anafea sa moe ai le tama? When did the boy sleep?
Sa moe i le pō ananafi (anapō). He slept in the night yesterday.

Continue with all the pictures using anafea!

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

'O apea 'o le'ā moe ai le tama? When will the boy sleep?
'O le'ā moe i le pō taeao. He will sleep tomorrow in the night.

Repeat for all the pictures using apea.

V. Introduce the word fai (to do) with all the tenses starting from the e/te tense.

'O le ā lana mea e fai? (Point to picture No. 1) What does he do?
E moe ........ He sleeps.

Use the question for each picture.

Use fai in turn with all the other tenses in the same way using all the pictures each time.

'O le ā lana mea 'ua fai? What's he doing?
'O le ā lana mea 'o fai? What's he doing?
"O le ā lana mea sa fai ananafi? What did he do yesterday?
"O le ā lana mea ā fai taeao? What will he do tomorrow?

Use the other dependent pronouns with the pictures for each tense.
(i.e.)

"O le o gī moe i le pō.
I'm sleeping in the night.

He is
You are
We (2) are
We (2)
You (2)
They (2)
We
We
You
They

Substitute momoe ..........pō in the above the pattern for the other verbs below:
momoe pea,......vaveao
ala ..........taeao
'a'ai.........taeao
fāgogota........acauli
tā'e'ele ......afiafi
eva ..........pō

Repeat this structure with all the other tense markers.

SUMMARY REVIEW

"Ou te alu i le pō. I'll go in the night.
vaveao early morning
taeao morning
acauli afternoon
afiafi late afternoon

Sa 'ou alu i le pō ananafi (anapō). I went yesterday in the night (last night).

"O le ā 'ou alu i le pō taeao. I will go tomorrow in the night (tomorrow
etc

"O anafea na 'e alu ai? When did you go?
"O āfe'a 'o le ā 'e alu ai? When will you go?
"O le ā lana mea sa fai ananafi? What did he do yesterday?
"O le ā lana mea ā fai taeao? What will he do tomorrow?
LESSON THIRTY-THREE

TOPICS

Continuation of adverbs of time

the day after tomorrow...... 'o le aso tala atu taeao.
the day before yesterday.... 'o le aso tala atu ananafi.
now ...................................... nei
later ........................................ nei
just now ................................... ananei
earlier ...................................... analeilā

METHOD: Substitution drills.

MATERIALS

A large calendar and a wall chart like the one used in Lesson 32.

TIME: 45 minutes.

PART I.

A. Point to the corresponding days on the calendar to show the meaning of these sentences:

'0 le aso tala atu taeao. The day after tomorrow.
'0 le aso tala atu ananafi. The day before yesterday.

B. Use the calendar and the wall chart. Teacher models the practice sentences first, students repeat, then students practice with themselves.

sau (come) - show its meaning with action.

'0 'āfe'a 'e te sau ai? When will you be coming?
'O te sau i le aso tala atu taeao. I'll come the day after tomorrow.

<table>
<thead>
<tr>
<th>taeao</th>
<th>tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>i le po taeao</td>
<td>tomorrow night</td>
</tr>
<tr>
<td>i le vaveao taeao</td>
<td>tomorrow in the early morning</td>
</tr>
<tr>
<td>i le taeao taeao</td>
<td>tomorrow morning</td>
</tr>
<tr>
<td>i le aouli taeao</td>
<td>tomorrow afternoon</td>
</tr>
<tr>
<td>i le afiafi taeao</td>
<td>tomorrow evening</td>
</tr>
</tbody>
</table>
C. Follow the same procedure:

O ānafeā na 'e sau ai i lo mātou nu'u? When did you come to our village?
Na 'ou sau i le aso tala atu ānafeā. I came the day before yesterday.
ānafeā
i le po ānafeā (anapo)
ī le vaveao ānafeā
ī le taeao ānafeā
ī le aoauli ānafeā
ī le afiafi ānafeā

PART II.

A. Using actions practice these new words, or use flashcards.

nei (now) ................ point down to indicate now.
nanei (later)............ point down and ahead to indicate later.
ananei (just now)........ point down and directly behind yourself.
analeila (earlier today)... point down and further behind yourself.

B. Teacher models the practice sentences first, students repeat, then students practice among themselves.

E fai āfeā le ā'oga? When will school be held?
E fai nei le ā'oga.
nanei

Na fai ānafeā le ā'oga? When was school held?
Sa fai ananei.
analeila

Change the noun to pātī (party), and ta'aloga (game).

PART III.

A. Use the calendar for this section. Introduce these words by pointing to the proper month and saying the whole sentence.

'O le māsina lenei. Point to this month on the calendar.
'u a te'a
ā sau

last month
next month

Students repeat with váiaso, and tausaga.

B. Introduce this next structure by pointing to the proper months on the calendar.

'O le māsina i tala atu 'o le māsina The month before last.
'u a te'a.

'O le māsina i tala atu 'o le māsina The month after next.
'ā sau.

C. Teacher models the practice sentence first, students repeat and then practice on themselves.

alu (go) - show it's meaning first with action.

'E te alu āfeā i Apia? or When are you going to go to Apia?
'O āfeā 'e te alu ai i Apia?
D. Follow the same procedure:

Ma 'e alu anafea i Apia? or:
'O anafea na 'e alu ai i Apia?
Na 'ou alu i le māsina 'ua te'a.

I went last month before last.

I went the month before last.

PART IV:

Use the pair and plural forms of the pronouns for the exercise in parts I and III. Remember the plural of alu is 3 and sau is 3mai. The question can begin with the pronoun or the adverb.

Lua and Ma:

Lua te 3mai āfe'a?
Ma te 3mai i le aso tala atu taeao.

Lua and Ma:

Ma 'ou alu i Apia i le māsina 'ua te'a.

When will you (2) come?

When did you come?

We'll come the day after tomorrow.

We'll come the day after yesterday.

Tou and Matou:

'T0 āfe'a tou te 3 ai?
Matou te 3 i le māsina 'ā sau.

When will you (pl) go?

We'll come next month.

Na tou 3 anafea?

When did you go?
Na mātou o i le māsina 'ua te'a. We went last month.

vaiaso

week

tausaga

year

---

SUMMARY REVIEW

'O le aso tala atu taeao. The day after tomorrow.

ananafi

before yesterday

'O le vaiaso i tala atu 'erle vaiaso 'a The week after next.

masina

month

maisina

year

'te'a maisina

month

tausaga

tausaga

'O le vaiaso i tala atu 'erle vaiaso 'ua The week before last.

'I'll go now.

later

'ou te alu nei.

naleni

I came just now.

earlier today

Nia 'ou sau ananei.

analeilā
REVIEW DRILL TWELVE

TOPICS: Review of  i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)
E i ai lana mea pu'eata,
E i ai sana mea pu'eata?
E le'ai sana mea pu'eata.
E le'i i ai sana mea pu'eata.
He has a camera.
Has he a camera?
He has no camera.
He had no camera.

The sentences:
1. Sa i ai la matou ta'avale. We had a car.
2. 'O le fale ta'avale lā e i tua. The garage is in the back.
3. 'O le'ā 'ou i ai taeao i le fusu'aga. I will be at the boxing tomorrow.
4. 'Ua i ai le mea 'ou te mana'o ai. There is something I want.
5. E i ai lo'u to'alua. I have a spouse.
6. Sa i ai le va'a ananafi. There was a boat yesterday.
7. 'O le'ā i ai le mālō taeao. There will be a guest tomorrow.
8. 'O le teine sa i ai ile siva anapō. The girl was at the dance last night.
9. 'O lo'o i ai le avanoa. There is a space.
10. 'Ua i ai le fa'alavalave. There is a problem.

II. Let the students make up their own sentences and continue the drill.
Na mātou ʻi le masina 'ua te'a.  We went last month.

vaiaso

week

tausaga

year

SUMMARY REVIEW

'O le aso tala atu taeao.  The day after tomorrow.

ananafi

before yesterday

'O le vaiaso i tala atu 'erle vaiaso 'a  The week after next.

sau. masina  

masina

month

tausaga

year

'O le vaiaso i tala atu 'o le vaiaso 'ua  The week before last.

masina  

masina

month

tausaga

year

'O u te alu nei.  I'll go now.

nānei

later

Na 'ou sau ananei.  I came just now.

analeilā

earlier today
REVIEW DRILL TWELVE

TOPICS: Review of i ai.

METHOD: Transformation drills.

MATERIAL: Blackboard.

TIME: 20 minutes.

---

I. The teacher writes a sentence from below on the blackboard. All the students read the sentence. One student then changes it to a question, the next student changes that question to a negative statement, the next student changes it to a plural statement, the next changes the tense. After each transformation all the students repeat the new sentences.

(i.e.)

E i ai lana mea pu'eata.  
E i ai sana mea pu'eata?  
E le'ai sana mea pu'eata.  
E le'i i ai sana mea pu'eata.

He has a camera.  
Has he a camera?  
He has no camera.  
He had no camera.

The sentences:

1. Sa i ai la mātou ta'avalē.  
We had a car.

2. 'O le fala ta'avalē lā e i tua.  
The garage is in the back.

3. 'O leēā 'ou i ai taeao i le fusu'aga.  
I will be at the boxing tomorrow.

4. 'Ua i ai le mea 'ou te mana'o ai.  
There is something I want.

5. E i ai lo'u to'alua.  
I have a spouse.

6. Sa i ai le va'a ananafi.  
There was a boat yesterday.

7. 'O leēā i ai le mālō taeao.  
There will be a guest tomorrow.

8. 'O le teine sa i ai i le siva anapō.  
The girl was at the dance last night.

9. 'O lo'o i ai le avanoa.  
There is a space.

10. 'Ua i ai le fa'alavalave.  
There is a problem.

II. Let the students make up their own sentences and continue the drill.
REVIEW DRILL THIRTEEN

TOPIC: Review of adjectives and adverbs.

METHOD: Expansion drills.

MATERIALS: Blackboard.

TIME: 20 minutes.

THE DRILLS

I. The teacher writes a short sentence from the list below on the blackboard. The teacher then calls out the words in parenthesis and the students expand the sentence accordingly.

(i.e.)

E alu le tama.(lenā, taeao) E alu le tama lenā. E alu taeao le tama lenā. The boy is going to go.(that, tomorrow) That boy is going to go. That boy is going to go tomorrow.

The sentences:

1. 'O le teine.(lāpo'a, tele) The girl.(big, very)
2. 'Ua momoe tamaiti.(ā'oga, so'o) The children are sleeping.(school, always)
3. Sa ta'ė le ipu.(mālamalama, analeilā) The glass broke.(clear, earlier)
4. Tātou te 'aia le pisupo.(lana, lē) Let's eat the corned beef.(his, not)
5. Na te mce i le fale.(talimēlo, analafā) Did you sleep in the house.(hotel, yesterday)
6. 'Ua sā le fanua.(lenei, matuā) The land is forbidden.(this, exceedingly)
7. 'O lona aso fānau.(muaumu, lenei) His birthday.(first, this)
8. Togi le polo.(lakapī, mēlosi) Throw the ball.(rugby, hard).
9. Fai le siva.(Samoa, fa'apea) Do the dance.(Samoan, like this)
10. E lē sau le pasi.(a tātou, toe) The bus isn't going to come.(our, again)

II. Let one student make up his own sentence and the rest of the class expand it with an adjective and adverb.
REVIEW DRILL FOURTEEN

**TOPIC:** Comparative and Superlative.

**METHOD:** Expansion and transformation drills.

**MATERIALS:** Blackboard.

**TIME:** 20 minutes.

---

**THE DRILL**

I. The teacher writes a set of words on the blackboard and a student expands them into a sentence in the comparative degree. A second student changes that sentence to the superlative degree. All students repeat each new sentence. (i.e.)

*taugā, meli, suka.*

`E taugā le meli i lō le suka.*

`E sili ona taugā le meli.*

*expensive, honey, sugar.*

Honey is more expensive then sugar.

Honey is the most expensive.

The words:

1. 'auleaga, Sina, Tina.
2. mamafa, u'amea, vavce.
3. pafi, pua'a, maile.
4. faigae, 'aveta'avale, 'aveva'alele, easy, driving a car, driving a plane.
5. 'umi, niu, lā'au tīpōlo.
6. Mā'elega, loi, poga'eleveleve.
7. 'aulelei, Mele, Pua.
8. faigata, ʻōlaga fa'aamelika, ʻōlaga fa'asamoa.
9. mānā, laupapa, ma'a.
10. loloto, semi, waitafe.

II. Let the students make up their own sentences. The class repeats after each new sentence.

---

223

211
NOTES ON LESSON TWENTY-SIX:

*I ai* normally translates as 'there is/are.' It marks the existence, location or possession of something.

- *E i ai le fa'alavalave* .............. There is a problem.
- *'O fea 'o i ai le atua?* .............. Where is the boy?
- *E i ai lo'u to'alua* .............. There is my spouse. *(I have a spouse).*

The indefinite articles (*se, ni*) are used for questions and negative statements.

- *E i ai se fale?* .................. Is there a house?
- *E i ai ni fala'oa?* .............. Is there any bread?

The negative existence is expressed in two ways.

(a) *Leai se/ní.* *Leai* is the negative of *i ai* *(perhaps and abbreviation of *e le i ai*). The indefinite articles always follow *leai.*

- *E leai se fale* .................. There is no house.
- *E leai ni tagata* .................. There are no people.

(b) *Le'ó, le'i.* These alternative present and past markers can be used with *i ai.* *(See notes on Lesson 28).*

- *E le'ó i ai ni tagata* .................. There are no people.
- *E le'i i ai ni tagata* .................. There were no people.

NOTES ON LESSON TWENTY-SEVEN:

*Ka, teine, sai, siaki* are the most common names for the face cards. *There are variations such as toru'oca* *(man)* for the king and *tama* *(boy)* for the jack.

Aside from translating as the English 'there is/are; the structure *i ai* is the only Samoan way of indicating 'to have'. This is done using the possessive pronouns.

- *E i ai la'u uā* .................. There is my friend. or:
  - I have my friend. or:
  - I have a friend.

The indefinite possessives are used in questioning and negative statements.

- *E i ai ni ou tuafāfina?* ............ Do you have any sisters?
- *E leai sana tupe* .................... He has no money.
NOTES ON LESSON TWENTY-EIGHT:

The names of most buildings (i.e. banks, hotels, hospitals, etc) are compounds of the word fale (house) and the function the house serves. In most cases the compound word is written as one word.

- meli (mail) .................. Palemeli (Post Office)
- 'ie (cloth) .................. Pale'iie (tent)
- puipui (to enclose) .......... Palepuipui (jail)
- ta'avale (car) ................ Pale ta'avale (garage)

When showing possessive (to have) the tense markers are placed before i ai to determine the tense of the utterance.

- E i ai la'u ..................... I have a ....
- Sa i ai la'u ..................... I had a ....
- '0 le'i i ai la'u .............. I will have a ....

This also applies to the other functions of i ai as well (existence and location).

- Sa i ai le auala muamua .... There was formerly a road.
- '0 fea sa 'e i ai .............. Where were you?

When expressing the negative, leai can be used with all the tense markers.

- E leai sa'u ..................... I have no ....
- 'Ua leai sa'u ..................... I have no ....
- '0 lo'o leai sa'u ............. I have no ....
- Sa/Na leai sa'u .............. I had no ....
- '0 le'i leai sa'u ............. I will have no ....

There are alternative structures for the past and present formed from the markers le'i and le'o.

- '0 lo'o leai la'u ............ E le'o i ai la'u ......... I have no ....
- Na/Se leai la'u ............. E le'i i ai la'u ......... I had no ....

NOTES ON LESSON TWENTY-NINE:

Lanu means colour. The colours green and blue in Samoan are compound words meaning 'the colour of unripe things' (lanumesamata), and 'the colour of the deep sea' (lanumoana). This type of colour description is true for a few other colours as well (lanumoli - orange, lanupiniki - pink) otherwise the word lanu is omitted before the other colours (mumu - red).

Adjectives used attributively follow the noun they describe. Adjectives used predicatively are treated as verbs (i.e. they precede the noun).

- '0 le fugāla'au samasama....... The yellow flower.
- E samasama le fugāla'au ..... Yellow is (the colour of) the flower.

Lenei, lenē, lelē are more formal than the demonstratives found in the first section of this book. The meanings are very similar to lea, lele, lele.

- lenei ..................... this (here)
- lenē ....................... that (there-close)
- lelē ....................... that (far away)
Dropping the le from each demonstratives gives the plural forms.

\[
\begin{align*}
\text{nei} & \quad \ldots \ldots \ldots \ldots \text{these (here)} \\
\text{na} & \quad \ldots \ldots \ldots \ldots \text{those (there-close)} \\
\text{lā} & \quad \ldots \ldots \ldots \ldots \text{those (far away)}
\end{align*}
\]

Fa'apei is another question word similar in meaning to fa'apēfe'a and fa'afēfe'a. It's usually translated: 'how is it', 'what is it like'.

The Samoan equivalent of 'like this/that' follows the same pattern described for demonstratives above.

\[
\begin{align*}
\text{fa'apea/fa'apēnei} & \quad \ldots \ldots \ldots \ldots \text{like this (here)} \\
\text{fa'apēna} & \quad \ldots \ldots \ldots \ldots \text{like that (there-close)} \\
\text{fa'apēla} & \quad \ldots \ldots \ldots \ldots \text{like that (there-distant)}
\end{align*}
\]

These can be used for both singular and plural.

'Aumai se mea fa'apēna.......Bring me something like that.
'Aumai ni mea fa'apea ........Bring me some things like this.

Note that some of the colours have plural forms. This is true of many Samoan adjectives.

\[
\begin{align*}
\text{uliuli} & \quad \ldots \ldots \ldots \ldots \text{black} \\
\text{pa'epa'e} & \quad \ldots \ldots \ldots \ldots \text{white} \\
\text{tele} & \quad \ldots \ldots \ldots \ldots \text{great}
\end{align*}
\]

NOTES ON LESSON THIRTY:

Gender is very important consideration when giving the names of the various members of a family unit. In English one word is usually sufficient to describe a family member, but in Samoan there are usually separate terms for the male and female. There is a complete kinship terminology list in the appendix, so a brief explanation here should be enough.

A man's son and daughter are ātali'i and āfasine respectively (from the words āli'i,fafine). A man's brother is uso and his sister is tuafafine. A man's wife is referred to as to'alua (also: āva) A woman's son and daughter are called tama tama and tama teine respectively. Her sister is uso and her brother is tuagane. Her husband is called to'alua (also: tēne).

Tina (mother) and tams (father) are the same for both sexes as is fānau(child). Note also that fānau, tama teine, tama tama, āva, and tēne, are all 'a nouns rather than 'o nouns as would normally be expected.

There are no comparative or superlative forms of adjectives in Samoan. (fast, faster, fastest). Comparison is formed using the phrase i lō together with the adjective and the two nouns being compared.

\[E \text{ vave le ta'avale i lō le pasi} \ldots \ldots \text{A car is faster than a bus.}\]

Superlative is usually formed with the phrase sili ona (literally the highest or most), together with the adjectives.

\[E \text{ sili ona marafa Toma} \ldots \ldots \ldots \text{Tom is the heaviest.}\]

Note that this structure would be more complete if Tom was compared to something (i.e. heaviest of whom?).
E sili ona mafa Toma i lātou 'uma... Tom is the heaviest of them all.

There are slight variations of expressing both the comparative and superlative based on the above structures.

(i.e.)

'Ua puta Mele, 'ae pa'e'e Sina......... Mele is fatter than Sina. ('ae - but)
E matua Mele iā Sina ............... Mele is fatter than Sina.
E aupito lāpo'a Mele iā lātou 'uma.... Mary is the fattest of them all.

Some adjectives require ia in the comparative rather than i lā (as with matua above).

NOTES ON LESSON THIRTY ONE:

The words Ianuari, Feburari, Aperila, and Faraile are sometimes pronounced with an '1' in place of the 'r'.

When asking the question: What is this month?, The interrogative pronoun ai (who) is used. This is usually the case in questions concerning proper names of countries, villages, people and months. It is also possible to ask the same question using 'o le a (what) with the names of the months.

'O le a le māsina lenei? ............... What is this month?

Lenei used in this lesson means 'now', te'a means past, and totoe (plural of toe) means remaining.

Stressing the last syllable of aso (day) changes the meaning to today (aso).

Another way of saying this is: 'O lenei aso, or 'O le aso lenei.

Taeao means both tomorrow and morning.

The question in this lesson: What is your birthdate ('O le a lou aso fanau?) can also be asked:

'O ʻāfe'a lou aso fanau? ............... When is your birthday?

NOTES ON LESSON THIRTY-TWO:

The Samoan day is divided into many more parts than the English day. The times below are relative to the seasons of the year, and it is possible that the names given will vary from person to person.

6 am - 12 pm: ....................... taeao (morning).
12 pm - 2 pm: ....................... aoauli (afternoon).
2 pm - 6 pm: ....................... afiafi (late afternoon).
6 pm - 7 pm: ....................... afiafipō (dusk-night).
7 pm - 12 pm: ....................... pō (night).
12 pm - 6 am: ....................... vaveao (early morning).

Anapo is the more common way of saying 'last night'. Note the prefix ana which gives the root word a past meaning.

anapo ............................. last night.
anataeao .......................... this morning (past).
anafaea ............................. when (past).
The word ananei is very common in everyday speech but is probably a relatively new word since many Samoans still use the word nei for the same meaning.

It is important to use the proper form of 'when' in Samoan. Afea always refers to future, anafea to past.

NOTES ON LESSON THIRTY THREE:

Tala atu means 'beyond' or the other side of (as opposed to tala mai - 'this side of' or 'towards me') It is used in both the past and present to describe the day, week, month, or year before or after.

'O le aso tala atu taeao... The day (beyond) after tomorrow.
'O le aso tala atu ananafi...The day (beyond) before yesterday.
'O le masina i tala atu 'o The month (beyond) after next.
le masina 'a sau.

The preposition i is used before tala atu in sentences where the subject word (aso, masina, tausaga, etc) is repeated as in the example above with masina but not in the first two sentences where aso is not repeated.

Note the word order in the questions using Afea and anafea. If the sentence begins with the adverb, the particle ai must follow the verb.

'O anafea na 'e sau ai?.....When did you come?
Na 'e sau anafea?........ When did you come?

'A sau is short for 'O le 'a sau.

'O le tausaga 'a sau....... The year that will come.(next year).

Lea is often used to describe future as well as past time depending on the context.

'O le tausaga lea .......... Next year.
'O le tausaga lea .......... Last year.
I. Translate these sentences to Samoan.
1. There are three days remaining.
2. I have no brothers.
3. I have two sisters.
4. Our father is in New Zealand.
5. What is your friend like?
6. Do it like this.
7. Bring something like that.
8. How old is your mother?
9. Who is older you or your sister?
10. The Samoan flag (fu'a) is red, white, and blue.

II. Make complete sentences from each group of words.
11. Tatou, momoe, nānei.
12. Ānafea, 'oulua, fa'atau?
13. 'Ou, sau, ananei.
15. Matou, toe fo'i (return), tausaga 'a sau.
17. Samasama, lā (sun).
18. 'E, matamata, tifaga, ananafi?
19. Fai, ananafi?
20. Āfe'a, fa'a'uma (finish), gāluega?

III. Write the question in Samoan, then answer in Samoan.
21. What is the day?
22. When is your birthdate?

23. What are the names of the twelve months?

24. What was last month?

25. What is the day after tomorrow?

26. What is the fourth day of the week?

27. When did you come to Samoa?

28. When will you return to America?

29. What did you do last night?

30. What did you eat earlier?

31. Where will you go later?

IV. Fill in the proper parts of the Samoan Day.

32. __________

33. __________

34. __________

35. __________

36. __________

37. __________
IV. Write sentences from these word groups.

**Comparative:**

38. Toma, 'umi, Sione.


40. Maile, fe'ai (*fierce*) pusi.

41. Amelika, tele, Samoa.

**Superlative:**

42. Mau'oa (rich), tagata Amelika.

43. Mativa (poor), tagata Initia (India).

44. Vave (fast), va'alele.
GIVING DIRECTIONS

THE WORLD MAP

WORDS OF DOUBT

NEGATIVE COMMANDS

SALUTATIONS AND ENCOURAGEMENT

SAMOAN GERUND AND INFINITIVE MOOD

PASSIVE VOICE

THE RELATIVE PARTICLE AI
LESSON THIRTY-FOUR

TOPICS: Giving directions.

METHOD: Series drill.

MATERIALS:

A large wall map of a section of Apia like the one below.

TIME: 45 minutes.

THE LESSON

1. Introduce these words using the map. As an alternative, flashcards can be used with the Samoan words on one side and the English translation on the reverse.

- taumatau - right (side)
- tauagavale - left (side)
- liliu - to turn
- tafatafa - next to
- i le va - between
- se'ia o'o - until (you) reach
II. Using the map and tracing the directions with a finger, the teacher reads each sentence, explains its meaning with an action, and makes students repeat. Start at the x and proceed to the locations in question.

(A) Mark and x at the falekamuta. Ask the question and make the students repeat. Teacher then says each sentence below with appropriate action. Students repeat. (Make sure the students can say each sentence easily before proceeding to the next).

(Q) E fa'apefea ona 'ou maua le R.S.A.? How can I find the R.S.A.?  
(A) Savali i tai se'ia o'o i le Beach Road. Walk seaward until (you) reach the Beach Road.  
Liliu i lou tauag vale.  
Savali sa'o se'ia o'o i le R.S.A. Turn to your left.  
'O le R.S.A. e i le itū i tai i le va o le faletusi ma le Ofisa o Pisikoa. Walk straight until (you) reach the R.S.A.  
The R.S.A. is on the seaward side between the library and the Peace Corps Office,  
Let all the students practice this drill. Remember that for each sentence the teacher must show an explanatory action using the map.

(B) Follow the same procedure as above. Place an x at the PAN AM office.

(Q) E fa'apefea ona maua le falesa Metotisi? How can I find the Methodist Church?  
(A) Savali i tai se'ia o'o i le Beach Road. Walk seaward until (you) reach the Beach Road.  
Liliu i lou taumatau. Turn to your right.  
Savali sa'o se'ia o'o i le falesa. Walk straight until (you) reach the church.  
'O le falesa e i le itū i uta i le va o le faletupe ma le faletusi Metotisi. The church is on the inland side between the bank and the Methodist Bookshop.  
Let all the students practice this drill.

(C) Follow the same procedure as before. Put an x at the Fishery's office.

(Q) E fa'apefea ona 'ou maua le fale 'otiulu? How can I find the barber's shop?  
(A) Savali i uta ma sopo'ia le 'auala. Walk inland and cross the road.
Let all the students practice this drill:

(D) Follow the same procedure as before. Place an x at the Polynesian Office.

How can I find a taxi?

(A) Savali i sasa'e ma sopoa'ia le māgatolu i luma o le uati.
Savali sa'o se'ia o'o i le falemeli. Let all the students practice this drill.

The barber's shop is on your left corner.

(V) le tuiaqaga taxi lā e fa'afea'au ma se taxsi. The taxi stand is opposite the Post Office.

(E) Follow the same procedure as before. Place an x at the Pacific Meats.

How can I find PAN-AM Office?

(A) Savali i sisifo ma sopoa'ia le māgatolu. Walk west and cross the four corners.
Savali sa'c se'ia o'o i le Ofisa PAN-AM. Continue walking west until (you) reach the three corners.
Liliu i tai. Turn seaward.
Savali sa'c se'ia o'o i le Ofisa PAN-AM. Walk straight until (you) reach the PAN-AM office.
'O le Ofisa PAN-AM lā e i tafatafa o le faletupe. The PAN-AM office is next to the bank.

Let all the students practice this drill.

III. Let the students construct their own questions and answers using the map. Remember that for each sentence they construct, an appropriate action must be performed with the map.

---

**SUMMARY REVIEW**

E fa'ape'ea ona 'ou maua le R.S.A.? How can I find the R.S.A.?
Savali i tai 'uta 'inland
sasa'e 'east
sisifo 'west
Liliu i lou tauagavale. Turn to your right.

241 223
Walk until you reach the three corners.

Cross the street.

The bank is next to the Post Office.

The R.S.A. is between the Peace Corps Office and the Library.

The bus stop faces (is opposite) Burns Philp.
LESSON THIRTY-FIVE

TOPIC: World map.

METHOD: Substitution and mimicry drills.

MATERIALS: A basic map of the world.

TIME: 45 minutes.

THE LESSON

I. Introduce these new words using the map.

- atumu'u - country
- 'Ausetalia - Australia
- Falani - France
- Fiti - Fiji
- Iapani - Japan
- Kanata - Canada
- vasa - ocean
- Pasefika - Pacific
- 'Atalani - Atlantic
- 'Initia - Indian
- 'Atika - Artic
- 'Anetatika - Antarctic
- konitineta - continent
- 'Afrika - Africa
- 'Amerika - America
- 'Asia - Asia
- 'Europa - Europe
- 'Ausetalia - Australia

II. The teacher models these drills, students substitute the underlined words. Use the map.

(A) 'O ai le atumu'u lea? Who is (what's) this country?
   'O 'Ausetalia le atumu'u lena. That country is Australia.
   Falani
   Fiti
   etc

(B) 'O ai le vasa leni?
   'O le Pasefika le vasa lena. What is this ocean?
   'Atalani
   etc
   etc

III. Introduce these words.

- fa'afanua - map (point at the whole map)
- sasa'e - east (point to the map's left)
- matu - north (point to the top of the map)
- sisifo - west (point to the map's right)
- saute - south (point to the bottom of the map)
- 'ekueta - equator (point to the equator)
The teacher models these statements and questions, students repeat.

(A) 'O mātū o le fa'afānua.
  saute
  sasa'e
  sisifo
  North of the map.
  South
  East
  West

(B) 'O fea e i ai Samoa?
  Niu Sila
  'Ausetālia
  Fiti
  Where is Samoa?
  New Zealand
  Australia
  Fiji

'O Samoa e i saute o le'ekueta.
  Niu Sila
  etc.
  Samoa is south of the equator.
  New Zealand
  etc.

(C) 'O fea e i ai Kānata?
  Lūisia
  le Unaite Setete
  Where is Canada?
  Russia
  the United States

'O Kānata e i mātū o le'ekueta.
  Lūisia
  le Unaite Setete
  Canada is north of the equator.
  Russia
  The United States

(D) 'O fea e i ai Saina?
  Japani
  Where is China?
  Japan

'O Saina e i sisifo o'Amelika.
  Japani
  China is west of America.
  Japan

(E) 'O fea e i ai Peretānia?
  Falani
  Where is Britian?
  France

'O Peretānia e i sasa'e o'Amelika.
  Falani
  Britian is east of America.
  France

IV. Teacher models these statements and questions, the students repeat. Introduce the following words.

itū - side
i le va - in between

(A) 'O fea e i ai le Unaite Setete?
  Kānata
  Where is the United States?
  Canada

'O le Unaite Setete e i le itū mātū The United States is in the north of America.
  o'Amelika.
  Kānata
  Canada

(B) 'O fea e i ai Falani?
  Peretānia
  Where is France?
  Britian
"O Falani e i le itū i sisifo o'Europa.  France is in the west of Europe.  Britian

Peritania

Continue in this manner for the other countries and continents.

(C) 'O fea e i ai le vasa Pasefika? 
'Atalani
'Initia

Where is the Pacific Ocean?

Atlantic Ocean
Indian Ocean

O le vasa Pasefika e i le vā o 'Asia ma 'Amelika.
'Atalani 'Amelika ma 'Europa
'Initia 'Aferika ma'Ausetālia

The Pacific Ocean is between Asia and America.

Atlantic Ocean America and Europe.
India Africa and Australia

(D) 'O fea e i ai le konetineta o 'Amelika?
'Asia
'Europa
'Aferika
'Ausetālia

Where is the continent of America?

Asia
Europe
Africa
Australia

O le konetineta o'Amelika e i le vā o le vasa Pasefika ma le vasa 'Atalani.
'Asia o le vasa Pasefika ma 'Europa
'Europa o le vasa 'Atalani ma 'Asia
'Aferika o le vasa 'Atalani ma le vasa 'Initia.

The continent of America is between the Pacific and Atlantic.

Pacific Ocean and Europe
Atlantic Ocean and Asia
Africa Atlantic Ocean and Indian
Ocean

'Ausetālia o le vasa Pasefika ma le vasa 'Initia

Australia Pacific Ocean and Indian
Ocean.

V. Let the students answer each other's questions using the map.

SUMMARY REVIEW

'O ai le atunu'u lea?  Who (what) is this country?
vasa ocean
kone tineta continent

'O Niu Sila le atunu'u lea.  That country is New Zealand.
Fiti Fiji
etc. etc.

'O Hawaii e i mātū o Samoa.  Hawaii is north of Samoa.
Toga saute Tonga south
'Amelika sasa'e America east
'Niu Sila sisifo New Zealand West

'O fea e i ai Falani?

Where is France?

'O Falani e i le itū i sisifo o le konetineta o'Europa.

France is in the west of Europe.

'O Falani e i le vā o Peritania ma Sišāmani.

France is between Britain and Germany.
LESSON THIRTY-SIX

TOPICS:

Words of doubt:
(a) maybe ............... masalo
(b) probably ............. 'atono
(c) probably not .......... 'ailoga
(d) to be likely .......... fa'amata
(e) to suppose ........... matea

METHOD: Substitution drill.

MATERIALS:
A blackboard and flashcards for the new vocabulary.

masalo ............... maybe
mafutaga ............. gathering
'atono ............... probably
'ailoga ............... probably not
fa'amata ............. to be likely
matea ............... to suppose
sa'o .................. correct
sese .................. wrong

TIME: 30 minutes.

I. Masalo - maybe

Masalo e 'amata le lotu i le tolu. Maybe the church starts at three.
fono
a'oga
maifutaga

Change e to past (sa/na) and then future ('o le'i). Masalo 'ou te toe fia 'ai nā nei. Maybe I'll be hungry again later.

i le aoauli
i le a'ififi
i le po
taeao

in the afternoon
in the evening
at night
tomorrow
Change 'ou to mā and mātou. Remember to change to the plural verb (ta'a'i).

II. 'Ātonu - probably

'Ātonu sa timu analeila. It probably rained earlier.
ananafi yesterday
anataaeao this morning
anapō last night

'Ātonu e-le'i timu analeila. It probably didn't rain earlier.
etc

'Ātonu 'e te ita i le maile sa 'aia Your probably mad at the dog that bit
lou vae. your leg.
lou lima hand
lou uso brother
lau u5 friend

Change to the past tense (sa/na).

III. 'Ailoga - probably not, I don't think ....

'Ailoga e ulaula le tama'ita'i. I don't think the lady smokes.
inu pia drinks beer
siva dances
faigāluega works

Change to plural (tama'ita'i). Remember to change to plural verb forms (ulaula, feinu, sisiva).

'Ailoga e sau le pasi. I don't think the bus is coming.
va'a
va'alele boat
tama plane

Change the tense to 'ua, sa, 'ā (o le'ā), and 'o ('o lo'o).

IV. Fa'amata - what do you think, to be likely.

Fa'amata e timu taeao? Do you think it will rain tomorrow?
laofie be sunny
vevela be hot

Change to future tense ('o le'ā or 'ā).

Fa'amata 'e te sau? Do you think you will come?
ta'alo play
tafao roam about
malaga travel
value work

Change 'e to lua and tou. Remember to use the plural verb forms (ōmai, tā'a'alo, tāfaao, gālule).
V.  *Matea* - (I) suppose.

'Ou te matea 'e te sa'lo.

<table>
<thead>
<tr>
<th>Iloa</th>
<th>Sese</th>
<th>Pepelo</th>
</tr>
</thead>
</table>

I suppose you are right.

<table>
<thead>
<tr>
<th>Know</th>
<th>Are wrong</th>
<th>Are lying</th>
</tr>
</thead>
</table>

Change 'e to la and latou.

'Ou te matea 'e te la sa'lo.

<table>
<thead>
<tr>
<th>Iloa</th>
<th>Sese</th>
<th>Pepelo</th>
</tr>
</thead>
</table>

I suppose you are not right.

<table>
<thead>
<tr>
<th>You don't know</th>
<th>Your not wrong</th>
<th>Your not lying</th>
</tr>
</thead>
</table>

Change to past te se (sa).

VI.  Students take turns asking questions and replying using the above structures. If the students wish to know any new vocabulary words the teacher must write the new words on the blackboard as the students ask for them.
LESSON THIRTY-SEVEN

TOPICS

(a) Negative commands.
(b) Common vices.
(c) Reported speech.

METHOD: Substitution drill.

MATERIALS

A blackboard and flashcards for the new vocabulary.

pepelo .......... lie  
gaoi .......... steal  
fiapoto .......... conceit  
faitala .......... gossip  
taoafi .......... stop  
fai .......... to say  
pa'o .......... to clash about.

misa .......... quarrel  
palauvale .......... cursing  
soia .......... demist  
sa'a .......... forbidden  
pisa .......... noise  
a'alogogatā .......... disobedient

TIME: 30 minutes.

THE LESSON

I. 'Aua - don't

One student says: 
'Aua le pepelo!

Another student asks: 
'O le ā lana tala?

Another student answers: 
Na fai mai e 'aua le pepelo.

Don't lie!

What did he say? 
He said don't lie.

STEAL

BE CONCEITED

BE MISCHIEVOUS

GOSSIP

FIGHT

CURSE

BE NOISY
"Aua 'e te pepelo!   "O le ā lana talae?   Na fai mai e 'aua le pepelo.  
Don't lie!       What did he say?       He said don't you lie. 

Change 'e to lua and tou. Remember to change to the plural verb form (gāoi, fīappopo, ūlavale, faītatale, fufsū, pālauvale).

II. Sāia – desist, stop.

One student says:   Another student asks:   Another student answers:
Sāia le pepelo!   'O le ā le tala a Simi?   Na fai mai Simi e sāia le pepelo.  
fis-oto   pa ulaiale   pa'ō   pīsā   fa'ālogogatā
Stop lying!   What did Jim say?   Jim said to stop lying. 
being conceited   etc   etc
being cursed
being noisy
being disobedient

Sāia 'e te pepelo!   'O le ā le tala a Simi?   Na fai mai Simi e sāia 'e te pepelo.  
You stop lying!   What did Jim say?   Jim say for you to stop lying. 
etc   etc

Change 'e to lua and tou.   (fa'ālogogatā - fa'ālogogatā).

III. Sā – forbidden

'Ua sā ona pepelo.   Na fai mai e ā?   Na fai mai 'ua sā ona pepelo.  
pīsā   gāoi   inu pīa   ulula
It's forbidden to lie.   What did (he) say?   (He) said it's forbidden to lie. 
make noise
steal
drink beer
smoke

'Ua sā le pepelo.   Na fai mai e ā?   Na fai mai 'ua sā le pepelo.  
Lying is forbidden.   What did (he) say?   (He) said that lying is forbidden. 
Etc   etc
IV. Taofi - stop, halt.

Taofi le pasi!
fono
siva
ta'availe.

Stop the bus!
meeting
dance
car

'Aua 'e te taofia le
pasi!

Don't you stop the bus!

Change 'e to lua and tou.

V. Students take turns making up statements and using reported speech. All new vocabulary should be written on the blackboard.
LESSON THIRTY-EIGHT

TOPICS

(a) well wishing .......... manua
(b) congratulations ......... malo
(c) thanks ................. faafetai

METHOD: Substitution drill.

TIME: 30 minutes.

I. Manua - well wishing

Manua le malaga!
Kilisimasi
Tausaga Fou
aso fana
fa'amuli
asõ
pō

Have a happy trip!
Christmas
New Year
birthday
stay behind
day
night

Change to the possessive form (i.e. lau/lou: Manua lau malaga!).

II. Malo - congratulations

Malo le luauga!
sifua
siva
sausaunoa
fa'auli
ta'alo
galue
taumafai
malaga

Congratulations on the (good) speech!
life
dance
entertainment
driving
playing
working
trying
trip

Change to:
Malo lava le luauga!

Much congratulations on the good speech!

III. Faafetai - thanks

234

252
Fa'afetai le afaa'eilei!'
aloa
fautua
fa'aaloalo
gasege
tapas'ai
kuka

Fa'afetai i lo tou afaa'eilei!
lo tou aloa
la tou fautua
la tou fa'aaloalo
la tou gasege
la tou tapas'ai
la tou kuka

Fa'afetai mo le material
meatau'a
mea'ai
avanoa
asiasiga

IV. One student gives the salutation, another the response.
Malo le soifual!
Malo le fa'auli!
Fa'afetai asiasi mai (visit)!
Manuia le asoi!
Malo lava le galuel!

V. The teacher says the words below. Students add either manuia, malo or fa'afetai.

..........le malaga ..........le fa'auli
..........le aloa ..........le soifual
..........le pese ..........le gasege
..........le fesoasoani ..........le sausaua
..........le asoi ..........Kilisimasi
LESSON THIRTY-NINE

TOPICS
Samoan infinitives and gerunds with ona.
(a) It is possible to go ....... E mafai ona alu.
(b) It is proper to speak ....... E tatau ona tautala.
(c) Is smoking permitted? ....... E taga ona ulaula?
(d) Have you been long in ....... 'Ua leva ona 'e sau? coming?

METHOD: Substitution drill.

MATERIALS: Blackboard.

TIME: 45 minutes.

THE LESSON

I. Mafai - to be possible, able.

E mafai ona 'ou nofo i'inei?
'ina
'ilia
'i
'oole
'ilie

Is it possible for me to sit here?
there
there
there
here
there
there

Change 'ou to mā and mātou (pl. nofo).

E le mafai ona 'e nofo i'inei.

It's not possible for you to sit here.
there

Change 'e to lua and tou.

E mafai ona inu le mea leni?
'ai
'alamu
'falo
'ati
'fa'amalu

Is it possible to drink that?

'eat
cheat
swallow
bite
digest
II. Tatau - to be proper, fitting, should.

'Ua tatau ona 'ou-alu i le lotu.

It is proper for me to go to the

service.

school

going away party

feast

'agaga

fono

fa'amavaega

'agua

change 'ou to la and latou. (plural of alu - o).

E le tatau ona 'e alu i le lotu.

It's not proper for you to go to the

service.

school

going away party

feast

change to:

E le tatau ona ia alu i le lotu.

etc.

It's not proper for him to go to the

service.

etc.

Sa tatau ona tautala.

It was proper to speak.

pese

siva

moe

E le'i tatau ona tautala.

etc.

It wasn't proper to speak.

etc

III. Taga - to be permitted.

'Ua taga ona ulaula?

Is smoking permitted?

alu pia

siva

tautala

Smoking is not permitted.

etc.

E le taga ona ulaula.

etc.

Are we permitted to go to the movie?

E taga ona ma-0 i le tifaga?

Are we permitted to go to the movie?

fusu'aga

fono

siva

E le taga ona lua-0 i le tifaga.

etc.

Its not permitted for you (?) to go to the movie.

etc.

IV. Leva - to be a long time.

'Ua leva ona 'e sau i Samoa?

Has it been long for you to come to

Samoa?
stay in  
stay in  
work in  
work in  
arrive in  
arrive in  

E le'i leva ona 'ou sau 'i Samoa.  

It hasn't been long for me to come to  
Samoa.  

etc  

etc  

'Ita leva ona ma masani.  

It's been a long time for us to be  

be acquainted.  

be friends  

come  

be waiting  

be talking  

'Ua leva ona tu'ua le a'oga?  

Has the school been over for a long 
time?  

fono  

meeting  

lotu  

service  

māfutaga  

gathering  

Leai, e le'i leva ona tu'ua le a'oga. No, it hasn't been long since school 
was over.  

etc  

etc  

V. Students take turns making up questions and answers using the structures in 
this lesson. All new vocabulary should be written on the blackboard.
LESSON Forty

Topic: Passive voice.

Method: Transformation drills.

Materials:
Flashcards for the new vocabulary and a blackboard.

Time: 45 minutes.

I. The teacher models the sentences in both active (left margin) and passive (right margin). Students repeat. Repeat the drill saying only the active sentence, the students transform it into passive voice.

(A) 'O le tama na fāaina le pua'a. Na fana le pua'a e le tama.

The boy shot the pig. The pig was shot by the boy.

(B) Tatou te fa'atasu le mea'ai. E fa'atasu le mea'ai e tātou.

The boy fed the pig. The pig was fed by the boy.
We buy the food.

fix
eat
prepare

The food is bought by us.

fixed
eaten
prepared

(C) 'Ua lātou fa'uning le fale.
fa'afouing
talepeina

They are building the house.

repairing
breaking up

(Ua fa'ut le fale e lātou.
fa'afou
talepe

The house is being built by them.

repaired
broken up

(D) 'O le'a lātou fasia 'oe.
su'ea
'sotegiaina

They will beat you.

look for
scold

'O le'a fasia 'oe e lātou.
su'e
'tote

You will be beaten by them.

looked for
scolded

(E) 'O ai na fa'afafeina le pepe?
sasaina
mauaina

Who frightened the baby?

beat
found

Na fa'afafe e ai le pepe?
sasa
mau

The baby was frightened by who?

beaten
found

II. The teacher first models both the questions and answers. Students repeat. The teacher then asks the questions and students answer.

(A) 'Ua tapuni le fa'amalama?
tata'ale
fufulu

Is the window shut?

open
broken
cleaned

Leai, e le'i tapunia.
tata'ale
saufula

No, it hasn't been shut.

open
broken
cleaned

(B) 'Ua fa'ia le mea'ai?
sauni

Was the food fixed?

eaten
prepared

Leai, e le'i faia.
saunia

No, it hasn't been fixed.

eaten
prepared
III. The teacher writes these word lists on the blackboard. Students turn making up sentences in either active or passive voice. When a student says his sentence, the rest of the class transforms it into the other voice.

<table>
<thead>
<tr>
<th>VERBS</th>
<th>NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a'ia .......... a'asiga (to kick)</td>
<td>aitu ............... (ghost)</td>
</tr>
<tr>
<td>a'e ........... a'ea (to ascend)</td>
<td>a'oga ............. (school)</td>
</tr>
<tr>
<td>'amata .......... 'amata (to start)</td>
<td>fono ................ (meeting)</td>
</tr>
<tr>
<td>fa'afefe .... fa'afefea (to scare)</td>
<td>ipu .................. (dishes)</td>
</tr>
<tr>
<td>gaoi ........... gaoia (to steal)</td>
<td>lupe .............. (dove)</td>
</tr>
<tr>
<td>ffulfu ........ ffuluua (to wash)</td>
<td>ma'a ............ (rock)</td>
</tr>
<tr>
<td>fana ........... fanaina (to shoot)</td>
<td>mauga ........... (mountain)</td>
</tr>
<tr>
<td>fai ........... faia (to do, to 'ofu)</td>
<td>say ................</td>
</tr>
<tr>
<td>maua.......... mauaina (to find)</td>
<td>lima ................. (hand, arm)</td>
</tr>
<tr>
<td>'ote .......... 'otegia (to scold)</td>
<td>pepe ............... (baby)</td>
</tr>
<tr>
<td>sae .......... sasa (to tear)</td>
<td>teine ............... (girl)</td>
</tr>
<tr>
<td>soli .......... solia (to break)</td>
<td>tala ................ (law)</td>
</tr>
<tr>
<td>togi .......... togia (to throw)</td>
<td>tauli ............... (reward)</td>
</tr>
<tr>
<td>tuli .......... tulia (to chase)</td>
<td>tulafono ............. (law)</td>
</tr>
<tr>
<td></td>
<td>niu.................. (coconut tree)</td>
</tr>
</tbody>
</table>
LESSON FORTY-ONE

TOPIC: The relative particle ai.

METHOD: Substitution/Transformation drills.

MATERIALS
Flashcards for the new vocabulary and a blackboard.

\begin{itemize}
  \item 'ino'ino \text{-} to hate
  \item naifi \text{...} knife
  \item salu \text{...} broom
  \item 'ili \text{...} fan
  \item tete'a \text{...} divorce
  \item lama \text{...} night fishing
  \item teutusi \text{...} envelope
  \item fa'aiologa \text{...} stamp
  \item ti'eti'e \text{...} to ride
  \item fa'amau \text{...} engage
\end{itemize}

TIME: 45 minutes.

\begin{itemize}
  \item \textbf{I. WHERE.} The teacher models the first few sentences in each drill. Students repeat. The teacher then says only the underlined word and the students substitute into the sentence and transform the sentences according to the pattern.
\end{itemize}

\begin{itemize}
  \item \textbf{(A)} 'O le fale.
  \begin{itemize}
    \item tifaga
    \item siva
    \item lotu
  \end{itemize}
  The house.
  \textbf{Are you going to the house?} Are you going to it?

  \begin{itemize}
    \item movie
    \item dance
    \item service
  \end{itemize}

  \begin{itemize}
    \item 'E te alu i le fale?
      \begin{itemize}
        \item tifaga
        \item siva
        \item lotu
      \end{itemize}
      \textbf{Are you going to the house?} Are you going to it?

    \item 'E te alu i ai?
      \textbf{Are you going to it?}
  \end{itemize}

  \begin{itemize}
    \item \textbf{(B)} 'E te alu i ai?
      \begin{itemize}
        \item tifaga
        \item siva
        \item lotu
      \end{itemize}
      \textbf{Are you going to the house?} Are you going to it?

      \begin{itemize}
        \item movie
        \item dance
        \item service
      \end{itemize}

      \begin{itemize}
        \item 'Ioe, 'ou te alu i ai.
          \textbf{Yes, I'm going to it.}

        \item Leai, 'ou te le'alu i ai.
          \textbf{No, I'm not going to it.}
      \end{itemize}

      \begin{itemize}
        \item \textbf{(C)} 'O fea 'e te alu i ai?
          \textbf{(repeat)}
      \end{itemize}

      \textbf{Where are you going?}

      \begin{itemize}
        \item 'Ou te alu i le fale.
          \textbf{I'm going to the house.}

        \item etc
      \end{itemize}

  \item \textbf{II. WHO} Follow the same procedure as before.
\end{itemize}
(A) 'O Mele.
(repeat with student's names)

It's Mary.

Do you love Mary?

Yes, I love her.
No, I don't hate her.
Yes, I help her.
No, I don't like her.

(B) 'E te alofa iā Mele?

Do you love Mary?

I love Mary.
Mary, I love her.
Yes, I help her.
No, I don't like her.

(C) 'O ai 'e te alofa iā Mele?

Who do you love?

III. WHAT/WHICH

Follow the same procedure as before.

(A) 'O le naifi.

The knife.

Do you want the knife?

Yes, I want it.
No, I don't want it.

(B) 'E te mana'o i le naifi?

I love Mary.
Mary, I love her.
Yes, I help her.
No, I don't like her.
Do you want the knife? etc

Yes, I want it.

No, I don't want it.

What thing do you want (it)?

The knife (is the thing I want it).

IV. WHEN. Follow the same procedure as before.

(A) Na 'ou moe anapo.  'O anafea na 'e moe ai?  'O anapo na 'ou moe ai.

I slept last night.  When did you sleep (at)?  I slept (at) last night.

(B) 'O afe a e fai ai le na i ti?  'O afe a e fai ai.

When will the party be held?  It will be held tomorrow!

V. The teacher models a few sentences.  Students repeat.  The teacher then says only the first sentence and the students transform it using the particle ai.

(A) Na 'ou sau i le va'alalele.  'O le va'alalele na 'ou sau ai.

I came in a plane.  The plane is what I came in.

(B) 'Ou te fiafia i le palusami.  'O le palusami 'ou te fiafia i ai.

I like palusami.  Palusami is (what) I like.

(C) Na la fa'ainoipo anafea?  'O anafea na la fa'ainoipo ai?

Fa'amau  Fa'amau
When were they married?  
- divorced  
- engaged

When were they married at?
- divorced  
- engaged

(D) Tou te fia ɔ i fea?
- malaga  
- ti'eti'e

'O fea tou te f. ɔ i ai?
- malaga  
- ti'eti'e

You want to go where?
- travel  
- ride

Where do you (pl) want to go to?
- travel  
- ride

V. Let the students make up their own sentences for the rest of the class to translate using ai.
REVIEW DRILLS FIFTEEN AND SIXTEEN

TOPICS: Directions and World map.

METHOD: Situational Re-enforcement.

MATERIAL: A large map of the world and a map of Apia like that used in Lesson 34.

TIME: 30 minutes each drill.

I. Direction Drill: The teacher gives each student a slip of paper with two map locations written on it. Each student takes a turn directing another student from one location (i.e. falemeli) to the other (i.e. H.S.A.) using the map. Student should use the structures from Lesson 34.

II. World Map Drill: The teacher directs the students in the game of 'Where am I?'. One person stands before the map and says: 'Where am I?'. The other students ask questions in turn that elicit a 'Yes' or 'No' answer. A 'Yes' answer merits the student another question. When a 'No' answer is received the next student asks the questions. The person can be a country, ocean or continent. Use the structures from Lesson 35.

(i.e.)

PERSON: 'O fea e i ai a'u? Where am I?
STUDENT 1: 'E te i Saute o le'U.uta? Are you south of the equator?
PERSON: 'Ioe. Yes.
STUDENT 1: 'E te i sisifo o'Amelika? Are you west of America?
PERSON: 'Ioe. Yes.
STUDENT 1: 'E te i'Amelika? Are you in America?
PERSON: Leai. No.
STUDENT 2: 'E te i le va o'Amelika ma 'Afelika? Are you between America and Africa?
PERSON: 'Ioe. Yes.
STUDENT 2: 'E te i le vasa'Atalani? Are you in the Atlantic Ocean?
PERSON: 'Ioe. Yes.

The student who guessed correctly now comes to the map and answers the questions.
REVIEW DRILL SEVENTEEN

TOPIC: Use of infinitives and gerunds.

METHOD: Substitution drills.

TIME: 30 minutes.

THE DRILLS

The teacher models the drill, students repeat. The teacher then says only the underlined word(s) and the students substitute.

I. 'Ou te fa'amoeoe 'ou te alu.
   toe fo'i i 'Amelika.
   maua le fa'ai loga

   'Ou te fia alu.
   toe fo'i i 'Amelika.
   maua le fa'ai loga

   E mafai ona 'ou alu.
   toe fo'i i 'Amelika.
   maua le fa'ai loga

II. 'Ou te lē mana'o 'e te ulaula.
    palauvale mai
    sau so'o
    tilotilo mai.

   'Ou te lē fiafia i lou ulaula.
    palauvale mai.
    sau so'o
    tilotilo mai.

   E lē tatau ona 'e ulaula.
    palauvale mai
    sau so'o
    tilotilo mai.

III. E le'i alu (ia) e pāse'ea le me'a'iai.
     'amata le giluega.
     fafa fa nu'a.
     e va anapō.

   E le'i fia pāse'ea(e ia) le me'a'iai.
     'amata le giluega.

I hope to go.
return
get the prize.

I want to go.
return to America.
get the prize.

It is possible for me to go.
return to America.
get the prize.

I don't want you to smoke.
curse at me.
come a lot
look at me.

I don't like your smoking.
cursing at me.
always coming.
looking at me.

It isn't proper for you to smoke.
curse at me.
come a lot
look at me.

(He) didn't go to prepare the food.
start the work.
feed the pigs.
roam last night.

(He) didn't want to prepare the food.
start the work.
E le'i fia fafaga (e ia) le pua'a. eva (o ia) anapo

'UA sa ona ia ṣe papea le mea'ai.
'amatā le gāluega fafaga pua'a eva.

IV. Mā te o e fa'atali se pasi.
matamata i le tū'uga
fa'alologolo i le lāuga tāta kitala

'UA rā fia maua se pasi.
matamata i le tū'uga.
fa'alologolo i le lāuga tāta kitala

It's been a long time for us to

wait for a bus.
watch the race.
listen to the speech.
play guitars

(He) didn't want to feed the pigs.
roam last night.

Preparing the food by him is forbidden.
Starting the work
Feeding the pigs
Roaming about

We went to wait for a bus.
watch the race.
listen to the speech.
play guitars

We went to get a bus.
watch the race.
listen to the speech.
play guitars
REVIEW DRILL EIGHTEEN

TOPIC: Passive voice.

METHOD: Combination drills.

MATERIALS: Blackboard.

TIME: 30 minutes.

The teacher writes these 10 word sets on the board. The students take turns forming complete sentences from them in both active and passive voice.

(i.e.)

atala, fale'oloa, tamāloa. open, store, man.
Na tatala le fale'oloa e le tamāloa. The store was opened by the man.
'0 le tamāloa na tatalaina le fale'oloa. The man opened the store.

The sentences:

1. faitau, tusi, tama'oga. read, book, schoolboy.
2. 'ave, pasi, Simi. drive, bus, Simi.
3. tago, tupe, pepe. touch, money, baby.
4. a'oa'o, Gagana Samoa, papalagi. learn, Samoan Language, foreigner.
5. foa'i, meaalofa, teine. return gift, girl.
6. fa'avela, mea'ai, lo'omatua. cook, food, old woman.
7. lafo, tusi, Pita. mail, letter, Pita.
8. fa'alaga, leti, tama ulavale. ruin, radio, mischievous boy.
9. fa'atau, ta'avale, matai. buy, car, chief.
10. teu, fale, fafine. arrange, house, woman.
NOTES ON LESSON THIRTY FOUR:

The most common directional terms in Samoan are seaward (tai) and inland (uta). Unless the object being located is described in reference to some other object (next to, behind, etc), the words above are preferred over left, right, east, west, etc. This is even true miles inland where the sea is not visible but its direction is known.

The question used in these drills (E fa'apēfea ona 'ou mava le R.S.A.? etc) can be asked other ways but the one above will usually elicit directions rather than location of the place in question.

'O fea le R.S.A.? ............ Where is the R.S.A.?
'O lā e i tafatafa o le faletusi... It's next to the library.

Se'ia o'o is a commonly used idiom for 'until reaching.'

Fa'atali se'ia o'o i le lima..... Wait until it reaches 5 (o'clock).

The word liliu (turn) is properly applied to people. There are two other important words meaning turn.

Afe is normally use for vehicles or when the turn is a change of normal direction.

Afe i le isi'auala............... Turn off on the other street.

Fa'asaga is used to mean face a direction.

Fa'asaga mai................ Turn (face) to me!

The words māgafa and magatolu are derived from the root word māga meaning 'fork or branch.' Thus the word māgafa means the point of four branches (roads), and magatolu the point of three branches. In Samoan, one would refer to the next four road branch (māgafa) rather than the next road.'

The phrase 'is facing ' in Samoan uses the word 'with' (ma) where in English one would not normally use a preposition.

'O lā e fa'afeagai ma le faletupe... It's facing the bank.

Vā means space between. This is a common idiom that is applied to almost any subject.

'O le vā o ou taliga............. The space between your ears.
NOTES ON LESSON THIRTY-FIVE:

Notice the use of the phrase 'o ai rather than 'o le a when referring to countries, oceans, etc.

'O ai lou atumu'u?..............Who (what) is your country?

The student should be aware by now that 'o ai is used in reference to most proper nouns rather than 'o le a (what).

The demonstrative pronoun (m) of Lesson 11, is not used when locating these geographical terms with the map.

'O Fiti e i saute o le 'ekueta..... Fij i is south of the equator.
'O Simi m e i fafo.............. Jim is outside.

Note also the use of the phrase e i ai (is) in the question:

'O fea e i ai Kānata? ............. Where is Canada?

This can also be asked with the 'o lo'o tense marker.

'O fea'o i ai Kānata?......... Where is Canada?

The four compass points can be used as nouns, adjectives or adverbs in Samoan. As a noun, they take the particle 'o, as adjectives they take the preposition i and follow the noun; and as adverbs they take the preposition i and follow the verb or word they modify.

'O mātu o Samoa ............... The north of Samoan. (noun)
'O Samoa i Sisifo ............... Western Samoa. (adjective)
Na 'ou malaga i saute o Samoa. I travelled south of Samoa. (adverb)

The student should note that the last syllable of some of the directional words are stressed to express greater distance.

utā ................................far inland
sisifō ................................far west

Similarly, the prefix a is joined to certain words to express short distances.

gātai ................................a little towards the sea.
gā'utagata ................................a little inland.
gāga'ē ........................................a little to the east. (infrequent)
gāgai'eo .................................a little to the west. (infrequent)

Churchward notes that the word saga'a is derived from a'ē (up) and sisifo from ifo (down) referring to the rising and setting of the sun in the east and west.

NOTES ON LESSON THIRTY-SIX:

Masalo in this lesson can be used as a verb, adverb or noun.

'1ou te masalo 'ua alu le tama... I think the boy has gone. (verb)
Masalo 'ua alu le tama............ The boy has probably gone. (adverb)
'O la'u masalo, 'ua alu le tama. My opinion is the boy has gone. (noun)

The adverb ātonu is an idiom which is probably derived from the words ā (future) and tonu (to be agreed or decided). Ātonu begins the sentence.

Ātonu la te ēmai taeao........... They will probably come tomorrow.
'Ailoga e sau le pasi ........... The bus probably won't come.

'Mata comes from the root mata (to look like or have the appearance of being). It normally translates with the word 'you' understood.

Fap'amata ua 'uma le lotu?........... Do you think the service has ended?

Matea is the 'passive' form of the verb mate (to guess). The position of mate in the sentence many times determines the form that should be used. (See notes on Lesson 23 related to Samoan Passive Voice).

'Ou te matea e tatau ona 'ou alu. I suppose I should go.

Mate mai lo'ou igoa............. Guess my name.

NOTES ON LESSON THIRTY-SEVEN:

'Aua and soia are very close in meaning. 'Aua generally commands that an action not take place while soia puts a stop to an action that has already started. In some situations however either could be used interchangeably ('aua le pisa/soia le pisa).

Both 'aua and soia can be used three ways:

(1) With the indefinite indicative (g/ia tense and dependent pronoun).

'Aua tou te pepelo ............... Don't you (pl) lie.

(2) With the definite article le in a gerund form.

Soia le pisa ..................... Stop making noise.

(3) With ne'i (lest) with or without a pronoun. This construction is not very common.

'Aua lava ne'i e tautala........... Don't you talk.

Soa can be used with one or the definite article le to form the infinitive mood or gerund of the main verb. See Notes on Lesson 39 for an explanation of this.

'Ua sa ona palauvale............. It's forbidden to curse.

'Ua sa le palauvale............. Cursing is forbidden.

Taofi means stop and is normally used with nouns where as 'aua and soia are used with verbs.

Taofi le tuma! ................. Stop the boy!

'Aua l' alu se'i lao'ie........... Don't go until it's sunny.

The student should note that the particle fia can be prefixed to several verbs to give negative character traits as in poto (clever) - fiafato (trying to put on cleverness). Some common examples are:

fiasili ......................... trying to be a big shot.

fiafioa ....................... trying to show off.

fiafagata .................... being a snob.

fiafalo'i ................. showing off strength.

NOTES ON LESSON THIRTY-EIGHT:

Manua and Fale are general words of good wishes and congratulations. Manua is used.
before the event and mālo during or after the event. Mālo is also a common word of greeting used almost in the same light as talofa but with an implied congratulations on arriving.

Note that both mālo and manaia are used with the definite article le (or its possessive counterparts - la'u, lo'u, etc) and thus when used with a verb they form a gerund.

Mālo le ta'alo!.................. Good playing!

The word fa'afetai (thank you) is used frequently in many formal expressions of thanks. The preposition mo (for) is used primarily for objects or nouns and the preposition i usually precedes the possessive pronouns when they are used.

Fa'afetai le fa'afetaialo..........Thanks (for) the politeness.
Fa'afetai mo le meaalofa..........Thanks (for) the gift.
Fa'afetai i lou alofa.............Thanks (for) your love.

The student should note that every salutation, politeness, congratulation, or encouragement demands a similar reply in the Samoan custom. Sometimes the reply is identical with the salutation with the addition of fofai (also) or lava (much), while in other cases a complementary response is required.

Two people working:
Mālo le galueli..................Good working!
Mālo fo'ai le galueli..........Good working also!

Only one working:
Mālo le galueli..................Good working!
Mālo le tāpua'i!...............Good working!

NOTES ON LESSON THIRTY-NINE:

The four words in this lesson (mafai, tate, kal, and leva) are very common auxiliary verbs used to form the Samoan gerund or infinitive mood. All of these words normally take the particle ona between them and the main verb to give the English gerund or infinitive of that verb. It should be evident that there is much interchangeability between gerunds and infinitives in Samoan formed with ona.

E taga ona ulaula .............. It's permissible to smoke.
    Smoking is permitted.

E mafai ona alu............... It's possible to go.
    Going is possible.

There are other ways of expressing gerunds and infinitives besides the use of ona.

(1) E. Use of this particle before the second verb creates the infinitive mood.
    Na fou fa' atu i le tama e sau.. I told the boy to come.

(2) Indefinite indicative (e/te tense). Repetition of the pronoun with e/te tense marker also gives the infinitive mood.
    Na 'ou alu 'ou te fagota......... I went to fish.
1. Use of the preposition i sometimes follows certain verbs. (muatu, poto, māt, māsani, fete, a'oa'o) to give both the infinitive and gerund.

'E te fete i fusu?............. Are you afraid to fight?
E māsani le tama i le lama..... The boy is used to night fishing.

4. Fia prefixed to verbs creates a simple infinitive.

'E te fia tä'ele? .............. Do you want to bathe?

5. Le, the definite article (and its possessive counterparts) may be prefixed to the verb to give the gerund.

'Ua 'uma le siva ................. The dancing is finished.
E le lelei lana tä'alo ........ His playing isn't good.

Review Drill 17 contains more examples of these different structures.

NOTES ON LESSON FORTY:
The distinction between active and passive voice as related to the verbal endings (a, ina, ia, fia, gia, lia, etc) has long been disputed, and to date has not been completely resolved. It was originally thought that these endings had the effect of changing a verb from 'active' to 'passive' form. It has been demonstrated however that this is not always the case in Samoan, and many examples can be found in which the suffixes are present but the sentence cannot be easily shown to be passive, or is in fact active. None of the existing texts on Samoan Language (See Bibliography) agree on the actual function of these endings but Milner in his Samoan Dictionary seems to have the most reasonable explanation. He writes, in part:

"...the distinction between active and passive... is largely meaningless, since it is alien to the structure of Samoan Language. The difference between the presence or absence of ... suffixes appears to be an exponent, not of voice, but of aspect.

(i) In general a base followed by one of those suffixes denotes a process or action considered in its entirety, i.e. envisaged as a complete or completed process, whether in the present, past, or future.

(ii) The function of those suffixes may also be relative, and, more specifically, anaphoric." 1

It is probable that to Samoans the verbal endings do not represent a distinction of active and passive voice but rather, as Milner states, an over all view of the action which is expressed with the suffixes. Marsack for one feels that perhaps the use of the endings is only a matter of euphony.

The student would be wise to follow the general rule of thumb mentioned in the notes on Lesson 23 until an 'ear' is acquired concerning the use of these endings.

As for the verbs themselves, the student must remember that not every verb can take an ending. There is no complete list of those that do, but the partial lists mentioned in the notes on Lesson 41 would be worth obtaining for reference. The most common ending is ina (used with most reduced verbs). Students may find it helpful to use this ending when in doubt about the correct suffix. Note also that some verbs can take more than one ending.

NOTES ON LESSON FORTY-ONE

Ai in this lesson is a relative or anaphoric particle that has no one single translation. It is used in reference to some antecedent (time, place, third person, or idea) that is implicitly understood or has been explicitly mentioned earlier in the sentence. It always follows the verb, and is preceded by the preposition i (to) when the action of the verb is directed to something or someone.

'0 fea 'e te alu i ai? .......... Where are you going to?
'0 ai 'e te alofa i ai? .......... Whom do you love to?

Note that i is not present with verbs that show no direction to.

'0 fea 'e te nofo ai? .......... Where do you stay?

The student should try to practice using this particle, which is very common, since its absence from a sentence detracts not only from the meaning, but also the rhythm and balance of the sentence. As a general rule, the particle ai should be used whenever the sentence spoken refers to something or someone being talked about, or mentioned previously in the sentence.

For example if someone was talking about papaya and you wished to say 'I don't like it', in Samoan you might say:

'0 ou te le fiafia i ai .......... I don't like (to) it.

Or introducing a new object in the sentence with the verb at the end:

'0 le moli le mea 'ou te le 1e ... An orange is the thing I don't like. fiafia i ai.

Some words always take the particle ai when they occur at the beginning of a sentence and are followed by the main clause. These include fea (where), mea (thing), ai (when), ana (when), aisea (why), '0 le a (what).

'0 ai tou te momoe ai? .......... When will you (pl) sleep?
Tou te momoe ai? .......... When will you (pl) sleep?

This relative particle ai is not to be confused with the interrogative pronoun ai (who) introduced in Lesson 11 and 13.
WORK SHEET NUMBER SIX

I. Translate these sentences into Samoan.
1. I live in North America.
2. Where is your village?
3. How can I find the bank?
4. Walk inland until you reach the four corners.
5. Stop the bus!
6. Don't lie!
7. What did Sina say?
8. I told you to be quiet.
9. We went to see (matamata) the movie.
10. The door wasn't open.

II. Translate into English and answer in Samoan.
11. 'O ai 'e te mana'o ai? (Simi)
12. 'O fea na lua o i ai ananafi? (Apia)
13. 'O ai lā te sa'atali i ai? (le pule)
14. 'O le 3 le mea tou te mana'a o ai?
15. 'O anafea na tamu'u mai ai le va'a?

III. Write a short descriptive paragraph in Samoan for the following:
"Where can I find the hospital?"
"Walk east until you reach the Police Station. Turn to your left and walk..."
inland. Cross the four corners at Malifa, and continue walking inland until you reach the three corners at Moto'otua. The hospital is on the right side.

IV. Write a short descriptive paragraph in Samoan following the English story below:

northeast - matū i sasa'e, New York - Niu Ioka, close - latalata, sight - va'aiga, forest - vaoa'moa, desert - toafa, mountain - mauga, river - vaitafe, city - 'a'ai, warm - mafanafana, strange - 'ese'ese.

Hello! My name is X. I come from the United States in North America. Our family lives in the northeast of the United States in the state of New York. The Atlantic Ocean is closer to our state than the Pacific Ocean. My country has many sights. In the west are forests, deserts and mountains. In the east there are rivers and many large cities. In the south of the United States the climate is warm. In the north it is cold. The United States is a strange country.

V. Write active and passive sentences in Samoan from the English sentences below:


16. Our house is being built by carpenter from Silumu.

17. The thief was bitten in the leg by their fierce dog.

18. The food was eaten yesterday. (the boy)

19. The service will be conducted by our pastor.

20. The Bible was translated by the missionaries.
CONJUNCTIONS

PREPOSITIONS

SUBORDINATE CLAUSES

IDIOMATIC CONSTRUCTIONS

READING AND COMPREHENSION
LESSON FORTY-TWO

TOPICS

(a) why ................. 'aisea, 'o le le mea.
(b) because ............... 'aua, ina'ua, leaga, 'ona 'o.

METHOD: Substitution drill.

MATERIALS

Flash cards for the following words with the English translation on the back.

malieu .............. a death, to die
u'0 ................ friend
leaga .............. bad
maua .............. to get

TIME: 30 minutes.

I. Introduce the vocabulary with the flashcards.

II. The teacher models the first few sentences in each exercise. Students repeat.

The teacher then says only the substitute words (underlined) and the students change the sentence accordingly.

'Aisea 'e te tagi ai? Why are you crying?

ita
fa'anoanoa
fia'a

'Aisea 'ua 'e tagi ai? Why are you crying?

etc

'Aisea na (in) tagi ai? Why is he crying?

etc

'Aisea 'ua tou fe'ecisi ai? Why are you (rd) crying?

feita
fa'anoanoa
fia'a

TIME: 30 minutes.
III. The teacher models these next drills first, just as in part I.

' Ou te tagi'aua 'ua tīgā lo'u mata. I'm crying because my eye hurts.

<table>
<thead>
<tr>
<th>ita</th>
<th>fa'anoanoa</th>
<th>fiafia</th>
</tr>
</thead>
<tbody>
<tr>
<td>leai se mea'ai</td>
<td>alu la'u uō</td>
<td>maua la'u tupe</td>
</tr>
</tbody>
</table>

' Ua 'ou tagi'aua 'ua tīgā lo'u mata. I'm crying because my eye hurts.

<table>
<thead>
<tr>
<th>etc</th>
<th>etc</th>
</tr>
</thead>
</table>

Na 'ou tagi'aua sa tīgā lo'u mata. I cried because my eye hurt.

<table>
<thead>
<tr>
<th>ita</th>
<th>fa'anoanoa</th>
<th>fiafia</th>
</tr>
</thead>
<tbody>
<tr>
<td>leai se mea'ai</td>
<td>alu la'u uō</td>
<td>maua la'u tupe</td>
</tr>
</tbody>
</table>

Na ia tagi'aua sa tīgā lona mata. He cried because his eye hurt.

<table>
<thead>
<tr>
<th>ita</th>
<th>fa'anoanoa</th>
<th>fiafia</th>
</tr>
</thead>
<tbody>
<tr>
<td>leai se mea'ai</td>
<td>alu lona uō</td>
<td>maua lona tupe</td>
</tr>
</tbody>
</table>

' Ua mātou fētagisi 'aua 'ua tīgā o mātou mata. We're crying because our eyes hurt.

<table>
<thead>
<tr>
<th>feita</th>
<th>fa'anoanoa</th>
<th>fiafia</th>
</tr>
</thead>
<tbody>
<tr>
<td>leai ni mea'ai</td>
<td>o a mātou uō</td>
<td>maua a mātou tupe</td>
</tr>
</tbody>
</table>

Mā te fētagisi 'aua 'ua tīgā o mā mata. We are crying because our eyes hurt.

<table>
<thead>
<tr>
<th>feita</th>
<th>fa'anoanoa</th>
<th>fiafia</th>
</tr>
</thead>
<tbody>
<tr>
<td>leai ni mea'ai</td>
<td>o a mātou uō</td>
<td>maua a mātou tupe</td>
</tr>
</tbody>
</table>

IV. Alternatives for 'Aisea:

'O le a le moa 'e te tagi ai?

<table>
<thead>
<tr>
<th>ita</th>
<th>fa'anoanoa</th>
</tr>
</thead>
</table>
What's the reason why you're happy?
'0 le a le mea 'e te fiafia ai?

What's the reason why they are crying?
'0 le a le mea 'ua la fetasigi ai?

Your crying for what (reason)?
'E te tagi o le a?

They are crying for what (reason)?
Na latou fetasigi 'o le a?

V. Alternatives for 'aua.

I'm crying because my eye hurts.
'Ou te tagi 'ina 'ua tiga lo'u mata.

They are crying because their eyes hurt.
'Ua latou fetasigi 'ina 'ua tiga o
latou mata.

I'm crying because my eye hurts.
'Ou te tagi leaga 'ua tiga lo'u mata.

He cried because his eye hurt.
'Sa ia tagi leaga na tiga lona mata.

I'm crying because of the bad girl.
'Ou te tagi 'ona 'o le teine leaga.

We cried because of the bad girl.
'Sa matou fetasigi 'ona 'o le teine.
FOLLOW UP LESSON

TIME: 30 minutes.

I. Write the story on the board:

(a) Teacher reads the story once, students listen.
(b) Review new vocabulary words in each sentence.
(c) Everyone re-reads together.
(d) Students answer the questions.

'O LA'U Uiefs

'Ua 'ou fa'anoana leaga 'ua lēiloa la'u maile. Se sola 'ese anarafi 'ona to lo'u tamā. Ha ita lo'u tamā 'ina'ua 'ai te le maile ana me'ai. 'O le mea 'ua ita ai lo'u tamā, 'ona o ua ua me'ai, 'se nātou te mātiti-va. Se 'ou tagi ile ale 'Afoa 'ona to la'u maile. 'Ou te alofa tele i la'u maile, 'uau o la'u uē. Tūlosia ia toe sau teao.

VOCABULARY

lēiloa ....... lost sola 'ese .... run away 'e .... by
'ātoa ......... whole tūlosia ......... to pray, hope 'ae .... but mativa .... for

1. 'Aisea na sola 'ese ai le maile?
2. Ha 'itu 'o le lē lona tamā?
3. 'O le la le mea o la lēa'i ile aso 'ātoa?
4. 'Aisea 'ua ia alofa ai ile maile?
5. 'O le ā laua tūlosia?

II. Draw the story and write these sentence outlines on the board.

1. fa'anoanaa .... lēiloa .... maile
2. sola 'ese .... lo'u tamā
3. ita .... lo'u tamā .... 'ai .... maile .... ana me'ai
4. 'o le mea .... ita .... ua ua me'ai .... mātiti
5. t .... 'ātoa .... maile
6. alofa .... maile .... la'u uē
7. tūlosia .... toe sau

The students now try to compose complete sentences from these fragments based on the story. (i.e.)

1. fa'anoanaa .... lēiloa .... maile
   'Ua 'ou fa'anoana leaga 'ua lēiloa la'u maile.
LESSON FORTY-THREE

TOPICS

(a) but ............'ae, 'a
(b) nevertheless.....'ae peita'i

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary below.

maua......to get

'au...but

̕ōv...opportunity

ēmolemg...bad behavior

'æ.......but

'HOD:

Substitution drill.

LATTRIALS

Flashcards for the new vocabulary below.

TIME: 30 minutes.

I. 'Ae - but

(a) 'Cu te fia pese 'ae 'ou te lē fia I like to sing but I don't like to dance.

si/a/

tāʻele fāʻota

swim

fish

'ai inu

eat

drink

taʻalo fusu

play

fight

Mā te fia pese 'ae mā te lē fia "We like to sing but we don't like to dance.

si/si/a/

tāʻeteʻele fāʻogoāta

swim

fish

'ʻa'ai feinu

eat

drink

taʻiʻalo fufusu

play

fight

Repeat with tāʻou.

(3)Sa 'ou fāʻota 'ae 'ou te le'i rau. I fished but I didn't get a fish.

se i'a.

fāʻota ture

worked

any money

fia alu pasi

wanted to go

a bus
Sa 'ou fia sau 'ae 'ou te le'i maua se 'avanua. I wanted to come but I didn't get an opportunity.

fia tā'ele vai wanted to be any water

Repeat with lātou.

II. 'A - but

(A) 'E te pepele zo'o 'a 'ua 'ou alofa pea.

pisa
fātala
faoi
fā'ali'i
make a lot of noise
gossip a lot
steal a lot
always stubborn

(B) Change 'E to lua and tou.

(C) Change to past tense (sa).

III. 'Ae peita'i - nevertheless

(A) E 'ese le pepele'o le teine 'ae peita'i 'ou te fiafia lava i ai. The girl really lies but I still like her very much.

pisa
fātala
faoi
'ai tale
fiapoto
makes a lot of noise
gossips
steals
eats a lot
is conceited

(B) Change le teine to lā'uz, and lātou.

FOLLOW UP: LESSON

TIME: 30 minutes.
1. Follow the same procedure as in lesson 42.

'O LA'U UÔ TEINE

E i ai la'u uô teine, 'ae i ai lona fa'afitauli. E 'aulelei tele ma atamai, 'ae peita'i, e āmioleaga. E gaoi, e fainala, e pepelo fo'i ma ulavale tele. Sa faigaluenga ia B.P. 'a 'ua te'a'ona 'o le matagaoi. 'O aso lâ nei, 'ua lâ toe faigaluenga 'a 'ua ta'ata'a lava i Apia ma āmioleaga ai. 'O ia 'o se teine le'a, 'ae peita'i, 'ou te alofa lava i ai'aua e tauagafau.

VOCABULARY

fa'afitauli .... problem
'aulelei .... pretty
matagaoi .... stealing
asolâ nei. these days
tauagafau .... polite, well meaning.

QUESTIONS

1. 'O le a le fa'afitauli 'o le teine?

2. 'O fea sa fai-galuenga ai?

3. 'Aisea na ta'a ai?

4. 'O a an aea 'o fai i aso nei?

5. 'Aisea o sāga alofa ai le tona i tana uô? (sāga - to persist)

II. Erase the story and write these words on the board.

1. la'u uô....'ae....fa'afitauli

2. 'aulelei....atamai....'ae peita'i....āmioleaga

3. gaoi............fainala............pepelo fo'i............ulavale

4. sa faigaluenga............'ua te'a............'ona 'o............matagaoi

5. aso lâ nei .......le faigaluenga.....ta'ataa......Apia........āmioleaga

u. 'o ia ..... teine le'a......alofa.....'aua ....tauagafau
LESSON FORTY-FOUR

TOPICS

(a) if (implied future)......(pe) 'ā
(b) if (future)...............(pe) 'āfai
(c) if (......)(pe) 'ana

METHOD: Substitution drill.

MATERIALS
Flashcards for the following new vocabulary.
pe 'ā....if pe 'ana.....if oso...food gift
pe 'āfai...if

TIME: 30 minutes.

I. Implied future
'Ou te lē alu pe'ā timu.

galue
malaga
lotu
'A timu, 'ou te lē alu.

etc

I won't go if it rains.
work
travel
attend church
attend school

If it rains, I won't go.

etc

'Aumai se tute pe'ā te sau.

oso
famania
letio
polo

'A te sau 'aumai se tute.

etc

Bring some money if you come.
a food gift
a bottle of beer
a radio
a ball

If you come bring some money.

etc

II. Future tense:
Iā te lē o pe 'āfai e timu.

sāvavali

Ve (?) won't go if it will rain.
walk
Mā te le savavali pe 'afai e timu.

pāiulue

taata'alo

'afai e timu, mā te le ē. 

etc

'Aumai se tūpe pe 'afai 'ua te ōmai.

oso

taqu pia

leleio

polo

'afai lūa te ōmai, 'aumai se tūpe. 

etc

'Ifoai e timu, ma te le o. 

etc

II. Past tense:

'Cu te le alu pe 'ana timu.

ūle

etc

'Ana timu, 'ou te le alu. 

etc

'Cu te alu pe 'ara 'e ta'ia le pani. I wouldn't have gone if it had rained.

ta'ia

piki'apu

'Ana te 'ta'ia le pani 'ou te alu. If you had stopped the bus I would have gone.

etc

etc

庄: 30 minutes.
I. Follow the same procedure as in Lesson 42.

O LF 'aulakapi
E i ai la matou 'aulakapi. Matou te tā'alo i le Aso To'ona'i ta'ita'i pe 'ā lē timu. Na timu la le Aso To'ona'i talu ai. Matou te tā'alo pe 'ana lē timu. O lea ia matou ō ai e inu pia. Sa matuā feinu tagata 'uma, 'auā ha leva e lē 'o toe inu pia. 'Ou te le fia inu pia pe 'ā pisa ni tagata ma e sili atu le pisa o la matou 'au. 'Ou te le alu pe 'ana 'ou iloa e tutupu ni fa'alavelave. Sa fai atu le isi 'tana o la matou 'au i le pule o le pā. "E ʻā pe 'ā 'aurai fua ni a matou fagu?" Na fai mai le tamāloa e lē mafai! 'Amata loa le misa.

VOCABULARY
'au ......... team
'aulakapi ....rugby team
talu ai .........past
matuā ......... superlative
sili atu .........superlative
tupu ......... happen
fā'alavelave ...... trouble
pule ................. bar
rā .................
F ā ................... lilo short
fua ................. free
mafaI ................ possible

QUESTIONS
1. 'O le i le aso o le vēiaso e tā'alo ai tama?
2. 'O le ā la lātou tā'aloga?
3. 'Aisea na lē tā'alo ai i le Aso To'ona'i?
4. 'O fia lē na ō i ai?
5. 'Aisea na misa ai?
6. 'O ai e lē fia inu pia?
7. 'O le ā le fesili a le isi tama?
8. 'O le ā le talu a le pule o le pā?

II. Erase the story and write those words on the word.
1. e i ai ....matou.....'aulakapi
2. matou .... tā'alo....Aso To'ona'i..pe 'ā le
3. na timu... Aso To'ona'i talu ai.
4. matou...tā'alo...pe 'ana lē timu.
5. matou ō...inu pia
6. matuā feinu...auā, fun lev... toe inu
7. 'ou ...lē fia inu....pisa..ma...sili atu...'au
8. 'ou...lē alu....iloa..tutupu...fa'alavelave
9. fai atu...isi tama...iā....pule
10. E ā...'aurai fua.....matou fagu
11. fai mai....tanāloa....lē ma'ai
12. 'Amata.....misa
LESSON FORTY-FIVE

TOPICS
(a) while............................'a'o
(b) when (past).....................'ina 'ua

METHOD: Substitution drill.

MATERIALS
Flashcards for the new vocabulary.

supo........ soup
pōlesi..... porridge
sui........ change
fa'anoi..... ask permission
fa'tūa..... earth quake
iologia.... flood
tāsala..... drought
tāa........ hurricane
soli........ to run over
'ia 'o........ while
'ina 'ua ....... when past
fa'apotopoto ...... gather
fa'apūlōlo ...... recess
fa'atūuva ........ dismiss
ra ū........... fall
afi............. motor
lavae........... wound
gota............. sink
tuii ............. pierce
fitafita ........ soldier
pē ............. to die (animals, plants, machines)

TIME: 30 minutes.

THE LESSON

I. 'A'o—while. Teacher models the drills, students repeat. Students then substitute the underlined words.

'Ai le soupe 'a'o vevela. Fat the soup while it's hot.

falusami
pōlesi

Sa fa'atili la'u uā 'a'o sui lo'ua'ie. My friend waited while I changed my

o'u su'eina le tupe

o'u fa'anoi i lo'u tuma

o'u tā'ele

Clothes.
Looked for my money
asked permission from my father
bathed

Charge to manua and mātou.

E lūlū le maluite 'a'o o'u i Sāmoa. The earthquakes while I was in Sāmoa.
The floods came while I was in school.

Drought occurred.

Hurricane blew.

II. 'Ia'aoun - when. Teacher models the drills, students repeat. The teacher then says the underlined word and students substitute.

Sa 'ou 'Emotaima la It's nine 'ina 'ua
tā le valu.

The flocs came.

I started school and it struck eight o'clock.

I was angry when the boy cursed.

Sa ou 'aou 'ina 'ua tāaule le mo'a le
tan.

Fā'alili
ta'i

Cried.

I was angry when the boy cursed.

Sa ou 'aou 'ina 'ua tāaule le mo'a le
tan.

Sa ou 'aou 'ina 'ua tāaule le mo'a le
tan. The plane fell when the engine died.

The car crashed when the driver slept.

The boat sank when it was pierced by the reef.

The soldier died when he was shot by a bullet.

The dog died when he was run over by the bus.

FOLLOW UP LESSON

Time: 30 minutes.

I. Write this story on the blackboard and follow the same procedure as in Lesson 42.

E 'i sā ni a i Miu Sīla 'ina 'ua seulu mo'a le valu o'u tama'a. 'Ou te tuamumu aitu i Welitone le fo 'a'to a'go se ao tama'a le valu. 'O le va'alele na 'ou ala ai sa tuamumu 'ina 'ua a'go fia'oi le vata'i. Itou te tu'alele va'ale le 'a'o sai ia 'a'olo, te va'alele, te va'alele na te vae'ai
ona tūlau'ele'ele 'ona 'o le pōgisa o le pō.
E timu lava aso 'uma 'a 'o o'u i ci i Ueligitone. 'Ou te manatua pe'a e māsani 'ona 'ou mātamata i le televise ma fa'alogologo i le letiō 'a 'o agi lava le afā. Na 'ou mālamalama ai i le igoa "'Indy City" 'a 'o o'u i ai i Ueligitone.

**VOCABULARY**

āsiasi.....visit  taumālua.....roll  manatua.....possible
fā'alogologo.....listen to  mulimuli ane.....later
māsani.....to be used to
mālamalama.....understand

**QUESTIONS**

1. 'O fea na āsiasi i ai le tusitala?
2. E fia ona tausaga 'ne alu lara āsiasiaga?
3. Na fā'apēsea 'ona in malaga?
4. 'O le ā le se na fataui ma le va'alele?
5. E ā le tou 'a 'o i ai i Niu Sila?
6. 'O ā ana mea sa māsani ona fai?
7. 'O le ā le uiga o le "'Indy City" ?

**II. Erase the blackboard and write these sentence fragments.**

1. 'ou.......āsiasi.......Niul Sila.......sefuluvalu
2. 'ou.......taum'uu.......'eligiteixe.....pō.......agi.......afā
3. va'alele.......taumāluu.......jmē 'ua.....matagi.
4. mātou.......tūlau'ele'ele.......mālamalama.......mulimuli ane.....leai....
   va'alele......toe mafai.......pōgisa.......pō
5. timu.......aso 'uma.......'o'u i ai
6. 'ou.......manatua.......māsani.......mātutu.....televise,fa'alogologo.....letiō.........
   ......agi.......afā
7. 'ou.......mālamalama.......igoa "'Indy City".......'o'u i ai......Ueligitone

[Translation of the questions and sentence fragments]

1. 'O fea na āsiasi i ai le tusitala?
2. E fia ona tausaga 'ne alu lara āsiasiaga?
3. Na fā'apēsea 'ona in malaga?
4. 'O le ā le se na fataui ma le va'alele?
5. E ā le tou 'a 'o i ai i Niu Sila?
6. 'O ā ana mea sa māsani ona fai?
7. 'O le ā le uiga o le "'Indy City" ?

**VOCABULARY**

āsiasi.....visit  taumālua.....roll  manatua.....possible
fā'alogologo.....listen to  mulimuli ane.....later
māsani.....to be used to
mālamalama.....understand

**QUESTIONS**

1. 'O fea na āsiasi i ai le tusitala?
2. E fia ona tausaga 'ne alu lara āsiasiaga?
3. Na fā'apēsea 'ona in malaga?
4. 'O le ā le se na fataui ma le va'alele?
5. E ā le tou 'a 'o i ai i Niu Sila?
6. 'O ā ana mea sa māsani ona fai?
7. 'O le ā le uiga o le "'Indy City" ?

**II. Erase the blackboard and write these sentence fragments.**

1. 'ou.......āsiasi.......Niul Sila.......sefuluvalu
2. 'ou.......taum'uu.......'eligiteixe.....pō.......agi.......afā
3. va'alele.......taumāluu.......jmē 'ua.....matagi.
4. mātou.......tūlau'ele'ele.......mālamalama.......mulimuli ane.....leai....
   va'alele......toe mafai.......pōgisa.......pō
5. timu.......aso 'uma.......'o'u i ai
6. 'ou.......manatua.......māsani.......mātutu.....televise,fa'alogologo.....letiō.........
   ......agi.......afā
7. 'ou.......mālamalama.......igoa "'Indy City".......'o'u i ai......Ueligitone
LESSON FORTY-SIX

TOPIC:
before............'ae le'i, 'a'o le'i

METHOD: Substitution drill.

MATERIALS
Flashcards to introduce the new vocabulary.

to'i mai ..... return
va'ai ....... to see
ma'ona ....... full (of food)
'ae le'i ..... before

TIME: 30 minutes.

I. 'ae le'i - before

E 'a'amata le lotu 'ae le'i o'o mai lo'u uso. The church is starting before my
brother arrives.
tifaga movie
ti'a si'va
t'ata
tā'aloma
ti'a

The church is starting before my
brother arrives.

Na oti lo'u tumā 'ae 'ou te le'i natua. My father died before I was older.

'Ua 'umā le mea'ai 'ae le'i mā'ona la

The food is finished before the guest

was full.

mālo

tumumu

'ii luma

ala
'O le ā timu 'ae le'i nga le valava. It will rain before the clothes are dry.

alu le malaga
travelers leave
feia le ta'aloma
reme is played
'tuna le fiafia
celebration is over

II. 'a'o le'i - before

E te tāvēle 'a'o le'i 'tīna le sefulu You bathe before twelve (o'clock).
lua. 

fia le kuka
do the cooking
tumu le fale
clean the house
faga
fish
safa le pata
feed the pigs

Change 'e to lua and tou.

Fai le siva 'a'o le'i pō. The dance was held before night time.
fonofono
meeting
'ā luma
work
mele

Change to future tense ('o le'i)

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE FONO

'O nui o 'a'o le'i noo, na telefonī na la le'u pule. Fai mai: "E fai la tou fono ma le Falema taeo. E ātou ona 'e i ai i le 'Ofisa o le Falema 'a'o le'i 'tīna le sefulu i le taeo, ona 'o lou taimi fa'donuina 'o le 'afa o le sefulu." Na sele la'u tava ma 'oti lo'u ulu 'ae 'ou te le'i tu'ua lo'u fale no le fono. 'Ou te tāuau'atu, 'u'a tumu ni so'i isi ta'aga. Sa mātou fa'atafoa ma i ātou tuma 'ae 'ou te le'i no'o i lo'u nofoage. E to'utūlimi 'o le fono, 'ae na fai la fa'tou ti 'a'o le'i tū'ua. 'Ou te toe fia va'ai i le Falema 'a'o le'i toe 'u'umī lo'u ulu.
anapō..... last night
telefoni..... to telephone
pule..... boss
Pālemia ... Prime Minister
tatau one .. should, proper
'ofoisa ..... office
taimi fa'a-
tonuina appointment

sele ........ shave
'ava ........ beard
'oti ........ to cut(hair)
u lu .......... hair
tu'ua ........ to leave
mo ............. for
 tuunu'u ..... arrive
tumu ........ full

ma ........ with
'uma .......... all
fa'atālofa shake hands
itūlā ....... hour
ti ............ tea
nofoaga...... seat
va'ai ....... to see

VOCABULARY

QUESTIONS

1. 'O ana'ea na telefonai ane ai le pule?
2. '0 a'fe a le fono?
3. 'O fea sa fai ai?
4. 'O a mea sa fai a le tama 'a o le'ī alu i le fono?
5. 'O le a lana mea na fai 'a o le'ī nofo i lalo i le fono?
6. 'O le a le taimi o la lūtou ti?
7. 'O afe a to fia va'ai ai i le Pālemia?

II. Erase the story and write these sentence fragments.

1. anapō........ 'ou........le'ī moe........telefoni mai.......pule
2. fai mai....... fai........tou fono.......Pālemia
3. tatau........ i ai........'ofisa.........le'ī tāina.......sefulu.......taeao
   'ona 'o.......taimi fa'atomuina........'afa o le sefulu.
4. sele........ 'ava........'oti........u lu........'ae........le'ī........tu'ua........fale........fono
5. 'ou........tuunu'u........tumu........isi tagata.
6. matou fa'atālofa........lātou 'uma..........le'ī nofo........nofoaga
7. tolu itūlā........fono........ti........le'ī tu'ua
8. toe........ va'ai........Pālemia........le'ī tu'umī........ulu
LESSON FORTY-SEVEN

TOPICS
(a) until..................... se'i, se'i
(b) unless...................... se'iloga
(c) lest, or else ......... ne'i

METHOD: Substitution drill.

MATERIALS
Flashcards for the new vocabulary.

matefa'agota....... fishing goggles  pa'u........... to fall
'ato..................... basket  fasi............. to beat
selu..................... comb  fusu............. to fight
uila..................... bike  se'i............. until
se'iloga............... unless  ne'i............. lest

TIME: 30 minutes.

THE LESSON

I. Se'i - until
Pai pea le galuca se'ia o'o i le tolu. Continue the work until 3 o'clock.

malolo
a'oga
fiafia

Change to past (sa/na) and then future tense (o le'a).

Aua 'e te alu se'i o'u sau. Don't go until I come.

'ai  eat
moe  sleep
fa'agota  fish

Change 'e to lua and tou.

II. Se'iloga - unless
E le mafai ona 'ou moe se'iloga e i ai. I can't sleep unless I have a bed.

lo'u moega.

'ai  la'u nea inu  eat  something to drink

293  275
E le mafai ona 'ou ta'alo se'iloga e i ai  I can't play unless I have my shoes.

fāgota  la'u matafāgota  fish  my goggles

Change to 'ou to mā and mātou.

'Aua le tago i la'u pusa se'iloga 'ua 'ou fai atu. Don't touch my footlocker unless I say to.

la'u tupe  money
la'u 'ato  basket
lo'u 'ofu  clothes
la'u selu  comb
la'u uila  bike
ta'availe  car

Change to la'u pusa to la mā pusa, then la mātou pusa.

III. Ne'i.- lest

Fa'aeteete ne'i 'e lavea. Be careful lest (or) you get hurt.

pa'ū  fall
oti  die
ma'i  get sick
fasia  get beat

Change 'e to lua and tou.

'Aua 'e te pepelo so'o ne'i o'u ita. Don't lie constantly lest (or) I become angry.

fusu  fight
ulavale  be naughty
geoi  steal
faitala  gossip

Change 'e to lua.

Change o'u to mā.

FOLLOW UP LESSON

THIT: 30 minutes.

I. Use the same procedure as in Lesson 42.

'O LA'U TA'AVALE

'Ua pe nei la'u ta'avale. Sa ola lelei lava se'ia 'ou ta'mu u i Aia. Na
pe 'ina 'ua o'o atu i le māketi. 'Ua lē toe mafai ona alu se'iloga e tūlei. Sa 'ou fa'atalitali se'ia su'u se leoleo ma fesoasoani mai e tūlei i tua o le māketi ne'i lavea se isi. Na tu'u ai i 'inā se'iloga e maua se isi na to fa'uina. E mauagata inisinia vaganā 'ua tele ni au tupe. 'Ua tele fa'afitaulli e maua mai i lenei ta'avale. 'Ou te fa'amoemoe 'o le'a maua vave se inisinia ne'i o'u tūlei i le sami.

**VOCABULARY**

<table>
<thead>
<tr>
<th>pe</th>
<th>to die (of engines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ola</td>
<td>to live (to run-engines)</td>
</tr>
<tr>
<td>taunu'u</td>
<td>arrive</td>
</tr>
<tr>
<td>'īna 'ua</td>
<td>when</td>
</tr>
<tr>
<td>mafai ona</td>
<td>possible</td>
</tr>
<tr>
<td>tūlei</td>
<td>push</td>
</tr>
<tr>
<td>fa'atalitali</td>
<td>to wait around</td>
</tr>
<tr>
<td>leoleo</td>
<td>police</td>
</tr>
<tr>
<td>fesoasoani</td>
<td>help</td>
</tr>
<tr>
<td>lavea</td>
<td>to be hurt</td>
</tr>
<tr>
<td>se isi</td>
<td>someone</td>
</tr>
<tr>
<td>fa'uina</td>
<td>to be fixed</td>
</tr>
<tr>
<td>tu'u</td>
<td>to put</td>
</tr>
<tr>
<td>mauagata</td>
<td>hard to get</td>
</tr>
<tr>
<td>inisinia</td>
<td>mechanic (engineer)</td>
</tr>
<tr>
<td>vaganā</td>
<td>except (unless)</td>
</tr>
<tr>
<td>fa'afitaulli</td>
<td>problem</td>
</tr>
<tr>
<td>fa'amoemoe</td>
<td>hope</td>
</tr>
<tr>
<td>vave</td>
<td>fast</td>
</tr>
<tr>
<td>sami</td>
<td>sea</td>
</tr>
</tbody>
</table>

**QUESTIONS**

1. 'O le ā le mea 'ua tupu i le tā'ava'le?
2. 'O fea na pē ai?
3. 'O ai na fesoasoani i le 'aveta'ava'le?
4. 'Aisea 'ua fa'atau ai 'ona maua se inisinia?
5. 'O le ā le pona o le 'aveta'ava'le? (pona - fault)
6. 'Aisea 'ua mana'o ai le 'aveta'ava'le e tūlei 'ana ta'avale:
   (a) i tua o le māketi?
   (b) i le sami?

II. Erase the story and write these sentence fragments.

1. pe'ihei...........tā'ava'le
2. sa'o la...........se'i la........taunu'u........Apia
3. na pē...........o'o........māketi
4. le........mafai........alu........se'iloga........tūlei
5. sa........fa'atalitali........sau........leoleo........fesoasoani........tūlei........i tua........māketi
6. na tu'u........se'iloga........mau........isi........fa'uina
7. mauagata........isininia........tele........tupe
8. tele fa'afitaulli........mana........ta'avale
9. 'ou........fa'amoemoe........mau vave........isininia........ne'i........tūlei........sami

295 277
LESSON FORTY-EIGHT

TOPICS

(a) except............ vaganā
(b) especially........... 'aemaise

METHOD

Repetition and substitution drill.

MATERIALS

culture taumafiga attempt
language āmio behavior

TIME: 30 minutes.

THE LESSON

I. Vagana - except

'O loto i ai tagata 'uma vaganā lava  Everyone is here except my spouse,
lo'u tō'alua.
same sex sibling
uso
tuafine
brother (female's)
tuapāne
son (father's)
ātali'i son, daughter (father's)
āfafine
drucker (father's)
la'u tama

'Ou te fiafia i mea'ai 'uma vaganā tolo. I like all foods except taro.
fe'ete
sea
sea cucumber
ta'amū
Change 'ou to mā and matou in the above.

'Iou te le alu vaganā 'ua 'e sau. I won't go unless (except) you have come.
tu'ua a'ora
'uma le pāluera
school has ended
Change 'ou to lā and lātou in the above.

II. 'Aemaise - especially

E 'ese'ese Samoa na 'Amelika 'aemaise
Samoan and America is different especially
lava le tau.
the climate,
agamumu culture
agamua
language
mea'ai
food.
E lelei 'uma a tou ta'alo 'aemaise lava Your playing is good, especially name.

name.

behavior

attempt

Samoan

'tou 'uma, 'aemaise lava name. I like you all, especially name.

FOLLOW UP LESSON

TILT: 30 minutes.

I. Follow the same procedure as in lesson 48.

'O LE TAGATA ĀSIASI

'0 a'u 'o se tagata āasiasi rai i S'moa. 'Ua tolu nei vāiaso talu ona 'ou i'inei. 'Ou te fiafia lava i le tele o mea i lerei atunu'u. 'Ou te mana'o i mea'ai Samoa vaganā sea, fe'e, na 'ulu. 'Ou te fiafia tele i isi mea'ai 'aemaise lava pālusamī. E lelei 'uma tagata o le 'āiga'o lo'o o'u nofo ai vaganā le pepe mea-me. E tāi lava i taimi 'uma 'aemaise le vaveno. E agalelei ma fa'aaloalo le 'āiga 'uma i a te a'u. Mā te 5 ma le tama i Apia i aso 'uma lava, vaganā le Aso Sā. E mana'o lava e 'ave a'u i le falepia 'aemaise le R.S.A. Mānaia tele le Ōla'ga i'inei 'aemaise no se tagata āasiasi rai.

VOCAILARY

āasiasi...... visit

mea'iero...... want

mānina...... suckling

ãmaloto...... worst

talu ona...... since

isi....... now

fa'aaloalo...... polite

garagelei...... kind

mānaia...... nice

R.S.A...... Return Service-

men's Association.

QUESTIONS

1. 'Aisea e la fiafia ai i si pepe?

6. 'O ā ana mea e tāi i aso 'uma vaganā le Aso Sā?

7. 'O fea le falepia e rāsani ona o i ai ma le tama i le 'āiga?

8. 'O le ā le taimi e fa'atitino i ai le tāi o le pepe?

I. Across the story and write these sentence fragments.

1. a'u........... āasiasi

2. tolu vāiaso........... i'inei

3. fiafia........... mea...... atunu'u

4. mana'o........ vaganā........ fete........ pālusamī

5. lelei........ ofo........ vaganā........ pepe

6. tāi........ 'uma........ 'aemaise........ vaveno

7. agalelei........ 'āiga........ a'u

8. mā ō........ 'uma........ Apia........ Aso Sā

9. mana'o........ 'ave........ falepia........ R.S.A.

10. mānaia........ Ōla'ga........ tagata āasiasi
LESSON FORTY-NINE

TOPICS

and then ... (ai) lea.

METHOD: Substitution drill.

MATERIALS

Flashcards for the new vocabulary.

fetaui.....to meet
talanoaga,discussion
vao.......grass
tonu .... plan
vele .... to weed
ona... lea.............and then...

TIME: 30 minutes.

'Ou te faigaluegoa ona 'ou alu ai lea. I'll work then I'll go.
ta'ele
'ai
moe

Change to past tense (sa/na).

Mā te faigaluegoa 'ona mā ō ai lea. We (2) will work then go.
tā'a'alo
'a'ai
mālōlō

Matou te 'a'ai muamua 'ona mātou ō ai lea i A'ina.
le tīfaga
le siva
le roro

Change to the future tense ( 'o le'ā)

'Ou te mātāpuna la'u tusi 'ona 'ou sau ai lea. I'll read my book then I'll come.
faia le kuka
vele vao
tapenaina le fale

done the cooking
weed the grass

290

298
Ta te fetaui muamua i le māketi'ona ta ʻo ai lea i le tīfaga. Let's meet first in the market then we'll go to the movie.

savavali
fa'atau

walk
buy

Change  tā to tātou.
E fai le fono'ona 'ānata ai lea le ʻaluega. Make the meeting then start the work.

tā'alogā
'aiga
tonu
talanoaga
lotu

Change to past tense (sā/hā).

Follow Up Lesson

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O le Fa'asāioa

' āfai 'e te mana'o lua to ʻo mā se teine Samoa i le tīfaga, e tatau ona 'e matua fa'aeteete. E 'ese'ese Samoa ma 'Amerika, ma e tatau ona 'e uia ala fa'a-

sāmoa, 'a'o 'e i ai i le atumu'u. Fa'afeiloa'i muamua le teine 'e te mana'o ai,

'ona fesili lea i ai pe fia tīfaga. ' āfai e 'ioe mai, 'ona 'e alu ai lea i ona

matua ma fa'anoi i ai pe safa'i ona 'oulua ʻo. E 'uma le tīfaga, 'ona 'oulua ʻo

ai lea i le siva, 'ona momoli ai lea 'o ia i le fale. 'Aua lava ne'i 'oulua

tuui me ne'i ita lona tamā.

VOCABULARY

mana'o............. want

ala.................. way, style

tatau ona........... to be proper, fitting

fa'aeteete........... careful

fa'afeiloa'i........ to become acquainted.

'ese'ese............. different

fa'anoi............. to ask permission

uia................... to detour

careful

momoli ............ to bring back(deliver)

tuai................. late

Questions

1. ʻO le a lo mea e fai muamua?
2. 'O le 'ese'e sega o Samoa ma 'Amerika i ia mea?
3. 'O fea e ʻo i ai pe 'a tūua le tifaga?
4. 'O ai e faʻanoa i ai?
5. E taga ona ʻo i se isi mea peʻa tuma le tifaga?
6. 'O le ʻo le mea e tupu peʻa tuai o ne?

II. Erase the story and write these sentence fragments.

1. 'afai......e......mana'o......tatau......fa'aeteete
2. 'ese'e se Samoa...Amelika......tatau......fa'asamoa...i ai......atunu'u
3. fa'afeiloa'i....teine....mana'o ai....fa'asamoa...i ai....fa'asamoa...i ai......atunu'u
4. 'afai.....'oe......alu......fa'anoa......ma'afai......tatau......fa'anoa......ma'afai......tatau
5. 'uma.....tifaga.....oulua ʻo......siva.....monoli.....ia......fa'eteete
6. 'aua.....oulua tuia.....fa'eteete
**LESSON FIFTY**

**TOPICS**

in order to... 'ina 'ia

**METHOD:** Substitution drill.

**MATERIALS**

Flashcards for the new vocabulary.

| 'ōnā............drunk    | mōlī............light |
| fa'alogologo...to listen | paina............tap, pipe |
| tātā............play    | kītāla............guitar |

'ina 'ia...in order to...

**TIME:** 30 minutes.

| Su'ese' e 'ina 'ia poto. | Study in order to become smart. |
| 'Ai tole | puta |
| Ta'alo | malosi |
| Pese | fiafia |

| Su'ese' e 'ina 'ia lua pono. | Study in order for you(?) to be smart. |
| 'Ai tetele | puta |
| Ta'alo | malolosi |
| Pepee | fiafia |

Chance to tou.

'E te fa'apalagi tiina 'ia maua sau tupe. You want in order to get your money.

| fesili | sau tali |
| fāgota | sau i'a |
| inu pia | sou fiafia |

Change to past (sa/na) future (lo le'ā) and present (lua)

Ki le leitiō 'ina 'ia fa'alogologo ai. Turn on the radio in order to listen.

| nōlī | rūloaloama. |
| light | be illuminated |
Ki le paipa 'ina 'ia tā'ēle ai. Turn on the pipe in order to breathe.

kītāla tata gāitar play

Change to past (sa/na), and future ('o le'ā).

FOLLOW UP LESSON

TIME: 30 minutes.

I. Follow the same procedure as in lesson 42.

'O LE 'A'CA'OQA

'O le to'atele 'o tagata e su'esu'e 'ina 'ia maua tūlaga lelei i su'ega, 'a 'o a'u 'ou te su'esu'e 'ira 'ia 'ou matuā atamai. 'Ou te iloa e tatau ona 'ou poto 'ina 'ia maua sa'u gāluega. 'Ua tatau ona i ai sa'u gāluega 'ina 'ia maua ni tupe e fa'atau ai ni mea'ai. 'O nei aso 'ua taulaikē le Ōlaga. 'O le mea lea 'ou te mā'eleaga ai i la'u ʻā'ega. 'Cu te talitonu 'ua tatau ona 'ou matuā su'esu'e 'ina 'ia 'ou iloa. 'Ia lava lo'u iloa 'ina 'ia maua ai sa'u gāluega lelei.

VOCABULARY

tūlaga .......... grade
su'ega .......... test
matuā .......... superlative
iloa .......... to know
mā'eleaga ...... diligent
tatau ona ...... proper
talitonu ...... believe
atamai ...... intelligent
ōlaga ........ life

QUESTIONS

1. 'O le a le sini o ʻA'oga a le to'atele? (sini - aim)
2. 'Ae a le tuisitala?
3. 'O le a le mea 'o lo'o fia maua e le tama? 'O le a lona talitonuga?
4. 'Aisea?
5. 'O fa'apēfēa le ʻōlaga i nei aso?

II. Erase the story and write sentence fragments:

1. to'atele......tagata......su'esu'e......maua tūlaga lelei......su'ega......s'a

2. 'ou......iloa......tatau......poto......maua......gāluega

3. tatau......i ai......gāluega......maua......tupe......fa'atau......mea'ai

4. nei aso......taugata......ōlaga

5. mea lea......'ou......mā'eleaga......la'u ʻā'ega

6. 'ou......talitonu......tatau......matuā su'esu'e......iloa

7. lava......iloa......maua......gāluega lelei
LESSON FIFTY-ONE

TOPICS: Miscellaneous structures.

(a) or........................................pe/po
(b) to be the same............................tutusa. pei lava
(c) to be different............................'ese'ese
(d) I thought.................................E fa'apea a'u.

METHOD: Substitution drill.

TIME: 45 minutes.

I. Pe/Po - or

(A) 'E te mana'o i le tālo po'o le ta'amū? 
   fa'i  'ulu  banana  breadfruit
   i'a  nisuno  fish  corned beef
   masi  keke  biscuit  cake

(B) 'E te fia 'ai i le tālo po'o le ta'amū? 
   etc  etc

(C) Tou e manana'o i tālo pe leai? 
   fa'i  banana
   i'a  fish
   mani  biscuit

(D) 'E te fia 'ai pe leai? E ā? 
   Pe 'e te fia'ai.
   alu  alu
   ta'alalo  ta'alalo
   siva  siva

Do you want to eat or not? What? Do you want to eat?
   etc

3U3  285
II. 'Ese'ese, tutusa - different, the same.

(A) E 'ese le samo 'ese le vasa.
- tanga
- nu'u
- moa

The sea is different from the ocean.
- boy
- village
- chicken

(B) E 'ese'ese nu'u.
- tagata
- atunu'u
- tau

The villages are different.
- people
- countries
- weather

(C) E tutusa fōliga o Toma ma Mika.
- moa
- nili

Toma and Mika have the same appearance.
- Chicken
- Skinks

(D) E tutusa fale.
- ta'avale
- la'a'u
- tatou

The houses are the same.
- The cars
- The trees
- We

(E) E pei lava nili 'o ro'o.

Skinks are like geckos.
- Datsun
- solofuna 'asini
- talo

Taro is like ta'amua.
- Toyota
- Horses
- asses

III. Fa'apea a'u - I thought
(A) E fa'apea a'u e sau le pasi i le tolu.
e ta'i 50¢ fagupia.
e fa'i sou to'alua
e mamao lo to'u faile

I thought the bus was coming at three.
beer was 50¢ each
you had a wife
your house was far

(B) (E) fa'apea ia,'ou te totosi'ia le pili.
   sau mai i'Amerika
   alu nei
   fia inu pia

He thought I would pay the bill.
come from America
am going now
like to drink beer

(C) (E) fa'apea latou 'ua sau le vate'.
   'amata le tu'upu
   vela le mea'ai
   'ou tuni mai

They thought the boat has come.
the race has started
the food was ready
I was late
LESSON FIFTY-TWO

TOPICS: Miscellaneous structures.

(a) that is why................'o le mea lea
(b) since......................talu mai, talu ona, talu ai
(c) he whom....................'o le

they whom....................'o ə

METHOD: Substitution drill.
TIME: 45 minutes.

THE LESSON

I. '0 le mea lea - that's why.....

(A) 'Ua fula lo'u vae, 'o le mea lea 'ou te lē ta'alo ai.

My leg is swollen that's why I don't

play.

gau
lavea
mapeva
mù
lina
ulu
tapuvae
tua

arm
head
ankle
back
broken
injured
sprained
burned

(B) 'Da tiger lona mata, lo le mea lea His eye hurts that's why he doesn't
ele sau ai.

manava
fatafata
ua
nifo

stomach
chest
neck

(C) 'Era masui lo'u lima 'o le mea lea 'ua

My hand is sprained that's why I rest.

ou mālōlo ai.

pāpā toto
pe
ma'i
papa
isu
taliga
mata

rose
bleeding
ear
dead
eye

II. Talu ......since

(A) 'Ua 'ou puta talu ai lo'u 'ui tele. I am fit since I eat a lot.

ululū
fa'ala

black
sun myself
I am drunk since I drink beer out of breath ran

I am happy since you came.

I married getting paid

getting my child

The baby has been crying since early today.

Samoan has been independent since 1962.

There's been an airport since the war.

The boy was sick since yesterday.

He who is good God loves.

He who is kind prays repents

Let's look for the boy who stoned the chicken.

beat my brother cursed at us caused the quarrel

They who are first will get the food.

the reward the space the gift

They who broke the law will receive the punishment.

go to jail weed the plantation cut the grass
LESSON FIFTY-THREE

TOPIC: Miscellaneous structures.

(a) past perfect .......... 'ua 'uma ona
(b) after past .......... 'ina 'ua 'uma
future .......... pe 'ā 'uma
(c) to become .......... 'avea ma
(d) to act as .......... fai ma
(e) self reciprocals

METHOD: Substitution drills.

TIME: 45 minutes.

I. 'UA 'UMA ONA - past perfect.

(A) 'UA 'UMA ONA FAI.

sāuni
fa'amatala mai
vali

It has been done.
prepared
explained to me
painted

(B) 'UA 'UMA ONA 'OU VA'A'I I LE ATA.

'ai palolo
faitau lena' tusi
'ā ele

I have seen the picture.
eaten palolo
read that book
bathed

(C) 'UA 'UMA ONA LUA 'A'A'I?

'ā ele
fa'aipoipo
sisiva

Have you(2) eaten?
bathed
married
danced

II. 'INA 'UA 'UMA, PE 'Ā 'UMA - after past, after future.

(A) 'INA 'UA 'UMA LE TIFAGA SA MĀTUOE TOE FO'I After the movie we returned to the
i le fale.

house.
After the school we returned to the house. After the school I'll go to sleep.

Timu

Ta'aloga

Tatelo

Ta'ele

Su'esu'e

Soi i le fale. house.

Jim slept after eating.

Praying

Bathing

Studying

Fai le kuka
doing the cooking

Fau le fale
building the house

III. 'Avea ma - to become.

(A) E fia 'avea a'u ma faife'au.

Foma'i

Fai'a'oga

Failautusi

Matu'i

I want to become a pastor.

Doctor

Teacher

Secretary

Chief

(B) Sa 'avea 'o ia ma faipule i le tausaga 'ua te'a.

LeoLeo

Pelesetene

Minisita

He became an M.P. last year.

A policeman

A president

A minister

IV. Fai ma - to act as.

(A) E tatau ona fai 'oe ma ta'ita'i.

Failautusi

Teutupe

LeoLeo

You should act as leader.

Secretary

Treasure

Police
(B) Na fai Simi ma o'u tamāfai. Simi acted as my foster father.
   faīa'oga ulu head teacher
   matai chief
   pule boss

V. Self - reciprocals

<table>
<thead>
<tr>
<th>(A) 'Ou te faia lava e a'u le pāluega.</th>
<th>I'll do the work myself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>totopia pay</td>
<td>pilī bill</td>
</tr>
<tr>
<td>su'e'a look for pig</td>
<td>pua'a</td>
</tr>
<tr>
<td>kukaina cook</td>
<td>mea'ai food</td>
</tr>
</tbody>
</table>

(B) Sa ita le tama iā te ia lava. The boy was angry with himself.
   mimita was conceited
   fiafia was happy
   alofa loved

(C) Na 'ou alu nā 'o a'u i le siva. I went by myself to the dance.
   falepia bar
   lotu service

(D) E sau nā 'o 'oe lava! You come alone.
   pese sing
   siva dance
   galue work

| 292 |
| 310 |
LESSON FIFTY-FOUR

TOPIC: Miscellaneous structures.

(a) almost.............semanu, toeitiiti
(b) just...............fa'atoa'
(c) without.............aunoa ma
(d) although............e ui lava ina
(e) that means..........'o lona uiga
(d) in regards to ......e uiga'i

METHOD: Substitution drill.

TIME: 45 minutes.

I. Semanu, toeitiiti - almost (soon)

(A) Semanu 'a 'ou lavea i le ta'avele. I was almost hurt by the car.
   naifi
   ma'a
   niu

(B) Toeitiiti 'a 'ou lavea i le ta'avele. I was almost hurt by the car.
   etc
   etc

(C) 'Ana le le sau, semanu 'ou te alu Had you not come I probably (almost) was
   atu.
   moe
   'anataina le fono
   telefoni atu
   sleep
   start the meeting
   call you

(D) E toeitiiti'ana'a le koneseti. The concert will soon start.
   sau
   pule
   boss
   come
   tā
   logo
   bell
   ring
   'uma
   'o'oga
   school
   be finished

II. Fa'atoa' - just
The bus has just arrived.

- pe le mōli
- vela le mea'ai
- pa'u le va'alele

I just now knew.

- It struck two
- It started to rain
- I got my car

The guest arrived without a food gift.

- a suitcase
- any money
- extra clothes

I returned without shoes.

- a watch
- a book
- anyone

Although I am travelling to America, I will remember you.

- I won't forget you
- I'll remain faithful to you
- I'll write to you

Its raining, that means we don't play.

Simi is angry, that means we can't use his boat.

The teacher didn't come yesterday, that means there was no school.
E 'amata le tīfaga i le valu, 'o lona uiga 'ua tatau ona tā 5.

'Tua pogisā lava, 'o lona uiga 'ua lata ona timu.

The movie starts at eight, that means we'd better go.

It's very dark, that means it will soon rain.

VI. E uiga'i - in regards to, about

(A) Sa ma talanoa ma Simi e uiga'i le picture.
    fa'alavelave problem
    fa'amasinoga court case
    maliu death

(B) Na finau teine e uiga'i le a'oga.
    matai chiefs
    pule authority
    tulafale orators
    lauga speech
    faifeau ministers
    Tusi Paia Bible
NOTES ON LESSON FORTY-TWO:

There are several structures for asking the question 'why?' in Samoan. Of these, only 'aisēa may be used independently as a single word question (why?). The most common structure however is an idiom formed from the question 'o le a le mea? (what's the thing?)and followed by a clause describing the action, state, etc, in question.

'O le a le mea 'ua 'e sau ai?...... What is the thing (that) you have come (for)?

The word mea above can be interpreted as 'reason' thus giving the translation: 'What's the reason you have come?' Another variation of this uses the indefinite article.

Se a le mea 'ua 'e sau ai?.......... Why have you come?

Notice the presence of the particle ai following the verb when the question word or clause comes before the main clause.

'Aisea 'e te tagi ai?............. Why do you cry?
'E te tagi 'o le a? ............... Why do you cry?

As with the question 'why?', the answer 'because' can be expressed several ways. If the clause containing 'because' refers to a fact or something real and certain, 'aua is used.

Mā te le fia o 'aua 'ua timu....... We don't want to go because it's raining.

Notice that 'aua can be used with all the tense markers.

'Aua sa timu...................... Because it rained.
'Aua 'o lo'o timu................... Because it's raining.

'Ona is used in construction to give 'ona 'ua (because) and 'ona 'o (because of). The first of these can be used when the clause refers to non-facts or things speculative. Tense markers are not present in a clause containing 'ona 'ua, the tense being derived from the main clause.

'Ou te alu i Niu Sila 'ona 'ua...... I'm going to New Zealand because 'ou fia faigaluega. I want to work.

'Ona 'o is used mostly for nouns and noun clauses and therefore translates: 'because of'.

'Ou te le sau 'ona 'o le maile...... I didn't come because of the dog.

Leaga (bad.) can also be used to mean 'because', but is used colloquially. It simply replaces 'aua as the conjunction between the main and subordinate clauses. Usually, the subordinate clause following leaga expresses a negative idea. As with 'aua, all the tense markers can be used with leaga.

'Ua fa'anoanoa le teine leaga...... The girl is sad because her mother was angry.
The word ina when used with 'ua also means 'because'. As with 'ona 'ua it can be used for non-factual or speculative clauses and is not followed by any tense marker (other than 'ua). Since 'ina 'ua is also used to indicate 'when- past' (see lesson 45), its translation as 'because' can carry a past causitive meaning:

'ou te pese ina 'ua 'ou fiafia...... I sing because (since) I'm happy.

NOTES ON LESSON FORTY-THREE:

The conjunction 'but' in Samoan is represented by two words 'a, and 'ae. Churchward and Pratt both suggest that 'ae could be a combination of 'a (but) and e (tense marker) but it is written as one word now. 'A is normally used before 'o (the nominative particle), e, 'ma, 'o loto (or 'o), se'i and 'ona (because). In any other situation, 'ae is used.

Na o latou, 'ae 'ou te le'i alu.... They went but I didn't go.
'ou te fia alu a 'ua timu.............. I want to go but it's raining.

'Ae peita'i is an idiom used to express the English 'nevertheless, and yet'. It is almost always used to contrast positive and negative statements.
Sa taumafai le foma'i 'ae peita'i...The doctor tried hard but nevertheless the patient died.

NOTES ON LESSON FORTY-FOUR:

The conjunctions 'if' and 'when' in Samoan must be distinguished within the context of the sentence. There is only one word for each tense representing these two English words.

Present tense. The conjunction 'a (if, when) is used to introduce the dependent clause in present or implied future tense statements ('a may be derived from 'o le'a, the future tense marker, and the conjunction 'a - but.) No tense markers may be present in the dependent clause with 'a. If the dependent clause comes after the main clause, 'a is preceded by pe. In addition, only conditions capable of fulfillment may be expressed with 'a.

Sau nanei pe'a mafai............... Come later if it's possible.
'A mafai, sau nanei............... If it's possible, come later.

Future tense. The word 'afai (if, when), is more definite that 'a and is used mostly in statements of the future. Tense markers must be used in the dependent clause with word 'afai and for this reason, 'afai can express past tense as well as future.

'afai sa latou 'a'ai analesa, .... If they ate earlier, they will 'o le'a toe fia 'a'ai nanei. want to eat again later.

As with 'a, the word pe precedes 'afai if the dependent clause follows the main clause, and only conditions capable of fulfillment may be expressed.

Past tense. Past conditional (if, when), is usually represented with the word 'ana (combination of 'a - but, and na - past tense marker). As opposed
to 'a and 'afai, 'ana can be used to express conditions incapable of fulfillment and although tense markers are not used in the dependent clause with 'ana, use of adverbs of time enables the present and future tenses to be expressed.

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

Notice that the independent clause can only use the 'ua or 'akite tense markers. If the dependent clause follows the independent clause, the word pe must come before 'ana. In addition students may sometimes hear po before the independent clause when this clause follows the dependent.

'Ana le timupe 'ua 'ou sau,......If it hadn’t rained, I would have come.

NOTES ON LESSON FORTY-FIVE:

The word 'a is used together with the short form of 'o lo'o to give the conjunction 'while' ('aio). 'Aio may begin the sentence or occur between the independent and dependent clauses. Although 'a io cannot take any tense markers in its dependent clause, past, present and future can be expressed through the tense of the main clause.

Sa 'ou i 'Amelika 'a o fai ....I was in America while (during) the war.

'O le 'a e fagota 'a o u faia..You will fish while I make the food.

Notice too that the pronoun o'u is used instead of 'ou for the first person singular.

While is also expressed with the words 'ina 'o, and manu 'o in place of 'aio, but these are infrequent.

The conjunction 'when' (past) is constructed with the word 'ina and the tense markers 'ua, 'o, 'a, but never na/sa. 'Ina 'ua is the most common of these.

'ina 'ua alu 'o ia......................when he was gone.

'ina 'o alu 'o ia......................when he was going.

'ina 'o le'a alu 'o ia......................when he was about to go.

Notice that all of these refer to past time. The structure for future and present (when, if) is in lesson 44.

NOTES ON LESSON FORTY-SIX:

The conjunction 'before' is usually formed with le'i (not-past) and the conjunctions 'ae (but) or 'a'o (while). There is a slight difference in the two structures; 'ae le'i can be translated as 'but' (with a past meaning), whereas 'a'o le'i usually means 'before'.

Na taunu'u mai le pasi 'ae 'ou ......The bus arrived before I came.(but I didn’t come.)
E sau Sina 'a'o le'i taina......Sina will come before eight (o'clock).

There are two other structures meaning 'before' used in place of 'ae le'i and 'a'o le'i, but these are not frequently encountered.

'tina 'o le'i.................before
manu 'o le'i..................before

NOTES ON LESSON FORTY-SEVEN:

Se'iologa (unless) is derived from se'i iloga (let it be known or distinguished). As a conjunction it can occur with or without a tense marker in the dependent clause. Vaganā is also used sometimes in place of se'iologa (see lesson 48). Se'i (until) and its more emphatic form se'iia, are used without a tense marker and may occur with or without any antecedent clause.

Fa'atali mai i 'I se'i o'u sau..Wait here until I come.
Se'i alu le pasi!..........Wait till the bus goes!

Notice that the o'u form of 'ou (I) is used with se'i.

Ne'i (lest, or else) also does not require a tense marker in its dependent clause and usually conveys a negative sense to the sentence.

Fa'aesteete ne'i 'e lavea........Be careful or else you'll get hurt.

NOTES ON LESSON FORTY-EIGHT:

The conjunctions 'aemaise (especially) and vagana (except) are usually followed by the intensifier lava. Both 'aemaise and vagana are used in the same manner as their English counterparts. Vaganā however, is sometimes used to mean 'unless' and as such can be followed by a verbal clause.

Na omai lātou 'uma vagana Simi..Everyone came but(except) Simi.
E popoto 'outou 'aemaise lava .You're smart, especially Sina.
Sina.
E le 'Amataina le 'a'oga vagana. The school won't start unless you lava 'ua 'e sau.

NOTES ON LESSON FORTY-NINE:

The idiom 'ona..........(ai) lea (and then) can have two meanings. It can be used to express sequence (I bathed and then left). The particle ai is usually omitted in such sentences. It may also be used to express cause and effect (I shot the pig and so (then) it died), in which case ai may follow the verb. In both constructions, two clauses are joined by 'ona and the verb is followed by lea or ai lea.

Sa 'ou tā'ele ona 'ou alu lea...I bathed then went to Apia.
i Apia.
'Ua tumu le pasi,'ona 'ou lē......The bus was full so I didn't go.
alu ai lea.
Note that tense markers are not used in the clause containing 'ona....lea, the tense being determined by the tense of the main clause.

NOTES ON LESSON FIFTY:

'Ina 'ia (in order to, in order that) is used as a conjunction between two clauses. The clause containing 'ina 'ia does not require a tense marker, the tense being determined by the main clause.

Sa 'ou faigaluega 'ina 'ia maua....I worked in order to get a car.
   se ta'avale.

'On te faigaluega 'ina 'ia maua....I'm working in order to get a car.
   se ta'avale.

NOTES ON LESSON FIFTY-ONE:

Pe and po are essentially equivalent in meaning and use. Both can be used as the conjunction 'or'. In addition, both can also serve as interrogative particles when occurring at the beginning of a sentence. As interrogative particles, they are most often used to express the English 'I wonder'.

Po 'ua alu ia....................I wonder if he has gone.

They are sometimes used before ordinary questions but this is not necessary because voice inflection or question mark serve the same purpose.

(Po) 'o le a le mea lea?.........What is this thing?

In most cases, pe is used before words beginning with e, a, i and consonants: Po is used before o, and u. The idiom pe leai (or not) is very common.

'E te fia'ai pe leai?.........Do you want to eat or not?

The word 'ese (to be different) is used in two ways. To express a difference between two things, the word 'ese is placed before each of the two words.

E 'ese 'oe 'ese a'u.............You're different from me.

To describe only one thing as being different or strange, the word 'ese 'ese is used before that one word.

E 'ese 'ese 'oe..................Your strange (different).

Tutusa (the same) is derived from tusa (to be the same). The later being use most-ly as an adjective and the former a verb. In sentences of comparison, tutusa occurs before the words being compared. Fōliga (appearance) is generally used when describing people.

E fōliga tutusa Simi ma Pili.....Simi and Pili look the same.

Pei (to be like) is frequently followed by the intensifier lava. It can also be use to describe appearance but without the word fōliga.

E pei lava le tama'o lona tama.....The boy looks just like his father.

Fa'apea (to think, suppose) is the most common word used for the English structures like: 'I think, he thought, etc. A very common mistake for beginners is to use the verb maafau (to think) as the English: it was my opinion/understanding. In
this case only fa'apea can be used.

E fa'apea a'u 'ua 'e iloa......I thought you knew.

NOTES ON LESSON FIFTY-TWO:

'O le mea lea is a common idiom used to express the English: 'that's why, that's the reason why.' It can be used to link two phrases showing cause and effect or simply to begin a sentence describing the effect (that's why I didn't come, etc).

Talu (since) can be used three ways, each with a different meaning. With the particle ai following talu the meaning becomes since or because. Verbs do not normally follow talu ai.

"Ua 'ou ita talu ai lou .........I'm angry since (because of) your lack of consideration.

If talu is followed by ona the meaning becomes 'since' in the sense of 'due to, or owing to.' A verb is usually present after talu ona.

"Ua mātou fiafia talu ona 'e sau. We are very happy since you've come. (due to your coming)

When dates or specific periods of time are mentioned, talu mai is used. In this case talu mai translates 'since' or 'from'.

"Ua 'ou nofo i Samoa.............I've been in Samoa since (from) 1973.

The relative pronouns of the Nominative case are le (who - singular) and 1e (who - plural). If it occurs in place of the main noun or pronoun (which is omitted as obvious or understood), le (or 1e) translates as 'he who' (they who).

'O e sa 1alulei.............They who worked.

Frequently, if le or 1e occur after a main clause they may be omitted, in which case the tense marker implies the proper meaning.

"Ua oti le tama sa lavea i le.....The boy died (who was) injured in tā'aloga. the game.

In many cases too, the relative particle ai can serve as a relative pronoun (who, which, that). Ai must follow the verb in all cases.

"O le teine na 'ou va'ai i ai.....The girl who I saw.
"O le upu na 'ou fai atu ai........The word which I said.
"O mea 'ou te mana'o ai........Things that I want.

NOTES ON LESSON FIFTY-THREE:

The tense marker 'ua is used to show perfect tenses. Remember from earlier lessons that 'ua can be translated either in the simple present tense or the perfect tense.

"Ua 'ou sau......................I am coming; I have come.
Past perfect usually requires a helping verb such as *'uma* (to be finished) or *leva* (to be a long time) and the word *ona*.

*Ua 'uma ona 'ou 'ai..............I have eaten.
*Ua leva ona 'ou iloa............I have known for a long time.

Note too that in colloquial speech *ona* is often shortened to *na*.

*Ua 'uma na 'ou 'ai..............I have eaten.

The idiom for 'after' (*ina 'ua 'uma* - past, *pe'i 'uma* - future), also uses the helping verb *'uma* - to be finished. From lessons 44 and 45 it can be seen that these two phrases can be translated 'when finished (past)', and 'when finished (future)'.

If a verbal phrase follows these idioms, the word *ona* must be used after *'uma*.

*Ina 'ua 'uma ona 'ou 'ai...........After I had eaten...
Pe 'a 'uma ona 'a'ai..............After they eat...

If a noun phrase follows, *ona* is omitted.

*Ina 'ua 'uma le mea'ai..............After the meal....

The two idioms *'avea ma* (to become), and *fai ma* (to act as) can be used two ways without changing meaning. The idiom can follow the subject in which case *'avea ma* (or *fai ma*) are not separated.

*Ou te 'avea ma fai'oga..............I'm going to be a teacher.

The idiom can precede the subject, in which case *'avea* (or *fai*) comes before the subject and *ma* immediately after.

*Sa fai a'u ma fai'oga..............I acted as a teacher.

Note that all the tense markers can be used with these two idioms. Remember from lesson 14 that simply placing two nouns (pronouns) in apposition gives the verb 'to be' but only for the present tense.

*O a'u 'o le fai'oga..............I am a teacher.

The most common self-reciprocal structure in Samoan is formed with the word *na* (only). This word is always followed by the nominative particle *'o* and is therefore sometimes written as *nako*.

**NOTES ON LESSON FIFTY-FOUR:**

*Toeitiiti* (almost) is frequently followed by *lava*, the intensifier. *Semaniu* (almost, nearly) is also written *manu*. Just (*fa'ato'a*) is also expressed by the word *ananei* (just now-lesson 33).

*Fa'ato'a* 'ou sau.....................I've just come.
*Na 'ou sau ananei..................I've just come.

The conjunction *e ui lava ina* (although, even though) is quite formal in Samoan and although used in everyday speech it is more often replaced by the one word, *'ae* (but).
Note to that in present tense, 'ua and e are left out, and the tense marker follows ina directly. With other tenses however, the tense markers are included and follow ina.

E uī lava ina alu le teine, e lē... Even though the girl is going, 'o fa'anoanoa lona uso. her sister isn't sad.

E uī lava ina sa alu le teine,...... Even though the girl left, her e lē fa'anoanoa lona uso. sister isn't sad.

E uī lava ina 'o le'ā alu le teine. Even though the girl will leave, e lē fa'anoanoa lona uso. her sister isn't sad.

With the uī lava ina construction, the adverbs lava and pea are often used to mean 'nonetheless' or 'still'.

'O lona uiga (that means) is an idiom used commonly to preface conclusions. It can be used with all the tenses.

'O lona uiga 'e te le'i alu...... That means you didn't go.

Another common idiom using uiga (meaning) is e uiga'i (in regards to, about). Note that it is followed by a noun or noun clause.
WORK SHEET NUMBER SEVEN

I. From the following list of words, choose an appropriate word to complete each of the following sentences:

masalo...................perhaps
       tuai...................late
       vave...................quick
       aoga...................to be useful
       fa'aaoa..................to use
       finau...................argue
       ʻona....................drunk
       ʻino'ino..................hate
       uila afoi................motor bike
       masani....................to be used to
       atamai...................clever
       fa'aipoipo..................marry
       ulugali'i..................couple

       suamalie..................sweet
       mātamata..................to look at
       fefoalo..................fair
       saosoa..................fast
       'ese'ese..................different
       'umi....................tall
       pa'e'e..................skinny
       va'e..................leg
       naifi..................knife
       to'alua..................spouse
       manatua..................remember
       toto'i..................pay

1. 'O ai na fa'asuakina le ti? 'Ua ___________________ tele.
2. 'Ua _______________ tele le pasi. E le mafaufau le 'avepasi.
3. Na 'ou taunu'u ____________ i le a'oga. Sa ita le fa'a'oga.
4. Sau _______________. E toetiitii alu le pasi.
5. 'Ua __________ le tama lea 'aua fa'ato'ā inu pia.
6. 'O le __________ fou lea. Fa'ato'ā la fa'aipoipo.
7. E fa'aalelelei la'u gāluega, 'ona 'o le maualalo o le __________
8. E le __________ lele'i mā'ua ma le teine fou.
9. E le __________ tele se uila afoi pe 'a timuga.
10. Sa lavea le teine 'i le ________________
11. 'O lo'o ______________ matai ia e uiga'i le fanua. Masalo e toetiiti sau se leoleo.
12. Ta'u mai lou igoa, fa'amolemole. 'Ou te le _______________ ai.
13. E nonofo i le fale lea Simi ma lona ________________

II. By changing the position of the conjunction, give an alternative form for each of the following statements:

(i.e.) Sa 'ou tagi 'ina 'ua oti lo'u tama,
       becomes: 'Ina 'ua oti lo'u tama, sa 'ou tagi.

1. Sa fiafia tele le teine 'ina 'ua taumu'u mai lona uso.
2. 'A 'o a'o'o'aga tamaiti ōaiti, sa faigāluega o lātou mātua.
III. Make a single sentence from each of the following sets of clauses using any conjunction that fits the meaning.

(i.e)

- Na sau le tama............. 'O lo'o tālanoa le teine ma lona tāmā.
- Na sau le tama'a'o tālanoa le teine ma lona tāmā.
  or: 'O lo'o tālanoa le teine ma lona tāmā, 'ina 'ua sau le tama.

1. Sa tupu se fa'alavelave. Sa faia le siva.
2. 'O lea mā o. E taumu'u mai le ta'availe.
3. Mā te o. 'Ua taumu'u mai le ta'availe.
4. Sa malaga lona tinā i 'melika. Sa fa'anoanao le teine.
5. 'Aua le alu i fafo. 'E te susū i le timu. (susū-to be wet)
6. Fa'aatali i 'ī. E sau le pasi.
7. 'Ou te lē alu. 'Ou te alu pe 'ā 'uma le mea'ai.

IV. Use each of the following groups of words correctly in a sentence.

1. ulavale, fasioti, 'aveta'avale (fasioti-to kill)
2. faitau, Tusi Pa'ia, falesā
3. fa'atau, fou, 'ofu
4. faia'oga, lēsona, manatua
5. fesoasoani, teine, faife'au
6. alofa, tinā, pepe
7. malaga, Niu Sila, va'a
8. tupe, 'avatu, faletupe
9. sola, utā, pagotā

V. Change these sentences to equivalent ones, using the conjunction e ui lava ina (although)

1. 'Ua faulelei tele le teine, 'ae sa mumusu ai 'uma tama.
2. 'Ua la'itiiti tele le pasi, 'ae sa ofi ai lava le to'atele o tagata. (ofi-to fit)
3. Sa ma'i tīgāna le lo'omatua, 'ae sa alu pe'a i le lotu. (tīgāna-acute)
4. 'O le'a 'ou faia le mea 'ai nāne'i, 'ae 'ou te le fia 'ai fa'atasi ma toutou.

VI. Complete the following sentences:
1. 'Ou te ma'i tele, 'o le mea lea...
2. E toetiiti po, 'o lona 'uiiga e tatau ona...
3. Se tāpuni le fale'oloa, 'o le mea lea....
4. 'Ua ma'i le faiā'oga, 'o lona uiga....

VII. Answer these questions with a self-reciprocal form:
1. 'O ai na faia lau yusa? 3. 'O ai lua te nonofo 'i le fale?
2. 'O ai sa fa'afina lou fale? 4. Na faia e le teine lau mea'ai?

VIII. Answer the following questions in complete statements:
1. E tutusa le 'umi 'o se tama'itiiti ma se tagata matua?
2. E fōliga tutusa le tagata Saina ma se tagata Samoa?
3. E 'āiga fa'atasi 'oulua ma lou uso?
4. E 'ese le lu'au 'ese le palusami?

IX. Using'ina'ia answer the following questions:
1. 'Aiseā e toe fia ā'oga ai le tama?
2. 'O le ā le mea 'ua fa'atau ai e le teine lona 'ofu fou?
3. 'Aiseā 'ua fa'atali ai le ulugāli'i i le pasi.

X. Complete the following sentences using setiloga:
1. E le toe mālosi le ma'i....
2. E le mafai ona 'ou fiafia...
3. 'Ua fa'anoanoa tele le teine...

XI. General review of conjunctions:
Complete the following sentences using any of the following conjunctions:
'ina 'ia, 'ina 'ua, 'a, 'ae, 'a'oa, 'ina 'ua 'uma ona, se'i, ne'i, 'aua, leaga, pe ūa, fa'ai, 'ona 'o.
1. 'Ua 'ou ita tele...
2. E le toe ā'oga le teine...
3. Masalo 'ou te 'avea le pepe i le falema'i.
The following dialogues and comprehension stories are intended to help the student gain practice in using the different structures learned in Units 1-7. Some of the most common situations in which a student is liable to find himself are represented in this unit. The questions and responses are not only typical for any given situation, but many will undoubtedly be encountered verbatim. Colloquial Samoan is used whenever possible to enable the student to become aware of the possible variations of the classroom structures that have been presented in previous units. This applies to pronunciation as well as sentence structure and, for this reason it is necessary for the instructor to model these dialogues in the same manner as they would normally be spoken. Voice inflection, actions, facial expressions, and material aids are important in presenting these dialogues, and every effort should be taken to duplicate the conditions of the dialogue being used. (i.e. storekeeper, customer, goods, money, should be available for Dialogue 3: shopping). In addition, these artificial situations should be expanded out of class by practice in real situations in the presence of an instructor.
DIALOGUE ONE
FEILOA'IGA MA FA'AMAVAEGA
(COMMON GREETINGS AND FAREWELL)

Tala a Simi:
1. Tālofa ali'i!
   (Hello sir)
2. Mālō le soifual
   (Good health to you)
3. 'O ā mai 'oe?
   (How are you?)
   Fa'apēnā fo'i a'u. (Same with me)
4. 'Ā'e alu i fea?
   (Where are you going?)
5. 'Ou te alu fo'i i le fale.
   (I'm going home too)
6. 'Ia, alu loa. Soifual ali'i!
   (O.K., go ahead. Bye.)

Tala a Mika:
1. Tālofa!
   (Hello)
2. Mālō fo'i le soifual
   (Good health to you too)
3. Manuia lava fa'afetai. 'Ae ā 'oe?
   (Fine thanks) (How about you?)
4. 'Ou te alu i lo mātou fale.
   (I'm going home)
5. 'Ia, so'u alu ane.
   (Well, I'll be going along)
6. Tōfā (fā) soifual!
   (Good-bye)

VOCABULARY:
Tālofa: (hello, good morning, good evening, good afternoon),
Mālō: (word of encouragement, congratulation); soifual: (life, health),
Manuia: (well), fa'apēnā: (like that ...), fale: (house, home),
Fā: (good-bye) short for tōfā, so'u: (I'll be ...).

ALTERNATE RESPONSES:
'O fa'apēfēa mai 'oe?
(How are you?)
'Ua manuia 'oe?
(Are you well?)
'Ua mālosi 'oe?
(Are you strong/healthy?)

'Ā fa'afesfa?
(How about you?)
'O fea 'ā 'e alu i ai?
(Where are you going?)
'O fea 'e te alu i ai?
(Where are you going?)

"Ua mālosi fa'afetait.
(I'm healthy/strong, thanks)
"Ua fa'alēmanuia.
(Not too well)
"Ua feolooolo.
(I'm just all right.)
'O lo'o tētē le fatu.
(The hearts still beating; slang)

'Ou te alu i tai.
(I'm going towards the coast)
'Ou te alu fa'sepaa.
(I'm going that way)
'Ou te alu i utā.
(I'm going inland)
DIALOGUE TWO
'O FESILIMA MA TALI ATU I LE TAGATA
(BIOGRAPHY-QUESTIONS AND ANSWERS)

Faiā'ōga: (teacher)

1. 'O ai lou igoa?
   (What's your name?)
2. 'O fea lou atunu'u?
   (Where's your country?)
3. E fai sou to'alua?
   (Have you a husband/wife?)
4. E fia ou tausaga?
   (How old are you?)
5. 'E te faigāluega i Samoa?
   (Do you work in Samoa?)
6. 'E te fiafia 'i Samoa, pe leai?
   (Do you like Samoa or not?)

Mika:

1. 'O Mika.
   (Mike)
2. 'O 'Amerika.
   (America)
3. E leai, e le'i tātāi.
   (No, not yet.)
4. E luasefulu lua.
   (Twenty-two, 22)
5. 'Io, 'ou te faiā'ōga.
   (Yes, I teach)
6. 'Ou te fiafia tele i Samoa.
   (I like Samoa a lot.)

VOCABULARY

igoa.............name

to'alua...........spouse

atunu'u..........country

galue.............to work

tātāi...........not yet reached

suáfa.............name (polite), title

fa'aipoipo......to marry, married

tausaga.........year, age

faiā'ōga.......teach, teacher

faigāluega.....to work at a job

ALTERNATE RESPONSES:

'O ai lou suáfa?
   (What's your title/name (polite)?)
'O lo'u igoa 'o Simi.
   (My name's Jim.)
'O ai lou atunu'u?
   (Who is your country?)
'O fea le atunu'u e te sau ai?
   (What country do you come from?)
'Ua 'e fa'aipoipo?
   (Are you married?)
'O le a lav gāluega i Samoa?
   (What's your work in Samoa?)
DIALOGUE THREE
FA'ATAUGA
(SHOPPING)

Fa'atau'oloa:(shopkeeper)

1. E i ai se mea 'e te mana'o ai? (Is there anything you want?)
2. Leai, 'ua 'uma. (No, we're all out.)
3. Masalo 'o taeao, po 'o le Aso Gafua. (Maybe tomorrow or Monday.)
4. Tala i le taseni. (A dollar per dozen)
5. E a le fale o B.P.? (How about Burns Philp?)
6. Masalo e taugofie ia Nelesoni. (Perhaps it's cheap in Nelsons)

Tagata fa'atau:(customer)

1. Fa'amolemoa, e maua ni fasipovi? (Have you any beef, please?)
2. E toe maua 'afea? (When will you get some more?)
3. E fia le tau? (What's the price?)
4. 'Ia, 'aumai se 'a fa taseni. (O.K., give me half a dozen.)
5. Leai, e maua, 'a 'a fa taugata tele. (No, they have, but it's very expensive.)
6. 'Ia, so'u alu i ai. Fa'afetai lava. (O.K. I'll go there. Thanks)

VOCABULARY

fale'oloa........shop, store
fa'atau............to shop, buy
fia..............how much
taugofie...........cheap
fasipovi...........beef
taseni..............dozen

tau........price
taugata.............expensive
mana'o............desire, want
tala..............dollar
'aumai........give
fa'atau'oloa......salesman, shopkeeper

ALTERNATE RESPONSES:

E maua. (We've got it.)
Toeitiiti maua. (We're getting it soon)
E le toe maua. (We're not getting it again)
DIALOGUE FOUR
FA'AMASINOGA O ITULAGI
(GIVING DIRECTIONS)

Tala a Simi:
1. Fa'amolemole, 'o fea le fale o Nelesoni?
   (Please, where's Nelson's store?)
2. 'A'o fea le fale lenē?
   (But, where's that store?)
3. E mamao?
   (Is it far?)
4. E mafai ona 'ou savali i ai?
   (Can I walk to it?)
5. 'Ia, so'u alu. Tofa.
   (Well, I'll be going. Bye.)

Tala a Mika:
1. 'O lā e i tafatafa 'o le fale o Eveni.
   (It's next to Carruther's store.)
2. Alu sa'o fa'apea.
   (Go straight in this direction.)
   E fa'afeagei ma le'Ofisa o Pisikoa.
   (It's facing the Peace Corps Office)
3. Leai, e le mamao tele.
   (No, it's not very far.)
4. 'Ioe, e mafai.
   (Yes, it's possible)
5. Tofa sofua.
   (Good-bye.)

VOCABULARY
fale.............house, building, store
tafatafa.............next to
alu sa'o............go straight, directly
fa'afeagei...........facing
mamao..............far
mafai.............be able
tatau ..............must, should

ALTERNATE RESPONSES
'Ioe, e fai sina mamao. (Yes, it's a bit far.)
Leai, e le mafai. (No, it's not possible.)
E tatau ona 'e alu i se ta'avale. (You should go in a car)
DIALOGUE FIVE
FA'ATONUGA 'AIGA I LE FALE'AIGA
(ORDERING ITEMS IN A RESTAURANT)

Teine Laulau'aiga (waitress):
1. 'Ua fa'atonu sau 'aiga? (Have you ordered yet?)
2. E mava sanuisi, hamupeka, kale ma le araisa. (We've got sandwiches, hamburgers, curry and rice.)
3. Leai, 'ua 'uma. E toe maua taeao. (No, we're out. You can get it tomorrow.)
4. 'Ae ā se mea inu? (How about something to drink?)

Mika:
1. Leai, 'O ā mea'ai 'o maua? (No. What food have you got?)
2. E le maua ni sosisi? (Don't you have any sausages?)
3. Fa'amolenole, 'aumai ni hamupeka se lua. (Please, bring two hamburgers.)
4. 'Aumai se fagu moli. (Bring a bottle of orange soda)

LATER:
5. E i ai se isi mea 'e te mana'o ai? (Would you like anything else?)
6. 'Ia, e tasi le tālā. (One dollar.)
7. 'Ia, le tupe lea. Fa'afetai. (O.K., here's the money. Thanks.)

VOCABULARY

ialatonu........order
mea inu ..........drink
pili.............bill
sanuisi..........sandwich
tālā .............dollar
kale.............curry
sui.............change
toe............again
mā'ona........to be full
fagu moli.....bottle of orange
t'aiga..........meal
fa'afetai.......restaurant
se isi........another

ALTERNATE RESPONSES:
'Ioe, 'ua 'uma. (Yes, I've ordered.)
'Ioe, toe 'aumai se isi hamupeka se tasi. (Yes, bring another hamburger)
DIALOGUE SIX
FETU'UNA'IGA O LE TOTOGI MA LE 'AVETA'AVALE
(Negotiating Prices With a Taxi Driver)

Pasese: (passenger)

1. E fia le pasese e alu ai i le Grand? (How much is the fare to go to the Grand Theatre.)

2. E le luasefulu sene? (Isn't it twenty cents?)

3. E le fetaui le tolusefulu sene i se malaga pu'upu'u. (Thirty cents isn't right for such a short trip.)

4. 'Ia, 'ua lelei. Žō loa. (That's good. Let's go then.)

5. Mālō le fa'auli! (Good driving!)

Aveta'avale: (taxi driver)

1. E tolusefulu sene. (It's thirty cents.)

2. 'Ia, pule ā 'oe i le totogi. (Well, it is up to you.)

3. 'Ia, 'ua lava se 'āfatala. (Twenty-sene will be enough)

4. 'Ia, Žō. (O.K., let's get going.)

5. Mālō fo'i le tāpua'i! (Good supporting!)

VOCABULARY

ta'avale....... ....car
tāpua'i .........to be in support.
'aveta'avale .........driver
fa'auli..............to steer, direct a car.

taxi............taxi
pasese.............fare
fetaui.............to be appropriate; to match
'ua lava......it's enough

ALTERNATE RESPONSES

Pule lava 'oe. (It's up to you.)

'Ia, 'ua lelei. Žō. (O.K., let's go.)
DIALOGUE SEVEN
FA'AAUAUGA O FA'AA'ATA'LAGA TAU I LE TAGATA
(DETAILED BIOGRAPHICAL DATA)

Tala a Sini:

1. 'O fea le nu'u o 'Amelika 'e te sau ai?
(What town in America do you come from?)

2. 'O soifua pe'a ou mātua?
(Are your parents still living?)

3. 'O le a le e'e'uega sa fa'i e lou tama?
(What work did your father do?)

4. E to'alua ou uso na tuafafine/tuagane?
(How many brothers/sisters do you have?)

5. 'E te toe fo'i Africa i 'Amelika?
(When will you return to the state?)

VOCABULARY

nu'u .............. village, place
ola.................. to live, alive (polite-soifua)
tuafafine........... sister (of male)
oti............... die, dead (polite; māliu and mālia)
kamupani........... company

mamao............ for
uso.............. same sex sibling
tuagane........... brother (of female)
pea.............. still
fo'i............... go back

ALTERTATE RESPONSES

'O fea lou nu'u i 'Amelika?
(Where's your town in America?)

'O fea le setete i 'Amelika 'e te sau ai?
(What state in America do you come from?)

'O ola/soifua pe'a ou mātua?
(Are your parents still living?)

Le'ai, 'ua oti lo'o tama.
(No, my mother/father died.)

'Ioe, 'o lo'o ola tuma.
(Yes, they are both alive.)
DIALOGUE EIGHT

'O LE EVIGA

(A DATE)

Tama: (boy)

1. Teine, e 'ese lou 'aulelei.
   (Girl, you're so beautiful.)

2. Sau tā eva.
   (Come let's talk at night.)

3. E 'ese lou fia sisi.
   (You're stuck up.)

4. 'Aua le mimita fa'apea e 'aulelei.
   (Don't be proud because you're beautiful)

5. Sē! Sau tā eva.
   (Shh! Come let's get together.)

6. 'O fea lā tā te fetaui ai?
   (Where will we meet?)

7. 'Ua lelei, 'aua ne'i 'ē lē sau.
   (O.K. Don't forget to come.)

Teine: (girl)

1. Fa'afetai.
   (Thank you.)

2. 'A'ā!
   (Cut it out!)

3. 'E te lē pule.
   (You have no business)

4. 'Ia, e a lā?
   (So what?)

5. Fa'atali se'i pē.
   (Wait until night time.)

6. Fa'atali atu i lalo o fa'i.
   (Wait under the bananas.)

VOCABULARY

'aulelei
eva
'a'a
sisi
pule
mimita
se'i
fetaui
ne'i

beautiful
to roam about at night
expression of dissatisfaction
conceit, held high
boss
conceit
until
to meet
not on any account
DIALOGUE NINE

INUGA

(DRINKING)

Tala a Vili:

1. 'E te fia inu pia Ioane?  
   (Do you want to drink beer John?)

2. Fai 'a Sale e 'aumai se lua tālā.  
   (Ask Sale to give us two dollars)

3. 'Ua lava ni fagu se ono?  
   (Are six bottles enough?)

4. E malosi le pia?  
   (Is the beer strong?)

5. Sē, inu ma le pata.)  
   (Drink the foam.)

6. E leaga le pia e tumu ai le manava.  
   (Beer is bad it makes the stomach full)

7. 'I, e tasi le 'inisii.  
   (Yes, one inch.)

8. Leāga, e le'i seti lo'u manava.  
   (My stomach is not set.)

9. 'Ai le moto.  
   (Eat the fist.)

10. Se'i 'ai taeao.  
    (You'll get some food tomorrow.)

Tala a Ioane:

1. 'I.  
   (Yes.)

2. Fai 'oe i ai.  
   (You ask him.)

3. Mānaia! 'Aumai ni ipu ma ligi loa. (Great! Get some glasses and pour.)

4. Lei e vāivai.  
   (No, it's weak.)

5. 'Aua le fai tonu valea.  
   (Quit making stupid suggestions)

6. 'Ua 'e'ōnā. E pu'upu'u lou pute.  
   (You are drunk) (You have a short navel.)

7. 'Aua 'e te toe fia inu pia.  
   (Don't drink beer anymore.)

8. 'E i ai se mea 'aii?  
   (Is there any food?)

   (Oh, it's a tragedy.)

VOCABULARY

<table>
<thead>
<tr>
<th>ligi</th>
<th>to pour</th>
<th>pu'upu'u</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>tonu</td>
<td>plan, course of action</td>
<td>pute</td>
<td>navel</td>
</tr>
<tr>
<td>tumu</td>
<td>to fill</td>
<td>moto</td>
<td>fist</td>
</tr>
<tr>
<td>'ōnā</td>
<td>to be drunk</td>
<td>mala</td>
<td>tragedy</td>
</tr>
<tr>
<td>pata</td>
<td>foam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

331
DIALOGUE TEN

SAUNIGA O SE IPU KOKO

Tala a Sina:

1. Tomasi!
2. Sau i ti, fa'amolemole.
3. 'Ou te mana'o i se ipu koko fa'amolemole.
4. 'I, tu'u i ai ni sipuni suka se lua.
5. Leai, fa'afetai. Nā'o se ipu koko ma ni sipuni suka.
6. 'Aumai ma sau ipu koko?
7. 'Aisea?
8. E leaga le pia.
9. E leaga. 'E te 'onā ai.
10. 'I, na'o le tasi lava.

Tala a Tomasi:

1. 'O a'u!
2. 'Ia, 'ua 'ou sau.
3. E mo'i? 'Ia, 'o leā 'ou alu e 'aumai. 'E te mana'o e fa'a-suka?
4. 'E te mana'o i se susu?
5. 'Ua lelei.
6. Leai, fa'afetai. 'Ou te le inu koko.
7. 'Ou te le fiafia i le koko. 'Ou te fiafia i le pia.
8. Leai, e lelei le pia.
9. E le afaina. Nā'o le tasi le ipu koko 'e te mana'o ai?
10. 'Ua lelei. 'O leā inu lau ipu koko, 'ae inu la'u fagu pia.

VOCABULARY

nā'o ................ only
e le afaina ............ it's all right;
'i ................ here
'onā .............. drunk, intoxicated
1. Vili!
2. Togi mai le polo, fa'amole'mole.
3. Le polo kilikiti!
4. Fa'afetai. 'E te fia kilikiti?
5. 'O lea 'ua toetiiti atoa le isi 'au.
   atoa la mātou 'au.
6. Se, 'aua 'e te fiapepe.
7. 'O le 'au a Simi.
8. Le'ai, 'o Ioane lenā e te'a, 'o oe e talitua'ā.
9. Le'ai, tutu'i e 'oe 'olo i'inā, ma 'avatu
   le pate lea e tā ai se isi.
10. 'O la tou 'au.
11. 'I, fai fa'alelei la tou lape, 'auā
    'a tou faia'ina e 'esi o tou to'ilalo.
    E fa'asiva ai fo'i 'oe.

VOCA'ULARY

polo ..........ball
sapoa ..........catch
'o ai 'uma ..........who all(?)
ataoa ..........whole
'o lea ..........in regards to that
'a'u ..........team
saosaoa ..........fast
lavea ..........hurt, injure
fai fa'alelei ......make it good
faia'ina ..........to loose in a game
to'ilalo ..........to be overcon-
te'a ..........pitch
talitua'ā ..........fielder; to fielder
tutu'i ..........to pound (into some thing)
'olo ..........wicket
pate ..........bat
tā ..........hit
se isi ..........someone; something else
tatā ..........hit (plural); at bat
lape ..........to sing and dance.
fa'asiva ..........to cause to dance
'esi ..........loosing team entertains.
DIALGUE TWELVE

SU'ESU'ECA I LE MATA'UPU

Tala a Simi:

1. 'Ua tā le fia, Mika?

Tala a Mika:

1. 'Ua lima mīnute 'ua te'a ai le sefulu. 'O le ā le mea 'ua te'sesi ai i le taimi? E i ai sou fa'alavelave?

2. 'I, 'o lenei e tau su'esu'e la'u mata'upu e fai taeao i tamaiti ā'oga i le faleā'oga.

2. 'O le ā lau mata'upu e fai? 'O le numera po'o le saienisi?

3. 'O le saienisi.

3. 'O le ā se mea 'o fa'alētonu?

4. E leai se mea.

4. 'Ua leva ona ā su'esu'e?

5. 'I, 'ua fai sina leva. 'Ua tātoa le itūlā.

5. Talofa e, 'Ua ā lā?

6. 'Ua feeleolu. Na'o le tasi 'o le mea 'ou te le īloaina pe 'ua lava la'u sāuniunga.

6. 'Afai 'ua tātoa le tolu itūlā, 'ua tatau ona lava. E i ai se mea 'ou te fesoasoani atu ai?

7. Leai, fa'afetai. Masalo 'ua lava fo'i la'u su'esu'e i lenei pō. 'Ua tatau ona fai sa'u mālōlōga mo le faiga o le ā'oga taeao.

7. 'Ia, faia lea tonu. 'O le'ā ou alu fo'i lā 'ou te moe.

8. 'Ua lelei, ma 'ia manua le pō.

8. Menuia fo'i le pō. Fai se miti lelei.

9. 'Aua le moefiti.


10. Fa.

'UPU POI

su'esu'e.............to study
tau...............trying to
fa'alētonu.........not in agreement
sina..............a little bit
lava............enough

sāuniunga.........preparation
mālōlōga..........(n) rest
faia lea tonu.....do that plan
miti..............dream
moefiti............to turn much in one's sleep.
Tala a Simi:

1. Sole, 'ā fa'apēfea?
2. 'Ou te alu i Sāvai'i.
3. 'Ou te alu i le pasi.
4. Ona 'ou tu'ua lea'o Mulifanua mo Salelologa i le'āfa o le sefulutasi i le va'a.
5. 'Ā 'ou taunu'u i Sāvai'i, 'ona 'ou alu lea i le pasi i Fagamalo. 'Ua tā se fia?
6. 'Oi sole, 'ua 'ou tu'ai. 'Ā nei 'ou te lē maua le pasi.
7. 'Ia, 'ua lelei. Tōfā.
8. Fa'afetai. Manuia fo'i le fa'amulii, Tōfā!

Tala a Mika:

1. Se'na 'ou sau e su'e se 'ato talo. 'Ā fa'apēfea 'oe?
2. E fa'apēfea ona 'e alu?
3. 'Ona ā lea?
4. E fa'apēfea pe'ā e taunu'u i Sāvai'i?
5. Toe lima mīnute i le iva.
6. 'Ia, e sili pe'ā 'e momo'e loa i le mea e tutū ai pasi.
8. Fa!

'UPU FOU

tu'ua...............to leave
'momo'e,(tamo'e)....to run
'oi solei............'oh mani(interjection)tu'ai.............late

333
'O a'u 'o Simi Mila, 'o se tama 'Amerika. 'O lo'0 o'u tafao i Samoa, 'ae le galo ai lo'u 'aiga i lo'u atunu'u moni. 'O lo'0 i ai lea i le Setete o 'Illinoi, e lata ane i vaifatoto tetele o le Unaite Setete. E le tc'tatele lo matou 'aiga, 'ua na'o o'u matau, ma lo'0 tuafafine o lo'0 fa'amulii mai ai nei.

'0 lo'0 tamai 'ua fasefulu ma le lima ona tauaaga, ma '0 lo'0 fa'i lava lana pisinisi ta'avale. E nofo si o'u tinai 'o Lina i le fale ma sauni mea'ai, 'a'o Peti 'o lo'0 'O'oga i le Universite. E masani fo'i ona asiisi ane le wano o lo'0 tinai ma lana fa'amau i ni isis taimi i lo matou 'aiga, ma nonofo ai mo mea i aso.

E o'0 lava ina maiulu tele le tau i lea nofoaga, 'ae leisi lea mea e popole ai, au a e fautu mea 'uma i lo matou paliki ma ona fa'amalamala tioata mata'afe. 'O lo'0 i ai magalafu ma masini fa'avevela 'ea e masanafana ai le fale 'atoa.

'A alu loa Siaosi i lana galuega, 'a 'o Peti i le 'O'oga, ona toe loa lea 'o lo'0 tinai ma Kili lana pusi, la te leleo i le aso 'atoa. E tafe fa'ata'amilo i le toga i faga se le Kili ma sau ai ma nai tama'i ape i le fale. 'O le fa'ato'aga fo'i lea e mamasani ona 'ou ta'oto'oto solo ai ma fa'atu sa'u tusi, au a maii ma fefiloi ai le manogi o fuga'a'u 'ese'ese.

VOCABULARY

talo
atunu'u moni
'ata ane
'aitutoto
na'o
fa'amuli
fai
pisinisi
ta'avale
si o'u
säumi
másani
asiasi ane
ni isi
ni nai
fefiloi
to forget
one's true country
close to
lake
only
stay behind
do
car dealership
my(love)
prepare
accustomed to
visit
some other
some
mix
o'o
ina
nofoaga
popole
mautu
paliki
fa'amalamala
mata'afe
 hacia
mase
fa'avevela
fa'amalia
fana
to reach
or arrive
become
place
worry
well built
brick
window
beautiful
fire place
heater
scent
másanafana
warm
ona toe loa then only remain
leau
leoleo
watch after
tafe
flow
fa'ata'amilo around
togafa garden
tafafale next to the house
alia
creek
manino
clear
faga'to s'o to fish often
tamai
small
fa'ato'aga
garden
ta'oto'oto
lie around
solo
mali
cool
fuga'a'u
flowers
'ese'ese
different

1. 'O ai le nu'u o Simi?
2. E to'a'ia le 'aiga o Simi?
3. 'O le a le matau o lona tamai?
4. 'O le a le galuaga a le tooiga inai?
5. E to'a'ia le 'aiga o Simi?
6. 'O ai e leoleoaina Lina?
7. 'O le a le tau i 'Illinoi?
8. 'O fea e mamasani ona fa'a'atutusi ai Simi?
9. 'O ai le tuafafine o Simi?
'O LA'U MĀNAMEA

Na mā feiloa'i ma Sina i le tīfaga ma 'āmata mai ai ona ma uō. 'O se teine amiolelei tele, 'ae laelelei fo'i. E manaia lona fuanua, ma momosi lona pa'u. 'Ua luaesefulu nei ona tawsaga. Sa ā'oga i le Kolisi o Samoa, ma 'o lo'lo fai-galuega nei i le faleleli. E noonofo ma ona mātua i lo lātou 'aiga i Lepea. E ui lava ina sia i le tīfaga ma le tīfaga, 'ae tūmau pe'a fo'i lona fa'amāoni i lona tiute.

'O se isi aso na manava mai ai, ona afe ane lea i lo'u fale, fai mai, "Pati, 'ua tatau ona e alu atu taae tatau te fai'olotu, auā 'o tala atu taae 'ou te malaga ai i Niu Sila." 'Ua te'i o'u tino 'ae tau nofo lo'u fa'atufa, ma 'ou fai atu,

"E ā 'ea? 'E te alu 'o le ā? 'O na faiga vela fa'a'apena?"
"Malie lou loto! E lē mafai ona 'ou te'ena le āvnao 'ua 'auamai i la'u galuega. E na'o le tolu vaiaso." 'O lana tali mai lea.

Sa 'ou 'onosa'i loa ma māle e nofo fa'atali i lea taimi. Na 'ou alu fo'i i le 'aiga e pei'ona ia vala'auina a'u i le lātou 'aiga fa'amāvave. Sa mātou malaga e fa'amāvave ma Sina i le māle va'alele i lea aso. 'O lo'o 'ou fa'atali nei lava se'ia fo'i mai ona ma fa'aipoipo loa lea. E tasi le lave 'ua o'o nei i ai; e le le tolu vaiaso, 'a o le tolu māsina e pei'ona ia toe tusi mai.

**VOCABULARY**

<table>
<thead>
<tr>
<th>manamea</th>
<th>sweetheart</th>
<th>āvnao</th>
<th>parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>feiloa'i</td>
<td>to be acquainted with</td>
<td>tūmau</td>
<td>although</td>
</tr>
<tr>
<td>ona</td>
<td>then</td>
<td>tiute</td>
<td>duty</td>
</tr>
<tr>
<td>amiolelei</td>
<td>well behaved</td>
<td>fa'amāoni</td>
<td>faithful, loyal</td>
</tr>
<tr>
<td>laelelei</td>
<td>beautiful</td>
<td>manava</td>
<td>to rest after</td>
</tr>
<tr>
<td>fuanua</td>
<td>complexion, figure</td>
<td></td>
<td>working</td>
</tr>
<tr>
<td>momosi</td>
<td>soft, smooth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ona afe ane lea</td>
<td>then se called in</td>
<td>pa'u</td>
<td>skin</td>
</tr>
<tr>
<td>tau nofo lo'u fa'atufa</td>
<td>my heart stood still</td>
<td>te'i o'u tino</td>
<td>a shock ran</td>
</tr>
<tr>
<td>te'ena</td>
<td>refuse</td>
<td></td>
<td>through my body</td>
</tr>
<tr>
<td>'onosa'i</td>
<td>patience</td>
<td>āvnao</td>
<td>chance</td>
</tr>
<tr>
<td>māle va'alele</td>
<td>airport</td>
<td>se'ia</td>
<td>until</td>
</tr>
<tr>
<td>ona rā fa'aipoipo</td>
<td>then we will marry</td>
<td>lave</td>
<td>problem</td>
</tr>
<tr>
<td>e pei'ona</td>
<td>as</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Faitau ma su'e tali o fesili nei:

1. 'O ai na tusia le tala?
2. 'O ai lana manamea?
3. 'O fea sa ā'oga ai lenei teine?
4. 'O ai lona mūu?
5. 'O fea 'o fai-galuega ai nei?
6. Fa'amātala foliga o Sina ma ona uiga?
7. 'Aisea na fa'anonoa ai lana uō?
8. 'O le ā le 'umi na tu'u e malaga ai?
9. Ma fa'apēfea ona 'āmata lenei uō?
10. 'O le ā le lagona na o' o i le uō a Sina 'ina 'un tuai mai?
11. E fia vaiaso 'ua toe tolopo ai le malaga 'ua le fahi mai?
(tolopē postpone)
E 'ese'ese tagata ma o lātou ma'oi, 'ae mānaia fo'i le tofotofo i mea 'uma. 'O le tasi la Kirisimasi na malaga mai ai lo'u uso sa i Pago e āsiasi mai. Se fai mai loa i se tasi aso, "Toma, fai sou 'ofu, 'ae tā ő tā tāsafao i Apia."

"O Apia i fea 'o le'ā tē ő i ai? 'O la'u fesili atu lea. "Tā ő se'i fa'amāfanafana o tā toto i le Tanoa. 

'Ua 'ou iloa nei le uiga o la mā malaga, 'a 'o a'u fo'i e le inu, 'ae 'ou te musu fo'i e alu na Siaosi auā e tōnā leaga.

Po'o le fitu na ma taunu'u ai i le Tanoa 'a 'ua tumu atoa le fale i tamāoloa uiga 'ese'ese fa'apea fo'i tamā'ita'i. E mau ē 'o nonofo mau ē e sisiva, ma le ānoano e laulaututū solo. 'Ua tolo fo'i le savali tifatifa ma tauteve teva 'atōa fo'i ma gagana fa'atupu fa'alavelave.

Sa 'āmata loa ona inu la'u tama 'ina 'ua maua si pa'usisi pāgnoa, 'o lo'o i ai se laulau na ni nofoa. Masalo 'ua ono a mā fa'u la'u ipu, 'a 'ua 'āmata ona tautalatala fiafia Siaosi, auā 'ua tau le pia. 'Ua tū loa i luga ma pese 'ua o'o ai lava i le fai'ai. E le masino fo'i itū'āiga teine sa i ai i lea pō, 'ātōa ma a lātou faiga fa'atōsina.

'O lea na sisiva ai loa lo'u uso ma se tasi tōvolo fafine, 'a 'ua 'āmata lava 'ona 'ou popole, auā 'ua fa'atetele lava lona pisa. E le'i leve lava, 'ae patiapata loa fa'a. O'u momo'e atū 'o Siaosi lea 'ua fasi tele e le 'au ʻōnanā. 'Ona 'o a'u 'o lo'o mālamalama, na lelei ai. Na'lo lo'u patūina lava o lea ma alu ifo, 'ae 'ou tago atu loa fa'atāta mai la'u tama, togi i le ta'avale ma mā fafo loa ma le ma'afala.

VOCABULARY

<p>| 'ese'ese   | different     | solo       | all around |
| ma'oi      | favorite      | tolo       | many       |
| tofotofo   | to experiment, try | savali tifa-tifa | stagger |
| 'o le tasi Kirisimasi | travel          | tautevateva   | walk crooked |
| malaga     | one Christmas | gagana     | language   |
| āsiasi     | visit         | fa'atupu    | to create, cause |
| tāsafao    | to roam about | fa'alavelave | trouble    |
| fesili atu | to ask        | la'u tama   | my boy (expression) |
| se'i       | let's         | pa'usisi    | corner     |
| fa'amāfanafana | warm up      | pāgnoa     | silent     |
| Tanoa      | the Tanoa Club| masalo     | maybe      |
| toto       | blood         | tautalatala | talk on end on |
| uiga       | meaning       | tau        | to affect, to reach |
| 'a         | but           | o'o atu     | arrived at |
| 'ōnā leaga | ño get very drunk | fa'ai la    | band      |
| po'o le fitu | about 7 o'clock | lē masino  | uncountable |
| taunu'u    | to arrive     | itū'āiga    | sorts, kinds of |
| tumu atoa  | completely filled | ātūa     | complete   |
| uiga 'ese'ese | all different kinds | faiga    | way, style |
| mau        | some          | fa'atōsina | to come on strong |
| ē           | who           | popole     | she-devil |
| ānoano     | many          | worry      |          |
| laulaututū | stand         |            |           |</p>
<table>
<thead>
<tr>
<th>fa'atetele</th>
<th>getting worse</th>
<th>malamalama</th>
<th>clear headed</th>
</tr>
</thead>
<tbody>
<tr>
<td>pisa</td>
<td>noise</td>
<td>patuina</td>
<td>to strike</td>
</tr>
<tr>
<td>le'i leva</td>
<td>hadn't been long</td>
<td>'o lea</td>
<td>that one</td>
</tr>
<tr>
<td>patiapata</td>
<td>clatter about</td>
<td>ifo</td>
<td>down</td>
</tr>
<tr>
<td>momo'e atu</td>
<td>to run to</td>
<td>tago</td>
<td>take</td>
</tr>
<tr>
<td>fasi tele</td>
<td>to be really beaten</td>
<td>fa'atia'</td>
<td>to drag quickly</td>
</tr>
<tr>
<td>'au 'ōnanā</td>
<td>drunken group</td>
<td>togi</td>
<td>throw</td>
</tr>
<tr>
<td>'ona</td>
<td>because</td>
<td>fafo loa ma le</td>
<td>to get out (idiom)</td>
</tr>
</tbody>
</table>

'0 SE AFFAFT I LE FALEPIA

Faitau ma tali fesili nei:

1. 'O ai le tusitala?
2. 'O ai le igoa o lona uso?
3. 'O fea sa i ai lona uso?
4. 'O le ā le ma'oi o lea taule'ale'a?
5. 'O le ā le taimi na taumu'u ai i le Tanoa?
6. E fia a lā fagu pia na inu?
7. Na fa'apēfea ona lā fo'ī i le 'āiga?
APPENDIX

SAMOAN GRAMMAR
ENGLISH-SAMOAN GLOSSARY
SAMOAN-ENGLISH GLOSSARY
BIBLIOGRAPHY
Samoan Grammar

The section following on Samoan grammar is not a complete analysis of the Samoan Language. As with the glossary which follows, this unit deals only with those areas that would be of use to a student or instructor of conversational Samoan. Derivation and evolution of grammatical concepts, as well as a comparative study with other Polynesian languages are beyond the purpose of this book. Research in these areas should be directed to the two texts from which much of this section was compiled. (Samoan Grammar, Spencer Churchward, Spectator Publishing Co. Pty. Ltd., Melbourne, 1951; Pratt's Grammar and Dictionary of the Samoan Language, Rev. George Pratt, Malua Printing Press, Malua, Western Samoa, 1911). Further grammar information can be found in Marsack's Samoan and the L.D.S. Let's Speak Samoan (see bibliography).

Contents

I. The alphabet and pronunciation ........................................... 328
   Vowels .......................................................... 328
   Consonants ...................................................... 329
   Syllables and accents ........................................... 329
   Pronunciation errors ............................................. 330
   The glottal ...................................................... 330

II. The nominative
   The particle 'o .................................................. 331
   The definite article (singular and plural) ......................... 332
   Indefinite article (singular and plural) .......................... 332
   Nouns .................................................................. 333

III. Pronouns
   Personal pronouns .................................................. 334
   Possessive pronouns and the possessive .......................... 335
   Demonstrative pronouns .......................................... 339
   Indefinite pronouns ............................................... 339
   Relative pronouns ................................................ 339
   The relative particle ai ......................................... 339
   Interrogative pronouns ........................................... 340

IV. Verbs
   Verb number ......................................................... 342
   Passive verb form .................................................. 342
   Verb tense ................................................................ 343
   Negative .................................................................. 344
   Verbs 'to be, to have' ............................................. 345

V. Adjectives, adverbs and prepositions
   Adjectives ............................................................. 346
   Adverbs ................................................................. 347
   Prepositions .......................................................... 349

326 344
VI. Conjunctions and sentence construction
Conjunctions......................................................... 352
Sentence construction.............................................. 354

VII. Prefixes, suffixes, and compound words
Prefixes................................................................. 356
Suffixes................................................................. 357
Compounds............................................................. 358
PART I: THE ALPHABET

There are five vowels and twelve consonants in Samoan. They are:

A E I O U
F G H K L M N P R S T V

Three of these consonants (H, K, R) are not native but were introduced in foreign words. H is not frequently encountered.

VOWELS

The five vowels are pronounced much the same as in European languages.

- a as in father
- e as in head
- i as in tea
- o as in home
- u as in do

Every vowel sound can be pronounced three ways. The short (a), the long (ã) and the glottal (‘a). In each of these three variations however, it is not so much the sound that changes, but the manner in which it is delivered. A short vowel is a short utterance of the sound. A long vowel is a prolongation of the sound, and a glottal vowel is an abrupt glottal beginning of the sound. These differences are very important since entire meanings depend upon how a sound is uttered.

ai .... who
‘ai .... to eat
ai .... a row of plants

The three vowels may be represented diagramatically as follows.

SHORT

begins smoothly

LONG

also begins smoothly
but carried longer

GLOTTAL

begins very abruptly

VOWEL COMBINATIONS

Double vowels. Similar vowels occurring together in a word are usually separated by a glottal sound. There are exceptions however as in the cases of compound word or prefixed and suffixed words resulting in duplicated vowels. In many instances these duplicated vowels are pronounced together as one long vowel.

- ta alofa, talofa .... I love (common greeting)
- tale atu - talātu ... beyond
Diphthongs. Combinations of vowels always retain their separate sounds. For this reason there are no improper diphthongs, such as is found in English (threw, through, soo, etc). Each vowel in the combination is distinctly pronounced. The resulting harmony of vowels in some cases gives rise to several sounds in which the components are less easy to distinguish (ai sounds like the English long i). Among the combinations there are several similar sounding diphthongs which at first difficult for foreigners to tell apart.

| Ae and Ai: | vae          | leg  |
|           | vai          | water |
|           | vai          | water |

| Ao and Au: | fao         | nail |
|           | fau         | to build |

| Oe and Oi: | toe         | to remain over |
|           | toi         | a kind of tree |

Diphthongs should always be pronounced so that the mouth finishes in the position of the final vowel. It is probably evident that proper pronunciation is of the highest importance since a slightly altered pronunciation can drastically change the meaning of a word.

Tai............. tide
Tae............. feces

CONSONANTS

As stated before, there are twelve existing consonants in the Samoan Language. At the present time these coincide more or less with the English pronunciation. There are four notable exceptions however. G is always a nasal sound as in 'ng' of sing. L is somewhat similar to a soft English R and is indeed interchangeable with the adopted R in the Samoan alphabet. This is particularly evident for words in which L is preceded by A,E,O,U and followed by I. The Samoan P is very soft and is between an English B and P. With the exception of the G, these pronunciation differences are very slight.

Colloquial Speech

Common Samoan speech is characterized by the almost exclusive use of K and G in place of T and N. Any student learning to speak from a native speaker will invariably be taught the "proper" or pure Samoan form in which the exclusive use of K and G is frowned upon. This same Samoan would however in conversation with another native speaker revert to the colloquial speech pattern (using K and G). It is important to realize that the "K" dialect (so it is called) is what most people will hear being spoken by others and not infrequently to the student himself. Non-Samoans are discouraged from imitating this speech form since it is considered to be a corruption of the Samoan language. Below is an example of the two patterns. Remember however that the 'K' language, although spoken, is never written.

T:  Tātou nonofo i'īmā. ............ Let's sit there.
K:  Kākou gogofo i'iga.

Syllables and Accent

Below are some of the major points concerning syllables and accents.

1. No two consonants may occur together without and intervening vowel or vowels.
2. All syllables must end in a vowel.
3. No syllable can have more than one consonant and two vowels.
4. Accent is usually on the penultima (second last syllable). There
may be exceptions to this and there may be more than one accent in a word.

(a) Long vowels usually take the accent. (it may be a secondary accent)

(b) Words ending in a long vowel accent that syllable.
   faiga - difficult

(c) Reference to a distant place or object causes the accent to be shifted to the last syllable.
   'o lā e i fa le - He's in the house.

(d) All words ending in diphthongs accent the last syllable.
   vaveao - day break (night)

(e) Most words ending in ga accent that syllable (but not nouns derived from verbs as in moega)
   tiga - to hurt

(f) Certain adjectives accent the last syllable for emphasis
   umī very tall.

COMMON PRONUNCIATION ERRORS

Y SOUND: There is no 'y' in Samoan. However when ai, ae, ai, oe precedes a vowel, the resulting sound is often mispronounced as y.

loia not loiya lawyer
faia'ina not fai ya'ina to lose

Words beginning with i followed by a vowel are similarly mispronounced.

Ianuali not yan u ali January
Iesu not ye su Jesus.

W SOUND: There is no 'w' in Samoan. Certain vowel combinations can give rise to a sound commonly mistaken for w. A single o or u, followed a vowel especially i is an example.

soia not soria stop!
itua not i tuwa behind
igoa not igova name

U at the beginning of word followed by a vowel.

uila not wila power
utii not wati watch

Au or Ao followed by a vowel.

falaoa not falawa bread
'aua not 'awa don't!

A NOTE ON THE SAMOAN GLOTTAL

Some books in existence on the Samoan Language state that the Samoan glottal ('') appears in words in place of the K of other Polynesian languages.

'oe (Samoan).... koe (Maori).... you
i'a (Samoan).... ika (other Polynesian fish languages)

This would mean that the glottal in Samoan is to be considered as a consonant.
PART II: THE NOMINATIVE

THE PARTICLE 'O

The use of this word is a concept foreign to English speaking students. Nouns may stand alone in English, but they must be "set off" by the particle 'o in Samoan for the nouns to be complete. Pratt refers to 'o as the sign of the nominative as does the Norman publication Let's speak Samoan. Marsaack however points out that 'o also occurs in the accusative case (with objects.) It would be safe then to just list the principal functions of this important word and refrain from giving it a restricting label.

1. 'o is only used for a noun or pronoun. When it occurs before any other part of speech it has the effect of transforming it to a noun.
   'o le teine 'aulelei. ............... The beautiful girl.
   'o le 'aulelei o le teine. ............... The beauty of the girl.

2. It must come before a noun or pronoun when these stand alone.
   'o le maile. ....................... The dog.
   'o a'u. ....................... me.

3. It is the sign of the nominative absolute.
   'o 'oe le la'u uo. ....................... You are my friend.

4. 'o precedes all proper nouns in the nominative.
   'o Samoa. ....................... Samoa.
   'o Malietoa ....................... Malietoa.

5. 'o proceeds pronouns in the nominative case.
   (a) Relative pronouns
       'o le ha alu. ....................... He who went.

   (b) Interrogative pronouns
       'o ai 'oe? ....................... Who are you?
       'o fea 'oe? ....................... Where are you?

   (c) Demonstratives
       'o lea. ....................... This.
       'o lea. ....................... That.

   (d) Indefinite pronouns
       'o sa isi. ....................... Another.
       'o ni isi. ....................... Others.

   (e) Personal pronouns
       'o a'u. ....................... Me.
       'o tatou ....................... We.

   Note: 'o does not occur before the short or dependent forms of the pronouns (see the section on pronouns).

6. In sentences, 'o is used when the subject occurs before the verb.
'O le tama lena sa pa'ū .......... That boy fell.  
It is not used if the subject follows the verb.

Sa pa'ū le tama lena. .......... That boy fell.
An exception is the pronoun ia (he/she/it) which takes 'o before or after the verb.

'O ia sa ma'i. ................. He was sick.
Sa ma'i 'o ia.

When using the structure: Ona ailea (then), the noun or pronoun may take or omit the 'o if it follows the verb.

'Ai muamua ona fai ai lea lau mea ā'oga.
'Ai muamua ona fai ai lea 'o lau mea ā'oga.
Eat first then do your school work.

**THE DEFINITE ARTICLE**

Le is the Samoan definite article. It is used whenever the noun is definite in the mind of the speaker. Note that even though English would use the indefinite article in some definite situations Samoan does not. This is particularly evident in the answer to the question: What is that?

'O le povi. ................. Its a cow.

All nouns must show an article to denote singular. Omitting the article results in the plural of the noun. For this reason it is important to always include the article if singular is to be expressed. Plural is assumed unless the article is present.

'O le penitala. ................. The pens.
'O penitala. ................. Pens.

Although most Samoan nouns do not change from singular to plural a few nouns do but these are rare and can be easily memorized.

lo'oma'tua ........ lo'omātutua ........ old woman
matua .............. matua .......... parent
tamaititi ........ tamai'iti .......... child
tamaloa ............ tamalo'aloa ........ man
taule'a'ale'a ...... taulele'a .......... untitled man
to'alua ............ ta'ito'alua .......... spouse
tuafafine .......... tuafafine .......... male's sister

**Indefinite Article**

Se replaces le when the indefinite is to be expressed. It is used when:

(a) Referring to one of many.
    'Aumai se tālā. ................. Give me a dollar.

(b) When questioning something's existence.
    'O se pua'a lale? ................. Is that a pig?

(c) Expressing negative.
    E le 'o se pua'a. ................. Its not a pig.
Ni is the plural form of se. When it is used in place of se, the noun becomes plural. It can be translated as 'some'.

'Aumai ni talā................ Give me some dollars.

'O ni pua'a lā?.............. Are those pigs?
E lē 'o ni pua'a................ They aren't pigs.

Ni is sometimes omitted in colloquial speech.

'O pua'a? .................. Are they pigs?
E lē'o pua'a.................. They aren't pigs.

NOUNS

Many of the nouns of the Samoans Language are derived from simple roots which have been reduplicated, combined with other words, or taken a suffix or prefix. In most cases, the newly formed word takes its meaning from the base words.

solo (towel)............... solosolo (handkerchief)
fa'le (house) + ma'i (sick) . falema'i (hospital)
moe (sleep) + moega (bed) moega (bed)

Pronunciation may change somewhat when the new words are pronounced as one.

mata (eye) + 'upu (word)... matalupu (subject)

With few exceptions nouns do not change form from singular to plural (see the section on the definite article). Instead, nouns show number by the presence or absence of the definite or indefinite article (or possessive pronoun).

All nouns belong to one of two possessive classifications depending on the relationship of that noun to humans (very personal, or non-personal). Each category has a separate set of possessive pronouns which apply specifically to these nouns. (see the section on possessive pronouns)

Nouns will normally follow the verb in sentence construction. This rule applies to both noun subjects and objects.

'Ua alu le pasi............. The bus is going.
'Aua 'e te tago i la'u... Don't touch my book.
tusi.
PART III: PRONOUNS

PERSONAL PRONOUNS

English has only two pronoun numbers, singular and plural. Samoan pronouns however can be divided into three groupings: singular, plural, and pair plural (dual).

Singular | Dual | Plural
---|---|---
*a'u, ita, ('ou, o'u)*-I | tā'ua (tā)-we (2) | tātou-we
*'oe ('e)-you* | mā'ua (mā)-we (2) | mātou-we
*ia (na)-he/she/it* | 'oulua (lua)-you(2) | 'outou (tou)-you

These pronouns normally occur with the particle *'o* (except as noted in the section on *'o*, and except for the dependent or short forms listed in parenthesis.)

COMMENTS CONCERNING THESE PRONOUNS

1. The Samoan pronouns correspond with English pronouns in meaning with three major exceptions.

   (a) The dual set is used only for pairs.
   (b) Both the dual and real plural have an inclusive and exclusive form for the first person pronoun (we)
       \[\text{Enclusive: includes the speaker and the listener only.}\]
       - tā'ua: speaker and listener only.
       - tātou: speaker and listeners only.
       \[\text{Exclusive: excludes the listener from the group.}\]
       - mā'ua: speaker and another but not the listener.
       - mātou: speaker and others but not the listener.
   (c) The third person singular, *ia* is used for he, she, and it.

2. The short forms of the pronouns (in parenthesis) do not take the particle *'o*.
   These short forms are used when the pronoun:
   (a) occurs before the verb.
       *'Ou te moe............I sleep.
       as opposed to
       E moe a'u............I sleep.
   (b) is inserted between the verb and the tense marker.
       'ua 'e sau?...........Have you come?
       as opposed to
       'ua sau 'oe?...........Have you come?
   (c) is in the second clause of the nominative absolute.
       *'O a'u nei,'ou te As for me, I'll go.
       alu.
3. First and third person dual and plural pronouns can be preceded by 'i (except the short forms) if 'i is used it will occur when:

(a) the pronoun stands alone and is preceded by 'o.
   
   'o 'i tātou..................We.

(b) the pronoun occurs in a position other than before the verb.
   
   'o a'ai'i lātou............They are eating.

In common speech however, 'i is frequently omitted.

4. The pronouns do not change form even in a change of case such as in English: they (subject) them (object).

   Na lātou ........................They went.
   
   'Ave le me'ai iā lātou......Give the food to them.

5. Miscellaneous

(a) Ita (or ta) is an alternate for alu. It is sometimes used in common speech, songs, and idioms, i.e., tā fiaola e, tafērē, tulofa e, (which are all expressions of grief, surprise and sympathy and are compounds of ita and root words).

(b) Usually the third person pronoun altogether, or in instances use the actual noun in reference.

   'o lo' o alu 'o ia............He is going.
   
   'o lo' o alu ...............(He) is going.

(d) The duals are formed from the root and lua meaning two.

(e) The plurals are formed from the root word tou (from tolu-three).

(f) The use of inclusive and exclusive is a very important concept in a communal society like Samoa. It is important to know how one stands in relation to a group of people (if you are included or excluded).

(g) When referring to groups of individuals, a Samoan usually uses the most inclusive pronoun for the situation.

   'o fē re ma Hele.............Mary and I (literally: e(2) and Mary)
   
   'o fē reua ma Simi..........She and Jim (You (2) and Jim)
   
   'o fouluua ma Sina..........You and Sina (You (2) and Sina)

This concept also carries over into the possessive pronouns. As will be seen later, group ownership is preferred over personal ownership.

Come to my house..............Come to our house.)

POSSESSIVE PRONOUNS

Before beginning this section on the possessive pronouns, there is a concept that the student should understand concerning nouns and showing possession in Samoan.

All nouns in Samoan are categorized as either personal or non-personal. Personal
nouns are normally those with which one has an intimate and permanent relation (parts of the body, relatives, etc). Non-personal nouns are those which have importance as 'things' or mere 'objects' rather than as intimate parts of ones life (car, foods, etc).

The Samoan language has a duplicate set of possessive pronouns, one set used for the personal nouns, and the other set for the non-personal nouns. These pronouns are listed in the table following and it should be noted that the difference between these two 'sets' of pronouns is the single vowel change: a to o. For this reason some texts refer to the personal nouns as o nouns and the non-personal nouns as a nouns because they take the o and a possessive pronouns respectively.

Thus, when expressing the possessive case of the personal noun tamā (father) and the non-personal noun ta'avale (car). There is a distinction between the possessive pronouns:

't0 la'u tamā.............My father.
't0 la'u ta'avale.............My car.

The proper use of the a or o pronoun is very important not only because the wrong possessive may sound incorrect to a Samoan ear, but because the actual meaning of some words may change with the a or o form.

't0 lo'u susu.............My milk.
't0 lo'u susu.............My breast.

Below is a very general list of categories for o and a nouns which may serve as a guide in deciding which class of possessives to use. There are exceptions of course, but most nouns are fairly consistent to these lists.

**Personal Possessions: O Class**

1. Relations - except tāne (husband), āva (wife), tama (woman's child), fānsu (child)
2. Soul, emotions, etc.
5. House and its parts.
7. Land—except fa'ato'aga (plantation).

**Non-personal Possessions: A Class**

1. Property of every kind.
2. Language, words, speech.
3. Animals, plants.
5. Food.
6. Customs and conduct.

The following table lists the Samoan possessive, both the a and o forms.

**THE POSSESSIVE PRONOUNS**

I. **DEFINITE:**

<table>
<thead>
<tr>
<th>Definite</th>
<th>Locative</th>
<th>Familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>tū</td>
<td>tū</td>
<td>tū</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

354
### For Singular Nouns

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
<th>Noun</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>lo' u</td>
<td>my</td>
<td>o' u</td>
<td>his(2)</td>
</tr>
<tr>
<td>lou</td>
<td>your</td>
<td>ou</td>
<td>her(2)</td>
</tr>
<tr>
<td>luna</td>
<td>his, her, its</td>
<td>ona</td>
<td>ana</td>
</tr>
<tr>
<td>lo tā</td>
<td>our(2)</td>
<td>o tā</td>
<td>a tā</td>
</tr>
<tr>
<td>lo mā</td>
<td>our(2)</td>
<td>o mā</td>
<td>a mā</td>
</tr>
<tr>
<td>lo lua</td>
<td>your(2)</td>
<td>c lua</td>
<td>a lua</td>
</tr>
<tr>
<td>lo lā</td>
<td>their(2)</td>
<td>o lā</td>
<td>a lā</td>
</tr>
<tr>
<td>lo tātou</td>
<td>our</td>
<td>o tātou</td>
<td>a tātou</td>
</tr>
<tr>
<td>lo mātou</td>
<td>our</td>
<td>o mātou</td>
<td>a mātou</td>
</tr>
<tr>
<td>lo tou</td>
<td>your</td>
<td>o tou</td>
<td>a tou</td>
</tr>
<tr>
<td>lo lātou</td>
<td>their</td>
<td>o lātou</td>
<td>a lātou</td>
</tr>
</tbody>
</table>

### For plural nouns

<table>
<thead>
<tr>
<th>Noun</th>
<th>Pronoun</th>
<th>Noun</th>
<th>Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>so' u</td>
<td>my</td>
<td>ni o' u</td>
<td>ni a u</td>
</tr>
<tr>
<td>sou</td>
<td>your</td>
<td>ni ou</td>
<td>ni au</td>
</tr>
<tr>
<td>sona</td>
<td>his, her, its</td>
<td>ni ona</td>
<td>ni ana</td>
</tr>
<tr>
<td>so tā</td>
<td>our(2)</td>
<td>ni o tā</td>
<td>ni a tā</td>
</tr>
<tr>
<td>so mā</td>
<td>our(2)</td>
<td>ni o mā</td>
<td>ni a mā</td>
</tr>
<tr>
<td>so lua</td>
<td>your(2)</td>
<td>ni o lua</td>
<td>ni a lua</td>
</tr>
<tr>
<td>so lā</td>
<td>their(2)</td>
<td>ni o lā</td>
<td>ni a lā</td>
</tr>
<tr>
<td>so tātou</td>
<td>our</td>
<td>ni o tātou</td>
<td>ni a tātou</td>
</tr>
<tr>
<td>so mātou</td>
<td>our</td>
<td>ni o mātou</td>
<td>ni a mātou</td>
</tr>
<tr>
<td>so tou</td>
<td>your</td>
<td>ni o tou</td>
<td>ni a tou</td>
</tr>
<tr>
<td>so lātou</td>
<td>their</td>
<td>ni o lātou</td>
<td>ni a lātou</td>
</tr>
</tbody>
</table>

### Concerning the Possessive Pronouns

1. From the table, it should be evident that there are separate possessive pronouns for singular and plural nouns as well as for definite and indefinite possessive statements.

- 'O la' u maile.................. My dog.
- 'O a' u maile.................. My dog's.
- 'O sa' u maile?...............Is it my dog?
- 'O ni a' u maile?..............Are they my dogs?

There is a very noticeable pattern for these different forms of the possessives.

**Definite.** Possessive pronouns used with singular nouns all begin with 1. For plural nouns the 1 is dropped.

- 'O lo lātou tuagāne............Their brother.
- 'O o lātou tuagāne............Their brothers.
- 'O la' u pua'a................... My pig.
- 'O a' u pua'a................... My pigs.

**Indefinite:** If the statement being uttered is a question or negative, the
The singular pronoun changes the 1 to a. The plural pronoun drops the consonant and adds the indefinite article ni as well.

'0 so lātou tuagāne? .......... Is it their brother?
'0 ni o lātou tuagāne? .......... Are they their brothers?
E lē 'o sa'u pua'a .......... It's not my pig.
E lē o ni a'u pua'a .......... They aren't my pigs.

Churchward states in "Samoan Grammar" (p.46-47) that these possessives are formed by prefixing the preposition a or o to the personal pronouns, noting that "in certain instances contractions or other modifications take place." Thus when they are used attributively, an article is prefixed, le for singular (omitted in plural), se for indefinite (plural ni). With le and se, contractions occur giving the pronouns listed in the above table.

2. In formal speech, the long forms (independent) of the following pronouns are sometimes heard with the possessive prefixes (both a and o):

la tā .......... la tā'ua ............. our(2)
la mā .......... la mā'ua ............. our(2)
la lua .......... la 'oulua ............. your(2)
la lā .......... la lā'ua ............. their(2)
la tou .......... la 'outou ............. your(pl)

3. In colloquial speech, the a and o markers of the pair plural and plural pronouns are often dropped in favor of the articles le, se, ni.

'0 lo tātou fale .......... '0 le tātou fale .... Our house.
'0 sa tātou povi? .......... '0 se tātou povi? .... Is it our cow?
'0 ni o tou nofoa? .......... '0 ni tou nofoa? .... Are they your chairs?

4. There is an alternative pronoun for the first person singular derived from ita which is not in frequent use but none the less is heard in songs and colloquial speech. It follows the same patterns as the other possessives.

'0 lōta nu'u .......... My village.

5. Samoans do not generally use the singular possessive when group possessive can also apply.

'0 lo mātou fale .......... Our house.
instead of:
'0 lo'u fale .......... My house.

AN ALTERNATE POSSESSIVE STRUCTURE

When asking the question: Whose pen is it?, the student must be aware that in Samoan the question would be:

'0 le peni a ai? .......... It's the pen of who?
The preposition a (of) in the above sentence would be changed to o (of) in cases of a more personal noun.

'0 le tinā o ai? .......... It's the mother of who?

It is very common at the present time to hear answers to the above questions in the same form of sentence construction.
"0 le peni a 'oe...........It's the pen of you.
"0 le tinā o ia...........its the mother of him.

Note that the real possessive pronouns are not used. Instead, the independent pronouns are placed after the noun and the proper form of the preposition 'of' (a or o) is used between the noun and pronoun. This 'possessive'-construction is considered inferior to that mentioned in the preceding section.

DEMONSTRATIVE PRONOUNS

The demonstrative pronouns are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>lenei, lea ...this</td>
<td>nei, ia .....these</td>
</tr>
<tr>
<td>lenā, lele ...that</td>
<td>nā, ..........those</td>
</tr>
<tr>
<td>leleā, lale ...that</td>
<td>lā, ...........those</td>
</tr>
</tbody>
</table>

There are other variations of these which are compounds derived from these ten words (i.e. lae, laia). Lenei, nei (this, these) are normally reserved for formal use, whereas lea and ia are the more common forms used in everyday speech. Lenā, lele, nā are used when referring to something not to distant. Leis can never be used in reference to something in someone's possession. Leleā, lale, and lā, are used for things at a great distance. Note that nei, nā and lā are the roots of the singular demonstratives which have prefixed the definite article le.

As adjectives they may occur before or after the noun.

"O lenei tama.............This boy.
"O le tama lenei.

INDEFINITE PRONOUNS AND ADJECTIVES

So'o (any) is used with the indefinite article se.

so'o se aso..............any day
so'o se taimi..............anytime

isi (other) can be used with all the articles.

'Ave le isi..........Take the other.
'Ave isi ipu..........Take the other glasses.
'Ave se isi ..........Take another.
'Ave ni isi ipu..........Take some other glasses.

sina (some). When used in the positive sense it usually means 'a little'.

'Aumai sina vai..........Bring some (a little) water.

In questions, it means 'any'.

'E i ai sina vai?...........Is there any water?

Note the colloquial expression using ita(I)

'Aumai sina ta.vai........Bring me some water (for me).

tasi is sometimes used to mean one, other, another, or somebody.

"O le tasi aso.............One day.

RELATIVE PRONOUNS AND AI

Le and e are the relative pronouns corresponding to the English 'who' (whom).
LE is used for singular, e is used for plural.

'Tu oti le tama 'o le sa ma'i......The boy who was sick has died.
'Tu feoti tama o e sa mama'i......The boys who were sick have died.

It is possible in Samcan to omit the preceding antecedent clause and let the relative pronoun stand alone, which then becomes 'he who'.

'O le e muamua sau e vave 'ai......He who comes first will eat quickly.

Ai is also used as a relative pronoun and always implies on antecedent. However, it is not always a pronoun, and it is not always easy to define it's use in a sentence. It will always follow the verb if one is present (except the idiom talu ai – since). Below are some of the most common uses of the particle ai.

Below are some of the most common uses of the particle ai.

(a) As a relative pronoun, ai refers back to the antecedent subject which may be stated or implied. It translates as, 'who, whom, which, that'.

'O le tama na 'ou va'ai i ai .....
The boy who I saw.
'O le mea 'ou te mana'o ai ...........
The thing which (that) I want.

(b) As an adverb it refers back to an antecedent noun and translates as, 'from which, by which, in which, when, where, concerning which'.

'O fea le atunu'u na 'e sau ai?....There is the country from which you came?
'O le tupe le mea e fa'atau ai le mea'ai...............Money is the thing by which (with which) food is bought.

(c) Following the particle 'ona in the construction 'ona......ai lea (and so, and therefore)

'Le tumu le pasi 'ona 'on le........The bus was full so I didn't go. alu ai lea.

(d) As a verb meaning 'to be' or 'to have'. In this usage it is preceded by the preposition i (or 'i).

'O fea 'o i ai la'u tusi?..........here is my book?
'Sa i ai lana ta'avale...............He had a car.

The relative pronoun can also be expressed by through the tense markers, leaving the actual pronoun out as being understood.

'Usa alu le tama sa ma'i..........The boy who was sick has left.

INTERROGATIVE PRONOMS

Ai (who) must not be confused with the relative particle ai. As an interrogative pronoun, ai does not have to follow the verb (as with the relative particle.) In addition, it may take any preposition whereas the relative particle can only take i ('i).

'O ai la'u?............................Who are they?
'O le peni a ai?......................It's the pen of who?
ʻA (what) is usually preceded by the definite and indefinite articles and therefore treated as a pronoun. It can also however be used as a verb (preceded by a tense marker)

ʻO le ʻa? .................. What?
ʻOa ʻa la? .................. How about it?

Fea (where) is used in questions of location.

ʻE te 'alu i fea? .................. Where are you going?
A large number of Samoan verbs change form from singular to plural. Unfortunately, there is no one method of forming the plural as in English (add 's'). Each verb must be taken individually, its plural form memorized. There are several patterns of consistency however, and they are worth noting.

(a) Reduplication may be the most common method of forming the plural. This may occur with syllables or with the whole word.

<table>
<thead>
<tr>
<th>Samoan Syllable</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>to eat</td>
</tr>
<tr>
<td>ta'alot</td>
<td>to play</td>
</tr>
<tr>
<td>tā</td>
<td>to hit</td>
</tr>
</tbody>
</table>

(b) Stressing a previously unstressed vowel is another way of showing the plural.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ulaula</td>
<td>to smoke</td>
</tr>
<tr>
<td>vā'ai</td>
<td>to see</td>
</tr>
</tbody>
</table>

(c) The prefix fe may be added to verbs to form the plural. This prefix may be accompanied by a suffix as well.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ita</td>
<td>to be angry</td>
</tr>
<tr>
<td>ta'āgisi</td>
<td>to cry</td>
</tr>
</tbody>
</table>

(d) A few verbs change completely in the plural.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>alu</td>
<td>to go</td>
</tr>
<tr>
<td>sau</td>
<td>to come</td>
</tr>
</tbody>
</table>

(e) Some verbs do not change at all from the singular.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>feili</td>
<td>to question</td>
</tr>
<tr>
<td>sasa</td>
<td>to beat</td>
</tr>
</tbody>
</table>

It is possible in Samoan to denote reciprocal action by the use of a special prefix-suffix combination. The reciprocal is used to show an interchange, mutual action or relation, and states of alternation (back and forth etc). The prefix is fe and the suffix is a'i.

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>alu a'i</td>
<td>to go and fro</td>
</tr>
<tr>
<td>ilou a'i</td>
<td>to know each other</td>
</tr>
</tbody>
</table>

**Passive Verb Forms**

As stated in unit six (lesson 40) the meaning of passive verb forms are not clearly understood. The endings given to some verbs (Samoan transitive verbs) create a passive meaning in many but not all cases in which they are used. In addition, words that are transitive in English are not necessary transitive in Samoan (and vice-versa). There are also many verbs which are really intransitive but have a passive form. Since, however, many existing texts refer to these as passive endings, that term is also be used throughout this book.
There are several endings that can be used; the proper one depends upon the verb and in some cases how the verb is being used. (Some verbs can take more than one specific ending). Of the endings listed below, the most common are *ina* and *a*.

*ina, a, ia, gia, sia, tia, sia, mia, lia, na.*

There are three common uses of these endings.

1. To form a passive meaning, in which case the agent, e ('e) - 'by', may or may not to be used.
   
   E le'i tatalaina le 'ofisa i le valu.....The office was not opened at eight (o'clock).
   
   E le'i tatalaina le 'ofisa (e le ...........The office was not opened by the tamalea) i le valu, the man at eight.

2. When the subject as the actor comes before the verb and the object. This is non-passive.

   'Ou te faia le mea'ai..................I'll make the food.

3. In many past negative statements, the ending is present. These may or may not be passive.

   E le'i 'amataina......................It has not (been) started.

**VERB TENSE**

Tense in Samoan is indicated by words which have been referred to in this book as tense markers. Verbs do not change form to express tense as they do in English (go, went, gone). Each tense in Samoan is represented by a marker which indicates the tense of the sentence. These particles will always occur just before the verb unless the subject is a dependent pronoun, in which case the pronoun separates the verb and its tense marker, (except for the *te* tense marker)

'Ua sau Mele................Mary is coming.
Sa 'e moe?................Did you sleep?
'ou te alu...............I'm going to go.

Following are the five tense markers, their meanings, and uses.

1. **Present Indefinite.** Represented by *e* (when the subject follows the verb), and *te* (when the subject, a dependent pronoun, precedes the verb). It has four uses.
   
   (a) *Implied future* (usually translating with the verb 'going to').

   'Cu te 'ai..............I'm going to eat.

   (b) *Present indefinite* (expressed with *e*)

   E mūmū le ta'avaele......The car is red.
   E mālūlū..................It's cold.

   (c) *Negative present, past and implied future.*

   E cr te is joined with the negatives le (not-implied future), le'io (not-present continuous), and le'i (not-past).
E lē timu..............It's not going to rain
'ou te lē'o alu.........I'm not going.
'e te le'i 'ai...........You did not eat.

(d) **Infinitive mood.** 'ou precedes the second verb.

'Ou te alu 'ou te. I'm going to go fishing.
fāgota.

(2) **Present (immediate) or Perfect tense.** Represented by 'ua. There can be three uses of the 'ua tense marker.

(a) **Immediate present.** This tense is for actions or states that have just now been realized.

'ua timu...............It's raining (just now).
'ua sau le tama.......The boy is coming (now).

(b) **Present perfect is expressed in the same way as immediate present but context defines it's meaning as present perfect.**

'ua 'ou sau............I have com (or I am coming).

(c) **Past perfect is formed with 'ua and a helping verb such as 'uma or leva followed by ona.**

'ua 'uma ona 'ou I had eaten before you came.
'ai 'ae 'e te le'i sau.

(3) **Present Continuous.** Represented by 'o lo'lo. This tense is used for present progressive.

'O lo'lo o'u 'ai........I am eating.

Note that o'u is used instead of 'ou for this tense.
The short form of 'o lo'lo is 'o

'O fea 'o i ai Sina?...Where is Sina?

(4) **Past tense.** Represented by na and ng. The later of these markers appears to be used for frequently occurring actions, the former for rare or infrequent actions.

Sa 'ou moe ananafi....I slept yesterday.
'O fea le teine na.....Where's the girl who came from sau mai 'Amelika? America?

(5) **Future tense.** Represented by 'o le'a. This tense refers to immediate future (rather than implied future of the present indefinite)

'O le'a 'ou alu taeao.I will go tomorrow.
The short form ('a) is used mostly in idioms.

'O a au mea 'a fai?...What things will you do?

**NEGATIVE OF THE TENSES**

Negative is usually expressed by placing the word lē (not) before the verb. This negative marker can be used with all the tense markers although some structures are rarely used.

'Ou te lē alu..............I'm not going to go.
'ua 'ou lē alu ............I'm not going. (I haven't gone)
'O lō'o o'u lē alu........I'm not going.
Sa/na 'ou le alu........I didn't go.
'O le'a 'ou le alu........I won't go.

There are two other negative indicators that can take the place of three of the above structures. All are used with the e/te marker. Le'o replaces 'ua le and 'o lo'o le. Le'i replaces sa/na le.

'Ou te le'o alu........I'm not going.
'Ou te le'i alu........I didn't go.

In addition the future negative is sometimes represented by the present indefinite.
'Ou te le alu............I won't go. I will not go.

THE VERBS TO BE AND TO HAVE

There are no single words in Samoan for the two English verbs. The equivalent structures used to express these concepts are listed below.

(1) To be can be said in the following ways.
   (a) I ai can be used as a verb to translate 'there is, there were, etc', by using the tense marker of the tense required.
   E i ai se tupe?.........Is there any money?
   Sa i ai i'a ma talo.....There was fish and taro.
   (b) Placing nouns in apposition gives phrases such as 'Simi is a boy, I am a boy, etc'
   'O a'u'o le tama.........I am a boy.
   'O Mele 'o le ta'ita'i......Mele is the leader.
   (c) Adjectives and adverbs used in conjunction with tense markers give phrases such as, 'I am strong, Tom is late, etc'
   Sa tumu le pasi............The bus was full.
   'O le'a 'ou tuai mai......I will be late.
   (d) With the tense markers 'ua and 'o lo'o, the auxiliary verb 'to be' is often translated with the main verb.
   'O lo'o sau le va'a.....The boat is coming.
   'Ua 'ou fia moe.............I am sleepy.

(2) To have is formed by the following structures.
   (a) I ai is used with the possessive pronouns to give the phrase, 'I have a, We had a, etc'
   E i ai la'u kitara.....I have a guitar.
   Na i ai lona va'a......He had a boat.
   (b) Maua (to get, find) is used sometimes in place of i ai with the possessive pronouns to translate, 'I have found, We had gotten, etc'
   Na maua lana uo.......He had found a friend.
   E maua sau tusi?........Have you gotten a letter?
   (c) The auxiliary verb 'to have' is translated from the use of 'ua in the perfect tenses.
   'Ua 'ou sau................I have come.
   'Ua 'uma ona fai......It has been done.
ADJECTIVES

I. Formation. Adjectives may be formed in the following ways:

(1) Simple roots which are themselves adjectives.

rata..................raw

(2) Simple roots to which prefixes or suffixes have been added. Nouns frequently add the suffix a or the prefix fa'a for this purposes.

'ele'ele (dirt)..............'ele'elea (dirty)
Samoan .................. fa'asāmoa (the Samoan way)

(3) Some verbs may be used as adjectives.

alofa (to love)............. alofa (loving)

II. Plural. Many adjective have a plural form which is frequently expressed by doubling the accented syllable. Some adjectives however are contracted in the plural form.

tele...........tetele.......(big)
lapo'a ..........lāpopo'a......(large)
lā'itiiti........lāitii........(small)
'ena'ena ........'e'ena........(brown)

III. Place in Sentence. Adjectives used as verbs (predicatively) precede the noun.

Ua puta Sini..............Sini is fat.

Adjectives used to qualify nouns will normally follow the noun.

'O le teine puta.......... The fat girl.

The excepts are:

(a) Indefinite adjectives (so'o, isi, sina, tasi) precede the noun. (see indef. pronouns)

'O le isi teine .......... The other girl.

(b) Demonstratives used as adjectives may precede or follow the noun. (see demonstrative pronouns)

'O lenei teine............. This girl.
'O le teine lenei........... This girl.

IV. Comparison. Adjectives are not inflected in the comparative or superlative degree. Comparative is formed by sentence construction rather than change in adjective form. The most common way is to begin a sentence with the adjective and insert i lē or i a between the two objects being compared.

E lāpo'a lānei pua'a.....This pig is bigger than that
           i lē lēnā.      one.

E matua Sina i a 'oe.....Sina is older than you.

The words sili one (better, more) sometimes come before the adjective in the
above construction.

E sili ona matua Sina.......Sina is older than you.
i'a 'oe.

An alternative structure is the use of two clauses separated by the conjunction 'ae (but)

E puta Mele 'ae pa'e'e Sini...Mele is fatter than Sini.

Superlative is also derived from sentence construction and the use of the words sili ona, matua (exceedingly), sili atu (the most) before the adjective. 

Ona usually follows sili and sili atu.

E matua lelei 'oe..........You're very good (the best).
E sili atu ona lelei'oe.....You're the best.

Aupito is also used before the adjective to form the superlative.

'O le fale aupito........The closest house.
latalata mai.

Compound adjectives are joined with the words ma (and) and le (the definite article).

Sa 'ou va'ai i le teine I saw a beautiful and intel-
'taulelei ma le atamai. ligent girl.

V. Numbers. The numerals in Samoan can serve as nouns, adjectives, or adverbs, depending on how they are used in a sentence.

'Aumai se lua.................Bring two (noun).
E lua 'apa ..................Two cans (adjective).
Alu fa'alua ..................Go twice.

The adverbials take the prefix fa'a (fa'atasi - once, fa'alua - twice, etc).

The ordinals are formed with the word lona (except muamua - first, and muli-muli - last)

Lona lua .....................second
Lona lima.....................fifth

The distributives are formed with the marker ta'i.

ta'i tasi .....................each one, one at a time.
ta'i sefulu ....................each ten, ten by ten.

To'a must prefix all numbers referring to people.

E to'a'itu tagata..........Seven people.

ADVERBS

I. Formation. Adverbs may be expressed by a noun joined to a verb with the preposition ma (and, with).

'Ua 'ou sau ma le fiafia...I came happily.

More commonly, adverbs of time, place, direction and manner, are represented by words which serve as adverbs in both meaning and usage. Some of these may however be used as other parts of speech as well.

II. Place in sentence. Adverbs can either precede or follow the word they modify, although the latter is more frequent. In some cases, two adverbs may be used,
one preceding and the other following the verb.

'Aua 'e te moe so'o......Don't sleep so much.
'Ou te toe moe ............I'll sleep again.
'E te toe moe fo'i?.......Are you going to sleep again?

Adverbs of direction (i.e., mai, atu, ane, ifo), are frequently united with the verb they modify in colloquial speech. In some cases the passive verbal endings are then attached to the adverb.

alu (go) + atu (away from the speaker) = alatu
fa'atau (to buy) + mai (1 the speaker) + a (passive)
= fa'atau maia

III. Adverbs of time. There are two words used for 'when' in Samoan: 'ātea (future) and ana'afea (past). The prefix ana on the past adverb is frequently added to adverbs of present and future time to denote the past. Whereas most present and future adverbs of time (referring to a specific time of the day, week, year, etc) require the preposition i (in) before them, past adverbs prefixed with ana do not.

'Ou te alu i le pō........I'll go at night (tonight).
Na 'ou alu ana'apepa........I went last night.

Adverbs of non-specific time reference (later, soon, etc) generally follow the verb although they may begin the sentence in some cases.

'O nei lava e fai ai........ The meeting will be held now.
le fono.

IV. Adverbs of direction and place. Most of the directional adverbs are taken from noun or pronoun roots to which the preposition i (in) has been added. The demonstrative pronouns nei (these), nā (those), and la (those - far) are used as adjectives of place with a similar meaning with the pronoun root.

tua (the back) + i (in) = i tua (behind)
nei (these) + i = i 'inei (here)
nā (those) + i = i 'inā (there)
lā (those-far) + i = i 'ilā (there-far)

As stated in paragraph II, the directional (mai, atu, ane, a'e, ifo) may often unite with the verb to almost form a single word.

susū (come) + mai (to the speaker) + a (passive) =
susū maia (welcome)

V. Adverbs of manner. As with the adverbs of directions and place, some of the adverbs of manner are derived from other parts of speech to which a prefix has been added.

lea (this) + fa'ape (like) = fa'apea (like this)
nei (this) + fa'apē (like) = fa'apēnei (like this)
nā (that) + fa'ape (like) = fa'apēnā (like that)
lā (that) + fa'apē (like) = fa'apēlā (like that)

Other common adverbs are:

'āi..................probably
'ailoa................doubtful
le'i..................not yet
matuā................exceedingly
VI. Interrogative adverbs. These adverbs may occur at the beginning of the sentence as in English (in which case the verb is usually followed by the relative particle ai, or they may be preceded by the verb.)

'Aisea (why), has an alternate idiomatic expression, 'o le a le mea? (what's the reason?)

'Aisea 'ua e tagi ai?......Why are you crying?
'o le a le mea 'ua e tagi...What's the reason you are crying (for)?

Fea (where) is preceded by the nominative particle ('o) when it begins a sentence, but by the preposition i (to, in) when it follows the verb.

'o fea 'e te alu i ai?...... Where are you going (to)?
'E te alu.i fea?........... Your going (to) where?

Afea, anafea (when - future, past) may begin a sentence or follow the verb.

'o afea 'e te moe ai?...... When are you going to sleep?
'Na 'e moe anafea?........... When did you sleep?

Fa'apēfea (how) can precede the verb in which case the word ona must come between.

E fa'apēfea 'ona fai?..... How is it done?
E fai fa'apēfea? ......... How is it done?

PREPOSITIONS

I. 'i, ia, and 'ia are all variations of the preposition i which has many meanings depending on its use in the sentence. The form ia ('iā) is used before personal pronouns, and the proper names of persons and months. Following are the most common uses of i.

'On te alu i Apia............I'm going to Apia.
'Ua lavea le t ma i le .....The boy was hurt by (with)
naifi. the knife.
'Mā te o mai i le afiafi...We are going to come in
the afternoon.

'E te fa'atali i se pasi?...Are you waiting for a bus?
'Na mā finau i le uiga o ...We argued about the meaning
le fono. of the meeting.

Moe i le moeal ............ Sleep on the bed!
'Ua ia te a'u le tupe..... I have the money.

Some verbs must be followed by i when a direct object is present (i.e., fa'afetai-thanks, alofa-love, fesoasoani-help, usiumita'i-obey, etc)
'Ou te alofa ia 'oe.....I love you.

Uses before some verbs an infinitive mood if formed.

'Ou te fefe i fusu.....I'm scared to fight.

II. E or 'e (by) is used before nouns and pronouns to denote the agent or doer of the verbal action. It is normally to show passive voice.

Na fana le pu'a e ....The pig was shot by the boy.
le tama.

III. O and a both express the genitive or possessive case and are usually translated 'by'. Aside from the rules governing usage of these two prepositions presented in the section on possessive pronouns, there are two other points concerning their use.

(a) The choice of either o or a may sometimes be related more to the meaning of the noun in the context of the sentence rather than its personal or non-personal relationship to people.

'O le nu'u o Ioane.....Ioane's village.
'O le nu'u o Ioane.....The village where Ioane works, etc

(b) In some cases, the preposition is not used in Samoan, as it would be in English. 'O le pepa sikaleti.....The pack of cigarettes.
'O le atunu'u 'o Samoa.....The country of Samoa.

IV. Ma can be a conjunction (and) or preposition (with).

As a preposition it is commonly joined with the word fa'atasi (together).

Ma fa'atasi fa'atasi.....We came together with Ioane.
ma Ioane.

Ma o also mean 'for' but is more often replaced by mo for this meaning.

'Ma u le fono...I've come for the meeting.

V. Locative prepositions. The locative bases, totonu (inside), fāfo (outside), etc (see lesson 11) are prefixed with the preposition i and followed by the preposition o to give the English prepositions 'inside of' (i totonu o), 'outside of' (i fāfo o).

Alu i totonu o le fa'ile...Go inside of the house.

Then expressing location in relation to pronouns (i.e. I'll stand behind you), the above construction is replaced 'by one using the possessive pronouns.

i lo'u tua ..........on my back
i o'u tua ..........behind me

The prepositional phrase uses the 'plural' form of the possessive to differentiate between my back and 'behind me'.

'Ou te mo'o i o'u tua....I'll sit behind you.

VI. Prepositional Jokes. Many English prepositions do not have Samoan counterparts but are represented instead by idioms or phrases. Here are some common examples of these.
(a) **Before** (a'o le'i o'o)

Na 'ou sau a'o le'i o'o i le lua...I came before 2 (o'clock).

(b) **Since** (talu mai)

Ma te le'i a'ai talu mai le taeao...We didn't eat since this morning.

(c) **Till** (se'ia o'o)

Tatou te ta'a'alo se'ia o'o i le ono...Let's play till 6 (o'clock).

(d) **Without** (e aunoa ma)

Na sau le tama e aunoa ma se tupe...The boy came without any money.
PART VI: CONJUNCTIONS, SENTENCE CONSTRUCTION

CONJUNCTIONS

1. "Ona and ina are the most frequently encountered and widely used conjunctions. Both are used in many idiomatic expressions and as such are difficult to translate directly into English. Below are the most common uses of ona and ina.

Ona can be used in the following ways:
(a) Because. 'Ona 'o precedes a noun to translate 'because of'. 'Ona 'uata precedes verbs to give 'because'.

'Ua tagi Sina 'ona 'o le misa....Sina is crying because of the quarrel.

'Ua fiafia Sina 'ona 'uata maua....Sina is happy because she found a friend.

(b) Gerunds are formed by using ona after certain verbs (i.e. sā = forbidden).

'Ua sā ona ulaula................Smoking is forbidden.

(c) Auxiliary verbs (i.e. mafai, tatau, leva) are followed by ona.

E le mafai ona 'e alu.........You cannot go.

(d) And then...is expressed with the phrase 'ona (ai) lea.

Sa 'ou fa'ele ona 'ou alu ......I showered and then went to Apia.

Ina can be used in the following ways:
(a) Because. When used with the tense marker 'ua, usually before a subordinate clause, 'ina translate as 'because' with a past implication.

Sa 'ou malolo 'ina 'ua 'o le'i le i le le......I rested because (when) the work was finished.

(b) When (past) is represented by 'ina and the tense markers 'ua, 'o, and 'o le'i.

'ina 'uata 'ou alu...........when I went.

'ina 'o 'o 'ou alu.......when I was going.

'ina 'o le'i 'ou alu........when I was going to go.
(c) In order to... can be stated with 'ina and the word 'ia.

'I ou te su'se'u, 'ina 'ia
maua le poto.

(d) Gerunds can be formed in the same way as with the conjuction 'ina.

However, ina is only used for the Samoan verbs requiring the preposition i to follow when an object is present.

2. Conditional is expressed by the three conjunctions 'ā (implied future), 'āfai (definite future), and 'ana (past). Only 'ana can be used to express conditions incapable of fulfilling (If it wasn't rainning I would go; as opposed to: If it stops rainning I will go). All three conjunctions introduce the subordinate clause and are prefixed by pe if the main clause occurs first. Only 'āfai can normally take a tense marker in its subordinate clause.

'A 'uma le gāluega, sau loa....Then the work is finished, come.
Sau pe 'āfai 'uma le gāluega. Come when the work is finished.
'Ana le 'uma le gāluega, If the work hadn't been finished I wouldn't have come.

3. Or is represented by either pe or no depending upon the word that follows it. Both have the same meaning but pe usually occurs before words beginning with e, a, i and consonants. No is used in most other situations.

Tātou te o pe leai?........ Shall we go or not?
'E te mana'c e 'ulu Po 'o le 'i?

4. And is most frequently represented by the word ma (though it can be represented by the words fu'i (also) ona (al) lea (and then), 'ae (but), or the words ma (also) ona (al) lea (and then), 'ae (but). Ma as a general rule joins words rather than sentences although there is a growing tendency today to introduce new sentences with ma. Ma may link two clauses having the same subject in which case the second tense marker as well as the second subject may be omitted.

'I ou te nofo ma faigāluega...... I stay and work.

As noted with the adjectives, ma is used before the second of two attributive adjectives. (The article le is inserted as well).

'O le teine teulelei ma le The beautiful and intelligent girl.

5. But is translated by the words 'a and 'ae which like pe and no (or), are two forms of the same word. 'A is used before e, 'ua, 'o ('o lo'o), 'ona, and se'i. Otherwise 'ae is used.

Ma 'ou sau ananafi I came yesterday but you were long gone.
'a'ua leva ona 'e alu. Walk inside but be quiet.
Savali i totonu 'ae 'ua le pisa.

6. 'Ae peita'j is used for 'nevertheless' and occurs in situations of contrast.
The car isn't cheap. Nevertheless I want it.

Because can be expressed a number of ways (i.e. 'ona, ina), but perhaps the most common is the conjunction 'aua. This conjunction is used for real rather than imaginary causes and can be used with all the tense markers to show time.

E le'ialu Mele 'aua sa mai.....Mele didn't go because she was sick.

Leaga (bad) is also used to mean because, but this conjunction usually conveys a negative sense.

E le'i alu Mele, leaga sa Mele didn't go because her father was angry.

Before can be represented by 'a'o le'i or 'ae le'i. Both have the same approximate meaning (although 'ae le'i can be thought of as 'but' in a negative sense) 'A'o le'i is used more for references to time.

Na 'ou sau 'a'o le'i taina le lua. Sa 'anata le galauea 'ae te le'i sau. I came before two o'clock. The work started, before you came. (but you didn't come)

Since is expressed by the word talu which can be followed by the words:

(a) mai - to express a reference to time that has past.

Sa 'ou mai talu mai le Aso S.....I've been sick since Sunday.

(b) ona (ina) - to express a reaction to a past, action or occurrence.

'Ua 'ou fiafia talu ona I'm happy since you've come.

(c) ai - to express cause (since, due to some action or state).

'Ua 'ou mai t-lu ai lou I'm sick since I've been drinking beer.

Until, unless and lest are represented by se'i (se'i), se'iloga and nei respectively. Only se'iloga can be used with a tense marker ('ua and e/te).

yar-ma (except) is also used to mean 'unless.'

'E te nofo se'i sau Mika.......Wait until Mika comes.

'Ou te le alu se'iloga I won't go unless Mika comes.

'ua sau Mika.

'Ou te pepele nei I'm worried lest we are late.

mātou tuai mai.

'Ou te le alu vakina 'ua te sau. I won't go unless you come.
(along with the tense marker).

Ua lavea lo'u vae. My leg is hurt.
The exceptions to this rule are noted below.

(a) When a pronoun is the subject, this may precede the verb.
‘Ou te alu nei. I'm going to go now.

(b) Conjunctions or interrogative words may come before the verb.
Aisea 'e te alu ai? Why are you going?

(c) Some adverbs may precede the verb they modify.
'Ua matua lavea lava lo'u My leg is hurt very badly.

2. **Noun.** Nouns usually follow the verb. This is true of noun subjects and noun objects.

Na moe le pepe. The baby slept.

'E te faitanina le tusi. You read the book.

3. **The Pronoun.** Dependent pronouns will invariably come between the verb and its tense marker. The exception being the te tense marker which precedes the pronoun.

'Ua 'ou fia alu. I want to go.

'ou te fia alu i Apia. I want to go to Apia.

The independent pronouns will usually follow the verb.

'Ua fia alu 'o ia. He wants to go.

4. **The Adjective.** Used as a noun modifier, adjectives follow the noun. (For exceptions see the section on adjectives.)

'Aumai le peni lanumoana. Bring the blue pen.

Used as a verb (with tense markers) adjectives are treated the same as a verb.

E lanumoana le peni. The pen is blue.

5. **The Adverb.** Adverbs follow the word they modify.

'Aua le 'ai te'ele. Don't eat a lot.

Interrogative adverbs can come at the beginning of the sentence or following the verb.

'0 aanae na 'e sau ai? When did you come?

Na 'e sau aanae? When did you come?

6. **Conjunctions and Prepositions.** These important words follow closely to their English counterparts in their positions within the sentence.
PART VII PREFIXES, SUFFIXES AND COMPOUNDS WORDS

Samoan is a language that is largely built on simple roots from which many of the other existing words are derived. A simple base like mata, for example, gives rise to well over 50 words which are derived from just this one word. The importance of prefixes and suffixes as well as the formation of compounds should be realized by any student of Samoan. Below is a list of many of the common prefixes, suffixes and ways of forming compounds. This list is not complete, but it will provide a strong basis for increasing vocabulary and for understanding the importance of word building to the Samoan language.

PREFIXES

The following are the most commonly encountered prefixes:

1. Fa'a is the most frequently used of all the prefixes.
   (a) To denote a likeness or similarity.
       fa'asamoa ....................... the Samoan way.
       fa'afafine ..................... tranvestite (to be like a woman)
   (b) To denote cause, action, or intention.
       fa'aalu ......................... to make go, cause to go.
       fa'asuka ......................... to sweeten something.
       fa'amaloa ........................ to make strong.
   (c) To denote negative or diminutive degree with the word le (not).
       fa'alēle'i ....................... not too good
       fa'alēmaloa ........................ not too strong
   (d) To denote the adverbs once, twice, etc, with numbers.
       fa'atsi ......................... once
       fa'alua ........................ twice

2. Numerical prefixes. There are several prefixes which give additional meanings to the numerals.
   (a) Ta'i must be used before numbers referring to people.
       to'alua tagata .................. two people
   (b) Ta'i used before numbers forms the distributives.
       ta'ilua ........................... two each
   (c) Fa'a give rise to the adverbs, once, twice, etc
       fa'atolu ......................... three times (thrice)
   (d) Lona gives the ordinals.
       lonalua .......................... second

3. Ana is commonly prefixed to adverbs of time to give a past meaning.
   ana'apō .......................... last night
4. Fe...a'i is prefixed to verbs to give the reciprocal form.
   fealua'i............to go to and fro.

5. Tau before a verb means to keep on, to try on
   taumate...............to keep guessing

6. Ma before verbs can express power or possibility, as well as a state or condition.
   ma + fai (to do).......māfai (to be possible)
   ma + folafola ........ māfolafola (to be flat)
   (to spread out)

7. Ta changes the word to one of action.
   ta + pē (to die).......tapē (to kill)

8. Fi'a has two uses. One is to express a desire or wish. The other is to show a negative trait.
   fiawe...............to want to sleep
   fiapoto .............to be conceited.

9. 'Au is used to show a group or team.
   'aunaipese...............choir

SUFFIXES

1. Passive suffixes have already been discussed in the section on verbs.

2. Reciprocal suffix a'i is present with the prefix fe to give verbs a reciprocal meaning.
   failoa'i...............to be acquainted

3. Ga when added to verbs changes these to nouns.
   moe (sleep)..............moega (bed)

4. Gofoie (easy) and gata (hard) are commonly added to verbs.
   mauagofoie..............easy to get
   mauagata...............hard to get

COMPOUNDS

Use of compound words is the most common way of expressing similar concepts and
new words (especially those of foreign origin).

1. Foreign words are usually compounds of several words that describe that
   action or object.
   mea pu'eata..............camera (thing (to) catch picture)

2. Many native words are also descriptive compounds.
   lanumoana................blue (colour (of) deep sea)

3. Some words are reduplications of roots which give intensive, diminutive or
frequentative meanings

Savali (to walk) .......... Sāvalivāli (to walk about)

4. A few words are used only in composition.

atigi (shell, piece).......... atigi pusē (cardboard box)
                        atigi fōgu (empty bottle)

fōga (surface)............... fōga'ele'ele (surface of the earth)
**Introduction:** The following lists are compiled according to several criteria. Many important areas are covered in this section and it is hoped that the student will find them useful in acquiring new vocabulary. Generally, only one meaning is given for any word, but there are usually more than one meaning in many cases. Parts of speech are not given for each word but whenever possible, the (s) or (o) preposition is noted behind the noun to show whether it is an 'o' class or 'a' class noun. Many of the Samoan words that follow are new words, formed directly from the English word (carrot -Kalotili) and as such may not be very adaptable in situations not related to its subject or normal usage.

I. Agriculture Terms

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>a section</td>
<td>se vāega</td>
</tr>
<tr>
<td>abney level</td>
<td>fuavai (aperi)</td>
</tr>
<tr>
<td>Agricultural Department</td>
<td>'O'fisa o Fa'ato'aga</td>
</tr>
<tr>
<td>barbed wire</td>
<td>uae'a tāalata</td>
</tr>
<tr>
<td>barometer</td>
<td>fu'a mo le tau</td>
</tr>
<tr>
<td>boundary</td>
<td>tuā'oi</td>
</tr>
<tr>
<td>bridge</td>
<td>alalaupapa</td>
</tr>
<tr>
<td>bush knife</td>
<td>faga o se manu</td>
</tr>
<tr>
<td>cage</td>
<td>vai'ā'au</td>
</tr>
<tr>
<td>chemicals</td>
<td>'ele</td>
</tr>
<tr>
<td>clay</td>
<td>tāpasā</td>
</tr>
<tr>
<td>compass</td>
<td>futu kūpita (fetu tāfaono)</td>
</tr>
<tr>
<td>cubic foot</td>
<td>ipu</td>
</tr>
<tr>
<td>cup</td>
<td>fa'atānao e fa'asao ai le vai,</td>
</tr>
<tr>
<td>dam</td>
<td>mata'utia</td>
</tr>
<tr>
<td>dangerous</td>
<td>looto</td>
</tr>
<tr>
<td>deep</td>
<td>fuatoso</td>
</tr>
<tr>
<td>diameter tape</td>
<td>'autu</td>
</tr>
<tr>
<td>ditch</td>
<td>pa</td>
</tr>
<tr>
<td>fence</td>
<td>fa'ila</td>
</tr>
<tr>
<td>file</td>
<td>suā'u mo so'o se afi kālone</td>
</tr>
<tr>
<td>fuel oil</td>
<td>penisini</td>
</tr>
<tr>
<td>gallon</td>
<td>sāmala</td>
</tr>
<tr>
<td>gasoline</td>
<td>a'ega, mea maupu'epu'e</td>
</tr>
<tr>
<td>hammer</td>
<td>pa pua'a</td>
</tr>
<tr>
<td>hill</td>
<td>pū, lua</td>
</tr>
<tr>
<td>hog pen</td>
<td>suō tā'ele'ele</td>
</tr>
<tr>
<td>holo</td>
<td>a'ega, mea maupu'epu'e</td>
</tr>
<tr>
<td>hoe</td>
<td>alāvai</td>
</tr>
<tr>
<td>irrigation ditch</td>
<td>tapefai'i</td>
</tr>
<tr>
<td>ladder</td>
<td>fuavai</td>
</tr>
<tr>
<td>level</td>
<td>laina, atu</td>
</tr>
<tr>
<td>line, row</td>
<td>'ele'ele fefilo'i</td>
</tr>
<tr>
<td>loam</td>
<td>fa'afanua</td>
</tr>
<tr>
<td>map</td>
<td>fao</td>
</tr>
<tr>
<td>nail</td>
<td>Kālone suā'u</td>
</tr>
<tr>
<td>oil drum</td>
<td>pakete</td>
</tr>
<tr>
<td>pail</td>
<td>paraffine</td>
</tr>
<tr>
<td>paraffine</td>
<td>piki</td>
</tr>
<tr>
<td>pick</td>
<td>pint</td>
</tr>
<tr>
<td>plow</td>
<td>suōtosina</td>
</tr>
<tr>
<td>pound</td>
<td>pauna</td>
</tr>
<tr>
<td>quart</td>
<td>kuota</td>
</tr>
<tr>
<td>raincoat</td>
<td>'ofu fa'atimu</td>
</tr>
<tr>
<td>rake</td>
<td>lako</td>
</tr>
<tr>
<td>ridge</td>
<td>tumutumu o se</td>
</tr>
<tr>
<td>rope</td>
<td>fa'aputu gere ele ele</td>
</tr>
<tr>
<td>saw</td>
<td>mea</td>
</tr>
<tr>
<td>scale</td>
<td>'ila</td>
</tr>
<tr>
<td>shovel</td>
<td>saw</td>
</tr>
<tr>
<td>soil</td>
<td>seninit</td>
</tr>
<tr>
<td>siphon</td>
<td>fua</td>
</tr>
<tr>
<td>spade</td>
<td>suō asu</td>
</tr>
<tr>
<td>spring</td>
<td>so'a</td>
</tr>
<tr>
<td>sprayer</td>
<td>scale</td>
</tr>
<tr>
<td>steam</td>
<td>juice</td>
</tr>
<tr>
<td>step</td>
<td>tāfatū</td>
</tr>
<tr>
<td>tractor</td>
<td>palau</td>
</tr>
<tr>
<td>trail</td>
<td>'auala, āsaga</td>
</tr>
<tr>
<td>transit</td>
<td>ala mo feoa'iga</td>
</tr>
<tr>
<td>tin cutter</td>
<td>'otī'apa</td>
</tr>
<tr>
<td>twine</td>
<td>tuainu</td>
</tr>
<tr>
<td>weed killer</td>
<td>vai'ai fagavao</td>
</tr>
<tr>
<td>well</td>
<td>vai'elī</td>
</tr>
<tr>
<td>wheel barrow</td>
<td>uili paolo</td>
</tr>
<tr>
<td>white gas</td>
<td>penisini māmā</td>
</tr>
<tr>
<td>wire</td>
<td>uaea</td>
</tr>
</tbody>
</table>
ant
bee
black ant
bull
centipede
chicken
chicken egg
cockroach
cow
dog
fly
millepede
milk

Miscellaneous Terms

tipi le tumutumu o le

guiu o se manulele
fofo le pua'a
toto
selesele
fatulä'au
togalä'au
fa'ato'aga
faifa'ato'aga
mea'ia a manu
'o'ona
tama'ifa'i
'aufa'i
pogati fa'i
toto le fa'i
tata 'aufa'i
cocoa seed
pick the cocoa
cocoa hook
dried cocoa
fresh coconut
coconut drier
coconut trunk
taro top
planting stick
young taro leaves
plant the taro
harvest the taro
taro planter

Mechanical Terms

blade
broken
benzine
belt
clamp
chisel
file
foot
grease
glasses
half
inch
knife
lock
metal saw
metal cutter
metal hammer

natural Phenomena Vocabulary

beach
matâfaga
cloud
sno
cloud

coral
dirt
drought

earthquake
earth, world
flood

ground

wave

lake

lightning

morning

night

ao

'amu

palapala, 'ele'ele

lamalama

-mafui'e

lau'ele'ele, lalolagi

loa

'ele'ele

galu

vaituloto

uila

taeao

pō

reef

river

sand

rough (sea)

sky

snow

sun

spray, foam

stars

surf

storm, hurricane

tsunami (tidal wave)

thunder

wind

ä'au

vaitafe

oneone

sou (le vasa)

lagi

kiome

lā

pisī

fētu

galu fāti

afā

tuuloto

feititi

II. BIOLOGICAL TERMS

Parts of the Body

ankle

arm, hand

back

big toe

body hair

breast

brow

cheek

chest

ear

elbow

eye

eyebrow, eyelash

eyelid

finger

fingernail

hand, back of

hair of head

head

head, back of

tapuvae

lima

tua

vaee matua

fulfululu

susu

muāulu

'alāfau

fatafata

taliga

tulilima

 mata

fulfululu mata

laumata

tamā'ilima

(a)tigilima

tuulima

iauulu

ulu

mulīulu

heel

hip

jaw lower, chin

jaw upper

knee

leg, foot

lip

mouth

neck

nose, nape of

nose

palm

shoulder

sole

thumb

toe

toepail

tooth

waist

wrist

abortion

amenorrhea

anaemia

appetite

rate

cal

bell

pill

blood vessel or

373

daughter

bandage

bradness

boil

boila'axilla

break bones

burn

blood vessel or

373

tension

uua
blood-stained discharge
broken leg
bruise
bursitis shoulder
caruncle
cataract
chicken pox
chief's death
chief's sickness
chief's and king's death
circumcision
cold, rhinitis
colic
contracture of hand
convulsion
convulsions
constipation
corneal opacity
cotton wool
cough
deafness
death
defection
deformity of ear
deformity of nose
diabetes
diarrhea
diathermy
dizziness
doctor
dysentery
elephantiasis of limbs
epilepsy
epidemic
epistaxis
erysipelas
eye disease
fainting
flatulence
fractured skull or concussion
freckles
goitre or tumors
acute
huso-opthalmia
hazard
heart lisp
hepatosplenomegaly
hernia
heart disease
hernia
filologia
vaegau
totouia
fatoumo
silailagi
mü'tilitutonu
takusu
ruka'ala
le le fala
pelitone
is mamai
tale
lina papagi
ma'illili
ma'ioso
manavamau
maalili
vevae
tale
tutuli
oti
fe'aumanao
tliga mutu
isunü
ma'isuka
manavatə
avevula
ma'iva
fonat
samutoto
tutupa
matimaliu
fa'amai
patapota
tulitu
matimata
matapogia
umiele ten
foa
mati tala
pato
guru
mumototo
mutetoto
laumu'rutu
pu'mi toto
fonfoa
ma'ifatu
fifi pa'u
hook worm
hunch back
infectious disease
insanity
itch, scabies, or dermatitis
king's sickness
laryngitis
leprosy
liniment
lint, blanket
lipoma
local anaesthetic
lymphangitis
measles
medicine
menorrhagia
meibomian cyst
midwife
nurse
nurse
obesity
obesity
obesity
ointment
operation
orator's death
orator's and chief's sickness
pain
paralysis of leg
parturient woman
pimples
pills
pityriasis rubra
poisoning, drunk
pneumonia
pterygium
pulmonary T.B.
pus
pulse
retention of urine
restless
rheumatism
ringworm
roundworm
saliva
sickness
sore
sore
sore
sore
sore
sore
sore
sore
tulita
vaimili
meinao
ma'ailili
manavamau
maalili
vevae
tale
tutuli
oti
fe'aumanao
tliga mutu
isunü
ma'isuka
manavatə
avevula
ma'iva
fonat
samutoto
tutupa
matimaliu
fa'amai
patapota
tulitu
matimata
matapogia
umiele ten
foa
mati tala
pato
guru
mumototo
mutetoto
laumu'rutu
pu'mi toto
fonfoa
ma'ifatu
fifi pa'u
'manfe'ata
'tuoapi'o
ma'ipipisi
tale
mageso
lagi fa'atafa
fuafua momono
lepe'a
vaimili
'iemamo
patu
fa'agase
mumü
misela
vaila'au
punatoto
matata
fa'ataseana
teine tausi ma'i
tausi ma'i
puta
putagaele
lo'ulo'ua
vainina
'taotoga, tīpiga
usufono, maliu
fa'atafa
'tiga
ua pe le vae
fa'alele
fuafua
fu'alau
tane
'tona
nimonomia
matu'ula
manapala
'alou
pa'o o le uaua
matutu
thiti
nuvu
lafa
tanu'ue uri
fu'a
ma'ia, mase mase
po'o
matasera
foanuga
<table>
<thead>
<tr>
<th>English</th>
<th>Pohnpeian</th>
</tr>
</thead>
<tbody>
<tr>
<td>stye</td>
<td>fuafua</td>
</tr>
<tr>
<td>sunstroke</td>
<td>tula i le la</td>
</tr>
<tr>
<td>swelling abdomen</td>
<td>fula le manava</td>
</tr>
<tr>
<td>swelling neck</td>
<td>uapatō</td>
</tr>
<tr>
<td>tetanus</td>
<td>-ailili</td>
</tr>
<tr>
<td>typhoid</td>
<td>palapă'au</td>
</tr>
<tr>
<td>twins</td>
<td>rasaga</td>
</tr>
<tr>
<td>ulcer</td>
<td>papali</td>
</tr>
<tr>
<td>urinate</td>
<td>fe'aauva</td>
</tr>
<tr>
<td>vaccination</td>
<td>fa'ataga</td>
</tr>
<tr>
<td>varicose vein</td>
<td>uaua</td>
</tr>
<tr>
<td>venereal disease</td>
<td>ma'isi, ma'i papalagi.</td>
</tr>
<tr>
<td>vomit</td>
<td>puatu</td>
</tr>
<tr>
<td>wart</td>
<td>lafetoga</td>
</tr>
<tr>
<td>rash of ear</td>
<td>tefuli</td>
</tr>
<tr>
<td>whooping cough</td>
<td>t lee'e, talevivini</td>
</tr>
<tr>
<td>wormy</td>
<td>'anufir</td>
</tr>
<tr>
<td>wound</td>
<td>manu'a</td>
</tr>
<tr>
<td>X-ray</td>
<td>fa'a</td>
</tr>
</tbody>
</table>

### III. DOMESTIC TERMS

<table>
<thead>
<tr>
<th>English</th>
<th>Pohnpeian</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>'apu</td>
</tr>
<tr>
<td>avocado</td>
<td>'avoka</td>
</tr>
<tr>
<td>baking powder</td>
<td>fefete</td>
</tr>
<tr>
<td>banana</td>
<td>fa'i</td>
</tr>
<tr>
<td>green</td>
<td>mata</td>
</tr>
<tr>
<td>ripe</td>
<td>pula</td>
</tr>
<tr>
<td>beef</td>
<td>fasiwovi</td>
</tr>
<tr>
<td>biscuit</td>
<td>msi</td>
</tr>
<tr>
<td>bread</td>
<td>falaoa</td>
</tr>
<tr>
<td>breadfruit</td>
<td>'ulu</td>
</tr>
<tr>
<td>butter</td>
<td>pala</td>
</tr>
<tr>
<td>cantaloupe</td>
<td>kanitiiloup</td>
</tr>
<tr>
<td>carrot</td>
<td>kāloti</td>
</tr>
<tr>
<td>catsup</td>
<td>sosī tamato</td>
</tr>
<tr>
<td>cheese</td>
<td>sīi</td>
</tr>
<tr>
<td>chicken</td>
<td>(mos) 'asimam</td>
</tr>
<tr>
<td>clams</td>
<td>favesu</td>
</tr>
<tr>
<td>cocoa</td>
<td>kēkō</td>
</tr>
<tr>
<td>coconut</td>
<td>n.</td>
</tr>
<tr>
<td>green</td>
<td>mata</td>
</tr>
<tr>
<td>ripe</td>
<td>popo</td>
</tr>
<tr>
<td>coconut cream</td>
<td>pe'epe'e</td>
</tr>
<tr>
<td>coconut water</td>
<td>suāniu</td>
</tr>
<tr>
<td>coffee</td>
<td>kofe</td>
</tr>
<tr>
<td>cookies</td>
<td>kuki (masi keke)</td>
</tr>
<tr>
<td>cone shell</td>
<td>'alitōu</td>
</tr>
<tr>
<td>corn</td>
<td>sana</td>
</tr>
<tr>
<td>crab</td>
<td>pa'a</td>
</tr>
<tr>
<td>cream</td>
<td>kulimi</td>
</tr>
<tr>
<td>egg</td>
<td>fuōm-a</td>
</tr>
<tr>
<td>fish</td>
<td>i'a</td>
</tr>
<tr>
<td>flour</td>
<td>falaomata</td>
</tr>
<tr>
<td>green bean</td>
<td>pimata</td>
</tr>
<tr>
<td>guava</td>
<td>po la'aniu-sata</td>
</tr>
<tr>
<td>hot peppers</td>
<td>kuava-</td>
</tr>
<tr>
<td>jam</td>
<td>po lo fou</td>
</tr>
<tr>
<td>lur</td>
<td>sīmu</td>
</tr>
<tr>
<td>lobster</td>
<td>ga'o</td>
</tr>
<tr>
<td>mango</td>
<td>ula</td>
</tr>
<tr>
<td>mungo</td>
<td>māko'mi</td>
</tr>
<tr>
<td>mungo</td>
<td>falaga'ata</td>
</tr>
<tr>
<td>mayonnaise</td>
<td>ma'si iesi</td>
</tr>
<tr>
<td>milk</td>
<td>sīmu</td>
</tr>
<tr>
<td>condensed milk</td>
<td>fa'a 'oli'oli</td>
</tr>
<tr>
<td>water</td>
<td>feto'a</td>
</tr>
<tr>
<td>ice cream</td>
<td>mamo a feto</td>
</tr>
</tbody>
</table>

---

381
Terms Used In Food Preparation

flavor
orange
raw
melted
honey
dried fruit
Wash vegetables carefully before cooking

Wash rice before cooking
Cook in a covered pot
simmer
rapid boil
Boil till soft
Heat till it begins to thicken
Stir constantly
Don't stir it
Boil in small amount of water
season to taste
Drain water from/out
pinch of
baking
Separate egg white from yolk

Grease baking dish
Add dry ingredients
Sift dry ingredients
Cut into squares
peel
scrape
skin
mash
grind
mix
dilute
Fill the pot with water

Glossary of Utensils

tānoa
native bowl

tānoa palu 'ava
kava bowl

tānoa fai mea'ai
wooden bowl for making
food

'ulo
cooking pot
falai
frying pan
tipoti; tītate
tea pot, tea kettle
sipuni
spoon
tui
fork
naifi
knife
sapelu
bush knife
ipu ti, (ipu fai'au)
tea cup, mug
ipu malamalama,
glass, tumbler
ipu tisata
sauce
ipu salati
salad bowl

Glossary of Utensils

manogi
pa'uwoli
mata
liusuavai
meli
fu'ulau mago
Fufulu lelei fu'ula'au a'o le'i
kukaina.
Fufulu le alaisa a'o le'i tumuina.
Saka i se 'ulo e i ai se tāpuni
fa'apunapuna
puna vave
Saka ia malu
Pa'avevela pe'a soto'o
Sa'eu pe'a (sc'o)
'Aua le sa'eu
Saka i sina vai
fa'amangogi
Pa'aaloo (sasa'a) le vai i fafo
'ini, sina mea
tao
Tu'u 'ese'ese le niau ma le lega o
le fuamoa
Fa'ago'fo 'apa tao mea'ai
Fa'apopopo i ai mea mamago.
Fa'amama fa'ataasi mea mamago
Tipi fa'atafa fafo'e
valu, vavalu
f'sai
'fu'i
'oloe
palu
sui
Pa'atumu le'ulo i vai.
tau
leaves used to cover the umu. matatuai

tauvela
the old used tau, used for veve
the outer covering of the umu

coconut scraper

used wrinkled and very dry.

Household Vocabulary

bed
broom
ceiling
chair
cupboard
desk
door
door knob
dust pan
fan
floor
floor mat
food safe
laundry soap
light bulb
light switch
mop
moega (o)
pulumu (a), salu (a)
fa'alo
nofoa (o)
pusatu (a)
tesi (lauau, tusitusi (o)refrigerator
fa'ito'to'a
'au o le fa'ito'o'a (a)
fa'amamam pefu (a)
ilo (o)
(fala) papa (o)
sefe (a)
moli iamea (ta'ofu) (a)
mafaui (a)
ki o le moli (a)
mopu (a)

outlet (power)
porch (verandah)

rug
room

shelf
stove
sink

shower
tap

toilet

telephone
washing machine

window
window pane

wall

poa (selise) (a)
poletito (o)
fala mamo o potu
nofonofa
potu (o)
pusa'aisa
fata (a)

'ogaaumu
fa'atanoa fului (a)

paipa t'a'ele (o)

paipa (o)
faleuila, fale-ese, falau (o)

laulau (a)
telefonia (a)

masini ta'ofu

fa'amalama

faoata o fa'a-

malama (a)
pa puipui, puipui

Education Vocabulary

alphabet
art
add
aquarium
around
across
broom
comprehension
chalk
crayon
cupboard
circle
correct
defeated
desk
divide
drawer
door
duster (black-
board)

exercise (physical)
toleni

exercise (written
oral)

'ala'afapeti;pi fa'itau
mea tauata
fa'aopoopo
faga tu'u'i'a
fa'ata'amilo
fa'alaves; mopi'a
salu; pulumu
fa'atinoa o le malamalamaga
i so tala
sioka penisina;
valiga'o
kāpoti, pusatu
li'o

flag
fingertip

fraction

globe

games

geography

handwork

harmony

history

health

holiday

knot

loop

music

multiply

monitors

map

365

383

tau

383
notebook  number  nature studies  obedient  punishment  practice  paragraph  page  pencil  quiet  ruler  recess  rhyme
rubbish  square  shout  substitute (change)  sentence  straw  shelf  subtract  script  sound  social science  strap or leather  talk  to color  to mark  trace  table of contents  title  verb  window  whisper

collect the books  clean the blackboard  get ready  school is out  you are late  top of class  bottom of class  drill (do again and again)  take out your books  open your books  close your books  put away your books  turn to page 10  fill in the blanks  raise your hand  be quiet  one at a time  put down  is greater than  is less than  the same as  clean up the room  pick up the pieces of paper  turn on the light  turn off the light  light the lamp  draw pictures  write in the air  don't be lazy  line up here  ring the bell

V. FISHING TERMS

'afai 'apia  'afai 'apia  'afai 'apia  'afai 'apia  'afai 'apia  'afai 'apia  'afai 'apia  'afai 'apia

Fishing line  catmaraging genre or boat  gables or row (mama'u) (v1:1)
to paddle the boat or canoe
the outrigger float
fin of a fish
ten fish
fifty fish
the fishing is poor
the fishing is good
sharpen the spear
bind the pearl shell lure
a fish trap
a trap for eels
dynamite
sling spear gun
small, edible sea creatures such as crabs, mollusks, etc.
a paddle or oar
gills of a fish
booms connecting the ama with the hull
cast a net over a shoal of fish
cast the net
forked stick used to hold bonito rod
weave the net
seaweed
the hold of the boat
bait for fishing
a hook
a closely-woven basket used for holding fish
small outrigger canoe
rubber bands used for spear gun
cowrie shell
a lead weight
cast the line from a fishing rod
fish from shore
tail
water in the boat
spear
to roll up fishing line
spikes on a fish
unfold the fishing line
propeller of a boat
to bail out the bilge water
a bailer
anchor the boat
bow
stern
eyeshades woven of coconut leaf
pull a string or net of leaves to encircle a school of fish
pull in the hook and line
the fish has taken the bait
the day (and the sea) is calm
the lure broke loose
the hook is broken
low tide
the boat is overturned
the sea is rough
high tide
the boat is adrift
net
scales
canoe

canoe with a covered deck

hurl a spear at a fish

Fishes of Samoa

'ə'a
afulu
ali
alogo
'anae
'asi'asi
atu
atule
aua
ava
'avə'avə
'avə'avə moana
fai
faisua
fe'e
filoa
fuga
gə'ogo
gatala
gufe'e
lai
lala'futu
lauaulau
laumei
laumei una
limulimu
lo
mata-i-taliga
mala'i
malau
maleuli
malie
malolo
manini
manoa
masimasi

waigeu snapper
goatfish
flounder
zebra surgeon fish
mullet
yellow fin tuna
bonito
scad (big eyed)
garfish
milkfish
crescent sea perch
banded sweetlip
sting ray
gaint clam
octopus
pigfaced bream
(parrot fish)
(long nosed emperor)
large atu
grouper (rock cod)
squid
leatherskin
baillion's dart
bat fish
green turtle
hawksbill turtle
seaweed
spine foot
hammerhead shark
scarlet sea perch
soldier fish
trevally
shark
flying fish
convict tang
porpoise

dolphin fish

\text{mata'ele'ele}
\text{moamoa}
\text{yopng filoa (tunutunu)}
\text{bodfish}
\text{nanue}
\text{pa'a}
\text{palagi}
\text{pala'ia}
\text{papa}
\text{pelupelu}
\text{pome}
\text{pasi}
\text{salii}
\text{sapatu}
\text{sa'ula}
\text{savane}
\text{savage mumu}
\text{savage pa'epa'e}
\text{sea}
\text{sue}
\text{suila}
\text{saosao}
\text{sugale}
\text{sumu}
\text{tafolai}
\text{talitaliuli}
\text{tautu}
\text{tifi tifi}
\text{tuitui}
\text{tai}
\text{tuna}
\text{tu'u'u}
\text{uga}
\text{ula sami}
\text{ula vai}
\text{ise}

VI. PHYSICAL EDUCATION

Marching - Savali

Backward march
Class halt
face left
face right

\text{savali i luma}
\text{Yasega tāfili!}
\text{Fa'asaga i le agavale}
\text{Fa'asasa'c i le taumatau}

fall in
\text{fōleni}
\text{forward march savali i luma}
left' flank
\text{itu agavale}
line, column
\text{laina}
March  Track & Field - Ta'aloga tau tū'uga:

Track & Field - Ta'aloga tau tū'uga:

**Track & Field - Ta'aloga tau tū'uga:**

- **Back stretch**
  - **March**
  - **Savali**
  - **Right flank**
  - **tu'tu'aga**

- **Discus**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Finish**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Final stretch**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Get set**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Go!**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **High jump**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Hurdling**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

**Tennis - Tēnisi**

- **Backhand drive**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Backswing**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Body position**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Forehand drive**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Grip**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

**Basketball - Pasiketi polo**

- **Back board**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Bounce**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Charging**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Chest pass**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Defensive player**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

**Hockey**

- **Corner**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Drive**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Fielding**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Goalkeeping**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

**Soccer - Soka**

- **Center**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Drop kick**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Free kick**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Full back**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Half back**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

- **Inside of foot**
  - **March**
  - **Savali**
  - **Right flank**
  - **Tuatulaga**

<table>
<thead>
<tr>
<th>March</th>
<th>Savali</th>
<th>Right flank</th>
<th>itu tuamatau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back stretch</td>
<td>Sa'oga i tua</td>
<td>Javelin</td>
<td>Tu'aga</td>
</tr>
<tr>
<td>Discus</td>
<td>Togi u'amea salafa</td>
<td>Long jump</td>
<td>Oso mamo</td>
</tr>
<tr>
<td>Finish</td>
<td>Tigi</td>
<td>On your mark</td>
<td>Va'ai lau laina</td>
</tr>
<tr>
<td>Final stretch</td>
<td>Sa'oga mulimuli</td>
<td>Pass</td>
<td>Pasi</td>
</tr>
<tr>
<td>Get set</td>
<td>Sāuni</td>
<td>Relay</td>
<td>Moli'aga'ua</td>
</tr>
<tr>
<td>Go!</td>
<td>Alui,ō!</td>
<td>Shot put</td>
<td>Togi u'amea manafa</td>
</tr>
<tr>
<td>High jump</td>
<td>Oso mauluga</td>
<td>Sprint</td>
<td>Tu'uga masau (100 iata)</td>
</tr>
<tr>
<td>Hurdling</td>
<td>Tanu'o ma oso</td>
<td>Strategy</td>
<td>Fa'atulagaga</td>
</tr>
<tr>
<td>Backhand drive</td>
<td>Tā liliu aga'i i tua</td>
<td>Net</td>
<td>'Upega</td>
</tr>
<tr>
<td>Backswing</td>
<td>Tā i tua</td>
<td>Racket</td>
<td>Pate tēnisi</td>
</tr>
<tr>
<td>Body position</td>
<td>Tulaga o le tino</td>
<td>Serve</td>
<td>Serve</td>
</tr>
<tr>
<td>Forehand drive</td>
<td>Ta aga'i i luma</td>
<td>Toss</td>
<td>Togi</td>
</tr>
<tr>
<td>Grip</td>
<td>'U'uga (o le pate)</td>
<td>Volley</td>
<td>Su'ega o le serve;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tataga, Voli</td>
</tr>
<tr>
<td>Back board</td>
<td>Laupapa o le mana</td>
<td>Foul</td>
<td>Sala</td>
</tr>
<tr>
<td>Bounce</td>
<td>Fitī</td>
<td>Goal (ring)</td>
<td>Mama pasiketi polo</td>
</tr>
<tr>
<td>Charging</td>
<td>Tamo'e fa'afetaui</td>
<td>Hook shot</td>
<td>Togi mai i le itu'</td>
</tr>
<tr>
<td>Chest pass</td>
<td>Pasi mai i le fatafata</td>
<td>Jump ball</td>
<td>Oso</td>
</tr>
<tr>
<td>Defensive player</td>
<td>Tagata ta'alo fa'a-lavelave</td>
<td>Jump shot</td>
<td>Togi oso</td>
</tr>
<tr>
<td>Dribble</td>
<td>Popo</td>
<td>Lan to man</td>
<td>Tagata i le tagata</td>
</tr>
<tr>
<td>Equipment</td>
<td>Mea ta'alo</td>
<td>Offensive player</td>
<td>Tagata ta'alo ma le polo</td>
</tr>
<tr>
<td>False</td>
<td>Sese</td>
<td>Pass</td>
<td>Pasi</td>
</tr>
<tr>
<td>Free throw</td>
<td>Togi fua</td>
<td>Under-hand pass</td>
<td>Pasi mai lalo</td>
</tr>
<tr>
<td>Corner</td>
<td>Tulimanu</td>
<td>Penalty</td>
<td>Fa'a'alaga</td>
</tr>
<tr>
<td>Drive</td>
<td>Tuli</td>
<td>Push</td>
<td>Tu'lei</td>
</tr>
<tr>
<td>Fielding</td>
<td>Talitua'a</td>
<td>Right cut</td>
<td>Tipi i le taumatau</td>
</tr>
<tr>
<td>Goalkeeping</td>
<td>Fa'atali ('ogaumu)</td>
<td>Roll in</td>
<td>Fa'ata'avale i totonu</td>
</tr>
<tr>
<td>Hockey stick</td>
<td>Pate hoki</td>
<td>Scoop</td>
<td>Salī</td>
</tr>
<tr>
<td>Marking</td>
<td>Māka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center</td>
<td>'Ogātonu</td>
<td>Inside of foot</td>
<td>Le itu i totonu o le vae</td>
</tr>
<tr>
<td>Drop kick</td>
<td>(kiki) fa'apa'ū ma a'ā.</td>
<td>Instep</td>
<td>La'a i totonu</td>
</tr>
<tr>
<td>Free kick</td>
<td>Kiki fua</td>
<td>Kick off</td>
<td>Kiki 'āmatara</td>
</tr>
<tr>
<td>Full back</td>
<td>Fulupeki</td>
<td>Outside of foot</td>
<td>Le itu i fafo o le vae</td>
</tr>
<tr>
<td>Half back</td>
<td>'Afapeki</td>
<td>Penalty kick</td>
<td>Kiki o le sāla</td>
</tr>
<tr>
<td>Inside of foot</td>
<td>Le itu i totonu o le vae</td>
<td>Punt</td>
<td>Pani; kiki, A'a</td>
</tr>
</tbody>
</table>
### Softball - Soft Polo:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseman</td>
<td>Tagata fa'atali 'ogāumu</td>
</tr>
<tr>
<td>Dases</td>
<td>'Ogāumu</td>
</tr>
<tr>
<td>Bat</td>
<td>Pate</td>
</tr>
<tr>
<td>Bunting</td>
<td>Pani</td>
</tr>
<tr>
<td>Catcher</td>
<td>Mulumu</td>
</tr>
<tr>
<td>Coach</td>
<td>Fa'ā'oga</td>
</tr>
<tr>
<td>Curve</td>
<td>Togi vivili</td>
</tr>
<tr>
<td>Diamond</td>
<td>Taimane</td>
</tr>
<tr>
<td>Error</td>
<td>Mea sesē, sasi</td>
</tr>
<tr>
<td>Fielder</td>
<td>Talitula'a</td>
</tr>
<tr>
<td>Ground ball</td>
<td>Polo fitifiti</td>
</tr>
<tr>
<td>Infield</td>
<td>Talitula'a 'i totonu</td>
</tr>
<tr>
<td>Trapping</td>
<td>Order</td>
</tr>
<tr>
<td>Pitcher</td>
<td>Cutfied</td>
</tr>
<tr>
<td>Progression</td>
<td>Progression</td>
</tr>
<tr>
<td>Release</td>
<td>Release</td>
</tr>
<tr>
<td>Sacrifice</td>
<td>Sacrifice</td>
</tr>
<tr>
<td>Skill</td>
<td>Skill</td>
</tr>
<tr>
<td>Sliding</td>
<td>Sliding</td>
</tr>
<tr>
<td>Tactics</td>
<td>Tactics</td>
</tr>
<tr>
<td>Throwing</td>
<td>Throwing</td>
</tr>
<tr>
<td>Walk</td>
<td>Walk</td>
</tr>
<tr>
<td>Sevali fua</td>
<td>Sevali fua</td>
</tr>
<tr>
<td>Togi vili</td>
<td>Togi vili</td>
</tr>
<tr>
<td>Legs</td>
<td>Legs</td>
</tr>
</tbody>
</table>

### Speedball - Polo Masau:

<table>
<thead>
<tr>
<th>Action</th>
<th>Stationary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kickup</td>
<td>Kiki i luga</td>
</tr>
<tr>
<td>Lifting</td>
<td>Lifi, Si'i</td>
</tr>
<tr>
<td>Moving</td>
<td>Gāoioi</td>
</tr>
</tbody>
</table>

### Volleyball - Voli Polo:

<table>
<thead>
<tr>
<th>Action</th>
<th>Poloka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bump</td>
<td>Fa'atau i lima e lua</td>
</tr>
<tr>
<td>Court</td>
<td>Ilae tā'alo</td>
</tr>
<tr>
<td>Game</td>
<td>Lālo</td>
</tr>
<tr>
<td>Match</td>
<td>Tauvāga</td>
</tr>
<tr>
<td>Overhand pass</td>
<td>Pasi i luga o le ulu</td>
</tr>
<tr>
<td>Rotation</td>
<td>Fa'ata'amiloga</td>
</tr>
<tr>
<td>Score</td>
<td>'Ai</td>
</tr>
<tr>
<td>Serving order</td>
<td>Fa'asologa o le serve</td>
</tr>
<tr>
<td>Set</td>
<td>Seti</td>
</tr>
<tr>
<td>Side out</td>
<td>Sui le serve</td>
</tr>
<tr>
<td>Spike</td>
<td>Siːpika; Sāmala</td>
</tr>
</tbody>
</table>

### Common Afflictions - Fa'afita'uli tau le noifu: Māloloa

<table>
<thead>
<tr>
<th>Affliction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bone</td>
<td>Ponaivi</td>
</tr>
<tr>
<td>Muscle</td>
<td>Muscle</td>
</tr>
<tr>
<td>Sprain</td>
<td>Tapeva, Masui</td>
</tr>
<tr>
<td>Strain</td>
<td>Māsui, 'opuna</td>
</tr>
</tbody>
</table>

### Exercises - Fa'amālosi tino

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycling</td>
<td>Vili uila</td>
</tr>
<tr>
<td>Count</td>
<td>Faitu</td>
</tr>
<tr>
<td>Hop</td>
<td>Fusa</td>
</tr>
<tr>
<td>Jumping jack</td>
<td>Oso Oso</td>
</tr>
<tr>
<td>Squat thrusts</td>
<td>Fa'atū i luga ma lalo</td>
</tr>
<tr>
<td>Toe touching</td>
<td>Tago i tama'i vae</td>
</tr>
<tr>
<td>Windmill</td>
<td>Pe'ape'a</td>
</tr>
</tbody>
</table>

### Gymnastics - Fa'amālosi tino

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backward roll</td>
<td>Ta'vule i tua</td>
</tr>
<tr>
<td>Balance</td>
<td>Fa'alofo</td>
</tr>
<tr>
<td>Handstand</td>
<td>Ta'vule i luma</td>
</tr>
<tr>
<td>Tumbling</td>
<td>Ta'vule i luma</td>
</tr>
</tbody>
</table>
Some Samoan card games:

'Asini Variation of donkey
Lami Rummy

Suipi Vocabulary:

Ace (worth 1 point each)
Casino - (ten of diamonds worth 2 points)
Cards: most cards worth 3 points)
Club
Cut
Deal
Desk
Deck of cards
Diamond
Face card
Hearts
Jack
King
Lose
Point
Queen
Shuffle
Spade
Sweep (worth one point)
Two spades (worth one point)
Win

Come take a beating (at cards)
How many points do you have?
In our card game, will the loser(s) treat the winner (s)?

Let's play cards
Shuffle the cards
To lift a/some card(s) from the deck with one of your own that matches

Suipi
Casino
Sai
Kasina
Pepa
Pele
Kaki
Tufa
Pola
Pele
Taimana
Tagata
'Ata
Tana, Siaki
Tamalea
Pea'ina
'Ai
Teine, Fafine
Tōtō
Petī
Suipi
Lolua (peti)
Mālō

Extended family

'tāiga (noun) man's son, daughter
'tāiga (verb) woman's son, daughter
grandfather: maternal
grandmother: maternal

We, Jim and I, are related.

Extended family to be related to.

(eg.)
man's son, daughter
woman's son, daughter
grandfather: maternal
grandmother: maternal

We, Jim and I, are related.
I am related to you both.

father: tama
mother: tinā
sister of female: uso
brother of male: uso
sister of male: tuafafine
brother of female: tuagāne

Cousin: father's sister's children
father's brother's children
mother's sister's children
mother's brother's children

Nephew (Niece) man's sister's children
man's brother's children
woman's sister's children
woman's brother's children

My grand-children
My great grand-children

Foster relationships:
adoptive child
adoptive mother
adoptive father
adoptive brother/sister
adoptive son, daughter (man's)
adoptive son, daughter (woman's)

great grandfather: maternal
tama o le tama o lo'u tinā.

father: tama
mother: tinā
sister of female: uso
brother of male: uso
sister of male: tuafafine
brother of female: tuagāne

uncle: paternal
uso o lo'u tama
maternal
tuagāne o lo'u tinā.

aunt: paternal
tuafafine o lo'u tama
maternal
uso o lo'u tinā
VIII. SAMOAN CEREMONIAL SPEECH

SOME POLITE WORDS

<table>
<thead>
<tr>
<th>English</th>
<th>Common</th>
<th>Tulafale</th>
<th>Ali'i</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>alu (o)</td>
<td>maliu atu</td>
<td>afio atu, susū atu</td>
</tr>
<tr>
<td>come</td>
<td>sau (omai)</td>
<td>maliu mai</td>
<td>afio mai, susū mai</td>
</tr>
<tr>
<td>eat</td>
<td>'ai ('a'ai)</td>
<td>tausami, tāumafa</td>
<td>tautu, tāumafa</td>
</tr>
<tr>
<td>drink</td>
<td>inu (feinu)</td>
<td>tāumafa, tausami</td>
<td>tautu, tāumafa,</td>
</tr>
<tr>
<td>sit</td>
<td>nofo (i lalo)(monofo)</td>
<td>alāla, 'e'eta'i</td>
<td>afio, papā 'a'ao</td>
</tr>
<tr>
<td>stand</td>
<td>tu (i luga) (tutu)</td>
<td>tūla'ī</td>
<td>tūla'ī</td>
</tr>
<tr>
<td>walk</td>
<td>savali (sāvavali)</td>
<td>āga'i</td>
<td>āga'i, tala 'a'ao</td>
</tr>
<tr>
<td>sleep</td>
<td>moo (momo)</td>
<td>tōfā</td>
<td>tōfā</td>
</tr>
<tr>
<td>bathe, shower</td>
<td>tā'ele (tā'ele)</td>
<td>fa'amalu, 'au'au</td>
<td>fa'amalu, 'au'au</td>
</tr>
<tr>
<td>hear, listen</td>
<td>fa'alogo(fa'alologologo)</td>
<td>fa'afofoga</td>
<td>fa'afofoga</td>
</tr>
<tr>
<td>look, see, watch</td>
<td>va'ai, tilotilo (vā'ai)</td>
<td>taga'i, maimoa</td>
<td>silasila, silafaga</td>
</tr>
<tr>
<td>cry</td>
<td>tagi (fetāgisi)</td>
<td>tutulu</td>
<td>tutulu</td>
</tr>
<tr>
<td>wake</td>
<td>ala (mai/i luga)(feala)maleifua</td>
<td>fa'a'atafa, pulupulusia,</td>
<td>maleifua</td>
</tr>
<tr>
<td>sick</td>
<td>ma'i (mama'i)</td>
<td>gasegase</td>
<td>to'atama'i, ma'ema'e</td>
</tr>
<tr>
<td>angry</td>
<td>ita (feita)</td>
<td>to'atama'i</td>
<td>to'asā, sa'sa'saunoa</td>
</tr>
<tr>
<td>dance</td>
<td>sīva; sīvasiva(sisiva) 'aiuli</td>
<td>saunoa, tūlei, malele</td>
<td></td>
</tr>
<tr>
<td>rest</td>
<td>malōlo'</td>
<td>māpu, mana'au</td>
<td>fa'amalele</td>
</tr>
<tr>
<td>give/bring me</td>
<td>'aumai</td>
<td>fa'agasegase mai</td>
<td>tatafi</td>
</tr>
<tr>
<td>speak, talk</td>
<td>tautala (tātula)</td>
<td>fetalai</td>
<td>fa'afuga</td>
</tr>
<tr>
<td>call</td>
<td>vala'au (vāla'au)</td>
<td>tauvula'au</td>
<td>fa'afuga</td>
</tr>
<tr>
<td>wash hands</td>
<td>fa'afano</td>
<td>tatafi</td>
<td>fa'afuga</td>
</tr>
<tr>
<td>cut hair</td>
<td>'oti (le laulułu)</td>
<td>fa'afofoga</td>
<td></td>
</tr>
<tr>
<td>face here</td>
<td>fa'asaga mai(fa'asasaga) ēlo mai</td>
<td>fa'atalofa</td>
<td>ēlo mai, saga'ī mai</td>
</tr>
<tr>
<td>shake hands</td>
<td>fa'atālofa</td>
<td>lūlū 'a'ao</td>
<td>lūlū 'a'ao</td>
</tr>
<tr>
<td>go fishing</td>
<td>fa'afoga</td>
<td>fa'atanaosāli'i</td>
<td>fa'atarasōali'i</td>
</tr>
</tbody>
</table>

ORDER OF RANK: WHO TO ADDRESS FIRST

A. Family
1. man
2. wife
3. children

B. Family & Ali'i (visiting)

chief
man
wife(wives)
others
(C) Family & Ali'i & Tulafale
1. ali'i
2. tulafale
3. man
4. wife (wives)
5. others

(D) Family & Ali'i, Tulafale, and non titled guest.
1. ali'i
2. tulafale
3. guest (non-titled)
4. man
5. wives
6. others

(E) Family, Ali'i, Tulafale, Guest and Minister.
1. minister (and wife)
2. ali'i
3. tulafale
4. guest
5. man
6. wives
7. others

NOTE: If, in any of the above situations, someone has a title or more than one title, the highest titled man/woman is always addressed first continuing in this manner through all present. The exceptions being the minister (who is always addressed first) and if the group is addressed as a whole body rather than individuals (a tou afioga na failauga)

GREETINGS

A. Welcoming an Ali'i (Rich Chief)
1. Susu lava lau susuqa (cert in chiefs on'y)
2. Tula naia ou 'a'ao.
3. Afio lava lau afioga.

B. Tulafale (Criator)
1. Eliiu lava lau tofa.
2. Sosopo lava lau tofa.

C. Tanatita'i (Women)
1. Tanaou: Same as high chief (ali'i) Same as A and 3 above
2. Faletua: Same as her husband (ali'i)
3. Tasiu: Same as her husband (tulafale)

D. Faite'au (minister)
1. Catholic: Afio mai
2. All others: Susu mai

The reply to an Ali'i's welcome:
Susu lava lau susuqa. (cert in chiefs on'y)
Pa'ai 'a'ao ia lau susuqa/afioga.
Afio lava lau afioga. 'Ia, lau afioga.
'Ieta'i lava lau tofa. 'Ia, lau tofa.
B. Greetings for anyone:
1. Lefufu maia (for a traveller).
2. Sāutia maia (for morning).
3. Lāina maia (for afternoon).
4. Pōuliuligia maia (for evening).

F. SOLE COLON POLITE EXPRESSIONS:
1. 'Ā'e afio/susu i fea?
   maliu/sosopo
   susu
   Where are you going (chief)?
   (orator)?
   (anyone)?

2. Faleseu le 'aina, afio maia i le aganu'u le fei nei.
   sosopo
   maliu
   susu

Exercise the eating, welcome to the (meal) that is now served.

Tautala tu atu, fa'aafetai le fa'aaloalo. Excuse the talking 'hile, standing,
Tautala atu i le sala
Tautala atu i le tūing v-le

3. Ia 'ava taumafa le Atua.
   'Ia, manuia lelei aso ma ona
   le aso
   le taeao
   Happiness on this day and its work.
   (kava toast)

4. 'Ia, mātū naia vai!
5. 'Ia, lānava!
6. 'Ia, tautai a'e!

USEFUL SPECIES

(A) Presenting the oso:

Ia, 'o le oso fa'atunua'a lea no le 'āiga, e lē'o se noa tole. 'Ou te fa'a-

Here is a humble (insignificant) food gift for the family, it isn't much. I

hope it's accepted with pleasure.

(B) Presenting a me alofa:

Fa'aafetai tule i lau afio na le filetutu na le 'āiga. Fa'aafetia le alofa

ma le apolelei. Fa'aafetia foi le fa'aaloalo. Toto i atu e le Atua le toa
alofo fōa'i. E lelei se trui 'ou te faafetia o le lavatū e fa'atunua na'i, 'ou
Thanks a lot to you sir (chief) and your wife (chief's) and family. Thanks (orator) (orator's) (any man) (any man's) for the love and kindness. Thanks also for the hospitality. God will repay you for the love you have given. There is no reward I can possibly give to match this, just only a insignificant gift to represent our gathering.

C. Blessing the food:
Se'i fai la tatou fa'amāgalo. (Lets say grace) Fa'afetai tele le Atua i nei lotu taumafa 'ua 'Efō'ai 'ona 'o Iesu lo mātou Fa'aola. E aogā e mana ai lo mātou mālosi. Fa'amauia i e na šāunia e ala i lou Suafa. 'Ānene.
Thanks greatly Lord for this sustenance you have given through Jesus our Savior. It's useful to give us strength. Bless they who served through your Name. Amen.

D. Thanking the family after eating:
Fa'afetai lava fai mea taumafa. Fa'afetai fo'i gase se i lau Afioga mea inu mea'ai tofā tauti susu ga faletua
Thanks very much for providing refreshment. Thanks also for the preparation sir (chief) and to your wife(chief's) and family. (orator) (orator's) (any other) (of any other)
Since the following are idioms, exact translations are difficult. In some cases the English is literal, in others an equivalent English idiom is given.

'auoi!
'auoi le Atua e,
'auē
'auē'e
'auē'e
'auoi
'amui'ia 'oe
alu loa
'a'a
'a'e
'apa Taliu
e mo'i?
'e 'ese a 'oe
'e te valea?
'e te le pule
e leai sau fe'au
e leai se ma'a
e le mālie
ma'īmau e,
miliona
nofo ia
'o'oka'oka!
'o i
'o lo'u mausa
'ou te le kea
paga
pau lava
pule a 'oe
pipi'i i le mago
se!
suga
sole
selau pasene
tafefē
ta fiacla e,
ta'i mo'i
ta'i lelei
tālofa e,
ta'ai leaga
toeafe (toe'efa)
tu'u ai pea
'ua 'ou gau ~/
'ua 'ou motu
'ua sau le tamāloa Lepā

ouch!
God help us,
alas
alas
astonishment
ouch!
you're lucky
go on and go
cut out, come off it
come off it; quit
go fast
really?
you're different, strange
are you crazy?
you're not the boss
none of your business
no rocks (money)
it's not funny
a waste
a million, great
stay here, stop it!
wow!
oh! (surprise)
my favorite
I don't care
alas; terrible
just because
you're boss
stick to the mango tree
come on man!
girl
boy
100%, great
I'm afraid, (Oh no!)
good grief
really true
very good (oh boy!)
too bad, what a pity
very bad
never; try again
leave it
I'm broke (money)
I'm broke (money)
I'm hungry (Fia'ai is the name of a chief from Lepā)
A GENERAL SAMOAN-ENGLISH GLOSSARY

The word list that follows is by no means a complete list of Samoan words. Many common nouns, verbs, etc., are not to be found in this list since it is beyond the scope of this book to provide the student with an extensive Samoan dictionary. For this purpose the student is referred to G.B. Milner's Samoan Dictionary. This glossary is geared for beginning to semi-advanced students of the Samoan language who may need to know the meaning of words encountered in this book or in normal outside of class Samoan conversation. Entries are not restricted to single words, but frequently include idioms and phrases which are also encountered at this level of speech. As with all the material in this book, the ultimate authority on pronunciation has been the Samoan Department of Education rather than existing texts which have in the past been in disagreement on some words. In using this list, the student should note the following points:

1. Entries are listed alphabetically according to the Samoan alphabet (a,e,i,o,u,f,k,l,m,n,p,s,t,v)
2. Parts of speech are not listed for each word (i.e. noun, verbs, etc.). The student should be aware that most words can serve as several parts of speech within its basic meaning (i.e. mātū - north, can be a noun, adjective and adverb). The grammatical use for the Samoan word in question can be interpreted within the context of the sentence.
3. Similarly, many compound words, or words derived from common roots are not listed. It is assumed that the meanings of such compounds can be found from the roots, or by taking into consideration effects of common suffixes and prefixes.
   āmioleaga  ..........  āmio (behavior) + leaga (bad)  
   = bad behavior  
   fia'ai  ..........  fia (to desire) + a'i (to eat)  
   = to be hungry
4. Samoan homonyms are frequently given only on entry with the multiple meanings separated by a semi colon (;)
   ao  ..........  day; cloud; head; to collect
5. The plural forms of many words are listed in the same entry as the singular (abbreviated: pl.)
   alu (pl. ɔ)  ..........  to go
6. Some words are frequently encountered in a different form. These are listed in parenthesis.
   ula (ulaula)  ..........  to smoke
   la'u (lā)  ..........  they (pair plural)
7. Most nouns are followed by either an (a) or (o) denoting the proper form of the possessive to be used for that noun. Some words however can use both possessive markers although the meanings of the noun are different.
   'o la'u susu  ..........  My milk
   'o lo'u susu  ..........  My breast
8. Many obvious foreign words are not included in this list.

<table>
<thead>
<tr>
<th>'ofisa</th>
<th>office</th>
</tr>
</thead>
<tbody>
<tr>
<td>sipuni</td>
<td>spoon</td>
</tr>
</tbody>
</table>

9. Some entries are not repeated in this glossary if they are present in the English-Samoan word lists. This is especially true of parts of the body and agricultural, educational, and household terms.

## GENERAL GLOSSARY

### 'A'

<table>
<thead>
<tr>
<th>a</th>
<th>of</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a</td>
<td>when, for, then, but</td>
</tr>
<tr>
<td>ā</td>
<td>what, how</td>
</tr>
<tr>
<td>'ā</td>
<td>future tense marker ('o le 'ā)</td>
</tr>
<tr>
<td>'a'a</td>
<td>no! (expression)</td>
</tr>
<tr>
<td>'a'ai</td>
<td>a city</td>
</tr>
<tr>
<td>'a'au (pl. fe'ausì)</td>
<td>to swim</td>
</tr>
<tr>
<td>'æ</td>
<td>but</td>
</tr>
<tr>
<td>'æ le'i</td>
<td>before</td>
</tr>
<tr>
<td>'æ'e (pl. fe'a'ei)</td>
<td>to climb</td>
</tr>
<tr>
<td>'æ peita'i</td>
<td>nevertheless</td>
</tr>
<tr>
<td>'æmaise</td>
<td>especially</td>
</tr>
<tr>
<td>ai</td>
<td>a relative particle; who</td>
</tr>
<tr>
<td>'ai (pl. 'a'ai)</td>
<td>to eat</td>
</tr>
<tr>
<td>āiga</td>
<td>a family</td>
</tr>
<tr>
<td>'āiga</td>
<td>to be edible, a meal</td>
</tr>
<tr>
<td>'āi lava</td>
<td>probably</td>
</tr>
<tr>
<td>'āiloga</td>
<td>to be doubtful</td>
</tr>
<tr>
<td>'aisa</td>
<td>ice</td>
</tr>
<tr>
<td>'aisēa</td>
<td>why</td>
</tr>
<tr>
<td>'aisi</td>
<td>to beg</td>
</tr>
<tr>
<td>'aitelefu</td>
<td>to borrow; debt (a)</td>
</tr>
<tr>
<td>aitu</td>
<td>a ghost (o)</td>
</tr>
<tr>
<td>ao</td>
<td>day; cloud; head; to collect</td>
</tr>
<tr>
<td>'oa'o</td>
<td>to learn; to teach</td>
</tr>
<tr>
<td>'a'o</td>
<td>while; but</td>
</tr>
<tr>
<td>'a'ole'i</td>
<td>before</td>
</tr>
<tr>
<td>acculì</td>
<td>afternoon</td>
</tr>
<tr>
<td>aofsì</td>
<td>to gather together; sum, total</td>
</tr>
<tr>
<td>aogā</td>
<td>to use; useful</td>
</tr>
<tr>
<td>ā'oga</td>
<td>school</td>
</tr>
<tr>
<td>'au</td>
<td>a team (a)</td>
</tr>
<tr>
<td>au</td>
<td>your (singular)</td>
</tr>
<tr>
<td>a'u</td>
<td>I, me; my</td>
</tr>
<tr>
<td>'aua</td>
<td>don't</td>
</tr>
<tr>
<td>'auā</td>
<td>because</td>
</tr>
<tr>
<td>'au'auna</td>
<td>to serve; servant</td>
</tr>
<tr>
<td>'aula</td>
<td>a road; path</td>
</tr>
<tr>
<td>aualuma</td>
<td>unmarried women's group (a)</td>
</tr>
<tr>
<td>'auē</td>
<td>alas (exclamation)</td>
</tr>
<tr>
<td>'auina</td>
<td>to send to</td>
</tr>
<tr>
<td>'auleną</td>
<td>to be ugly</td>
</tr>
<tr>
<td>'aulenei</td>
<td>to be pretty</td>
</tr>
<tr>
<td>āuli</td>
<td>an iron, to iron clothes</td>
</tr>
<tr>
<td>'aumui</td>
<td>to bring (to the speaker)</td>
</tr>
<tr>
<td>'aumūga</td>
<td>untitled men</td>
</tr>
<tr>
<td>auna</td>
<td>steam, smoke</td>
</tr>
<tr>
<td>'afa</td>
<td>half; sennit (a)</td>
</tr>
<tr>
<td>afi</td>
<td>a hurricane</td>
</tr>
<tr>
<td>'afēi</td>
<td>if (future)</td>
</tr>
<tr>
<td>ā'afine</td>
<td>daughter of a man (o)</td>
</tr>
<tr>
<td>'afo'afiso</td>
<td>part-European</td>
</tr>
<tr>
<td>afe</td>
<td>a thousand, to turn off (a road)</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>'afea</td>
<td>when (future)</td>
</tr>
<tr>
<td>afi</td>
<td>fire; motor (a)</td>
</tr>
<tr>
<td>afi'ai</td>
<td>to bundle up; parcel</td>
</tr>
<tr>
<td>afi'ai'i</td>
<td>evening, sunset</td>
</tr>
<tr>
<td>afio</td>
<td>to come, welcome (pol.)</td>
</tr>
<tr>
<td>'afu</td>
<td>to perspire; waterfall</td>
</tr>
<tr>
<td>'afu</td>
<td>to cover (with a sheet)</td>
</tr>
<tr>
<td>aga</td>
<td>behavior (a)</td>
</tr>
<tr>
<td>agaga</td>
<td>spirit, soul</td>
</tr>
<tr>
<td>agaleaga</td>
<td>to be unkind, cruel</td>
</tr>
<tr>
<td>agalelei</td>
<td>to be kind</td>
</tr>
<tr>
<td>aganu'u</td>
<td>custom, culture</td>
</tr>
<tr>
<td>asasala</td>
<td>sin, wicked, evil</td>
</tr>
<tr>
<td>agava'a</td>
<td>capacity, ability</td>
</tr>
<tr>
<td>agi</td>
<td>to blow</td>
</tr>
<tr>
<td>ala</td>
<td>a road; to be awake; style, way</td>
</tr>
<tr>
<td>ala'alala</td>
<td>to dwell; to sit around and talk at night.</td>
</tr>
<tr>
<td>alaalafaga</td>
<td>residence (o)</td>
</tr>
<tr>
<td>ali'i</td>
<td>a man; man (expression)</td>
</tr>
<tr>
<td>alo</td>
<td>to paddle</td>
</tr>
<tr>
<td>'aloiafi</td>
<td>a spark</td>
</tr>
<tr>
<td>alofa</td>
<td>to love; love (o)</td>
</tr>
<tr>
<td>alu (pl. o)</td>
<td>to go</td>
</tr>
<tr>
<td>'aluga</td>
<td>a pillow (o)</td>
</tr>
<tr>
<td>'anata</td>
<td>to begin</td>
</tr>
<tr>
<td>'amio</td>
<td>conduct, behavior (a)</td>
</tr>
<tr>
<td>'amitonu</td>
<td>to not properly; justice (a)</td>
</tr>
<tr>
<td>'amu'ai'a</td>
<td>to be fortunate</td>
</tr>
<tr>
<td>ana</td>
<td>a cave (o); his, her, it:</td>
</tr>
<tr>
<td>'ana</td>
<td>if (past)</td>
</tr>
<tr>
<td>anafoa</td>
<td>when (past)</td>
</tr>
<tr>
<td>analeilä</td>
<td>earlier today</td>
</tr>
<tr>
<td>anamaua</td>
<td>olden times</td>
</tr>
<tr>
<td>anamafi</td>
<td>yesterday</td>
</tr>
<tr>
<td>ananei</td>
<td>just now (past)</td>
</tr>
<tr>
<td>anapō</td>
<td>last night</td>
</tr>
<tr>
<td>ane</td>
<td>alongside</td>
</tr>
<tr>
<td>'ā pe'a</td>
<td>how about if (expression)</td>
</tr>
<tr>
<td>'ape'a'i</td>
<td>a ladder (a)</td>
</tr>
<tr>
<td>'api</td>
<td>a notebook (a)</td>
</tr>
<tr>
<td>āsiasi</td>
<td>to visit</td>
</tr>
<tr>
<td>aso</td>
<td>day</td>
</tr>
<tr>
<td>aso</td>
<td>today</td>
</tr>
<tr>
<td>aso 'ātonu</td>
<td>whole day</td>
</tr>
<tr>
<td>aso 'ūma</td>
<td>everyday</td>
</tr>
<tr>
<td>asu</td>
<td>to dish out, scoop; smoke</td>
</tr>
<tr>
<td>ata</td>
<td>a shadow; picture (o)</td>
</tr>
<tr>
<td>'atu (pl. taloe)</td>
<td>to laugh</td>
</tr>
<tr>
<td>ātalii'i</td>
<td>the son of a man (o)</td>
</tr>
<tr>
<td>atamai</td>
<td>to be clever</td>
</tr>
<tr>
<td>'ati</td>
<td>to bite (food)</td>
</tr>
<tr>
<td>atigifagu</td>
<td>a piece of glass</td>
</tr>
<tr>
<td>ātili</td>
<td>to increase; more</td>
</tr>
<tr>
<td>'ato</td>
<td>a basket (a)</td>
</tr>
<tr>
<td>'ātona</td>
<td>to be complete</td>
</tr>
<tr>
<td>'āton'atoa</td>
<td>entire, whole</td>
</tr>
<tr>
<td>ātonu</td>
<td>maybe, probably</td>
</tr>
<tr>
<td>atopa'u</td>
<td>a suitcase, handbag (a)</td>
</tr>
<tr>
<td>atu</td>
<td>away from the speaker</td>
</tr>
<tr>
<td>Atua</td>
<td>God (o)</td>
</tr>
<tr>
<td>atualoa</td>
<td>a centipede</td>
</tr>
<tr>
<td>atumotu</td>
<td>an inland group (o)</td>
</tr>
<tr>
<td>atunu'u</td>
<td>country (o)</td>
</tr>
<tr>
<td>ava</td>
<td>a passage in the reef</td>
</tr>
<tr>
<td>āvā</td>
<td>wife (a)</td>
</tr>
<tr>
<td>'ava</td>
<td>kava (o); beard (a)</td>
</tr>
<tr>
<td>āvaga</td>
<td>to elope</td>
</tr>
<tr>
<td>āvanoa</td>
<td>a space; chance, opportunity</td>
</tr>
<tr>
<td>'ave</td>
<td>to take</td>
</tr>
<tr>
<td>'avane</td>
<td>to take along ('ave ma)</td>
</tr>
<tr>
<td>'avatu</td>
<td>to take to ('avo atu)</td>
</tr>
<tr>
<td>Word</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ʻē</td>
<td>(they) whom</td>
</tr>
<tr>
<td>ʻea</td>
<td>air; interrogatory particle</td>
</tr>
<tr>
<td>e ā</td>
<td>what? (expression)</td>
</tr>
<tr>
<td>e ui ina</td>
<td>although</td>
</tr>
<tr>
<td>e uiga'i</td>
<td>concerning</td>
</tr>
<tr>
<td>e le afaina</td>
<td>it doesn’t matter (expression)</td>
</tr>
<tr>
<td>'ele</td>
<td>rust</td>
</tr>
<tr>
<td>'ele'ele</td>
<td>dirt, earth</td>
</tr>
<tr>
<td>'eli</td>
<td>to dig</td>
</tr>
<tr>
<td>elo</td>
<td>to stink</td>
</tr>
<tr>
<td>'emo</td>
<td>to blink</td>
</tr>
<tr>
<td>'ese</td>
<td>('ese'ese) to be different, distinct</td>
</tr>
<tr>
<td>eva</td>
<td>to roam about at night</td>
</tr>
<tr>
<td>'ino'ino</td>
<td>to hate; hatred (o)</td>
</tr>
<tr>
<td>inu</td>
<td>a glass, plate, dish (a)</td>
</tr>
<tr>
<td>ipu</td>
<td>another, the other, next, someone</td>
</tr>
<tr>
<td>isi</td>
<td>nose (o)</td>
</tr>
<tr>
<td>ita</td>
<td>(pl. feita) to be angry; I, me</td>
</tr>
<tr>
<td>ititi</td>
<td>(pl. iti) to be small</td>
</tr>
<tr>
<td>itū</td>
<td>a side (o)</td>
</tr>
<tr>
<td>itū'aiga</td>
<td>a kind, species, sort</td>
</tr>
<tr>
<td>itūlā</td>
<td>hour</td>
</tr>
<tr>
<td>itūlau</td>
<td>a page</td>
</tr>
<tr>
<td>itūmalō</td>
<td>district of the government</td>
</tr>
<tr>
<td>ivi</td>
<td>bone (o)</td>
</tr>
<tr>
<td>i</td>
<td>in; at; on; for; (also ʻa)</td>
</tr>
<tr>
<td>'i</td>
<td>directive particle; to, by; (also ʻa)</td>
</tr>
<tr>
<td>'I</td>
<td>here; yes</td>
</tr>
<tr>
<td>in</td>
<td>he, she, it; these</td>
</tr>
<tr>
<td>ʻia</td>
<td>in order to</td>
</tr>
<tr>
<td>i'a</td>
<td>fish</td>
</tr>
<tr>
<td>i'I ('ilo)</td>
<td>here</td>
</tr>
<tr>
<td>i'o ('ole)</td>
<td>there</td>
</tr>
<tr>
<td>'ioe</td>
<td>yes</td>
</tr>
<tr>
<td>ifo</td>
<td>down; to bow down</td>
</tr>
<tr>
<td>igoa</td>
<td>name</td>
</tr>
<tr>
<td>i le vā</td>
<td>in between</td>
</tr>
<tr>
<td>ili</td>
<td>to blow (pl. tailli); harmonica (a); whistle; fan (a)</td>
</tr>
<tr>
<td>'ili</td>
<td>a saw, file (a)</td>
</tr>
<tr>
<td>i lō</td>
<td>in comparison to</td>
</tr>
<tr>
<td>iloa</td>
<td>to see, to know, recognize</td>
</tr>
<tr>
<td>ina</td>
<td>(ina ʻawa) when (past); because</td>
</tr>
<tr>
<td>'ina</td>
<td>(ina 'ia) in order to, so that</td>
</tr>
<tr>
<td>'ini</td>
<td>to pinch; pick a guitar</td>
</tr>
<tr>
<td>'o</td>
<td>to belong to; of</td>
</tr>
<tr>
<td>'o</td>
<td>the nominative particle; present tense marker (ʻo loʻo)</td>
</tr>
<tr>
<td>'oe</td>
<td>you (sing.)</td>
</tr>
<tr>
<td>'oi</td>
<td>oh! (exclamation)</td>
</tr>
<tr>
<td>o'o</td>
<td>to reach, to take place, to come, to pass (mai)</td>
</tr>
<tr>
<td>'o'omi</td>
<td>to squeeze, crush</td>
</tr>
<tr>
<td>ou</td>
<td>your</td>
</tr>
<tr>
<td>'ou</td>
<td>I</td>
</tr>
<tr>
<td>o'u</td>
<td>my</td>
</tr>
<tr>
<td>'outou ('ou)</td>
<td>you (plural)</td>
</tr>
<tr>
<td>'oulua ('lua)</td>
<td>you (pair plural)</td>
</tr>
<tr>
<td>'ofe</td>
<td>bamboo</td>
</tr>
<tr>
<td>ofi</td>
<td>to fit</td>
</tr>
<tr>
<td>'ofu</td>
<td>wrapped food (pālusami); garment; to wear</td>
</tr>
<tr>
<td>'ofutino</td>
<td>a shirt (o)</td>
</tr>
<tr>
<td>'ogāumu</td>
<td>an oven, stove (a)</td>
</tr>
<tr>
<td>'ogalā'au</td>
<td>a tree trunk (a)</td>
</tr>
</tbody>
</table>
"'o'ome (pl. 'o'oma) to be dented
'o'ona (pl. ona) to get drunk
ona (ai) lea no, so then, then
ona ('ona 'ua) because
ona ('ona 'o) because, on account of
ona ('o'ona) to be poisonous
onapō times, days
oneone sand
'ōona'i patience
ono (pl. foomafi, foomoi) to jump; food gift (o)
uta raw fish
'ote (pl. 'ote 'ote) to scold
ooti (pl. footi) to die
'otī (pl. 'tītītī) to cut (hair); a goat (a)
unaa a guitar string (a); vein (o)
unafu a wharf
'ua lava enough! (expression)
uname metal (a)
unati a watch (a)
uī to travel along
uiga meaning
uila electricity; lightening; a bicycle (a)
ūili a wheel
ūo a friend
u'u oil
ula to make fun of; a lobster
ula (ulaula) to smoke
'ula a necklace
ulavale to be mischievious
ulu head (o); hair (o)
'ulu broadfruit (a)
ulua'i first
ulufale entrance
ulufao exit
ulugāli'i a married couple
'uma to be finished; all; every
'umi (pl. 'u'umi)
to be tall, long
umu a Samoan oven (a)
umukuka a kitchen; cook-house
'upega a net (a)
'upu a word (a)
usita'i (usiita'i) to obey
usao brother of a boy or sister of a girl (o)
usu to start; to leave on a journey; to sing
uta inland
utu to refill a container, a ditch
'tutu a louse (lice)
'tutufiti a flea
unsea wire (a)
| Fa'a'aga  | to use                      | Fa'alototale | to encourage                |
| Fa'ala  | to awaken                   | Fa'ama'iu  | to make sick; a disease; epidemic (o) |
| Fa'ali  | to show                     | Fa'ama  | to fasten; an engagement (a) |
| Fa'aliga | a notice (o); rehearsal | Fa'amono  | to be loyal                  |
| Fa'alole  | respect (a)                 | Fa'amafanafana | to cheer, to comfort         |
| Fa'a  | a mirror (a)                | Fa'amango  | to forgive, to excuse        |
| Fa'atostoa | to make complete or perfect | Fa'amalama | a window (c)                 |
| Fa'aete | to be careful               | Fa'amalama | to clarify; explain          |
| Fa'aenagni | opposite; to face         | Fa'amaloai | to press on with vigor; forces. |
| Fa'ainoa | to name                     | Fa'amalu   | an umbrella (a)              |
| Fa'aii | a musical band; to whistle; harmonica (a); whistle (a) Fa'amalii  | to be careful |
| Fa'aiaga | a sign or mark (a); price; postage stamp. | Fa'amanaatu | to wish good luck, a graduation ceremony (a). |
| Fa'aipeipo | to marry                   | Fa'amanaua | to become used to; to become acquainted |
| Fa'aqoqo | to add; put together        | Fa'amasani | to judge; a judge |
| Fa'a'au'uu | to be sulky                | Fa'amasono | a trial                      |
| Fa'auli | to drive                    | Fa'amasinoga | do you think (express.) |
| Fa'auma | to finish                   | Fa'amata   | matai system                 |
| Fa'afafine | a transvestite             | Fa'amatai  | to explain                   |
| Fa'afancua | a map (a)                 | Fa'amatala | to bid farewell               |
| Fa'affaauli | a problem               | Fa'amavae  | plans; hopes (o); to hope    |
| Fa'afo'i  | to return                   | Fa'anemoce | please                      |
| Fa'afou | to repair                   | Fa'amolemole | to stay behind              |
| Fa'amuse'iu | unexpectedly              | Fa'amuli   | to be sad; sorrow            |
| Fa'agasegase | slowly                 | Fa'anonoa  | to ask permission            |
| Fa'alä  | to dry in the sun          | Fa'ano  | to think as; like this       |
| Fa'apetepetoga | a group or organization (a) | Fa'apea  | how, what's it like?         |
| Fa'alavaleva | trouble; problem (o/a)    | Fa'apoi'i  | how                         |
| Fa'alotou  | to be poorly planned       | Fa'apofa   | like that                    |
| Fa'alalia | to show off                 | Fa'spena  | like this                    |
| Fa'al'i | to be angry; to be stubborn | Fa'apenei | like that                    |
| Fa'alili | to tease                    | Fa'apula  | to be dishonest              |
| Fa'aliliu  | to translate; to interpret | Fa'api'opio | to stick to                  |
| Fa'alogo  | (Fa'a-logologo)             | Fa'apipe'i | to make short, or out short  |
| Fa'alogo  | to listen; hear            | Fa'apu'upu'u |                             |
| Fa'alologa' | to examine                | Fa'apu'upu'u |                             |
| Fa'alologi | to be disobedient          | Fa'apualafi |                             |
fa'asā to be forbidden; to forbid
fa'asā'o to straighten; to make correct
fa'asau to be cruel
fa'asaga to face a direction
fa'asala punish
fa'asamoe the Samoan way
fa'asino to show how; direct; point out
fa'asta'amilo to go around; circumnavigate
fa'asta'ita'i to practise
fa'asta'itā'iga an example (a); practice
fa'atau to buy (mai); to sell (atu)
fa'atavoto a shopkeeper
fa'atauva'a to be unimportant
fa'atili to wait
fa'atalofa to shake hands; to greet once
fa'atasii together
fa'ato'ai just
fa'atosesi to apologize
fa'atitino the worst
fa'ato'ofa to say goodbye
fa'atoni to direct; instruct; a director
fa'ato'unga a command (a/o)
fa'atuma to fill
fa'atupu to cause
fa'atua to be like, to compare
fa'avae to found (i.e. foundation)
fa'avalevalea to be foolish
fa'avaau forever
fa'avala to cook
fa'avavele a to heat
fa'i to do, to make
fa'i a banana (a)
fa'ailai brains (o); baked coconut cream (a)
fa'aila'i (fa-polam) make quick (expression)
fa'iaga to be slow; idle
fa'aina to loose (a game)
fa'inogo to teach; a teacher
fa'ina to take a wife; to mate
fa'ina to be hard, difficult
fa'inoa to be easy
fa'inoa to be unimportant
fa'istia to wait
fa'ista to shake hands; to greet once
fa'ista together
fa'itonga to say goodbye
fa'itotai to direct; instruct; a director
fa'itunaloto a to fill
fa'itutuia to cause
fa'ituga to be like, to compare
fa'itulotu to be found (i.e. foundation)
fa'itufa to be foolish
fa'ivai a banana (a)
fa'iva brains (o); baked coconut cream (a)
fa'ivi to do, to make
fa'i to be unimportant
fa'ina to wait
fa'ina to shake hands; to greet once
fa'ina together
fa'ina to say goodbye
fa'ina to direct; instruct; a director
fa'ina a command (a/o)
fa'ina to fill
fa'ina to cause
fa'ina to be like, to compare
fa'ina to found (i.e. foundation)
fa'ina to be foolish
fa'ina forever
fa'ina to cook
fa'ina to heat
fa'ina to do, to make
fa'ina a banana (a)
fa'ina brains (o); baked coconut cream (a)
fan (a), to shoot
fanamemi (a)
an explosive (a) (dynamite)
fana (a), to give birth
fa (a)
to beat
fasio (a)
to kill (people)
fasi (a)
meat (a)
fata (a)
to cross the legs
fat (a)
a melody (a)
fee (a)
where
fe'ai (a)
to be savage
fe'au (a)
business; an errand
fe'agai (a)
to be opposite or facing
fe'alasi (a)
to smart; to sting
fealua'i (a)
to go back and forth
feilau'i (a)
to meet
feleolo (a)
not too bad, so so
feu (a)
to be hot, spicy
fe (a)
to be afraid
feilolo (a)
to mix up
fesili (a)
to question; question (a)
Feso'asani (a)
to help; help (a)
Feso'ota'i (a)
to get in contact with
Fesilia'i (a)
to replace
Fetai (a)
to meet; join together; to fight; to fit (dress)
Feti (a)
a star (a)
Fia (a)
to desire; how much/many
Fiafia (a)
to be happy; a celebration
Fiasapo (a)
to be concisited
Fiu (a)
to be fed up
Filemu (a)
to be peaceful
Fili (a)
enemy (a); braid (a); braid
filifili (a)
to choose, a chain (a)
filifiliga (a)
a choice (a)
file (a)
thread
finau (a)
to argue
finaga le (a)
a desire (a)
isi (a)
to peel, to skin
fitafita (a)
a soldier
fiva (a)
fever (a)
fo'a'i (a)
to present, to give
foe (a)
to paddle; paddle (a)
fo'i (a)
to return; also; too
fo (a)
to be new; an enemy
fofo (a)
a Samoan cure; massage
fofoga (a)
the face (a)
Fola (a)
floor
Fòliga (a)
appearance (a)
Foló (a)
to swallow
Foma'i (a)
a doctor (a)
fonc (a)
a meeting (a)
Fua (a)
to measure; fruit; bloom (a); free
Fua (a)
to be jealous (of love)
Fua (a)
a flag (a)
Fua'iupu (a)
a sentence (a)
Fuainu'mera (a)
a numeral
Fuilà'sau (a)
a fruit; pill (a)
Fuamoe (a)
an egg (a)
Fua (a)
a chief's fly swatter (a)
Fue (a)
to fan away flies; to whistle
Fufulu (a)
to wash
Fugàla'sau (a)
a flower
Fula (a)
to swell; a boil (a)
Fufufulu (a)
Fusi (a)
hair; fur; to wash
Fusi (a)
to bind; a bandage; to hug
Fusiu (a)
a necktie (a)
Fusipa'u (a)
a belt (a)
Fusu (a)
to fight; to box
Fusu'a'aga (a)
a boxing match (a); a fight
Fusi'u (a)
intestines (o)
ga'o \hspace{1cm} dripping; fat; lard

gaci \hspace{1cm} to steal; to rob

gau \hspace{1cm} to be broken

gafa \hspace{1cm} genealogy; relations

gaga'e \hspace{1cm} eastwards

gagaifo \hspace{1cm} westwards

gagana \hspace{1cm} language

galo \hspace{1cm} to forget

galu \hspace{1cm} a breaker (sea)
galae \hspace{1cm} to work
galuega \hspace{1cm} a job
gasemase \hspace{1cm} to be sick; sickness
gasese \hspace{1cm} to prepare (food)
gata \hspace{1cm} a snake; to end
gese \hspace{1cm} to be slow
goto \hspace{1cm} to sink; to set (sun)
gaga \hspace{1cm} to be silent; dumb
gutu \hspace{1cm} mouth (o)

kuka \hspace{1cm} to cook

lā \hspace{1cm} the sun; a branch
lā'au \hspace{1cm} a tree; machine; musical instr. (a)
lāitiiti \hspace{1cm} to be am\nlaofe \hspace{1cm} to be s
lā'u \hspace{1cm} my
lau \hspace{1cm} a leaf (sing.)
lā'ua (lā) \hspace{1cm} they
lan'elele \hspace{1cm} land
lāuiloa \hspace{1cm} to be lux
lauulu \hspace{1cm} hair (heau); it
lāuga \hspace{1cm} a speech (a)
lauaula \hspace{1cm} a table; tray (a); to serve food
laulelei \hspace{1cm} to be full of food
laumei \hspace{1cm} a turtle (a)
laummua \hspace{1cm} a capital city
laupapa \hspace{1cm} lumber (a)
lautele \hspace{1cm} (pl. lāutetele)
lafi (pl. la- lafi) \hspace{1cm} to hide
lafo \hspace{1cm} to mail
lāfoga \hspace{1cm} an offering
lagi \hspace{1cm} the sky
lago \hspace{1cm} a fly
lagona \hspace{1cm} to perceive with the senses
lalaga \hspace{1cm} to weave
lale \hspace{1cm} that; there
lālelei \hspace{1cm} to be beautiful
lalo \hspace{1cm} down; below
lalolagi \hspace{1cm} the earth
lama \hspace{1cm} night fishing
lāmala \hspace{1cm} a drought
lamu (lamulamu) \hspace{1cm} to chew
his, her, its
a color (o)
to be large
to be round
nearby
they (pl.)
enough; very; lava rock
clothing (o)
to be hurt
(pl. lāveva)
(lo'omatua (pl.
lo'omatutua)
an old woman
your (singular)
my
a bell
candy
a truck (a)
a flood
to be greasy; rich
(foods)
to be deep
typewriter (a)
ish, her, its
soul; heart (feeling)
an enclosure; yard (o)
to be jealous; envious (a)
service (religious) (a)
to sway; to rock
up, above
an owl
to shake
front
future
a pigeon
ashes (a)
that
to be bored; too tired to
that; to fly (pl. felelei)
to be good, nice
not funny
to be slow
that
this
a lesson (a)
not nearly
a long time since
a circle (a)
to change
to pour
to turn (direction)
to be secretive; hidden
an ant
a tear
ma'ima u  wasted
ma mimoa  to look at
ma'ona  to be full (food)
maota  the house of high chief (o)
        (pal. for any house)
mau  to keep; to hold tight; abundance
maua  to find (something)
maʻua (mā)  we (pair)
maualuga  to be high
mauale  to be low
mau'oa  to be rich
mauga  a mountain
mautinoa  to be certain
māfai  can, is possible
māfaʻau  to think out
māfanafana  to be warm
māfia  to be exhausted, overcome
māfolofola  to be flat
māfu  to be stale
māfua  to bring about, cause
māfui'e  an earthquake
māfuta  to stay with, dwell with
        a four corner intersection
māgeso  itchy
mago  to be dry
mala  a disaster
malae  the open space in village;
        a sports ground (a)
malaga  to travel; a trip (a)
malala  charcoal (a)
malenamalana  to understand; daylight
malemo (pl. mālelelemo)  to drown
malepe  to be broken
maleie  a shark (a); to agreeable (pl. māliliie)
malie  to be funny
malie (pl. māliliu)  to die
malē  to be hard
malolo  congratulations (expression); a government; guest
malosi  to rest
malū  to be strong
malulu  to be cold
mama  a ring
mama  to be clean
mama  lightweight; a lung (o)
mama  far
mama  to be heavy; to be pregnant
mama  dignity (o)
mama  to be attractive; smart; nice
manalo  to want
        (pl. mānana'o)
mana'omia  to need
manatua  to think; a thought (a)
manatua  to remember
manava  stomach
mānava  to breathe; to rest after work
manogi  an odor (o)
manu  any living thing besides people and plants
manulele  bird (a)
manuia  to be well; lucky; happiness (o)
mānumalō  to succeed
mapu  to whistle; to rest; a marble
mas'a  to spill
mēse  to tear
twins
mēsage  perhaps
māsage  to be used to; be acquainted with
mēsani  to be slippery
<table>
<thead>
<tr>
<th><strong>N</strong></th>
<th><strong>M</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>māsesei</td>
<td>to be on bad terms with</td>
</tr>
<tr>
<td>mata</td>
<td>raw; eye (o); face (o); blade of a knife; point of a needle</td>
</tr>
<tr>
<td>mātaala</td>
<td>to be alert</td>
</tr>
<tr>
<td>mata'itusi</td>
<td>a letter of the alphabet</td>
</tr>
<tr>
<td>mātau</td>
<td>to observe, notice; a hook (a)</td>
</tr>
<tr>
<td>mata'upu</td>
<td>subject, theme (a)</td>
</tr>
<tr>
<td>mata'utia</td>
<td>to be terrible</td>
</tr>
<tr>
<td>matāfaga</td>
<td>a beach</td>
</tr>
<tr>
<td>matagi</td>
<td>wind</td>
</tr>
<tr>
<td>matagōfie</td>
<td>to be beautiful (scenery)</td>
</tr>
<tr>
<td>mētāmata</td>
<td>to look at</td>
</tr>
<tr>
<td>matamee</td>
<td>to be a sleepy-head</td>
</tr>
<tr>
<td>matamuli</td>
<td>to be bashful</td>
</tr>
<tr>
<td>matanana</td>
<td>to be boastful; cry baby</td>
</tr>
<tr>
<td>matapogia</td>
<td>to faint</td>
</tr>
<tr>
<td>mate (pl. matame)</td>
<td>to die (animals); to guess at</td>
</tr>
<tr>
<td>mativn</td>
<td>to be poor (pl. matitiva)</td>
</tr>
<tr>
<td>mētou</td>
<td>we (pl.)</td>
</tr>
<tr>
<td>mētū</td>
<td>north</td>
</tr>
<tr>
<td>matua (pl. matua)</td>
<td>parent (o)</td>
</tr>
<tr>
<td>matua (pl. mētutua)</td>
<td>to be old, mature</td>
</tr>
<tr>
<td>matuā</td>
<td>extremely</td>
</tr>
<tr>
<td>mea</td>
<td>a thing (a)</td>
</tr>
<tr>
<td>mēlī</td>
<td>mail</td>
</tr>
<tr>
<td>mēmilo</td>
<td>to twist</td>
</tr>
<tr>
<td>mēmīta</td>
<td>to conceited</td>
</tr>
<tr>
<td>mēti</td>
<td>to sip; a dream (a)</td>
</tr>
<tr>
<td>mēsia</td>
<td>an argument; to argue</td>
</tr>
<tr>
<td>mo</td>
<td>for</td>
</tr>
<tr>
<td>mo'e'i'i</td>
<td>to close (eyes)</td>
</tr>
<tr>
<td>mo'e'umi</td>
<td>to oversleep</td>
</tr>
<tr>
<td>mo'efiti</td>
<td>to turn about in sleep</td>
</tr>
<tr>
<td>mō'i</td>
<td>really, truly</td>
</tr>
<tr>
<td>mō'e</td>
<td>a lizard (gecko); to admire</td>
</tr>
<tr>
<td>mō'o</td>
<td>to yearn for</td>
</tr>
<tr>
<td>mō'omo'o</td>
<td>a cockroach</td>
</tr>
<tr>
<td>mōnamōna</td>
<td>to be faint with hunger</td>
</tr>
<tr>
<td>mole</td>
<td>an orange; soap (a)</td>
</tr>
<tr>
<td>mōlī</td>
<td>a light, lamp</td>
</tr>
<tr>
<td>mōlīuila</td>
<td>a flashlight (a)</td>
</tr>
<tr>
<td>momo'o (pl. taufetuli)</td>
<td>to run</td>
</tr>
<tr>
<td>moni</td>
<td>true</td>
</tr>
<tr>
<td>moto</td>
<td>to be unripe</td>
</tr>
<tr>
<td>motu</td>
<td>to snap; an island</td>
</tr>
<tr>
<td>mū</td>
<td>to burn</td>
</tr>
<tr>
<td>mumau</td>
<td>first</td>
</tr>
<tr>
<td>muli</td>
<td>the end; rear end (o)</td>
</tr>
<tr>
<td>mulimuli</td>
<td>last</td>
</tr>
<tr>
<td>mūmū</td>
<td>elephantiasis (o); red</td>
</tr>
<tr>
<td>musu (pl. mususu)</td>
<td>to be unwilling</td>
</tr>
<tr>
<td>musumusu</td>
<td>to whisper</td>
</tr>
<tr>
<td>mutia</td>
<td>grass</td>
</tr>
<tr>
<td>mutu</td>
<td>to be cut off</td>
</tr>
<tr>
<td>na</td>
<td>past tense marker</td>
</tr>
<tr>
<td>na</td>
<td>he, she, it</td>
</tr>
<tr>
<td>nā</td>
<td>those</td>
</tr>
<tr>
<td>nai</td>
<td>from; some</td>
</tr>
<tr>
<td>naifi</td>
<td>a knife (a)</td>
</tr>
<tr>
<td>naunau</td>
<td>to desire, want</td>
</tr>
<tr>
<td>namu</td>
<td>a mosquito</td>
</tr>
<tr>
<td>nāmu</td>
<td>an odour</td>
</tr>
<tr>
<td>nānei</td>
<td>later today</td>
</tr>
<tr>
<td>nanu</td>
<td>speak English; to stutter</td>
</tr>
<tr>
<td>na'o</td>
<td>only</td>
</tr>
<tr>
<td>nei</td>
<td>these; now</td>
</tr>
<tr>
<td>ne'i</td>
<td>in case, lest, for fear that</td>
</tr>
<tr>
<td>ni isi (nisi)</td>
<td>others</td>
</tr>
<tr>
<td>nīfo</td>
<td>teeth (o)</td>
</tr>
<tr>
<td>English</td>
<td>Samoan</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>nimo</td>
<td>to vanish</td>
</tr>
<tr>
<td>niniva</td>
<td>to be dizzy</td>
</tr>
<tr>
<td>nōfoaga</td>
<td>residence (o); place</td>
</tr>
<tr>
<td>nofofofo</td>
<td>to sit around</td>
</tr>
<tr>
<td>nofofane</td>
<td>to be married (woman)</td>
</tr>
<tr>
<td>nuanua</td>
<td>a rainbow</td>
</tr>
<tr>
<td>to vanish</td>
<td></td>
</tr>
<tr>
<td>to be dizzy</td>
<td></td>
</tr>
<tr>
<td>residence (o); place</td>
<td></td>
</tr>
<tr>
<td>to sit around</td>
<td></td>
</tr>
<tr>
<td>to be married (woman)</td>
<td></td>
</tr>
<tr>
<td>a rainbow</td>
<td></td>
</tr>
<tr>
<td>pe</td>
<td>or</td>
</tr>
<tr>
<td>pē</td>
<td>to die (animals); off (light); out (fire)</td>
</tr>
<tr>
<td>pea</td>
<td>to go on; a pair; pear; bear</td>
</tr>
<tr>
<td>pe'a</td>
<td>a bat; tattoo</td>
</tr>
<tr>
<td>(pe'āfai)</td>
<td>if; when (future)</td>
</tr>
<tr>
<td>to be like, to be as if</td>
<td></td>
</tr>
<tr>
<td>pele</td>
<td>sweetheart</td>
</tr>
<tr>
<td>pale</td>
<td>to play cards; playing cards</td>
</tr>
<tr>
<td>penina</td>
<td>pearl (a)</td>
</tr>
<tr>
<td>pepe</td>
<td>a baby (a); butterfly</td>
</tr>
<tr>
<td>pepelo</td>
<td>to lie</td>
</tr>
<tr>
<td>Perētānia</td>
<td>Britain</td>
</tr>
<tr>
<td>pi'o</td>
<td>to be crooked</td>
</tr>
<tr>
<td>pi'opī'o</td>
<td>to be dishonest</td>
</tr>
<tr>
<td>piki'āpu</td>
<td>a pick-up truck</td>
</tr>
<tr>
<td>pili</td>
<td>a lizard; a bill; to be caught, stuck</td>
</tr>
<tr>
<td>pipi'ī</td>
<td>to stick together</td>
</tr>
<tr>
<td>pipili</td>
<td>to be crippled</td>
</tr>
<tr>
<td>pisa</td>
<td>noise</td>
</tr>
<tr>
<td>pito</td>
<td>the end, extremity (o)</td>
</tr>
<tr>
<td>po</td>
<td>or</td>
</tr>
<tr>
<td>pō</td>
<td>to slap; night</td>
</tr>
<tr>
<td>po'a</td>
<td>male (animal) (a)</td>
</tr>
<tr>
<td>pou</td>
<td>a post (o)</td>
</tr>
<tr>
<td>po'u</td>
<td>a score (o)</td>
</tr>
<tr>
<td>pogisā</td>
<td>to be dark</td>
</tr>
<tr>
<td>pola</td>
<td>a thatoh blind (a); floor blind</td>
</tr>
<tr>
<td>pōa'āvi</td>
<td>bone (o); foot (pol) (o)</td>
</tr>
<tr>
<td>pōpolē</td>
<td>to worry</td>
</tr>
<tr>
<td>poto</td>
<td>to be smart</td>
</tr>
<tr>
<td>potu</td>
<td>a room (o)</td>
</tr>
<tr>
<td>povi</td>
<td>a cow (a)</td>
</tr>
<tr>
<td>pū</td>
<td>a hole; a horn (a)</td>
</tr>
<tr>
<td>pua'ī</td>
<td>to throw-up</td>
</tr>
<tr>
<td>pa</td>
<td></td>
</tr>
<tr>
<td>pa'a</td>
<td>a crab</td>
</tr>
<tr>
<td>pa'e'e</td>
<td>to be skinny (people)</td>
</tr>
<tr>
<td>pa'i</td>
<td>to touch</td>
</tr>
<tr>
<td>pa'ia</td>
<td>to be holy, dignified</td>
</tr>
<tr>
<td>pa'ē</td>
<td>to be lazy</td>
</tr>
<tr>
<td>paipa</td>
<td>a pipe (a)</td>
</tr>
<tr>
<td>pa'o</td>
<td>to clash about, to be noisy</td>
</tr>
<tr>
<td>paolo</td>
<td>to be shady; shade; inlaws; relatives (o)</td>
</tr>
<tr>
<td>just because (expression)</td>
<td></td>
</tr>
<tr>
<td>pa'u</td>
<td>skin (o)</td>
</tr>
<tr>
<td>pa'ū</td>
<td>to fall</td>
</tr>
<tr>
<td>pūga</td>
<td>a partner (a)</td>
</tr>
<tr>
<td>pūgotā</td>
<td>a prisoner</td>
</tr>
<tr>
<td>pala</td>
<td>to be rotten</td>
</tr>
<tr>
<td>palai</td>
<td>cowardly</td>
</tr>
<tr>
<td>palauvale</td>
<td>to curse, swear</td>
</tr>
<tr>
<td>pale</td>
<td>a crown (o)</td>
</tr>
<tr>
<td>pālota</td>
<td>an election</td>
</tr>
<tr>
<td>pasu</td>
<td>to pump; a bum; to bum</td>
</tr>
<tr>
<td>papa</td>
<td>rock</td>
</tr>
<tr>
<td>papalagi</td>
<td>a foreigner to Samoa</td>
</tr>
<tr>
<td>pāse</td>
<td>passenger</td>
</tr>
<tr>
<td>pasi</td>
<td>a bus (a)</td>
</tr>
<tr>
<td>pata</td>
<td>butter (a)</td>
</tr>
<tr>
<td>pate</td>
<td>a bat (sports) (a)</td>
</tr>
<tr>
<td>pate</td>
<td>a duck</td>
</tr>
</tbody>
</table>
puaspuaq to a disaster
pu'e to capture
pu'ehata to photograph
puipui to protect, enclose; a wall; an enclosure
pu'upu'u to be short
pula to be ripe (fruits)
pale to boss; a boss; shell fish
pūlea a hat (o); to cover
pulu a bomb; bullet; oococnut husk; gum (a)
puna to boil; jump; a gland; a spring
panava'i a spring
pupu'u (pl. fepuafai) to stare; to shine
pusa a box (a)
pusaeti a coffin(o)
puta (pl. pupuata) to be fat; stomach (o)
pute navel (o)


<table>
<thead>
<tr>
<th>'S'</th>
<th>'T'</th>
</tr>
</thead>
<tbody>
<tr>
<td>sipi</td>
<td>a jeep; zipper</td>
</tr>
<tr>
<td>sisi</td>
<td>to hoist; to hang (criminal); cheese</td>
</tr>
<tr>
<td>sisifo</td>
<td>west</td>
</tr>
<tr>
<td>siva (pl. sisiva)</td>
<td>to dance</td>
</tr>
<tr>
<td>soia</td>
<td>stem it</td>
</tr>
<tr>
<td>soifua</td>
<td>to live; health</td>
</tr>
<tr>
<td>so'o (pl. soso'o)</td>
<td>to join together</td>
</tr>
<tr>
<td>so'o</td>
<td>any; repeatedly</td>
</tr>
<tr>
<td>sou</td>
<td>your (singular)</td>
</tr>
<tr>
<td>so'u</td>
<td>my</td>
</tr>
<tr>
<td>sogisogi</td>
<td>to smell something</td>
</tr>
<tr>
<td>sola</td>
<td>to escape, run away</td>
</tr>
<tr>
<td>sole</td>
<td>boy (expression)</td>
</tr>
<tr>
<td>soli</td>
<td>to break a law; to trample on</td>
</tr>
<tr>
<td>solo</td>
<td>to wipe, dry; a towel (a); to move ahead</td>
</tr>
<tr>
<td>solosolo</td>
<td>a handkerchief (o)</td>
</tr>
<tr>
<td>solofanaua</td>
<td>a horse (a)</td>
</tr>
<tr>
<td>soa</td>
<td>his, her, its</td>
</tr>
<tr>
<td>sopoaia</td>
<td>to cross (a road)</td>
</tr>
<tr>
<td>sósó</td>
<td>to draw near (mai) away (atu)</td>
</tr>
<tr>
<td>sua</td>
<td>to flow (liquid); any liquid</td>
</tr>
<tr>
<td>su'anu</td>
<td>oil</td>
</tr>
<tr>
<td>su'amalie</td>
<td>to be sweet</td>
</tr>
<tr>
<td>suvai</td>
<td>water</td>
</tr>
<tr>
<td>sue</td>
<td>to look for</td>
</tr>
<tr>
<td>su'e'ega</td>
<td>test (a)</td>
</tr>
<tr>
<td>sui</td>
<td>to dilute; to change; money change</td>
</tr>
<tr>
<td>su'isu'i</td>
<td>to sew</td>
</tr>
<tr>
<td>suga</td>
<td>girl (expression)</td>
</tr>
<tr>
<td>sulu</td>
<td>to put on a garment; to light up</td>
</tr>
<tr>
<td>susu</td>
<td>milk; breast (o)</td>
</tr>
<tr>
<td>susu</td>
<td>to be wet; to be welcome</td>
</tr>
</tbody>
</table>

Note: The text appears to be a vocabulary list with English words and their Samoan translations, along with some explanations.
ta'a'ave to take on, bear
tao to mock
tau a reward (o)
ta'ase'e to kid, joke
taufusi a swamp
tangatā to be expensive, dear
tangofie to be cheap
tana an anchor
taulaga anchorage, harbour city
taule'a's an untitled man
(pl. taulala's) an untitled man
taulima a bracelet; wrist tattoo
tauloto to know by heart
tāumaha to eat or drink (pol.)
taumafai to try
taumāloa to roll, rock
taumatau right (side)
taumu'a to arrive
tāupou a ceremonial virgin (a)
tausaga year (o)
tausani to eat (pol.)
tausi the wife of talking chief
tausisi to stick to; to remain
tautai a master fisherman
tautala to speak; to arrange
tautalaitiiti to be cheeky
taute to eat or drink (pol.)
ta'utino to speak frankly; declare
tafoa (pl. tafafa) to roam about
tafatafa next to
tafēfē good gracious! (exclamation)
tafi to clear away; a razor (a)
tafiti to be restless
tag to be repermitted; a pocket; a bag
tagata a person
tag (pl. feta'igisi) to cry
tagive to cry frequently
tag to take, touch
tagula to snore
tala a story (a)
talanua conversation
talatanua to talk away
talavou to be youthful
tale to cough
talepe to break up
tali to answer; to support; an answer (a)
talitona to accept, believe
talosaga to petition; to pray, petition (a)
tālosia to pray for, to hope
talu since
tama a boy, woman's son or daughter (a)
tāmā father (o)
tamā'ita'i a lady
tamaitiiti (pl. tamaiti) children (a)
tamaloa (pl. tamaloa) a man
tamo'ē (pl. tamomo'ē) to run
tāne husband
tanu (pl. tautau) to bury
tapa'a tobacco (a)
tapē to kill (animals); to shut off, switch off
tapena to tidy
tapili to fan, wave
tāpu'a'i not to participate
tapuni to close
tata to play (musical instrument)
tatā to strain; to be proper, necessary
tatau to open
tatala to pray
tātou  we (pl.)
te'a  to pass; beyond; depart; parted; dismissed
te'i  to be startled
tei  a younger sibling (o)
teine  girl
tenu  to keep safe; to tidy; to decorate
teutusi  envelope (a)
tele (pl. tetele)  many; large; great
telefoni  to telephone; a telephone
tepa (pl. tētepa)  to glance at
tete  to shake
tete'a  to divorce
tia'i  to throw out
ti'eti'e  to sit upon; to ride on	tiōa  eye glasses (o); glass	tifaga  a movie; to go to a movie	tīga  to be painful	tilotilo  to stare at, peer at	timu  to rain	timā  mother (o)
tino  body (o)
tipi (pl. tatipi)  to cut; operate
tō (pl. totō)  to plant; to be pregnant
toa  a rooster; a brave person
toafa  barren land; desert	tō'aga (pl. tō'a'aga)  to be diligent, zealous
toa'alua  spouse (o)
toe (pl. tote)  to remain over
toe  again
toeafe  try again a thousand times! (expression)
toea'ina (pl. toea'i'ina)  an old man
toeitiiti  soon; just about; nearly
to'ona'i  the meal on Sunday afternoon (a)
tōfā  to sleep; goodbye! (exp.)
tofotofo  to taste
tofu  to distribute or receive part of something
togālāau  a garden
togānīlu  coconut grove
togi  to throw
tolotolo (pl. fetolofei)  to crawl
tonu  a plan (a)
tope  hurry! (expression)
tosō  to pull
toto  to bleed; blood (o)
totogi  to pay; salary (o)
totonu  inside
tuai  to be late; cld
tuaafine (pl. tuaafine)  a man's sister (o)
tuagane (pl. tuagane)  a woman's brother (o)
tuana'i  the past
tuātusi  an address	tai (pl. fetui)  to stab; vaccinate (o)
tui  a fork (a)
tu'i (pl. tatu'i)  to knock; to punch
tu'u (pl. tatu'u)  to put; to give (mai); to leave; give up
tu'ua  to be finished, break up; leave (tu'ua)
tū'uga  a race (a)
tu'ugamau  a grave (e)
tufatufa  to distribute	ufuga  a craftsman	ulafale  an orator	ulātongo  a law (a)
tulaga  status, rank; situation; position; platform
<table>
<thead>
<tr>
<th>'T'</th>
<th>'V'</th>
</tr>
</thead>
<tbody>
<tr>
<td>tūlau'ele'ele</td>
<td>to land (of airplane)</td>
</tr>
<tr>
<td>tūlei</td>
<td>to push</td>
</tr>
<tr>
<td>tuli (pl. tutului)</td>
<td>to chase</td>
</tr>
<tr>
<td>tulimanu</td>
<td>a corner (o)</td>
</tr>
<tr>
<td>tulou</td>
<td>excuse me! (expression)</td>
</tr>
<tr>
<td>tūmau</td>
<td>to be firm, fixed, steadfast</td>
</tr>
<tr>
<td>tunu (pl. tutunu)</td>
<td>to bake, broil</td>
</tr>
<tr>
<td>tupe</td>
<td>money (a)</td>
</tr>
<tr>
<td>tupu (pl. tutupu)</td>
<td>to grow, to happen</td>
</tr>
<tr>
<td>tupu</td>
<td>king (o)</td>
</tr>
<tr>
<td>tupua</td>
<td>a riddle (a)</td>
</tr>
<tr>
<td>tupulaga</td>
<td>generation (o)</td>
</tr>
<tr>
<td>tusa (pl. tutusa)</td>
<td>to be like; alike</td>
</tr>
<tr>
<td>tusi (tusitusi)</td>
<td>to write (pl. tutusi); book; letter</td>
</tr>
<tr>
<td>tutu (pl. tatutu)</td>
<td>to light (lamp, fire)</td>
</tr>
</tbody>
</table>

| va | the space between two things |
| va'a | a boat (o) |
| va'ai (pl. va'ai) | to look at; supervise |
| va'aiga | a sight |
| vae | leg, foot (o) |
| vae . tu | if I may say! (expression, polite) |
| vāega | a part of, portion |
| vaevae | to divide into pieces; division |
| vai | water; medicine (o) |
| vāiaso | week |
| vailā'au | medicine; drugs (a) |
| vaitaimi | interval; period |
| vaitafe | river |

| waitūloto | lake |
| vaivai | puddle |
| vaivai | weak, soft |
| vao | bush; grass |
| vagana | except |
| wala'au (pl. wala'au) | to call |
| vale | a fool |
| wales (pl. valelea) | to be stupid |
| vali | to paint; paint (a) |
| valu (pl. valu) | to scrape, scratch |
| vanu | valley |
| vasa | ocean |
| vasega | class (a) |
| vave | cotton tree (kapau) |
| vave (pl. vaveve) | to be quick |
| vaveao | dawn |
| vela | to be cooked (food); ready |
| vele | to weed by hand |
| velo | to spear |
| vevela | to be warm; hot |
| vili | to spin; to ring (telephone) |
Bibliography of Consulted Works

BRYANT, K, and PULCUTU, M., Conversational Samoan, Apia, Western Samoa, 1971.


FLICK, W., Teaching English as a Second Language, Apia, Western Samoa, 1974.

HART, J.W., and HERMAN, Brother, Samoan Culture, (condensed and simplified from Dr. P.H. Buck's "Samoan Material Culture"), Pesega, Western Samoa, 1966.


MARSACK, C.C., Samoan (Teach Yourself Books, English Univ. Press), 1962.


