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Samoan For Missionaries

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SAMOAN FOR MISSIONARIES

A Thesis
Presented to the
Department of Linguistics
and Special Languages
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Scott C. Dunn
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This Thesis, by Scott C. Dunn, is accepted in its present form by the Department of Linguistics and Special Languages of Brigham Young University as satisfying the thesis requirement for the degree of Master of Arts.

C. Ray Graham, Committee Chairman

Rey L. Baird, Committee Member

June 17, 1953

Rey L. Baird, Department Chairman
PREFACE

If the history of foreign-language study has taught us anything, it has been that human beings are generally able to acquire some level of mastery in a foreign language. Unfortunately, this comes close to being the only thing it has taught us. The how of language learning, in spite of centuries of theory and practice, observation and experimentation, remains largely a mystery. As Earl Stevick has noted (almost fatalistically), "There are a few questions which have occupied language teachers for centuries and probably always will. Of these perhaps the most basic is, 'How does a person come to control a language anyway?'"1

If we are in the dark about the processes by which humans assimilate language, then we are equally ignorant as to the best way in which foreign languages should be taught (if indeed, they can be ‘taught’ in the traditional sense at all). Method-comparison studies, which seem to offer hope in discerning the comparative effectiveness of language-teaching methods, are nevertheless fraught with difficulties because of the immense number of variables that need to be controlled.

To date, such studies have been inconclusive.2 The most thorough method-comparison studies have focused on the Grammar-Translation, Audio-Linguai, and Cognitive-Code methods and have shown little or no difference in the effectiveness of these, although the Cognitive-Code method does seem to be somewhat more effective in teaching adults. Some studies indicate that newer approaches (such as Asher's Total Physical Response or Lozanov's Suggestopedia) are significantly better, but research on these so-called innovative approaches has not been as extensive as the previous research. It appears that thorough empirical validation of one method over another is still forthcoming.3

Recently, a number of students of foreign-language learning have begun to emphasize the distinction between learning (conscious study and knowledge of a language and its rules) and acquisition (subconsciously gained competence in a language).4 The distinction between conscious and subconscious assimilation of language has important implications for techniques which may be useful in second- and foreign-language teaching. Some, notably Stephen Krashen, in his 'second-language acquisition theory,' assert that competence in a language comes only through acquisition (not learning) and that language is acquired when individuals understand messages they hear or

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2As late as 1976, David Levy could write, 'The fact of the matter is that at the present time, no existing language teaching methodology has ever been empirically demonstrated to be superior to any other methodology, or even to random language exposure' (as quoted in Donald E. Bjarnson, ''Teaching Estonian to Americans: A Comparison of Two Methods.' Diss. Indiana University 1982, p. 9).

3For a summary of these studies, see Stephen D. Krashen, Principles and Practice in Second Language Acquisition (New York: Pergamon Institute of English, 1982), pp. 147-60. For an excellent overview of a variety of new approaches, see Robert W. Blair, Innovative Approaches in Language Teaching (Rowley, Mass.: Newbury House, 1982).

4Stephen Krashen has asserted that these two phenomena are completely separate and, in fact, that language competence is gained only through acquisition, not learning (Stephen D. Krashen, Second Language Acquisition and Second Language Learning [New York: Pergamon Institute of English, 1981], pp. i-2; Krashen, Principles and Practice, pp. 10-11; Heidi DULay, Marina Burt, and Stephen Krashen, Language Two [New York: Oxford University Press, 1982], pp. 10-11, 14-20). Others, such as Earl Stevick, have suggested that conscious learning and subconscious acquisition are not separate, but are two ends of a continuum which ought to supplement each other (Stevick, Teaching and Learning Languages, pp. 26-27). More will be said of the relationship of learning and acquisition later.
read. If true, comprehensible input and relevant, interesting communication should occupy positions of primary importance in the language-learning environment. Conscious learning, on the other hand, is thought by Krashen to be useful only as an "editor," an internal process which monitors language output and is thereafter able to make corrections. Krashen's second-language acquisition theory also posits as significant environmental factors interesting input and a low-anxiety environment to prevent students' "affective filter" from blocking acquisition.\(^3\)

Krashen's theory is appealing because of its broad attempt to account for phenomena observed in a wide range of careful empirical studies. The apparent insights of this approach cannot be ignored, especially since they seem to be important factors in a number of promising new innovative language-teaching methods. Nevertheless, experiments specifically validating the theory's core assertions and its attendant implications have not yet appeared, and some of Krashen's assertions are supported by little more than anecdotal evidence. In light of the difficulties attending the history of language-learning theory up to the present, it may be best to exercise caution before jumping on any theoretical or methodological bandwagons.

In approaching the task of writing a textbook, preparing a curriculum, or selecting a method for foreign-language learning, then, it seems wisest to adopt an eclectic approach: one which draws on what appear to be the best insights of various methods and theories, both old and new.

THE MTC APPROACH TO LANGUAGE ASSIMILATION

Such an eclectic approach is used by the Missionary Training Center (MTC), a school of intensive language assimilation\(^6\) and ministerial training operated by The Church of Jesus Christ of Latter-day Saints.\(^7\) This program consists of an eight- to nine-week stay in the center itself, followed by continued language assimilation in the environment where the missionary is to work. The language program is composed of four subprograms: formal instruction, the Speak Your Language program, discussion learning, and in-country assimilation.

I. Formal Instruction

Overview

Formal classroom instruction in the target language is carried on for the first two to three weeks. Classes occupy approximately eight hours a day, six days a week. Formal instruction consists of a modified Cognitive-Code (rule explanation or pattern presentation, followed by imitative, manipulative, and finally generative exercises). The exercises in this phase also draw upon other methods, e.g., Total Physical Response. The lessons are sequenced grammatically, notionally, and situationally. The teacher makes

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\(^3\) These and other related hypotheses can be found in Dulay, Burt, and Krashen, Language Two, pp. 13-72. A concise summary of Krashen's theory may be found in Blair, pp. 15-30.

\(^6\) The term assimilation is used here to avoid confusion with the distinction between learning and acquisition. It is intended to refer to all processes (including learning and acquisition) which have a role in developing mastery in a foreign language.

\(^7\) Established in 1961 as the Language Training Mission, the Missionary Training Center prepares some 15,000 missionaries annually in thirty foreign languages. These missionaries travel in the United States and abroad at their own expense in order to gain converts to the LDS church.
frequent informal "Mastery Checks" on class progress before moving on. In most instances, the mastery level required is effective communication rather than grammatical accuracy.

**Value**

The formal instruction described here emphasizes what Krashen would call learning, or conscious understanding of language mechanics. Such learning is theorized to be useful to the learner as a monitor. However, formal instruction (especially through the communicative exercises and the teacher's making explanations in the target language) also provides a degree of comprehensible input, assisting the missionaries in acquisition of the language.\(^8\)

II. Speak Your Language Program

**Overview**

Within a week of their arrival, missionaries are expected to participate in the "Speak Your Language" program, or the practice of speaking only in the target language and refraining from using their first language. With certain exceptions (such as in church services and other situations where the first language is needed for communication), missionaries are expected to participate in this program at all times, both in and out of the classroom. Missionaries rate themselves daily on their success in speaking and experimenting with the new language.

**Value**

The Speak Your Language (SYL) program is very useful in providing for the learners opportunities for genuine communication with and comprehensible input from their peers. The fact that the missionaries' sources of input are members of their peer group tends to reduce anxiety (or, in Krashen's terms, lower the affective filter) and thus aid acquisition.\(^9\) In addition, the fact that SYL implementation requires genuine communication insures that the input will be interesting and relevant.\(^10\)

III. Discussion Learning

**Overview**

The majority of class time during the missionaries' stay at the Missionary Training Center is spent mastering extensive and detailed religious discussions in the target language.

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\(^10\)Krashen, *Principles and Practice*, pp. 66–68. One drawback of this program lies in the fact that learners are getting input from highly inaccurate language models (i.e., their fellow students). This may be overcome somewhat by the presence of a group of missionaries who have been in the MTC longer and thus act as more accurate sources of input. Naturally, the teacher is the most important source of accurate input, although the missionaries may be the best source of informal, communicative input.

Another objection to this program that might be raised is that it does not allow for a "silent period" in the early stages of language assimilation, which some research indicates is helpful (see Dulay, Burt, and Krashen, *Language Two*, pp. 13–14, 22–25). This is probably due to the apparent belief of MTC administrators that, as Krashen puts it, "acquisition is slow and subtle, while learning is fast, and, for some people obvious" (Krashen, *Principles and Practice*, p. 187, emphasis in original). While I have no particular interest in defending this practice, I do note that the implementation of a silent period would deprive the missionaries of the very important peer input for a period of time. It thus becomes a question of which price one is willing to pay. Too, it might be pointed out that while missionaries are not afforded a silent period at the beginning of their training, most of them do experience a silent period upon entering the target-language environment (approximately nine weeks into the program). The newly arrived missionary is given a "senior companion" who satisfies most of the pair's communicative needs, allowing the new missionary to observe and listen without feeling forced to speak. This practice, however, varies from missionary to missionary.
which the missionaries will use to proselytize potential converts. Formerly, missionaries were expected to memorize almost the entire discussion. Now, however, missionaries are encouraged to compose and present large segments in their own words. The process for learning these lessons consists of familiarization with content, preparation of the individualized segment (i.e., those portions of the lesson which the missionary composes), hearing an example discussion in the target language, memorization, and practice presentation.

Value

The extensive reading, study, and listening in the target language involved in learning these discussions make this activity very useful. The emphasis on relevant communication and understanding rather than on the particulars of grammar satisfies Krashen’s requirements for effective, comprehensible input. While the discussion-learning program may cause some anxiety, it seems to fulfill the instrumental motivation which persuaded the individual to become a missionary in the first place.\(^{11}\)

IV. In-Country Assimilation

Overview

Following their stay in the MTC, missionaries travel to the locations where they will perform their missionary service. While some time may be spent studying grammar rules and vocabulary from formal texts (alone or with companions), most of their time is spent in real-life communication with native speakers or with their missionary companions.

Value

By this time, most missionaries have reached an intermediate or low-intermediate level of proficiency, and are ready for an environment which can provide input and communication which is more realistic than is available in the best of classrooms. Even missionaries who may not be ready for the “real world” in the target language find that the senior companion can act as a “caretaker,” both linguistically and in other ways. Communication and input here are entirely natural, and the only ingredient left for acquisition is time.\(^{12}\)

Summary

Of the approximately 900 waking hours the missionaries spend in the first three segments of this program, only about 130 of those hours (less than 15%) are spent in formal instruction.\(^ {13}\) Much of the rest of the time is spent in peer communication and mastering missionary discussions in the target language. The greatest quantity of input and genuine communication occurs in the fourth segment. The MTC program for language assimilation then, draws upon traditional classroom approaches while incorporating the fundamental insights of Krashen’s second-language acquisition theory.

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\(^{11}\)On the importance of integrative and instrumental motivation, see Duyay, Burt, and Krashen, Language Two, pp. 47–50.

\(^{12}\)On the importance of learning to obtain input from the real world at the intermediate level and the limitations of the classroom at that level, see Krashen, Principles and Practice, pp. 161–62, 172. Caretakers often are good target-language models because they are frequently forced to follow the “here and now principle” (see Duyay, Burt, and Krashen, Language Two, pp. 26–27).

\(^{13}\)These figures represent my own estimates. It should be noted that some of the missionary’s 900 waking hours in the MTC are occupied by activities in which language assimilation cannot normally take place (e.g., exercising, bathing, etc.). Nevertheless, some communication does occur during the everyday practices of eating, standing in line, getting dressed, and other such situations.
PURPOSE OF THIS BOOK

This book is intended to serve two major functions. First, it is intended to be a resource for the teacher in much of the formal MTC classroom language instruction, providing grammar rules, patterns, vocabulary, exercises, games, and review tests. Second, it is intended to act as a resource and reference work for missionaries who have left the MTC and are studying the language on their own in Samoa.

At no time should it be assumed that this book attempts to be in and of itself a comprehensive language course. It is designed to be only a single tool in one or two segments of a larger four-segment program. While this book could be used with some success as a solitary means of acquiring Samoan, such a use would, I predict, be considerably less effective than the program for which it is intended.

SYLLABUS DESIGN AND DEVELOPMENT

Approaches to Syllabus Design

In recent years, a number of concerns have been raised regarding traditional approaches to syllabus and course design. Essentially, three different approaches have been identified: grammatical, situational, and notional/functional.

The grammatical syllabus, which has so far dominated most foreign-language course designs, builds the course around a series of grammatical and structural issues. These grammatical patterns or rules are usually sequenced from simple to complex (i.e., beginning with those that are presumed easiest to learn and ending with those that are presumed most difficult to learn). This approach assumes that since learners must eventually come to control these forms, they will master these structures more efficiently by focusing first on uncomplicated forms and proceeding to more complex forms as skill in the language increases. The situations and notions that are presented in each lesson are based on the structure to be mastered. There is, therefore, little continuity in the notions and situations presented in these lessons.

A situational syllabus builds lessons around various environments which the learner is presumed to frequent (such as "At the Grocery Store," "Going to a Restaurant," etc.). The grammar and notions presented are based on the kinds of utterances the learner is presumed to need in such situations.

A notional/functional syllabus structures the course around notions (e.g., "anger," "food," "location," "size," "future reference," etc.) or functions (e.g.,

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14The extent to which this second function is realized depends on each missionary's attitude and approach to language study. Krashen's theory predicts that this book would be of great interest to monitor over-users (i.e., those who are interested in language rules and monitoring their own accuracy), but perhaps of little use to others. This is as it should be. The important point here is that previously those who did have an interest in formal language study had access to only a small selection of materials, and usually inadequate materials at that. This book is expected, both in scope and availability, to remedy that problem.

15The notional/functional syllabus is also known by the terms notional, functional, and functional-notional.

16One problem with this approach is that grammar rules are presumed to be "simple" or "complex" not according to research about the difficulty or ease with which a given form may be acquired, but according to the traditional beliefs of teachers and linguists. It should also be noted that some grammatical syllabi are structured beginning with forms the learner will presumably need most frequently and progressing to forms the learner will presumably need less frequently. Recently, there has even been an attempt to construct materials based on what researchers call the "natural order of acquisition" (see Krashen, Principles and Practice, pp. 185-86).
"persuasion," "disagreement," "evaluation," etc.) or both. In such a syllabus, the notions / functions are the starting point of each lesson, and the grammar and situations presented in each center around these notions.

Proponents of the notional syllabus cite as evidence of the syllabus's superiority the fact that because the lessons focus on the semantic content and communicative function of speech acts, classroom emphasis naturally centers around communicative competence. This emphasis on the students' communicative needs in turn makes the syllabus more motivating than strict grammatical course designs. Critics, however, point out that such an approach may cause serious problems for the beginning learner because of the complex skills the syllabus requires and because the nature of human communication is in many ways still a mystery, even to experts in the field. Critics further point out the extreme difficulty of constructing an adequate list of language functions, and the inevitable culture clashes between the learner's first and second languages. Others, taking a more moderate approach, suggest that a syllabus which sequences according to notions and structures may be an effective starting point, especially for beginning-level courses.

Design of This Book

This book attempts to draw on the important features of all three approaches to syllabus design—grammatical, situational, and notional / functional. This is done by the use of two distinct lesson types: "Speak Your Language" (SYL) lessons, which focus on notions and situations and are sequenced from "most needed" or "needed first" to "least needed"; and grammar lessons, which focus on the structure of the language. The content of these lessons will be discussed in detail later on.

Content Development

Developing Patterns and Grammar Rules

The decisions on what structures, patterns, and phrases would be presented in this book were based on (1) a survey of existing descriptive and pedagogical grammars of the

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1. The literature does not always make a clear distinction between functions and notions. See for example, Julia M. Dobson. "The Notional Syllabus: Theory and Practice," English Teaching Forum, April 1979, where she lists six "functions" (p. 4) and then, two pages later, includes some of these same items in her list of "notions" (pp. 6–7).


3. Finocchiaro, pp. 12–13; Dobson, p. 4; Wilkins, pp. 12–13. Other advantages cited by Finocchiaro (e.g., flexibility, individual pacing) do not appear to belong uniquely or intrinsically to the notional syllabus.


5. L. G. Alexander, as cited in Dobson. "The Notional Syllabus," p. 5. There appears to be no support from empirical studies in any of the notional / functional literature. I am not aware of Krashen's opinions on notional syllabuses, but he has expressed strong negative opinions about the value of grammatically sequenced courses. While his arguments are worthy of consideration, they too lack empirical support (see Krashen, Principles and Practice, pp. 68–70). The central—and I believe valid—concern expressed in the literature is that language-learning environments need to focus more on communicative competence than they have in the past.

6. It is important to note that these divisions do not strictly follow the notional / grammatical dichotomy. For example, a number of segments in the more advanced grammar lessons (such as the notion of "only" presented in Unit Nine Lesson Two or the notions of "causes and reasons" presented in Unit Nine Lesson Three) follow a notional approach, rather than sequencing the information according to its structure and morphology.
Samoa language, \(^{23}\) (2) an extensive collection of notes and lists of idioms and phrases compiled by me and other individuals who have lived in Samoa, and (3) my intuition and experience both as a missionary and a teacher of missionaries. \(^{24}\) Vocabulary items were selected according to the topics covered in each lesson and my perceptions of missionary needs.

After establishing what grammatical and notional topics this book would contain, I began writing grammar rules and patterns based on the material. Information from available texts concerning semantic distinctions and syntax was useful to a degree, especially in the beginning stages. Regarding a few controversial constructions, I was able to rely on the writings of some prominent linguists. \(^{23}\) Unfortunately, most existing works on Samoan suffer from one of the following limitations: (1) failure to go beyond the intermediate level in grammar presentation, (2) failure to define grammar rules and semantic distinctions precisely and comprehensively, and (3) the presence of contradictions or other apparent errors.

To overcome the limitations of the published resources, I have provided grammar rules which represent my own attempts to characterize Samoan syntax in a precise way. Fortunately, in the process of deriving these rules, I had access to a number of native informants. \(^{26}\) Collectively, these informants spent hundreds of hours going over scores of sentences I constructed, telling me which were correct, natural Samoan and which were not. Where a structure seemed straightforward, often only one informant (if any) was asked to comment. In other instances, several native speakers were consulted. Sentences over which the informants disagreed were discarded so that the grammar rules would describe only those sentences which all informants agreed were correct and natural. \(^{27}\) Finally, a native speaker of Samoan, Mereane Ige, proofread the entire text.

The idioms and colloquialisms found in the SYL lessons in the book were drawn from lists collected by myself and others. \(^{28}\) In all but the simplest cases, informants were consulted as to the grammaticality and usage of the phrases. \(^{29}\)

**Field Testing**

A number of revisions of the ordering and presentation of materials were undertaken after much of the work was "field tested" in an MTC classroom. In a number of instances, grammar explanations were reworked, subdivided, and reconstructed on the

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\(^{23}\) A list of the works consulted in producing this book may be found in Appendix 2.

\(^{24}\) This book could not wait for a careful study of what situations and notions missionaries need to know first. Even if such a study were done, it may be of only limited help, since not every student is likely to need the same notional tools at the same time. However, given the structured environment of the MTC, it is not difficult to predict a variety of situations and accompanying notions which missionaries need during their eight-week stay in the MTC.

\(^{25}\) The question of whether Samoan exhibits active and passive voices, for example, has been a point of disagreement among some linguists. On this question, I follow the insights of G. B. Milner, who suggests that certain verbal forms are a matter of aspect rather than voice (see G. B. Milner, "Active, Passive or Perfective in Samoan: A Fresh Appraisal of the Problem," *Journal of the Polynesian Society* 71 [1962], 151-61; and G. B. Milner, "It Is Aspect [Not Voice] Which Is Marked in Samoan," *Oceanic Linguistics* 12 [1974], 621-39).

\(^{26}\) Those informants providing the greatest help were Mereane Ige, Peato Ene, Eti Ene, Alofa Tanuvasa, and Felila Tanuvasa. Numerous other informants were consulted on a few items.

\(^{27}\) While I have asked native speakers of Samoan to go over the entire book. I alone must accept responsibility for what is contained herein.

\(^{28}\) Reed Morrill, Kent Williams, and Curt Beus provided the greatest assistance in recording Samoan expressions and idioms. Williams and Beus compiled their corpuses while living in Samoa.

\(^{29}\) David Snow's pedagogical grammar of Samoan ("Samoan Language and Customs," Thesis University of Chicago [1974?]), while extremely deficient in its grammar explanations, was useful in providing a basis for some of the patterns and common phrases contained in this book.

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basis of classroom experience.\textsuperscript{30} The ordering of various notions and grammar rules also underwent major revisions after testing these in a number of MTC classes.\textsuperscript{31}

**FORMAT OF THIS BOOK**

Types of Lessons

This book consists of ten units, each containing five lessons (a combination of Overview, Grammar, and Syl lessons) and a Review Module. Following the ten units are supplemental materials in the form of Extra-Mile Lessons and Appendices. The six different types of lessons, with their accompanying logos, are summarized below.

\textbf{OV}

Unit One of the book contains two Overview lessons which introduce the learner to five areas of language study (pronunciation, vocabulary, grammar, comprehension, and fluency). These lessons also provide the missionaries with an overview of certain grammatical concepts and introduce them to the terminology that will be used to describe various points of Samoan grammar.

\textbf{Syl}

The Syl or Speak Your Language lessons provide routines and patterns intended to aid in the missionary's Speak Your Language program, develop social skills, and provide tools for conversational management—thereby helping the students obtain input from native speakers.\textsuperscript{32} This is done through "Vocabulary Builders" (vocabulary lessons based on a single notion), "Common Phrases" (useful expressions and idioms), and "Patterns" (sentence patterns oriented to a particular situation, function, or notion). The first half of the book emphasizes situations, notions, and functions appropriate for the missionaries during their stay at the Missionary Training Center. The second half emphasizes notions and situations that the missionaries will encounter in their roles as ministers in Samoa.

As explained before, the grammatical forms presented in Grammar lessons are sequenced from simple to complex.\textsuperscript{33} Grammar explanations are provided and usually summarized in the form of grammar rules. The role of these rules and the practice exercises found in both Grammar and Syl lessons are discussed in more detail below.

\textbf{G}

A Review Module appears at the end of each unit and consists of exercises which review that unit's material in five areas: grammar, vocabulary, comprehension, pronunciation, and fluency. These lessons are given in the form

\textsuperscript{30}The decision, for example, to present the two forms of the non-past tense marker (\textit{e} and \textit{te}) in separate lessons was based upon classroom experience with a previous text which had presented the two together. It was discovered that the different distribution of the particles made a too heavy demand on the missionaries to be mastered in a single teaching segment. Therefore, these were presented and practiced separately. Other grammar explanations were also altered on the basis of classroom experience.

\textsuperscript{31}As a result of the field testing, the outline for this book was written at least three times, in addition to undergoing numerous minor revisions.

\textsuperscript{32}On the importance of routines and patterns, see Krashen, Second Language Acquisition, p. 99. One drawback of having students learn such routines is that there is occasionally a tendency to "fossilize" these forms (i.e., never acquire the ability to manipulate the phrases in different grammatical contexts). However, it is felt that their advantages in conversation management outweigh the disadvantages.

\textsuperscript{33}See page v and footnote 16. The latter part of this book tends to order grammar rules proceeding from what is likely to be needed most to what is likely to be needed least.
of a test, which provides diagnostic information to the teacher, as well as having learning ("backwash") value for the students.34

D. A. Wilkins has noted that courses which follow a grammatical syllabus often fail to note that a single linguistic form may fulfill a variety of rhetorical functions. As a result, he says, these functions are rarely presented in the course.35 In order to overcome this weakness, and to provide extensive information to interested learners beyond that which is appropriate for the classroom, Extra-Mile lessons have been assembled at the end of the book. These supplemental lessons provide additional information related to the materials covered in the regular SYL and Grammar lessons.

The Appendices include supplemental information not related to any specific lesson. The Appendices in this book consist of a collection of Samoan songs and a bibliography on the Samoan language.

In addition to these six kinds of lessons, this book contains an introduction addressed to MTC teachers (virtually all of whom are nonprofessionals) providing step-by-step instructions for the various exercises and activities contained herein.36

Outline of Overview, Grammar, and SYL Lessons

The Overview, Grammar, and SYL lessons follow the same general outline, presented below in detail.

1. Performance Objectives

Each lesson lists the topics to be covered in the form of goals for the learner. These are often phrased in general terms (e.g., "be able to talk about money," "be able to use various emphatic particles") since it does not seem reasonable to require complete accuracy from every missionary. Exposure to new forms / notions and effective communication are deemed more important than meticulous accuracy.

2. Vocabulary (SYL and Grammar lessons only)

The vocabulary items that will be needed to accomplish the performance objectives are introduced at the beginning of each lesson. This is done in the form of a bilingual list, usually limited to twenty words or less.

Like language learning in general, research has given us little certain direction as to the best way in which to present vocabulary items. Methodologists have suggested a number of different approaches, but these innovations are generally put forth without empirical support.37 The view currently held by many foreign-language teachers is that

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34On the instructional value of tests, see Harold S. Madsen, Techniques in Testing (Oxford, England: Oxford University Press, forthcoming), pp. 1.1-1.3; Kramen, Principles and Practice, pp. 177-81. The Review Modules in this text depart from the normal MTC format in their use of multiple-choice, dictation, and cloze exercises. The same is true of the use of these exercises elsewhere in this book.

35Wilkins, p. 56.

36The introduction here referred to, entitled "To the Teacher," represents another departure from the normal MTC text format in which instructions are presented before each exercise. It is thought that placing the instructions at the beginning of this book would decrease needless repetition, save space, and enhance the book's appearance.

37A good example is Howard Keller, New Perspectives on Teaching Vocabulary, Language in Education: Theory in Practice, No. 8 (Arlington, Va.: Center for Applied Linguistics, 1978), who presents a number of approaches to vocabulary expansion, but makes no reference to research to support any of his ideas.
vocabulary items should be presented in context, rather than by memorization of vocabulary lists.38

The vocabulary lists found at the beginning of each SYL and Grammar lesson in this book are intended to serve two purposes: (1) The items listed are to provide an introduction (and only an introduction) for the words the students will encounter in the lesson. Missionaries are not required to memorize the lists on initial encounter, but are expected only to attain passing familiarity with pronunciation and meaning of each word. Actual acquisition of the vocabulary items is expected to occur as the words are subsequently experienced in the context of the practice exercises and as missionaries use them in their MTC program. (2) The lists are intended to provide students with a resource for review in their individual study.39

3. Tools / Grammar
   a. Presentation of Form. As previously mentioned, SYL lessons present under the heading of "Tools" notional / situational information in the form of "Vocabulary Builders," "Common Phrases," and "Patterns." In addition, these lessons are introduced with a conversational model in the form of a dialogue. Unlike the Audio–Lingual method, these dialogues are not memorized but are only presented to encourage listening comprehension and to introduce the lesson material in a reasonably natural context.

   "Grammar" lessons present discussions of language structure. Because a great deal of concern has been generated (especially by proponents of Krashen's second-language acquisition theory) over the value of teaching grammar rules, it may be helpful to discuss here some reasons for the extensive presentation of rules in this text. Before proceeding, it should be noted that the presentation of rules plays only a small part in the overall MTC language-learning program. This text is not that program, but is only a resource for that program.

   First, as Krashen and others have pointed out, the study of rules may be helpful in providing students with a means of monitoring their linguistic output and thereby making corrections. For missionaries, this would probably have the greatest application in their formal preparation of talks and sermons, where they can edit their materials before presenting them.40 In this use, this book is valuable not only in the MTC classroom, but also as a reference work which the missionaries can consult while in Samoa.41

   Second, it is assumed that conscious study of grammar can assist in language acquisition. While Krashen argues strongly against this proposition,42 others, such as Earl Stevick, believe that some "seepage from what has been 'learned' into the 'acquisition' store" is possible and that "it may be of considerable importance for the design of

38Krashen, Principles and Practice, pp. 80–81.
39Earl Stevick has noted that even when courses do not provide word lists, students usually end up making lists for themselves anyway. Stevick has even caught himself doing this. (See Stevick, Teaching and Learning Languages, p. 76.)
41At this point it might be well to note that, according to Krashen, only "easy" rules (i.e., "rules that are easiest to describe and remember") can be learned and used in monitoring (Krashen, Principles and Practice, pp. 89–104). Clearly, many of the rules presented in this book (especially the last half) do not meet Krashen's criteria for ease of understanding and recall. For this reason, it is anticipated that the first part of this book will be of most use in the classroom, while the latter part will be of more value as an in-the-field reference work. Appropriately, no attempt is made in the classroom to cover the entire text during the missionaries' stay in the MTC.
42Krashen, Principles and Practice, pp. 83–89. Krashen presents only anecdotal evidence on this point and cites no empirical studies.
methods and techniques.” In his latest book, Stevick observes that “picking up grammar from ordinary conversation is an attractive idea, but I don’t know of any method that relies solely on acquisition in its pure form for the imparting of structural control. The process would simply be too long and the outcome too uncertain.”

Admittedly, there are limits on what can be gained by conscious learning. Nevertheless, the presence of these limitations does not necessarily prevent formal study from aiding in the acquisition of at least some structures and assisting in the control of accuracy. Without going into an extended discussion of the various arguments (almost all of which are based on intuitive or anecdotal rather than empirical evidence), I will simply state that until carefully controlled studies can settle the question definitively, I shall assume that the explanatory insight, exposure, and reinforcement inherent in grammar study is of sufficient value in language assimilation to justify its inclusion in a language-assimilation program.

A third reason for providing missionaries with structural rules is that most individuals (especially adults) who have been exposed to formal education tend to want to know the rule before attempting to proceed very far in a language course. For many learners, a course which presents no rules at all creates a great deal of uneasiness and negative affect which can block language acquisition. Even if students are wrong in assuming that rule study is helpful in acquiring a foreign language, the presentation of rules provides such learners with a “security blanket” and thus decreases anxiety.

b. Practice Exercises. Following the presentation of grammatical/notional material are a series of practice exercises, intended to aid both in conscious mastery (learning) and internalization (acquisition). Missionaries are first exposed to the imitative/mechanical exercises common to the Audio–Linguual method, followed by the manipulative/meaningful and generative/communicative activities emphasized by the Cognitive–Code approach. In addition, a few exercises and techniques have been drawn from other methods. For example, in a number of instances, mechanical drills have been omitted

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44Stevick, Teaching and Learning Languages. p. 84; see also p. 23.

45In brief, the arguments against learning becoming acquisition are: (1) learners apparently do not need to possess conscious knowledge of a rule before acquiring it, since many students acquire forms without conscious learning; (2) some learners exhibit conscious mastery and extensive practice of forms yet still do not perform correctly; and (3) not only is it so that the best students learn only a fairly small number of grammar rules, but it is also true that even the best linguists have characterized only a limited number of rules for a single language (see Krashen, Principles and Practice, pp. 83–89). In response, it may be argued that just because conscious rule learning is not required to acquire a structure does not mean that conscious learning cannot in some cases assist the acquisition process. Furthermore, Earl Stevick has pointed out what may be significant parallels between the learning–acquisition distinction and long-term and permanent memory. The only requirement, he points out, for something to enter permanent memory is that the mind must experience it for a certain length of time, even if this is done by the process of memorization. Insight relating to and practice with a pattern may assist its entry from long-term memory (learning) into permanent memory (acquisition). Stevick’s approach is appealing because it combines the insights of Krashen’s theory with what research has already told us about the nature of human memory. Like Krashen, Stevick cites anecdotal evidence which seems to substantiate his point of view. (See Stevick, A Way and Ways, pp. 276–78; Stevick, Teaching and Learning Languages, pp. 21–23, 29–35.)

46Krashen suggests that rule study and acquisition can go on simultaneously if the teacher is willing to make the presentation in the target language (see Krashen, Principles and Practice, pp. 187–88).

altogether and replaced by exercises designed to encourage listening comprehension.48 These include dictation exercises (single sentences at first, then complete paragraphs later in the book) and some Total Physical Response activities. In at least one instance (the presentation of Samoan articles), a "Silent Way" approach has been used.49

Imitative/mechanical exercises used in this book include memorization exercises (for idioms and common phrases), and single- and double-slot substitution exercises. The primary function of these exercises is to help the missionary become familiar with—not master—the structure or pattern presented.50

Among the manipulative/meaningful exercises used in this book are translation (used sparingly), fill-in-the-blank, matching, cloze (especially grammar cloze), yes-no questions, directed questions, transformation exercises, and scrambled sentences. In the early stages, it is up to the teachers whether the missionaries be required to answer the yes-no questions, directed questions, translation and transformation exercises orally.51 The purpose of these exercises is to assist the students in gaining control of the structure that has been presented. While this is essentially conscious learning, it is assumed that, because comprehension is required, some acquisition does take place.52

Following the manipulative exercises, missionaries participate in activities intended to encourage communicative competence (and thereby acquisition). These include free-response questions (independent or based on some passage, such as the dictation or cloze passage), role playing, problem solving, or some kind of language game.

The mastery check following this sequence also asks the missionaries to participate in some generative/communicative activity. These mastery checks normally do not demand complete accuracy, but only effective communication.53

4. Performance Activities

The "Performance Activities" section of the lesson provides (1) a review test to reinforce the material presented in the lesson54 and (2) additional communicative exercises, usually in the form of a language game. The Performance Activities differ from the practice exercises in that they attempt to integrate all of the material in the entire lesson, rather than focusing on only one or two structures or patterns.

5. Retention Homework

The homework assignments review the material covered in the lesson, requiring both individual study and oral practice in pairs. The assignments also prepare the missionaries for future lessons.

48This frequent replacement of mechanical exercises with listening exercises represents another departure from the traditional MTC text format.
51Studies suggest that having learners write answers or in some other way delay vocal practice in the early stages of acquisition can aid listening comprehension without losing any speaking skills (see Dulay, Burt, and Krashen, Language Two, pp. 24–26). That this option is provided to the MTC teacher represents still another innovation on the normal MTC text format.
52For a discussion of manipulative or meaningful exercises, see Rivers and Temperley, pp. 130–48; Paulston and Bruder, pp. 6–8.
53For a discussion of communicative exercises, see Paulston and Bruder, pp. 8–10.
54These tests typically use dictation, cloze, and other items commonly used in the "Practice" segment and thus serve as much as additional practice exercises as they do as tests. These tests occur in grammar lessons only.
SUMMARY

Through classroom learning, communicative practice in the SYL program, lesson learning, and study and exposure in the target language environment, LDS missionaries appear to reach a high degree of competency in a fairly short period of time. This book will play a small but significant role in this process, both aiding in classroom learning and serving as a reference work for missionaries living in the Samoan islands.
TO THE TEACHER

The presentation and practice of material presented in this book generally follows four steps: conceptual, listening/imitative, manipulative, and generative. This cycle is repeated four or five times in most lessons, with vocabulary at the beginning and review and homework exercises at the end. The following information will help you understand the kinds of activities and procedures to be followed in each of these four steps.

Conceptual

At the conceptual level, missionaries are exposed to a new concept or pattern in the Samoan language and are brought to a cognitive understanding of the material, although they are not yet expected to apply or use that information.

In SYL lessons, typical patterns for a particular topic are presented through fill-in-the-blank patterns, through phrases for memorization, or through "vocabulary builders" (topic-oriented word lists). Since there is little that is new conceptually in SYL lessons, conceptual Mastery Checks are seldom used in SYL lessons.

In grammar lessons, a grammatical concept is presented with examples and an explanation. The concept is then summarized in a box with a brief explanation and/or a representation of the phrase-structure rule.

The following procedures are to be used to check the mastery level of the missionaries after the presentation of a pronunciation segment, a vocabulary list, or a grammar rule.

Mastery Check - Pronunciation

Model the pronunciation of the examples and have the class repeat them. Have the missionaries study the rule and repeat it to their companions in their own words with additional examples. Monitor their performance by listening and providing help to those who have difficulty. After they finish, ask one or two missionaries to explain the rule to the class in their own words, giving examples.

Mastery Check - Rule

Model the examples and have the missionaries repeat them. Then have the missionaries study the rule or rules and repeat them to their companions in their own words and give examples. Monitor their performance by listening and providing help to those who have difficulty. After they finish, ask one or two missionaries to explain the rules to the class in their own words and give examples.
Following the presentation of a pattern, phrases, vocabulary builder, or grammar explanation are a variety of listening/imitative and manipulative practice exercises as well as applications at the generative level.

Listening/Imitative

At the listening/imitative level, missionaries are exposed to the new material in the form of listening exercises (dictation, commands, or, in the case of pronunciation, discrimination drills) or participate in mechanical imitative exercises, or both. The purpose of these exercises is to provide the missionaries with comprehensible exposure to the new material to assist the missionaries in the memorization and production of the pattern, thereby developing fluency and naturalness in speech.

Instructions for command (also known as TPR - total physical response) and pronunciation discrimination drills are given at the beginning of each of these exercises. The procedures for other kinds of exercises at this level are given below:

Memorization Exercise

1. Model the words or phrases and have the missionaries repeat after you until they are comfortable with the pronunciation.

2. Have the missionaries close their books or cover the information to be learned. Have them repeat the material until they can recite most of the material accurately. If the missionaries do not respond well to repetition learning, this step can be omitted.

3. Have the missionaries spend five minutes memorizing the material by themselves.

4. Have the missionaries close their books and practice by quizzing their companions, or by role-playing questions and answers in the material, where appropriate.

Dictation

1. Write any new words and their English equivalents on the blackboard before beginning.

2. Have the missionaries close their books and take out a sheet of paper.

3. Read the passage to the class once at normal speed.

4. Dictate the passage to the class, pausing long enough for them to write. Pauses have been marked with a solidus (/). It is important to read these segments at normal speed; if you read too slowly, the missionaries will not be able to remember all of the segment when they try to write. Give the missionaries plenty of time to write.

5. Read the entire passage again at normal speed for the missionaries to check their work.
6. If you wish to have the missionaries score their work, have them open their books and mark all of their errors. Then have them add up the total number of mistakes they made, divide that number by three, and subtract the result from the total possible points. (Normally, point values are only assigned to the test dictation passages at the end of grammar lessons.)

Substitution - Class

Have the missionaries close their books. Write the model sentence, including the underscoring, on the board. Read the sentence aloud and have the class repeat it. Then read one of the items to be substituted for the underlined word and have the class repeat the entire sentence, making the substitution and any necessary changes.

Substitution - Individuals

Have the missionaries close their books. Write the model sentence, including the underscoring, on the board. Read the sentence aloud and have the class repeat it. Then read one of the items to be substituted for the underlined word, pause, and select a missionary to repeat the entire sentence, making the substitution and any necessary changes. If desired, you may repeat the substitution item and have the class echo the missionary's response.

Double-Slot Substitution - Class

Have the missionaries close their books. Write the model sentence, including the underscoring, on the board. Read the sentence aloud and have the class repeat it. Then read the items to be substituted in the two underlined portions of the model and have the class repeat the entire sentence, making the substitution and any necessary changes. The symbol \( \emptyset \) means "no change" in that part of the model sentence.

Double-Slot Substitution - Individuals

Have the missionaries close their books. Write the model sentence, including the underscoring, on the board. Read the sentence aloud and have the class repeat it. Then read the items to be substituted in the two underlined portions of the model, pause, and select a missionary to repeat the entire sentence, making the substitution and any necessary changes. If desired, you may repeat the substitution items and have the class echo the missionary's response. They symbol \( \emptyset \) means "no change" in that part of the model sentence.

Manipulative

At the manipulative level, missionaries are given more control over their participation and begin to rely more on meaning than in the imitative exercises. Nevertheless, missionaries are not given full freedom of expression at this level nor expected to engage in the kind of decision-making and communication that occurs at the higher or generative level. Among the manipulative exercises used in this book are matching, translation, yes-no questions, directed questions (also known as controlled conversation), transformation exercises, scrambled sentences, and fill-in-the-blank passages (also known as cloze).
The instructions for matching, transformation, and scrambled sentences are given at the beginning of each of these exercises. The procedures for other kinds of exercises at this level are given below:

Translation

Missionaries may have their books either opened or closed, at your discretion. Read one of the items, pause, and select a missionary to give the English equivalent (of Samoan items) or the Samoan equivalent (of English items). Repeat the item and have the entire class answer. In the first several days of instruction, you may, if desired, have the class write their answers instead of responding orally.

Questions

Missionaries may have their books either opened or closed, at your discretion. Read one of the questions, pause, and select a missionary to answer with a complete sentence. Then repeat the item and have the entire class answer. In the first several days of instruction, you may, if desired, have the class respond with a simple yes or no or write their answers instead of responding orally.

Directed Questions

Missionaries may have their books either opened or closed, at your discretion. Read one of the instructions, pause, and select a missionary to ask the question. The missionary asked the question should answer with a complete sentence. If you wish, you may repeat the instruction and have the class ask the question to the same missionary, who should repeat his or her response. In the first several days of instruction, you may, if desired, have the missionary asked the question respond by a simple yes or no or write an answer instead of responding orally.

Fill in the Blanks

Write any new words and their English equivalents on the board. Then explain to the class that several words have been left out of the story and have them fill in the correct word in each blank. If no word is needed, they must write an X in the blank. Blanks with no marks in them will be considered wrong. Inform them that it may be helpful to read through the story once before beginning.

Generative

The generative or communicative level requires missionaries to produce on their own language which demonstrates ability to use the new material carefully and independently. Communication and creative invention are experienced through completion, free-response questions, discussion questions, problem-solving, role-playing and language games.

The instructions for completion, problem-solving, role-playing and language games are given at the beginning of each of these exercises. The procedures for other kinds of exercises at this level are given below:
Free-Response Questions

Have the missionaries close their books. Read one of the questions, pause, and select a missionary to respond with three or four sentences. The missionaries should respond with their honest feelings and opinions.

Discussion Questions

Discussion questions are free-response questions related to some Samoan passage, such as dictation or fill-in-the-blank exercises. For procedures, see "Free-Response Questions."

Following generative-level exercises are mastery checks designed to help the teacher determine the capabilities of the missionaries at the generative level. Generally, these checks do not require complete accuracy, but only that the missionaries be able to communicate effectively before continuing.

Review Exercises

At the end of each unit are lessons called "Review Modules" which serve both as a series of review exercises for the missionaries and as a diagnostic tool to help the teacher determine the progress of the class. The procedures for two exercises commonly found in these review exercises are given below:

Multiple Choice

Direct the missionaries to write in the blank at the left the letter of the answer which best completes the sentence or answers the question.

Comprehension Questions

Have the missionaries close their books. Read one of the questions, pause, and select a missionary to answer with a complete sentence. The answer should correctly describe events or information found in the reading passage.

Vocabulary

The vocabulary lists found at the beginning of each lesson are provided (1) as an introduction to the new words that the missionaries will encounter in the lesson and (2) as a resource for missionaries to use in review and study.

At the beginning of each lesson, model the pronunciation of each word and have the class repeat (either together or individually) until they can pronounce the words comprehensibly. Introduce them to the meaning of each word, and provide a short period of time for the missionaries to become familiar with the items on the list. Missionaries are not expected to have complete mastery of this list at this time, but should attain mastery as they use the words in the practice exercises and in their SYL programs.
A Note on Conversational Models

The conversational models (dialogues) which appear at the beginning of each SYL lesson are provided as a means of introducing the lesson material in a natural context. When beginning a SYL lesson, have the missionaries close their books. Read the dialogue to them in Samoan, and attempt to convey the meaning to the class through gestures, previously prepared pictures, blackboard drawings, or other means. Repeat until you get the message of the dialogue across to the class.

The purpose of this activity is to help the missionaries understand the dialogue without resorting to English. Be as creative and interesting as you can. In addition to this initial presentation, you are free to use the dialogues in a variety of other ways. You are limited only by your imagination.

SYL and the Teacher

There is one more thing which you can do to help your missionaries, something which is more important than any of the grammar principles you will present or any of the practice exercises you will conduct. And that is for you to SPEAK SAMOAN TO YOUR MISSIONARIES! Because there are so few native Samoans for them to converse with, you becoming a model of the Samoan language for the missionaries may be the most important role you will fulfill in their language-learning process. This is even more important than requiring them to speak Samoan to you.

Attempt to communicate with them at all times in Samoan, using simplified expressions, gestures, or practically anything—except English—to help them understand. As soon as possible, begin presenting the grammar explanations and other materials in Samoan. Commit yourself to practicing the SYL program at all times while at the MTC. In this way you will improve the missionaries' listening ability and comprehension and thus increase their overall ability to function in the Samoan language.
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UNIT 1
PERFORMANCE OBJECTIVES

At the end of this lesson you will:

1. Understand the five elements of spoken language.
2. Be able to explain the concepts of fluency and comprehension, and state how to achieve them.
3. Be able to recognize and produce single vowels and consonants.
4. Be able to discriminate between and produce various diphthongs and vowel combinations.
5. Pronounce Samoan words, applying the proper rules of pronunciation.

THE FIVE ELEMENTS OF SPoken LANGUAGE

One part of your stewardship at the Missionary Training Center is to learn a foreign language. Language is the basic communication device. People all over the world use language to communicate to others what they experience in their culture. Each of the many varied cultures in the world has its own language. However, by analyzing all spoken language on a general level, one discovers that they can all be broken down into five parts:

1. Pronunciation - how words are sounded
2. Grammar - how words are combined
3. Vocabulary - words
4. Fluency - speaking naturally and smoothly
5. Comprehension - understanding language when spoken fluently

In this lesson, we will discuss pronunciation, fluency, and comprehension in detail. Vocabulary and grammar will be treated in other lessons. The goal of this text is to help you, the missionary, to develop fluency and comprehension in Samoan. Your success will depend upon the effort you put forth in using the principles taught in this text through the MTC Speak Your Language Program.

FLUENCY AND COMPREHENSION

"Fluency" does not refer to the speed of a person's speech, but to the overall smoothness, continuity, and the naturalness of the speech. A person who is not "fluent" is one who constantly pauses in the middle of a thought to rephrase, grope for words, and so forth. A person may have a knowledge of grammar, pronunciation, and vocabulary, but without fluency she may not be able to speak. Fluency is what ties together the other parts of language learning and turns them into communication.

The only way to develop fluency in Samoan is by speaking it. This is one reason the MTC has established the Speak Your Language Program. This textbook includes Speak Your Language (SYL) lessons which teach phrases, patterns, and special vocabulary helps that will be useful to you in speaking your language and developing fluency in Samoan.

These SYL lessons will also help you develop comprehension. When communication takes place, it must be assumed that at least one of the persons involved is listening and understanding. The term "comprehension" describes the listener's role. It is understanding a language when spoken fluently. Furthermore, understanding what you listen to is a very important means of gaining an overall mastery of the language. Comprehension is developed by listening to spoken Samoan and concentrating on whatever cues may help you understand what you hear. The Speak Your Language Program is your best source of help in developing comprehension. As an additional help, comprehension exercises are included in many of the grammar lessons and review modules for you and your teacher in order to aid your development in comprehension.

Practice

Read the following sentences and mark them true or false.

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<table>
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<tbody>
<tr>
<td>a.</td>
<td>Fluency is primarily the result of careful grammar study.</td>
</tr>
<tr>
<td>b.</td>
<td>The SYL program is as important as grammar study in order to develop fluency.</td>
</tr>
<tr>
<td>c.</td>
<td>Comprehension is understanding a language as spoken by a native.</td>
</tr>
</tbody>
</table>
Understanding what you hear is an important means of learning a language.

The SYL program is intended to aid fluency, not comprehension.

Mastery Check

Teacher: Have the missionaries write the definitions of the following terms in their own words. After they have finished, give them the correct answers as a class and let them check their own work. Mastery level is 100%.

1. Fluency: ________________________________

2. Comprehension: ________________________________

PRONUNCIATION

It is very important that you learn the sounds in Samoan language.

Work hard at pronouncing clearly. Do not mumble or talk too softly. Speak up and let your teacher help you.

The majority of the consonants are pronounced almost exactly as in English, so you will need no practice with them. However, some of the vowels are quite different from English, so you will need to learn these sounds before you begin to actually speak in sentences.

Samoan spelling matches its spoken form quite consistently. This is not true of English. Consider the variety of sounds represented by ough in English: rough, bough, though, thought, through. Because Samoan is more consistent, it is easier to pronounce words upon seeing their written form and easier to spell.

VOWELS - A, E, I, O, U

In Samoan, the sounds represented by the letter a is usually pronounced as it is in the English word "father" (Western United States pronunciation).

<table>
<thead>
<tr>
<th>The sounds represented by the letters:</th>
<th>Are usually pronounced as in:</th>
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<tr>
<td>e</td>
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<tr>
<td>o</td>
<td>hope</td>
</tr>
<tr>
<td>u</td>
<td>flu</td>
</tr>
<tr>
<td></td>
<td>but are more tense (i.e., the tongue and jaw do not move while make the sound).</td>
</tr>
</tbody>
</table>

Examples: la, a, ala, apa, tama, lata
          le, se sese, eke, telo, pese
          ni, si, isi, ili, pili, lisi
          po, to, olo, oso, polo, ioto
          pu, mu, umu, ulu, fusu, sulu

Mastery Check - Pronunciation

Practice

Teacher: Practice only until the missionaries are familiar with the sounds. Skip any unnecessary exercises.
1. Please close your books. Teacher: Read aloud the following items and have the missionaries write them down. Then check their performance and provide feedback.

   a. a   b. le   c. po   d. ili
   e   lo   pi   ama
   i   lo   pa   oso
   o   la   pu   upu
   u   li   pe   ele

2. Without looking at the rule, say the sound of each syllable in the following words, then pronounce the word quietly to yourself. Teacher: Monitor the missionaries' performance and provide help where needed.

   f. tele
   g. pese
   h. ile
   i. ulu
   j. falo
   tope
   pesi
   ola
   ule
   tupe
   pesi
   ola
   ule
   tupapa
   pusa
   alo
   ilo
   tulupu
   pisa
   elo
   ili
   talu

3. Teacher: Assign individual missionaries to read aloud each of the items in one of the groups above.

   Mastery Check

   Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with sounds only.

   1. pese
   2. pesi
   3. pene
   4. peni
   5. pue
   6. pala
   7. pala
   8. oia
   9. oia
   10. oia
   11. oia
   12. pisai

   **Vowel Lengthening - A, E, I, O, U**

   When a macron (̂) appears over a vowel, that vowel is held twice as long, or as if there were two consecutive identical vowels.

   Examples: ā, tā, pā, ī, talā, tālā
     ē, pē, ē, se, te, le, lemu
     i, vī, li, tī, molī, tīvī
     o, mo, lo, pō, toto, ēto-
     u, mu, tu, tu, nu, itu, lulu

   Mastery Check - Pronunciation

   Practice

   Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.
1. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1 and two fingers if they hear a word from column 2.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>ma</td>
<td>mg</td>
<td>i.</td>
</tr>
<tr>
<td>b.</td>
<td>si</td>
<td>si</td>
<td>j.</td>
</tr>
<tr>
<td>c.</td>
<td>te</td>
<td>te</td>
<td>k.</td>
</tr>
<tr>
<td>d.</td>
<td>po</td>
<td>po</td>
<td>l.</td>
</tr>
<tr>
<td>e.</td>
<td>le</td>
<td>le</td>
<td>m.</td>
</tr>
<tr>
<td>f.</td>
<td>sa</td>
<td>sa</td>
<td>n.</td>
</tr>
<tr>
<td>g.</td>
<td>mo</td>
<td>mo</td>
<td>o.</td>
</tr>
<tr>
<td>h.</td>
<td>mumu</td>
<td>mumu</td>
<td>p.</td>
</tr>
</tbody>
</table>

2. Teacher: Model the above pairs and have the missionaries repeat them. Monitor their performance, giving help where needed.

3. Teacher: Say the letter and number of one of the above words (e.g., f-2, m-1, etc.) and designate a missionary to read the word aloud. Monitor their performance closely and provide help where needed.

4. Teacher Model only one word in each of the columns below. Have the missionaries hold up one finger if they hear a word from column 1, two fingers if they hear a word from column 2, and three if they hear a word from column 3. If necessary, repeat the exercise until you have modeled all the words.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th></th>
<th>2</th>
<th></th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>mama</td>
<td>mema</td>
<td>mema</td>
<td>mama</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>tala</td>
<td>tala</td>
<td>tala</td>
<td>tala</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>mumu</td>
<td>mumu</td>
<td>mumu</td>
<td>mumu</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>malu</td>
<td>malu</td>
<td>malu</td>
<td>malu</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>toto</td>
<td>toto</td>
<td>toto</td>
<td>toto</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>malo</td>
<td>malo</td>
<td>malo</td>
<td>malo</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>papa</td>
<td>papa</td>
<td>papa</td>
<td>papa</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>manu</td>
<td>manu</td>
<td>manu</td>
<td>manu</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>matua</td>
<td>matua</td>
<td>matua</td>
<td>matua</td>
<td></td>
</tr>
</tbody>
</table>

5. Teacher: Model the above words and have the missionaries repeat them. Monitor their performance, giving help where needed.

6. Teacher: Call out the number and letter of one of the above words (e.g., d-2, h-3, etc.) and designate a missionary to read the word aloud. Monitor performance closely and provide help where needed.

Mastery Check

Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with critical sounds only.

1. tala
2. tala
3. pīpī
4. mata
5. moli
6. susu
7. papa
8. malo
9. tū
10. lava
11. māng
12. sese

Diphthongs

When one vowel sound glides into another within a single syllable the resulting sound is known as a diphthong. For example, if you say the sound “ah” (as in father) and then “ee” (as in sleep) very rapidly, you will produce a sound that is very much like the English word “eye.” That is a diphthong.

As we shall see later, Samoans treat all their vowels as if they were separate syllables (or the nucleus of a syllable) in determining accent and intonation. Nevertheless, in actual speech, many vowel pairs are run together to produce a diphthong.

A diphthong is two vowel sounds that have run together to make a single syllable.
Mastery Check - Rule

The following diphthongs seem to give English speakers the most difficulty:

- ou  ai
- oi  ae
- oe  ao
- ei  au

We will consider these sounds in the next several segments.

Example: ou, lou, sou, mou, tou, pou, fou, tatou, outou

Practice

Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Model the above examples and have the class repeat them.

2. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1, and two fingers if they hear a word from column 2. Monitor their performance and give help where needed. If necessary, repeat the exercise until all the words have been modeled.

   |   1   |   2   |
---|-------|-------|
  a. | lou   | lo   |
  b. | mou   | mo   |
  c. | fou   | fo   |
  d. | pou   | pö   |
  e. | outou | oto  |

3. Teacher: Model the above pairs and have the missionaries repeat them. Monitor their performance and provide help where needed.

4. Teacher: Call out the number and letter of one of the above words (e.g., b-1, d-2, etc.) and designate a missionary to read the word aloud. Monitor performance and provide help where needed.

5. Teacher: Model the words below. Then go back and model only one word in each of the columns. Have the missionaries hold up one finger if they hear a word from column 1, two if they hear a word from column 2, and three if they hear a word from column 3. If necessary, repeat the exercise until you have modeled all the words.

   |   1   |   2   |   3   |
---|-------|-------|-------|
  a. | lo    | lo    | lou   |
  b. | mo    | mo    | mou   |
  c. | po    | pö    | pou   |
  d. | so    | so    | sou   |

6. Teacher: Model the above words and have the missionaries repeat them. Monitor their performance, giving help where needed.

7. Teacher: Call out the number and letter of one of the above words (e.g., b-2, d-3, etc.) and designate a missionary to read the word aloud. Monitor their performance closely and provide help where needed.

Mastery Check

Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with sounds only.

1. tatou
2. mou
3. mo
4. so
5. sou
6. outou
7. fo
8. fou
9. oö
10. pö
11. pou
Examples: oi, loi, poi, toi, soi
    oe, moe, poe, toe, foe, totoe, momoe

Practice
Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Model the Samoan o sound and have the missionaries repeat. Then model the Samoan i sound and have the missionaries repeat. Then put the two sounds together, and have the missionaries repeat the Samoan oi sound.

2. Teacher: Model the first line of examples and have the class repeat them.

3. Teacher: Model the Samoan g sound and have the missionaries repeat. Then model the Samoan e sound and have the missionaries repeat. Then put the two sounds together and have the missionaries repeat the Samoan oe sound.

4. Teacher: Model the second line of examples and have the class repeat them.

5. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1 and two fingers if they hear a word from column 2. Monitor their performance and give help where needed. If necessary, repeat the exercise until you have monitored all the words.

   | 1  | 2 |
---|--|--|
a.   oi | oe |
b.   poi | poe |
c.   toi | toe |

6. Teacher: Model the words below and have the missionaries repeat them. Monitor their performance and provide help where needed.

   | a | b | c | d | e | g | h | i |
---|--|--|--|--|--|--|--|--|
a.   oi | oe | poi | d.   poe | e.   toi | g.   loi | h.   soi | i.   moe |
b.   oe |   |   | g.   lo |   | j.   foe | i.   moe |   |
c.   poi | f.   toe |   |   | l.   tote |

7. Teacher: Call out the letter of one of the above words and designate a missionary to read the word aloud. Monitor performance and provide help where needed.

Mastery Check
Teacher: Repeat the practice exercise above, but this time do not provide help. Mastery level is familiarization with sounds only.

Examples: nei, pei, sei, tei, le lei, le nei, masei, mase sei, maleifua

Practice
Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Model the above words and have the class repeat them.

2. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1, and two if they hear a word from column 2. Monitor performance and provide help where needed. If necessary, repeat the exercise until you have modeled all the words.

   | 1 | 2 |
---|--|--|
a.   le | lei |
b.   pe | pei |
c.   se | sei |
d.   te | tei |
e.   nei | nei |
f.   tapé | tapei |
3. Teacher: Model the above pairs and have the missionaries repeat them. Monitor their performance, giving help where needed.

4. Teacher: Call out the number and letter of one of the above words (e.g., b-2, d-1, etc.) and designate a missionary to read the word aloud. Monitor performance closely and provide help where needed.

5. Teacher: Model the words below. Then go back and model only one word in each of the three columns. Have the missionaries hold up one finger if they hear a word from column 1, two if they hear a word from column 2, and three if they hear a word from column 3. Monitor performance and give help where needed. If necessary, repeat the exercise until you have monitored all the words.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>le</td>
<td>le</td>
<td>lei</td>
</tr>
<tr>
<td>b.</td>
<td>se</td>
<td>se</td>
<td>sei</td>
</tr>
<tr>
<td>c.</td>
<td>te</td>
<td>te</td>
<td>tei</td>
</tr>
<tr>
<td>d.</td>
<td>sese</td>
<td>sese</td>
<td>sesei</td>
</tr>
</tbody>
</table>

6. Teacher: Model the above words and have the missionaries repeat them. Monitor their performance, giving help where needed.

7. Teacher: Call out the number and letter of one of the above words (e.g., b-2, d-3, etc.) and designate a missionary to read the word aloud. Monitor performance closely and provide help where needed.

**Mastery Check**

Teacher: Say the number that corresponds to an item and designate a missionary to pronounce the word. Mastery level is familiarization with sounds only.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>le</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>la</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>lei</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>lalei</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>lei</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>pе</td>
<td>12</td>
</tr>
</tbody>
</table>

**AI – AE**

Examples: aі, laі, mаі, pai, sai, tai, vai, mаіa, қаі, аіна 
ae, lae, mae, pae, saе, tae, vai, maa, mае, ае

**Practice**

Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Model the Samoan aі sound and have the missionaries repeat. Then model the Samoan ѭ sound and have the missionaries repeat. Then put the two sounds together, and have the missionaries repeat the Samoan aі sound.

2. Teacher: Model the first line of examples and have the class repeat them.

3. Teacher: Model the Samoan aі sound and have the missionaries repeat. Then model the Samoan ѭ sound and have the missionaries repeat. Then put the two sounds together and have the missionaries repeat the Samoan аі sound.

4. Teacher: Model the second line of examples and have the class repeat them.

5. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1 and two fingers if they hear a word from column 2. Monitor their performance closely and give help where needed. If necessary, repeat the exercise until you have modeled all the words.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>ai</td>
<td>ae</td>
</tr>
<tr>
<td>b.</td>
<td>laі</td>
<td>lae</td>
</tr>
<tr>
<td>c.</td>
<td>mаі</td>
<td>mae</td>
</tr>
<tr>
<td>d.</td>
<td>pai</td>
<td>pae</td>
</tr>
<tr>
<td>e.</td>
<td>sai</td>
<td>sae</td>
</tr>
</tbody>
</table>
6. Teacher: Model the above pairs and have the missionaries repeat them.

7. Teacher: Call out the letter that corresponds to an item below and choose a missionary to pronounce the word. Monitor performance and provide help where needed.

<table>
<thead>
<tr>
<th>a. ai</th>
<th>b. ae</th>
<th>c. lai</th>
<th>d. lae</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. sai</td>
<td>f. sae</td>
<td>g. tai</td>
<td>h. tae</td>
</tr>
<tr>
<td>i. vai</td>
<td>j. vae</td>
<td>k. maia</td>
<td>l. maea</td>
</tr>
</tbody>
</table>

Mastery Check

Teacher: Repeat the practice exercise above, but this time do not provide help. Mastery level is familiarization with critical sounds only.

AU - AO

Examples: au, fau, mau, pau, sau, tau, vau, laulau, suau, sulia
           ao, fao, mao, pao, sao, tao, vao, laolao, soao, sofia

Practice

Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Model the Samoan a sound and have the missionaries repeat. Then model the Samoan u sound and have the missionaries repeat. Then model the two sounds together, and have the missionaries repeat the Samoan au sound.

2. Teacher: Model the first line of examples and have the class repeat them.

3. Teacher: Model the Samoan a sound and have the missionaries repeat. Then model the Samoan o sound and have the missionaries repeat (make sure they do not round their lips too much or make the ou sound.) Then model the two sounds together and have them repeat the Samoan ao sound.

4. Teacher: Model the second line of example and have the missionaries repeat them.

5. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1 and two fingers if they hear a word from column 2. Monitor their performance and give help where needed. If necessary, repeat the exercise until you have modeled the words.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. au</td>
<td>ao</td>
</tr>
<tr>
<td>b. fau</td>
<td>fao</td>
</tr>
<tr>
<td>c. mau</td>
<td>mao</td>
</tr>
<tr>
<td>d. pau</td>
<td>pao</td>
</tr>
<tr>
<td>e. sau</td>
<td>sao</td>
</tr>
<tr>
<td>f. tau</td>
<td>tao</td>
</tr>
<tr>
<td>g. vau</td>
<td>vao</td>
</tr>
<tr>
<td>h. auau</td>
<td>soao</td>
</tr>
<tr>
<td>i. Sataua</td>
<td>Sataoa</td>
</tr>
</tbody>
</table>

6. Teacher: Model the above pairs and have the missionaries repeat them. Monitor their performance and give help where needed.

7. Teacher: Call out the letter and number of one of the above words (e.g., b-1, d-2, etc.) and designate a missionary to read the word aloud. Monitor performance, providing help where needed.

Mastery Check

Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with sounds only.
1. au
2. ao
3. fau
4. fao
5. ssu
6. sao
7. taou
8. tao
9. vau
10. vac
11. nua
12. sao

OTHER VOWEL COMBINATIONS

Examples:
- ea, lea, eaea, seaea, sesnoa
- eu, leu, leua, seu, teuteu
- leo, mao, leoleo
- ie, malie, faiie, 'ie'ie
- ia, sia, lia, iata, fiafig
- io, iotua, mio, tio, viola
- niu, fiu, maiu, lunu, tuiai
- na, soa, ma, moa, 'oa'oa
- ua, pua, musua, uafua, ualoua
- lue, fue, fuefue, uae, uelefeu
- ui, tu, miumiu, fuifui, uvale
- wo, 'uo'uo, uosi

Practice

Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary drills.

1. Teacher: Model the pronunciation of the above example and have the class repeat them. Monitor their performance and provide help where needed.

2. Please close your books. Teacher: Read aloud the following items and have the missionaries write them down. Then check their performance and provide feedback.

   a. ea e io i. fue
   b. eu f. niu j. ui
   c. ie g. oa k. uo
   d. ia h. ua

3. Teacher: Have the missionaries pronounce each of the above words quietly to themselves. Monitor performance and provide help where needed.

4. Teacher: Assign individual missionaries to read aloud items from the examples above.

Mastery Check

Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with sounds only.

1. lea 4. pia 7. soa 10. puipui
2. seu 5. mio 8. tua 11. uo
3. ie 6. fiu 9. leu 12. leoleo

CONSONANTS - F, H, L, M, N, R, S, V

Samoan contains only thirteen consonants, most of which are pronounced as they are in English. The letters F and H only occur in words of foreign origin.

The consonants F, H, L, M, N, R, S, V are pronounced in Samoan just as they are in English.

H and R are found in words that have been adopted into Samoan.

CONSONANTS - K, P, T

In English, whenever the letters K, P, or T occur at the beginning of a syllable, they are accompanied by a small puff of air known as aspiration. You can feel this puff of air by putting your hand in front of your mouth and saying the following words:
Kim           pit           tick
kill           pat           top

No aspiration occurs, however, when these letters follow an e. For example, hold your hand to your mouth again and say the following words:

skim           spit           stick
skill           spat           stop

You should not feel the puff of air.

English speakers do not normally notice any difference. But because none of these letters are aspirated in Samoan, the Samoans notice it as being distinctively non-native. Furthermore, this difference makes the Samoan version of these consonants sound a little different to an English speaker:

To an English speaker, the Samoan K sounds like a cross between a G and a K.
To an English speaker, the Samoan P sounds like a cross between a B and a F.
To an English speaker, the Samoan T sounds like a cross between a D and a T.

The consonants K, P, and T are not aspirated in Samoan.

In formal Samoan, the letter K occurs mainly in words of foreign origin.

Examples:  ki, koko, keke, eka, loka, saka
            po, popo, pepe, apa, tipi, lapa
            ta, tata, tete, ata, poto, mata

Mastery Check - Pronunciation

Practice

Teacher: Practice only until the missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Have the missionaries pronounce each of the following words quietly to themselves. Monitor their performance and provide feedback.

   a. ki   t. pe   q. ti
   b. kisi  j. papa  r. tutu
   c. kiki  k. pusa  s. tiute
   d. kofe  l. palpa  t. tipi
   e. koma  m. pipi  u. tapa
   f. kuka  n. sipi  v. pata
   g. kopio o. lupe  w. miti
   h. kea   p. lapalapa  x. latalata

2. Teacher: Assign individual missionaries to read aloud items from the exercise above.

Mastery Check

Teacher: Say the number that corresponds to an item and choose a missionary to pronounce the word. Mastery level is familiarization with the sounds only.

1. ke  5. pap  9. tiute
2. pe  6. tutu  10. kofe
3. ti  7. kiki  11. palpa
4. kisi  8. puss  12. tipi

CONSONANT - G

The consonant represented by the letter g is pronounced like the ng in "singer." (It is NOT pronounced like the ng in "finger." ) Unlike the English sound, however, the "ng" sound occurs at the beginning of syllables in Samoan.
The sound represented by the letter g is pronounced like the ng in "singer."

Examples: tago, tagi, lago, gata, ga'o, tagata

Mastery Check - Pronunciation

Practice

Teacher: Practice only until the missionaries are familiar with the sounds. Skip any unnecessary exercises.

1. Teacher: Have the missionaries pronounce each of the following words quietly to themselves. Monitor their performance and provide feedback.

   a. tago  g. taga  m. galu  s. gataši
   b. tagi  h. maga  n. galue  t. gese
   c. mago  i. gata  o. gasegase  u. gogolo
   d. lagolago  j. gutu  p. gagana  v. gugutu
   e. Pagagago  k. gugu  q. agaga  w. igoa
   f. upega  l. galo  r. tagata  x. finagalo

2. Teacher: Assign individual missionaries to read aloud items from the exercise above.

3. Teacher: Have the missionaries take turns reading items from the list above. As they read the items, write them on the board. If a missionary reads an item incorrectly, write it on the board just as he/she pronounced it. Have such words read again until pronounced correctly.

4. Please close your books. Teacher: Read aloud the following items and have the missionaries write them down. Then check their performance.

   a. saga  d. tanuga  g. tīgā
   b. nuaga  e. igoa  h. upega
   c. gagana  f. galo  i. finagalo

Mastery Check

Teacher: Say the number that corresponds to an item and designate a missionary to pronounce the word. Mastery level is familiarization with sounds only.

1. tago  5. gutu  9. gataši
2. gata  6. tagata 10. lagolago
3. agaga  7. finagalo 11. galo
4. tagi  8. gugu  12. gese

CONSONANT (')

The apostrophe in Samoan writing (') represent the glottal stop which is performed by momentarily stopping the flow of breath through the throat. English speakers do this in the words "button" and "oh-oh." Try putting your hand on your throat while saying "oh-oh." You should feel the tissues of your voice box close momentarily.

The glottal stop (' ) is produced by suddenly stopping the air through the throat, as in "oh-oh."

Examples: a'a, pa'a, nu'u, fe'e, va'a, va'ai, la'au, la'u, sa'i, sa'o, 'ulu, 'ata, 'ita, 'oti

Mastery Check - Pronunciation

Practice

Teacher: Practice only until missionaries are familiar with the sounds. Skip any unnecessary exercises.
1. Teacher: Model the pairs below. Then go back and model only one example from each pair. Have the missionaries hold up one finger if they hear a word from column 1, and two fingers if they hear a word from column 2. Monitor their performance and give help where needed. If necessary, repeat the exercise until you have monitored all the words.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. nei</td>
<td>nei'i</td>
</tr>
<tr>
<td>b. tau</td>
<td>ta'u</td>
</tr>
<tr>
<td>c. sao</td>
<td>sa'o</td>
</tr>
<tr>
<td>d. peapae</td>
<td>pa'epae'e</td>
</tr>
<tr>
<td>e. ulu</td>
<td>'ulu</td>
</tr>
<tr>
<td>f. ula</td>
<td>'ata</td>
</tr>
<tr>
<td>g. ata</td>
<td>'ita</td>
</tr>
<tr>
<td>h. oti</td>
<td>'oti</td>
</tr>
<tr>
<td>j. ili</td>
<td>'ili</td>
</tr>
</tbody>
</table>

2. Teacher: Model the above pairs and have the missionaries repeat them. Monitor their performance, giving help where needed.

3. Teacher: Call out the number and letter of one of the above words (e.g., b-1, d-2, etc.) and designate a missionary to read the word aloud. Monitor their performance and provide help where needed.

Mastery Check

Teacher: Say the number that corresponds to an item and designate a missionary to pronounce the word. Mastery level is familiarization with sounds only.


| ACCENT |

The term "accent" refers to the particular stress given to a syllable in a word. Accent is very easy to determine in Samoan. To determine where to place the accent in a word, follow these steps:

1. Find the second-to-last vowel in the word. Vowels with a macron over them count as two vowels. For example:

   - ta'la
   - ta'la'i
   - ta'la'a

2. The stress falls on the syllable of which this vowel is a part. (Sometimes the vowel will be the whole syllable, as in ulu.) For example, the accented syllables (shown in capitals) for the above words would be:

   - Tala
   - TaLAI
   - TaLĀ

When a Samoan word has more than one syllable, the accent falls on the syllable of which the second-to-last vowel is a part.

Samoan syllables may be:

1. One vowel (V).
2. A diphthong (V + V).
3. One consonant followed by one vowel (C + V).
4. One consonant followed by a diphthong (C + V + V).

Examples: tusi, taia, talai, talā, 'upu, tofu, mae'a agaga, fai, lua, moega, malaga

Mastery Check - Pronunciation
Practice

Teacher: Practice only until the missionaries are familiar with accent. Skip any unnecessary exercises.

1. Teacher: Have the missionaries underline the accented syllable in the words below. Monitor their performance and provide help where needed.

   a. pala  f. malo  k. lau
   b. lalaga  g. malo  l. la'u
   c. nofo  h. fa'i  m. lelei
   d. malae  i. tu'ufia  n. tautua
   e. mala  j. palasi  o. matou

2. Teacher: Call out the letter that corresponds to one of the words above and designate a missionary to read it aloud. Monitor performance and provide help where needed.

3. Teacher: Model the following words and have the missionaries repeat them. Monitor performance and provide help where needed.

   a. tusi  e. galue  i. lalaga  m. nofoaga  q. leni
   b. tusia  f. galuega  j. lalagaina  n. tala  r. sasau
   c. moe  g. su'e  k. nofo  o. talanoa  s. malae
   d. moega  h. su'ega  l. nofoa  p. talanoaga  t. latou

4. Teacher: Call out the letter that corresponds to an item and designate a missionary to read it aloud. Monitor performance and provide help where needed.

Mastery Check

Teacher: Say the number that corresponds to an item and designate a missionary to pronounce the word. Mastery level is familiarization with sounds only.

   1. tatau  7. tala
   2. galue  8. talofa
   3. mala  9. malai
   4. malaga  10. nofo
   5. tala  11. nofoa
   6. talai  12. nofoaga

USE OF APOSTROPHES AND MACRONS IN SAMOAN WRITING

The use of apostrophes and macrons in Samoan writing varies a great deal from one person to another. Many Samoans will omit them in writing, except where such an omission would cause ambiguity or possible misunderstanding. Today, many printed works omit them entirely.

It should also be pointed out that the use of glottal stops and the length of vowels in a few Samoan words is not consistent for every native speaker of Samoan. For example, the word lena ("chat") can be pronounced either lena or lena.

This book will attempt to use apostrophes and macrons each time a new word is presented in order to indicate accurately glottal stops and vowel lengthening, respectively. Subsequent uses of words may or may not contain all the macrons and apostrophes needed to represent pronunciation. Nevertheless, macrons and apostrophes will be used where necessary to prevent confusion or ambiguity. Missionaries wishing to be certain of the correct pronunciation of words should refer to the vocabulary lists at the beginning of lessons where words are first presented.

PERFORMANCE ACTIVITY

Go on to Lesson Two and apply these pronunciation rules to the common phrases and patterns there.

RETENTION HOMEWORK

1. Have your companion read the following. Listen carefully and provide help with pronunciation. Then switch roles.
a. ā, ae, ai, ao, au
    a'a, a'e, a'i, a'o, a'u
b. es, e, ei, eo, eu
    e's, e'e, e'i, e'o, e'u
c. ia, ie, i, io, iu
    i'a, i'e, i'i, i'o, i'u
d. oa, oe, oi, o, ou
    o'a, o'e, o'i, o'o, o'u
e. ua, ue, ui, uo, u
    u'a, u'e, u'i, u'o, u'u

2. Go back and review the practice exercises in this lesson as needed.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Greet someone.
2. Say goodbyes.
3. Ask someone how he/she is and tell someone how you are.
4. Ask a person's name and give your name in reply.

DIALOGUE

Tusi: Talofa!
Elder Sikoki: Talofa lava. O a mai 'oa?
Tusi: Manuia lava, fa'afetai. 'Ae a 'ouina?
Elder Sikoki: O lea a manua, fa'afetai. 'A fa'afetai?
Tusi: Ou te alu 'i le ta'aloga. 'Ia, su'au ai 'a.
Elder Sikoki: 'Ia alu aosi. Tofa!
Tusi: Tofa sciifus!

TRANSLATION

Tusi: Hello!
Elder Scott: Hello there! How are you?
Tusi: Very fine, thanks. And how about you guys?
Elder Scott: We're fine, thanks. Where are you headed?
Tusi: I'm going to the game. Well, I'll be on my way.
Elder Scott: Okay, go ahead. Bye!
Tusi: Goodbye!
alu – to go
fa'afetai – thank you
fa'amolemo – please
fo'i – also
'Ta – well, okay (acknowledgement)
igoa – name (common term)
'Ioe – yes
lava – indeed (intensifier)
le'ai – no
lou – your
tofa / fa

- my
- from
- hi, well done
- fine, fortunate
- who
- you
- farewell
- name (honorific)
- hello
- goodbye / bye

**TOOLS**

**COMMON PHRASES – GREETINGS AND PARTINGS**

When a greeting or parting expression is used in Samoa, it is often repeated back with some slight addition or variation. Study the following examples:

Person 1: **Hi!**
Person 2: **Hi also!**

Person 1: **Hello.**
Person 2: **Hello also.**

Person 1: **Goodbye.**
Person 2: **Goodbye and farewell.**
Person 1: **Farewell indeed!**

When greeting people on the road, it is also common to ask them where they are going, even if they are strangers.

- **Taiofa.**
- **Taiofa lava.**
- **Malo.**
- **Malo fo'i.**
- 'O a mai 'oe?
- 'Ae a 'oe?
- 'O lea e manua, fa'afetai.
- Manua lava, fa'afetai.
- 'A fa'afetai?
- 'Ia, so'u alu ia.
- 'Ia, alu loa.
- **Tofa/fa**
- **Soifua**
- **Soifua lava**

- **Hello.**
- **Hello there.**
- **Hi.**
- **Hi there (Hi also).**
- **How are you?**
- **And how about you/And how are you?**
- **I'm fine, thanks.**
- **Very fine, thanks.**
- **What's happening/Where are you going?**
- **Well, I'll be on my way**
- **Okay, go ahead.**
- **Goodbye/bye.**
- **Goodbye (and fare thee well)**
- **Farewell**

**Practice**

1. **Memorization Exercise**

2. Teacher: Say the Samoan equivalent for one of the following expressions and direct the missionaries to write "1" in the blank that corresponds to the phrase you have uttered. Speak another phrase and have the missionaries write "2" in the appropriate blank. Continue this pattern until all the blanks have been filled. Be careful to scramble the order of phrases.

<table>
<thead>
<tr>
<th>How are you?</th>
<th>Goodbye.</th>
<th>Hi there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, I'll be on my way</td>
<td>Very fine, thanks</td>
<td>What's happening</td>
</tr>
</tbody>
</table>
Hello.

Farewell indeed.

I'm fine, thanks.

Hi.

How are you?

Goodbye and fare thee well.

Okay, go ahead.

Hello there.

And how about you?

Bye.

3. Teacher: Point to a missionary. Greet him; have him respond and say goodbye. After his response, he should point to another missionary and repeat the dialogue. Let this go on until everybody has had a chance to participate.

4. Please close your books. Teacher: Read one of the following phrases, pause, then select a missionary to give the appropriate reply.

a. Tofa.
b. 'O a mai 'oe?
c. Hālā.
d. Soifua.
e. 'Ia, so'u alu ia.

Mastery Check

Teacher: Have the missionaries pretend they have just been walking down the street and they meet their companions coming from the opposite direction. Direct them to work in pairs, improvising dialogue including (1) greetings (2) asking how each other is and (3) farewells. Missionaries are not to use their books or get help from other missionaries. Monitor their performance and provide help where needed. Mastery level is achieved when missionaries can adequately convey greeting and parting expressions.

PATTERNS - NAMES

This pattern will help you ask a person's name and give your name in reply.

1. 'O ai lou suafa, fa'amolemo? 1. What's your name, please?
2. 'O lo'u igoa 'o __________. 2. My name is ______________.

Example:

'O ai lou suafa, fa'amolemo? - What is your name, please?
'O lo'u igoa 'o Elder Viliamu. - My name is Elder Williams.

Practice

1. Memorization Exercise.

2. Teacher: Ask a missionary his name and have him ask your name.

3. Please close your books. Teacher: Read one of the following items, pause, select a missionary to translate. Then repeat the item and have the entire class translate.

a. My name is Kent Williams.
b. 'O ai lou suafa?
c. What is your name?
d. What is my name?
e. 'O lo'u igoa 'o Kristie.
f. 'Ia so'u alu ase.

Mastery Check

Please close your books. Teacher: Give each missionary a slip of paper. Most of these will be blank, but one will say "You are Boris." Inform the class that they are intelligence agents in a foreign country looking for their informant Boris. Have all the missionaries gather in the center of the room and ask one another's names until they find Boris. Continue until every missionary knows the identity of Boris. No English will be permitted. Mastery level is achieved when the missionaries can ask and answer questions about names.
Teacher: Have the missionaries come up in front of the class in pairs and role-play two people meeting on the street in Samoa. They should use the new phrases and patterns in their conversation, then part. Continue until each missionary has had a chance to participate.

RETENTION HOMEWORK

1. With your companion and the district, practice each of the learned phrases and patterns at least ten times. Replace all English phrases with Samoan phrases when conversing.

2. Find a Samoan speaker (such as one of the teachers who did NOT teach this lesson) and strike up a conversation with him. Use all Samoan you can remember.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Identify the basic parts of speech and some of their functions.
2. Explain the basic word order of Samoan noun phrases.

GRAMMAR

Sentences are basic units of communication in both English and Samoan. Since grammar is the study of sentence structures, this lesson will help you review fundamental principles and terms of grammar. Some of these terms have been adapted to the purposes of this text in order to facilitate a more accurate description of Samoan.

PARTS OF SPEECH: NOUNS, PRONOUNS, DETERMINERS, PREDICATES

Nouns

A noun is the name of a person, place, thing, idea, or quality. The nouns in the example below are underlined.

Example: John went to the store to get some tools that would bring success to his work.

Pronouns

A pronoun is a word that takes the place of a noun. The most common pronouns in English are: I, me, you, he, him, she, her, it, we, us, they, and them. A special kind of pronoun, the possessive pronoun (my, your, his, her, etc.), is discussed below. The pronouns in the following examples are underlined.

Examples: Mary saw the boys and talked with them.
I hate the girl you used to love.
He and Tom say they are unbeatable.
We will make her dance for us.

Determiners

Determiners are words which appear before nouns and limit them in special ways, such as telling whether the noun is plural or singular, definite or indefinite. Determiners include (1) articles (a, an, the, some, any), (2) demonstratives (this, that, these, those) and (3) possessive pronouns (my, your, his, her, our, their). Determiners in the following examples are underlined.

Examples: Where is that book my aunt gave me?
His teddy bear wants a drink of water.
Some people died in an accident this morning.
Are there any apples left in the barrels your mother brought?

Predicates (verbs)

A predicate is a word or group of words that expresses action, being, states, location, or possession. For the present we will only be concerned with one type of predicate, namely verbs (words which express action or state of being). The verbs in the examples below are underlined.

Examples: Reed eats regularly.
The law still exists.
I received a gift.
The boy slept peacefully.

Practice

Teacher: Have the missionaries identify the nouns, pronouns, determiners, and predicates in the following sentences:
1. Whenever the man gargled alka-seltzer, he felt his throat hurt.
2. Some sharks bit the ear until it broke.
3. These boys drove their car through my house.
4. When I worked at the bank, the boss gave me my paycheck early.
5. I don't have any apples to give your mother.
6. We told them to take him back to his house.
7. Mary held her baby close to her as she pulled up some carrots.
8. Some days, Bill wanted a boat instead of a car.

Mastery Check

Teacher: Have the missionaries label the nouns, pronouns, determiners, and predicates in the following sentence by writing in the space underneath. Then call on individual missionaries to give their answers. Mastery level is at least 90% accuracy by all missionaries.

Cathy said this time they put some jewels in her box in the closet.

1. PARTS OF SPEECH: ADJECTIVES, ADVERBS, PREPOSITIONAL PHRASES

Adjectives

An adjective is a word that modifies or describes a noun. Adjectives in the following examples are underlined.

Examples: This is a green book.
Scott is a loveable guy.
Look at the breathtaking scenery.

Ridiculous Reed raised the roof.

Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb. It may indicate manner, degree, time, or other information. The adverbs in the examples below are underlined. The function of each adverb appears in parentheses following each sentence.

Examples: Jay plays the drums well. (manner)
You are so very smart. (degree)
Eric works very quickly. (degree, manner)
Sam will come tomorrow. (time)

Prepositional Phrases

A prepositional phrase consists of a preposition (a connective word such as "to", "at", "in", "by", "of", "under", etc.) and its object (a noun of some sort). The preposition shows a relationship between its object and some other part of the sentence. Among other things, prepositional phrases may express location, direction, possession, time, manner, instrumentality, or accompaniment. The prepositional phrases in the following examples are underlined. The function of each phrase appears in parentheses following each sentence.

Examples: The pencil lay under the book. (location)
She gave her love to the soldier. (direction)
Who wrote the Book of Mormon? (possession)
He will come in a week. (time)
Junior mopped the floor with a mop. (instrumentality)
Junior mopped the floor with Elaine. (accompaniment)
Junior mopped the floor with great care. (manner)

Practice

Teacher: Read one of the items below, pause, and call on a missionary to list the adjectives. Repeat for adverbs and prepositional phrases.

1. The young men carefully climbed the old wall but fell to the ground.
2. The frightened girls in the old house suddenly sprang from their new beds.
3. The little children screamed happily on the playground.
4. Old people readily gave him money for his old mother.
5. Silly people usually ignore problems in the world.
6. With great diligence, the curious monkey played regularly with the lock on his cage.
7. In a week, I will have been living patiently in this gloomy apartment for a whole year.
8. Sue nervously put ice cubes in the wrong drinks.
Mastery Check

Teacher: Have the missionaries label the adjectives, adverbs, and prepositional phrases in the following sentence by writing in the space underneath. Then call on individual missionaries to give their answers orally. Mastery level is at least 90% accuracy by all missionaries.

The clever boy in my new class rarely made major mistakes on the tests.

---

**CLASSES: DEPENDENT AND INDEPENDENT**

An independent clause is a group of words which expresses a complete thought when standing alone. Independent clauses in the examples below are in parentheses.

Examples: (Bill won a bicycle) and (Mary won a car).
          After the party was over, (Mike went for a swim).
          (I can read several things at once.)
          (Did you see the man who stole your purse?)
          (I know) (you are an imposter).
          When you come, (bring some matches).

A dependent clause is a group of words that does NOT express a complete thought when standing alone; it depends on other parts of the sentence for its meaning. Dependent clauses in the examples below are in parentheses.

Examples: Eat all of your food (before you go).
          (If you see a snake), don't kill it.
          Mary is the girl (that I love).
          I can't read this (unless you help me).

---

**Practice**

Teacher: Read one of the items below, pause, and designate a missionary to tell whether the clause in brackets is independent or dependent. Monitor the missionaries' performance and provide help where needed.

1. (Suzanne couldn't wait to be married), so she didn't.
2. (Before the bus could leave), I called the police.
3. (I like pineapple).
4. (They arrested the woman) whom I met in New York.
5. We had a big party on the day (that they arrived).
6. (After running long distances), I get very tired.
7. When father came home, (mother nearly fainted).
8. Each of you take a pamphlet (as you leave).

---

Mastery Check

Teacher: Have the missionaries identify each of the clauses in the sentence below as either dependent or independent by writing in the spaces underneath. Mastery level is at least 90% accuracy by all missionaries.

After the storm was over, Linda called the plumber, who was out of town.

---

**predicate phrases and noun phrases**

**Predicate Phrases**

A predicate phrase is a predicate with all of the adverbs (and only adverbs) that modify it. This book will use the abbreviation PRDP for predicate phrases. The predicate phrases in the examples below are underlined.

Examples: He once worked in an old hospital.
          I really pulverized the dirty old crook.
          The old man soon ran very rapidly down the street.
          Janey often screamed horribly in the night.
Noun Phrases

A noun phrase is a noun with all of the determiners, adjectives, and prepositional phrases that modify it. Proper names (such as Mary, Bill, Samoa, Boston) and pronouns are also designated as noun phrases. This book will use the abbreviation NP for noun phrases. The noun phrases in the examples below are underlined.

Examples: The tall woman from New York addressed her peers.
            He tried to rescue the red rose from the humidity.
            Reed taught his students to write with paint brushes.
            Mary saw her sister being taken to the doctor's office and ran after her.

Notice that in the first example, New York is a noun phrase within a noun phrase.

Practice

Teacher: Read one of the items below, pause, and designate a missionary to identify the noun phrases and the predicate phrases in the following sentences:

1. The girl from Samoa had a big, beautiful smile.
2. The president of the bank was thought a man of sound judgment.
3. The shy girl carefully removed the lining of her jacket.
4. The delivery boy usually worked very quickly on Fridays.
5. The big bear completely devoured the shiny apple.

Mastery Check

Teacher: Have the missionaries label the noun phrases and predicate phrases in the following sentence by writing in the space underneath. Mastery level is at least 90% accuracy by all missionaries.

The strange new kid in town usually talks slowly to his teachers.

FUNCTIONS OF NOUN PHRASES

A noun phrase in a sentence will often fill one of three roles: it will act as (1) a doer of the action or predicate, (2) a done-to or receiver of the action, or (3) an object of a preposition. Observe these functions in the following examples:

Examples: The big boy (doer) hit the small animal (done-to) on the nose (object of a preposition).
           On Tuesday (object of a preposition), I (doer) received a present (done-to) from Shelley (object of a preposition).
           Cathy (doer) gave a large donation (done-to) to her church (object of a preposition).

Practice

Teacher: Read one of the items below, pause, and designate a missionary to identify each noun phrase as a doer, a done-to, or an object of a preposition.

1. Mary Jean invited her best friend to her party.
2. Mark jilted Lorraine over the holidays.
3. In a week, I will be able to afford a new car.
4. My brother went over Niagara Falls in a barrel.
5. Shelley rubbed my back until it felt better.
6. Material things aren't as important to Samoans as they are to Americans.
7. The ink is in the pen.
8. The autumn leaves flew on the wind until they landed in our neighborhood.
9. Yesterday I wrote term papers, cleaned floors, and bought groceries.

Mastery Check

Teacher: Have the missionaries label the function of each noun phrase in the following sentence by writing NP doer, NP done-to, or NP obj. prep. in the spaces underneath. Mastery level is at least 90% accuracy by all missionaries.

In Central Park, three men attacked an old lady and took her purse from her hands.
APPOSITIVES:  RESTRICTIVE AND NONRESTRICTIVE

Besides functioning as doers, done-tos, and objects of prepositions, noun phrases can also act as appositives. An appositive is a noun phrase that follows another noun phrase and renames or explains it. Appositives in the following examples are underlined.

Examples:  That man, a doctor, lives next door to us.
Scott Dunn, a linguistics student, wrote this grammar book.
Artist Lorraine Conger illustrated this volume.
The famous pianist Liberace was here last night.

Appositives can be either restrictive or nonrestrictive. A restrictive appositive is one that provides information that specifically identifies the noun phrase which precedes it. Nonrestrictive appositives do not identify the nouns they follow, but only add extra information that is not necessary to the meaning of the main clause. Below are examples of restrictive and nonrestrictive appositives.

Restrictive
Actor Paul Newman is also known as a director.
The famous director Frank Capra lived a very successful life.
I had an audience with John the king.  (as opposed to John the prince)

Nonrestrictive
She is watching a movie with her favorite actor, Paul Newman.
The director, Frank Capra, had called a meeting.
I had an audience with John, the king. (John just happens to be a king)

Practice
1. Teacher: Read one of the items below, pause, and designate a missionary to read the appositive in the sentence.
   a. A lawyer, Mr. Campbell, spoke to us recently.
   b. The well-known lawyer Doug Campbell spoke to us recently.
   c. Jerry the musician plays the harp.
   d. Jerry, a musician, plays the harp.
   e. Comedienne Carol Burnett loves her family.
   f. I have an autograph from a famous comedienne, Carol Burnett.
   g. Kent Williams, book salesman, writes Samoan dialogues.
   h. Editor Barbara Hume works diligently as a text editor.

2. Teacher: Read one of the above items, pause, and designate a missionary to tell whether the appositive is restrictive or nonrestrictive.

3. Teacher: Have the missionaries identify the appositives in the sentence below as either restrictive or nonrestrictive by writing in the spaces underneath. Mastery level is at least 90% accuracy by all missionaries.

   Newsman Dan Rather read a story about America's first president, George Washington.

THE STRUCTURE OF SAMOAN NOUN PHRASES

In Samoan noun phrases (those that are neither pronouns nor proper names), determiners precede the nouns they qualify, just as they do in English. But unlike English, adjectives follow the nouns they describe. There are some words in Samoan that act either as determiners or adjectives. The structure of Samoan noun phrases can be summarized by the following rule (Note: The parentheses indicate that the use of that part is optional):

   DETERMINER + NOUN + (ADJECTIVE) + (PREPOSITIONAL PHRASES)

Examples:  English  Samoan
   A red boat  a boat red
   The new book  The book new
   The clever president of the bank  The president clever of the bank

Mastery Check - Rule
Practice

Teacher: Read one of the following items, pause, and designate a missionary to read it in Samoan word order.

1. a new broom
2. your beautiful wife
3. a fine congregation
4. his aging mother
5. that stupid machine
6. this wonderful opportunity
7. my big chance for success
8. her red rug from Mexico
9. their undying persistence
10. the house of Usher

Mastery Check

Teacher: Have the missionaries close their books. Read one of the following noun phrases, pause, and select a missionary to say it in Samoan word order. Give each missionary at least one item. Mastery level is 80%. Do not correct or ask for a class response until after the mastery check.

1. a purple monster
2. some fresh salad
3. your old man from Korea
4. that green thumb of yours
5. some good tickets
6. the wrecked ship
7. the son of man
8. the strange student

PERFORMANCE ACTIVITIES

TEST

For each of the following sentences, draw a box around the pronouns and a circle around the nouns. Draw a single line under the determiners and a double line under the predicates. Do not do anything to the rest of the words in the sentence.

Example: He went to his room.

1. They eat their cabbage slowly.
2. She left her purse in the theater.
4. Bill said he would go to the meeting tomorrow.
5. This book is not for you.
6. I don't see any people here.

For each of the following sentences, draw one line under the adjectives, two lines under the adverbs, and circle the prepositional phrases.

Example: Martha quickly ate the old radishes from the garden.

1. Johnny laughed loudly at the funny clown.
2. David turned quickly to the difficult task.
3. Mary Ellen gradually perceived the sly cat sitting under the table.
4. The cheerful children play on the swings regularly.
5. She had an appointment at the dentist's yesterday.
6. The very sick man lapsed into a trance.

For each of the following sentences, circle each NP (noun phrase) and underline each PREDP (predicate phrase).

Example: The real estate agent quickly sold the house on Maple Street.
1. I saw Bill in the classroom.
2. The small child coughed violently.
3. She often laughs during the school theater productions.
4. John studied Brigham’s teachings about Adam.
5. Mary slept peacefully on the corner couch.
6. The man from Indiana sat nervously on the bench near the tree.

For each of the following sentences, circle the NP-doer (doer noun phrase), underline the NP-done-to (done-to noun phrase) and draw a box around the NP-obj. prep. (object of preposition noun phrase).

Example: The silly boy pressed the button on the control panel.

1. The big cat sat on the old fence.
2. Mary gave the box to Wendi.
3. Did Sue Ellen shoot J.R. with a gun?
5. Wendi carefully typed a book in the office yesterday.

Rewrite each of the following NPs in Samoan word order. (Not all of them require changing.)

Example: The silly boy

1. the ungrateful dead
2. that stupid cousin of yours
3. his cousin from Phoenix
4. my giant sandwich
5. the new kid in town
6. our beloved friend from the East

ACTIVITY

Teacher: Write a noun phrase on the board. Then say a sentence using the noun phrase as either a doer, a done-to, or an object of a preposition. Then first missionary to raise his/her hand and tell how the NP was used gets a point.

Example: Teacher: (writes on the board) - Bill
Teacher: (speaking) - I saw Bill in the classroom.
(Missionary A raises his hand; teacher calls on him.)
Missionary A: Done-to.
Teacher: Right. Missionary A gets one point.

The missionary with the most points at the end of the game wins.

RETENTION HOMEWORK

1. Review the English grammar and Samoan noun-phrase structure introduced in this lesson.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

2. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to use phrases and patterns that will help you use your language in the SYL program.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: Fe safa i ona 'ou tautala fa'apalagi?
Elder Williams: Soi tao tautala fa'asamoa.
Elder Sikoki: 'O le alo le 'upu fa'asamoa mo corban?
Elder Williams: Ta'ilo! 'O le a le wiga o le 'upu corban?

TRANSLATION

Elder Scott: Can I speak English?
Elder Williams: Let's speak Samoan.
Elder Scott: All right. What's the Samoan word for corban?
Elder Williams: Beats me! What does corban mean?
VOCABULARY

fa'apālagi - white man's language, customs, etc.
fa'a-Sāmoa - Samoan language, customs, etc.
fa'iga - difficult
fa'iga - easy
fa'iga - sentence
le - the
lelei - good
lelei - this
ona - his, her, its
mfai - can, may
mea - thing

COMMON PHRASES - SPEAK YOUR LANGUAGE HELPS

The following phrases will help you learn Samoan:

'O le a? - What?
Pe maafai ona 'ou tautala
fa'apālagi? - May I speak English?
Se'i tātou tautala fa'a-Sāmoa!
'Us lelei. - Let's speak Samoan!

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to translate. Repeat the entire sentence and have the class translate.

   a. Se'i tātou tautala fa'a-Sāmoa.
   b. 'O le a?
   c. 'Us lelei.
   d. Pe maafai ona 'ou tautala fa'apālagi?

3. Teacher: Have the missionaries use the common phrases by creating situations likes the following:

   What would you say if:

   a. you didn't understand what someone said?
   b. you needed to ask the teacher a question in English?
   c. your companion tells you it's time to eat?
   d. you wanted to encourage the district to Speak Your Language?

Mastery Check

Teacher: Have the missionaries close their books. Read one of the following situations, pause, and select a missionary to answer. Mastery level is achieved when missionaries are able to give an appropriate response to any of the given situations.

1. Someone runs up to you and starts speaking Samoan very fast. What might you say?
2. You try explaining something to your companion in Samoan, but he just doesn't understand. What could you say?
3. Your companion says "hello" to you. What will you say back?
4. Your companion wants to borrow your scriptures. How do you respond?
5. You and your companions have been speaking English in the classroom and the teacher looks displeased. What will you say to the other missionaries?
6. You see a Samoan girl and want to know her name. What do you say?
7. Your teacher has just something to you, but you didn't hear. What do you say?
8. Your companion has just asked you for the tenth time if he can speak English. What is your response?
9. You have just met a Samoan who knows little English. You want to know if he would mind if you spoke English. What do you say?
10. The teacher tells you to speak Samoan. What do you say back?

PATTERNS - SPEAK YOUR LANGUAGE HELPS

The following patterns will aid you in asking questions in Samoan that are important in the SYL program.

1. 'O le a le 'upu fa'aSamoan mo _____? 1. What's the Samoan word for _____?
   'O ______.
   Example:
   'O le a le 'upu fa'aSamoan mo sentence? - What's the Samoan word for sentence?
   'O fa'aupu.

2. 'O le a le uiga o le 'upu? 2. What's the meaning of the word _____?
   'O lona uiga 'o ______.
   Example:
   'O le a le uiga o le 'upu tama? - What is the meaning of the word tama?
   'O lona uiga o boy.

3. 'O le a lemei mea? 3. What's this thing?
   'O le ______.
   Example:
   'O le a lemei mea?
   'O le peni. - What's this thing?
   It's a (the) pen.

Practice

1. Memorization Exercise

2. Teacher: Write the following words on slips of paper and hand them out to the missionaries. Tell them they have just encountered a situation in which they need to use these words. Call on the missionaries one at a time to ask someone what the Samoan word for each is. If the person they ask doesn't know, they must keep asking until they get an answer.

   a. class  e. chair  i. difficult  m. door
   b. room    f. window  j. good    n. companion
   c. paper   g. easy    k. no       o. his
   d. desk    h. pencil  l. class    p. write

3. Teacher: Write the following words on slips of paper and hand them out to the missionaries. Tell them they have just heard these words spoken and they need to know what they mean. Call on the missionaries one at a time to ask someone what each means. If the person they ask doesn't know, they must keep asking until they get an answer.

   a. 'a'oga   e. tina    i. fa'amalamalama  m. 'api
   b. tautala  f. tama    j. fa'ito'a     n. ata
   c. teine    g. moe     k. soa       o. poipoi
   d. tupe    h. faigata  l. tusi       p. faigofie

4. Teacher: Have a missionary pick up an object and ask another missionary what the things is.
   The other missionary should reply, substituting the proper English word for any unknown vocabulary words.

Mastery Check

You are writing a Samoan-English/English-Samoan dictionary. You are almost finished, but you still haven't learned the equivalents for the following words. As fast as you can, ask someone else the equivalent for each of the following words, and write the answer in the blank provided. You are not
allowed to write anything without asking for its equivalent first. You are only allowed to ask
the teacher three questions. Do not use your books. Teacher: Tell the missionaries when to begin.
Matery level is achieved when missionaries ask and answer the questions appropriately.

1. bishop ________________ 11. please ________________
2. name ________________ 12. window ________________
3. tautala ________________ 13. difficult ________________
4. uiga ________________ 14. sentence ________________
5. companion ________________ 15. faitoto'a ________________
6. your ________________ 16. peni ________________
7. indeed ________________ 17. point to something and ask what it is
8. manuia ________________
9. ta'ilot ________________ 18. (") ________________
10. faigofie ________________ 19. (") ________________
20. (") ________________

VOCABULARY BUILDER - THINGS IN THE CLASSROOM

The following words will help you talk about things in the classroom:

| 'api | notebook |
| ato | picture |
| fa'amalama | window |
| faitoto'a | door |
| laulau | table, desk |
| laupapa | board |
| lesona | lesson |
| molii | light, lamp |
| nofoa | chair |
| peni | pen |
| penitala | pencil |
| pepa | paper |
| puipui | wall |
| tusi | book, letter, to write |

Practice

1. Memorization Exercise

2. As companions, quiz each other by saying one of the above words and having your companion point
to the appropriate object. Please close your books.

3. Teacher: Point to an object and ask what it is (in Samoan). Pause and select a missionary
to answer. Repeat the questions and have the class answer.

Example:
Teacher: (Pointing to the wall) - 'O le a lelei mea?
Missionary: 'O le puipui.
Teacher: (Pointing to the wall) - 'O le a lelei mea?
Class: 'O le puipui.

PERFORMANCE ACTIVITIES

Teacher: Write the following words and expressions on the chalkboard:

difficult
'uula lelei
what?
Can I speak English?
'O le a?
window
moli
faitoto'a
faigofie
What is your name?
Fæ mafai o ne ou tautala fa'apalagi?
Se'i tatou tautala fa'a-Samoa?
Manuia lava, fa'afetai.
ata
table
pencil

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Point to one of the words or phrases on the board and designate a missionary to respond. Count quickly to ten (in Samoan) and have the missionary translate the given phrase before you reach ten. If the missionary cannot translate the sentence before you reach ten, have him take your place. Continue until all have performed well.

Teacher: Turn to a missionary and say one of the SYL phrases. Have the missionary respond correctly to the phrase and give another phrase to another missionary. Have that missionary respond and turn to another missionary and give another phrase. Continue until all have participated.

**Retention Homework**

1. Use the phrases as frequently as possible. Learn ten new words from a credible source by using the phrases.

Teacher: Assign the practices that you would like the missionaries to review.

2. Review the assigned practices.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to give and respond to classroom commands in Samoan.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Fa'aga: Elder Sikoki, tula'i mufai le tatalo, fa'amolemole.
Elder Sikoki: 'O la a?
Fa'aga: Fa'alago is te a: Fai le tatalo. 'Oa 'a malamalama?
Elder Sikoki: Leai, ou te le malamalama.
Fa'aga: Sister, fa'amolemole, fai le tatalo.
Sister: Ta 'ua lelei.

TRANSLATION

Teacher: Elder, stand up and say the prayer, please.
Elder Scott: What?
Teacher: Listen to me: Say the prayer. Do you understand?
Elder Scott: No, I don't understand.
Teacher: Sister, please say the prayer.
Sister: All right.
VOCABULARY

a'u - I, me
fa'aleoga - pronunciation
fa'ata'au - together
fai - to do, to say, to fix
i fano (o) - outside (of)
i lalo - down (as in sit down, write down)
i totonu (o) - inside (of)

NOTE: When fai is used to mean "to say," it is frequently followed by mai or atu, which are adverbs showing direction:

fai atu - to say (sound is going away from the speaker)
fai mai - to say (sound is coming toward the speaker)

TOOLS

VOCABULARY BUILDER - CLASSROOM ACTIONS

The following verbs will be useful to you in classroom interaction.

'asata - to begin
da'oa'o - to study
fa'alogo - to listen
fai tái - to read
kī - to turn on
malamalama - to understand
nofo - to sit, to stay, to dwell

tape - to turn off
tapuni - to shut
tatala - to open, to take off
tatalo - to pray, prayer
taumfai - to try
tulo/ Tulai - to stand/to stand up
usu - to sing (a song)

Practice

1. Memorization Exercise
2. Teacher: Perform or pantomime the action of each verb as you say it to the class. When the missionaries have learned the action that accompanies each verb, call out a verb and have the class perform/pantomime the action.
3. As companions, take turns saying each of the above verbs to each other and performing the appropriate actions.
4. Please close your books. Teacher: Pantomime or perform one of the actions of the above verbs. Have the class call out the Samoan word describing your action.

Mastery Check

Teacher: Have the missionaries close their books. Pantomime or perform one of the actions of the above words, pause, and select a missionary to give the Samoan word that describes the action. Repeat until all the missionaries have participated at least twice.

COMMON PHRASES - CLASSROOM COMMANDS

Fa'alogo 'ia te a'u.
'Ua 'e malamalama?
Le'ai, ou te la malamalama.
'Ioa, 'ua 'ou malamalama.
'O le a le fa'aleoga o le nei 'upu?
E sa'o?

- Listen to me.
- Do you understand?
- No, I don't understand.
- Yes, I understand.
- What is the pronunciation of this word?
- Is it/that correct?
Practice

1. Memorization Exercise

2. Say one of the above phrases to your companion and have him/her translate it into English. Take turns translating until finished. Then repeat the exercise, giving the English command and receiving the Samoan translation.

3. Teacher: Pantomime the action of each phrase as you say it to the class (this will not be possible with all the phrases). When the missionaries have learned the action that accompanies each phrase, call out a phrase and have the class pantomime the action.

4. Please close your books. Teacher: Give one of the above commands or questions, pause, then select a missionary to respond by answering verbally or obeying the command.

Mastery Check

Please close your books. Teacher: Each missionary will have a turn to "play teacher." Follow these instructions: (1) The missionary to be the teacher will leave the room for a few moments. During that time, the other missionaries may position themselves wherever they want (do not let them leave the building). (2) The missionary to be the teacher must then return and supervise individual study by making sure everyone is seated and studying hard. (3) The other missionaries must obey, but only if they hear and understand. If they do not, they may ask questions. No English will be permitted. Mastery level is achieved when everyone has had a chance to "play teacher."

PATTERNS - CLASSROOM COMMANDS

1. Tatala le _____.
   a. faitoto'ā
   b. tusi
   c. fa'amalama
   d. 'api

2. Tapuni le _____.
   a. tusi
   b. fa'amalama
   c. 'api
   d. faitoto'ā

3. _____ le ꝏ ꝏI.
   a. Taft
   b. Ki
   c. Fa'i

4. 'Amata le _____.
   a. vasega
   b. pese
   c. tatalo

5. Fai _____.
   a. le 'upu
   b. fa'atasí
   c. le tatalo
   d. fa'a-Samo'a

6. Faitau _____.
   a. iatea faal'upu
   b. le tusi
   c. le 'api

- Very good.
- Try hard.
- Study hard.
- Go outside.
- Come inside.
- Stand up. / Get on your feet.
- Sit down.
- Sing the song.

1. Open the _____.
   a. door
   b. book
   c. window
   d. notebook

2. Close the ___.
   a. book
   b. window
   c. notebook
   d. door

3. _____ the light.
   a. Turn off
   b. Turn on
   c. Fix
   d. Hang

4. Being the _____.
   a. class
   b. song
   c. prayer

5. Say _____.
   a. the word
   b. (it) together
   c. the prayer
   d. (it in) Samoan

6. Read _____.
   a. this sentence
   b. the book
   c. the notebook
Practice
1. Memorization Exercise

2. Please close your books. Teacher: Give one of the above commands, pause, and select a missionary to obey. Continue until all have had the opportunity to obey at least two commands.

3. Say one of the above phrases to your companion and have him/her translate it into English. Take turns translating until finished. Then repeat the exercise, giving the English command and receiving the Samoan translation.

Mastery Check
Please close your books. Teacher: Give each missionary a turn to play branch president. Follow these instructions: (1) Have the missionary to be the branch president leave the room for a few moments. During that time, the other missionaries may open the window, move books, turn out the lights, etc. (2) The missionary to be the branch president should then return and "begin the meeting" by making sure that the window and door are closed, and the prayer and song are assigned. No English should be permitted. Mastery level is achieved when everyone has had the chance to play branch president.

PERFORMANCE ACTIVITY
Teacher: Divide the class into two teams and conduct the following game. The object of this game is to see which team can give the most commands and have them correctly performed in a two-minute period. The sequence is as follows:

1. The teacher (who times the event and monitors accuracy) announces the beginning of the time period. (‘Amata!)
2. The first player in each team gives a command to the person next to him.
3. The person receiving the command must perform the task and return to his seat. He then gives a command to the person next to him. He must complete his task and be seated before giving the next command.
4. When the last player performs his task, he commands the missionary who gave the first command, and the game continues in rotation until the teacher announces the end of the two minute period.
5. Each command must begin with "Tu i luga, ma..."
6. Each team must give at least one command requiring someone to leave the room momentarily.
7. No English is permitted.

The team that has completed the most tasks correctly wins.

RETENTION HOMEWORK
1. Please close your books. Teacher: Using the phrases in Unit 1, Lesson 4, conduct a vocabulary review entirely in Samoan. If desired, some inexpensive candy can be used as "prizes" for correct answers. Missionaries may only speak English when you call for it.

2. Take turns with your companions giving each other commands using the "Common Phrases" and "Patterns" found in this lesson.

Teacher: Assign the vocabulary and common phrases for the lessons to be covered in the next class period.

3. Memorize the assigned vocabulary and phrases.
VOCABULARY

1. Teacher: Say a number from one to twelve, pause, and select a missionary to say the word which denotes the corresponding picture. Mastery level is achieved when missionaries correctly identify 90% of the items in the picture.

2. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to pantomime or perform the action indicated. Mastery level is achieved when missionaries perform the correct action 90% of the time.

   a. alu  
   b. pese  
   c. malamalama  
   d. ta'ilo  
   e. fa'alogo  
   f. nofo  
   g. tu  
   h. a'oa'c

3. Please close your books. Teacher: Pantomime one of the following activities, pause, and select a missionary to provide the Samoan word which denotes that action. Mastery level is achieved when missionaries correctly identify 90% of the actions performed.

   a. torso  
   b. tautala  
   c. ki  
   d. tapuni  
   e. tatalo  
   f. tape  
   g. tatala  
   h. fa'alogo  
   i. usu  
   j. nofo  
   k. tu  
   l. fa'atau

4. Write the translation of the following words in the blanks provided. Teacher: Mastery level is achieved when missionaries translate 90% of the words correctly.

   a. my  
   b. fa'afetai  
   c. please  
   d. igoa  
   e. yes  
   f. talofa  
   g. also  
   h. who  
   i. English  
   j. Samoan

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k. no ___________________ y. faigata" ___________________

l. soifua ___________________ z. fusi'upu ___________________
m. suafa ___________________ aa. the ___________________
n. your ___________________ bb. meaning ___________________
o. faigofie ___________________ cc. tele ___________________
p. thing ___________________ dd. toe fa'i ___________________
q. mafai ___________________ ee. sa'oe ___________________
r. 'upu ___________________ ff. malosi ___________________
s. what ___________________ gg. and ___________________
t. lelei ___________________ hh. to say ___________________
u. ta'ilo ___________________ ii. fa'astasi ___________________
v. companion ___________________ jj. a'u ___________________
w. fa'aloaga ___________________ kk. 'oe ___________________
x. wrong ___________________ ll. board ___________________

Grammar

The following grammar principles and SYL expressions were presented in this unit:

The Five Elements of Spoken Language
- Fluency and Comprehension
- Pronunciation
- Greetings and Partings
- Names
- Parts of Speech
- Clauses
- Predicate Phrases and Noun Phrases
- Restrictive and Nonrestrictive Appositives
- Speak Your Language Helps
- Classroom Commands

1. Teacher: Read one of the following items, pause, and select a missionary to identify the nouns in the sentence. Select another to identify the pronouns, another to identify the determiners, another to identify the predicates, another to identify the adjectives, another to identify the adverbs and another to identify the prepositional phrases.

a. The young missionary left his book on the table when he departed.
b. The woman discussed her problem with the branch president.
c. He never brought the things he promised to us.
d. The man in the white house went to the new store where he carefully selected some apples for his family.
e. Jill screamed furiously at her pet dog when it tore up the new rug in her bedroom.
f. Elder Kanahele played around in Hawai'i before he began his illustrious mission.
g. Martha lost her pink dress by the seashore when she went swimming in the ocean.
h. The teacher still goes to his apartment in beautiful downtown Burbank on weekends.
i. Tomorrow I will show you the new technique for slicing tomatoes quickly.
j. The new missionaries generally shower after they finish their gym class.

2. Teacher: Read one of the above items, pause, and select a missionary to identify the noun phrases in the sentence. Select another to identify the function of each noun phrase, and another to identify the predicate phrases. Mastery level is 90% accuracy.

3. Teacher: Read one of the following items, pause, and select a missionary to identify the appositives in the sentence. Select another to tell whether the appositives are restrictive or nonrestrictive. Mastery level is 90% accuracy.

a. Felix, a United States Army officer, bought a house in Newport, his home town.
b. John the postman finally met John the carpenter.
c. Have you met the new teacher, Mr. Taylor?
e. I have an audience with King George.
f. Dumie, a waitress at the local deli, always talks about her old boyfriend, Walter.

4. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to respond appropriately. Mastery level is achieved when 90% of the missionaries respond appropriately.

a. Talofa!
b. 'O ā mai 'oe?
c. 'O a mai lau soa?
d. 'A fa'safea?
e. Total
f. 'O ai lou suafa fa'amolemole?
g. Fa ma'ai ona 'a tautala fa'apalagi?
h. Se'i tātou tautala fa'a-Samoas.
i. 'O le 'a le 'upu fa'a-Samoas no strong?
j. 'O le 'a le utiga o le 'upu faigatu?
k. 'O le 'a leanea mea?

PRONUNCIATION AND FLUENCY

1. Read the following sentences quietly to yourself.

a. Na ia fau le laulau e auona ma le fao.
b. Sa 'oto lauafaitou?
c. Na tou toe 'ame 'i le toli?
d. E le lelei le lele o le ali'i leanei.
e. 'Usu lea le vai i lona vae.
f. 'Usa ia lea lona va'a ina us pa'ū le niu i le vai.
g. E le tatau ona 'e kikī le polo.
h. 'Usa gasegase tagata i PagoPago.
i. 0 lo'o su'e 'o ia i le su'ega.
j. 'Usa matu matusa matau.
k. 'A e le sau i le lotu, o le 'a e le sao i lugā.
l. Na pa'ū le pou i le po.
m. 'Oti! 'O e ne 'a'ioi i a na monene.

2. Teacher: Select missionaries to read the above sentences aloud. Mastery level is achieved when 80% of the missionaries pronounce the words comprehensively.

COMPREHENSION

Teacher: Read one of the following items, pause, and select a missionary to perform the task. Mastery level is achieved when 90% of the missionaries perform the tasks correctly.

a. Fa'alogo ja te a'u. Tāpe le moli.
b. Ki le moli.
c. Alu i fafc.
d. 'Amata le pese.
e. Sau i totonu.
f. 'Aoa'o maloia.
g. Tō i luga.
h. Tataia lau 'api.
i. Tataia le faipotoa.
j. Usu le pese.
k. Faī le tatalo.
l. Tapuni le faipotoa.
m. Tatalo le fa'amalama.
n. Tāpe le moli.
o. Tapuni le tusi.
p. Tatala iama 'api.
q. Tapuni le faipotoa.
r. Ki le moli.
UNIT 2
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use the particle 'o.
2. Use Samoan articles.
3. Form and use presentative sentences.
4. Form and use equative sentences.
5. Use emphatic pronouns.

VOCABULARY

fai'aoga - teacher
faife'a'u - minister, missionary
fesili - question, to ask
  (a question)
fusia - necktie
lavalava - clothing
lea'aga - bad
fgna - that
na - those
nei - these
'o ia - he, she, it

'ofu - dress, clothes, to wear
'ofus - garments
'ofutino - shirt
'ofuvalu - pants
sakek - skirt
se'eva - shoes
tali - answer, to answer
tama - boy
telene - girl
totini - socks

GRAMMAR

THE PARTICLE 'O

The particle 'o only occurs before certain noun phrases. It indicates that the phrase following it is the focal point of the utterance or at least that part containing the noun phrase. It introduces noun phrases when they are used alone (as in the titles of books, etc.), or when they come at the beginning of an independent clause or sentence. The particle 'o also introduces restrictive appositives. If you need to review the terms independent clause or restrictive appositive, turn back to Unit One, Lesson Three (pp. 21, 23). Other uses of the particle 'o will be discussed later.

The particle 'o indicates that the noun phrase following it is the focal point of the utterance or that part of the utterance containing the noun phrase.

It comes before:
1. a noun phrase standing alone (as in book titles, etc.)
2. a noun phrase beginning a sentence (or any independent clause)
3. a noun phrase acting as a restrictive appositive

Examples:
'O le Tusi a Mamona - The Book of Mormon
'O le Tusi Pa'a - The Bible
'O af lou suafa? - What is your name?
'O le a lenei mea? - What is this thing?

Mastery Check - Rule
1. **Substitution - Class**

   **Model:** 'O le tuesi.
   **Substitute:** molif, nofoa, peni, peinita, feitoto'a, laulau, fa'aga, faife'a

2. **Teacher:** Repeat the above drill, this time calling on individual missionaries to respond instead of the entire class. Also, point to the items to be substituted instead of giving the cue verbally.

   **Example:**
   (Teacher point to the wall)
   **Missionary:** 'O le putupu.

   Continue substituting by pointing to: fa'amalama, ata, pepe, 'ofu tino, 'ofu vae, fusi'ua, totini, laupapa

**Mastery Check**

Please close your books. Teacher: Hold up an object, pause, and select a missionary to tell what it is in Samoan. Be certain she uses a complete noun phrase, and includes the particle 'o.

Mastery level is 100%. Do not correct or ask for a class response until after the mastery check.

1. book
2. tie
3. window
4. picture
5. shirt
6. pants
7. blackboard
8. socks
9. pencil
10. pen

**DETERMINERS: ARTICLES LE, SE, NI**

In English, we usually make nouns plural by changing the words themselves. But in Samoan, plurality is indicated by changing the determiner, not the noun. Four determiners—lene (this), nele (these), lena (that), and na (those)—have already been introduced. These are known as demonstratives and will be discussed in greater detail in another lesson.

Another type of determiner is the article. Like other determiners, articles indicate not only whether a noun is singular or plural, but also whether the noun is specifically identified in the mind of the speaker. In English, the is a definite, and a, an, and some are indefinite articles. For example:

I want the apple. (The speaker has a certain apple in mind).

I want an apple. (The speaker has mind no specific apple, but just one member of the group of all apples.)

Samoan makes this same distinction, but follows it more literally than does English. Observe these contrasts:

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is this? A pen.</td>
<td>What is this? The pen.</td>
</tr>
<tr>
<td>There is a boat in the harbor.</td>
<td>There is the boat in the harbor.</td>
</tr>
<tr>
<td>This is a coconut tree.</td>
<td>This is the coconut tree.</td>
</tr>
</tbody>
</table>

Samoans use the definite article the in each of the above examples because in each case, the speaker is referring to something definite and specific in existence. When inquiring about a thing's existence or stating that something does not exist, the indefinite articles are used.

The articles in Samoan are se (indefinite singular), ni (indefinite plural), and le (definite singular). To indicate the definite plural, no article is used.

<table>
<thead>
<tr>
<th>le - the (singular)</th>
<th>refers to something definite and specific in existence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the (plural)</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>se - a, an, any (singular)</td>
<td>refers to any one (or more) of a group of things existing, not existing, or of unknown existence</td>
</tr>
<tr>
<td>ni - some, any (plural)</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
Examples: 'o le fa'ai'oga  - the teacher
'o faai'au  - the missionaries
'o se moli  - a light
'o ni nofoa  - some chairs

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Have a collection of similar items that you can manipulate for the drill—e.g., several pencils, several books, several ties, etc. If you don't have these items, draw them on the blackboard. One item from each group should be apart from the rest. Point to the solitary item and announce what it is: for example, "'o le tusi." Have the class repeat. Point to all of the items and say what they are: for example, "'o tusi." Have the class repeat. Continue, indicating one of the group for se and indicating some of the group for ni. Have the class repeat each time. Continue with different items. Example:

Teacher: 'o le penitala. (Indicating the solitary item)
Class: 'o le penitala.
Teacher: 'o penitala. (Indicating all of the items)
Class: 'o penitala.
Teacher: 'o se penitala. (Indicating one of the group)
Class: 'o se penitala.
Teacher: 'o ni penitala. (Indicating some of the group)

Continue substituting with:

a. nofoa  c. ata  e. 'ofu tino  g. pepa
b. peni  d. totini  f. tema  h. faai'au

and other items that can be obtained or drawn on the board.

2. Teacher: Repeat the above drill, but this time do not announce what the item is. Indicate an item or items and have the class respond with the proper noun and article. Example:

(Teacher indicates a solitary item.)
Class: 'o le tusi.
(Teacher indicates one of the group.)
Class: 'o se tusi.
(Teacher indicates all of the items.)
Class: 'o tusi.
(Teacher indicates some of the items.)
Class: 'o ni tusi.

Continue with other items that are available or can be drawn on the board.

3. Teacher: Repeat the above drill, this time calling on individual missionaries to respond.

4. Teacher: Read the English words to the right of one of the items below. Pause, and select a missionary to respond orally by filling in the blank with the appropriate article. Have the class repeat the correct response.

a. 'o  (-) igoa.  (the names)
b. 'o  (-) laulau.  (some tables)
c. 'o  (-) ata.  (a picture)
d. 'o  (-) penitala.  (the pencil)
e. 'o  (-) vasega.  (some classes)
f. 'o  (-) fa'aloeaga.  (the pronunciation)
g. 'o  (-) tatalo.  (some prayers)
h. 'o  (-) fuai'upu.  (a sentence)
i. 'o  (-) fesili.  (the questions)
j. 'o  (-) fa'ai'oga.  (a teacher)
k. 'o  (-) 'ofu sa.  (the garment)
l. 'o  (-) fesili  (the questions)
m. 'o  (-) faai'oga  (a teacher)
n. 'o  (-) 'ofu sa  (the garment)
o. 'o  (-) sakeke  (the skirts)
Mastery Check

Teacher: Using the items from practice exercise 1-3, point to a solitary item, some of the group of items, one of group of items, or all of the items, pausing after each and selecting a missionary to respond as in practice exercise 3. Mastery level is 100%. Do not correct or ask for a class response until after the mastery check.

I. PRESENTATIVE SENTENCE STRUCTURE

The presentative structure is used to announce the presence or identity of some person, place, thing, etc. and is equivalent in meaning to "It is (NP)" or "This is (NP)."

This pattern, like the equative structure that follows, has no verb. The verb to be (is, am, are, was, were), which is used to express the same idea in English, does not have an equivalent in Samoan.

The particle 'o comes before the noun. The demonstratives (lenei, this; nei, these; lena, that; na, those), where used, usually come after the noun instead of functioning as determiners.

<table>
<thead>
<tr>
<th>Presentative Sentence Structure:</th>
<th>'O + NP</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the noun phrase is not a proper name or a pronoun, it will usually have the following structure:</td>
<td>DETERMINER + NOUN + (ADJECTIVE) + (DEMONSTRATIVE) + (PP)</td>
</tr>
<tr>
<td>This pattern announces the presence or identity of some person, thing, etc.</td>
<td></td>
</tr>
</tbody>
</table>

Examples:  
'O le tusi lelei.  - This (is) a book.  
'O se tusi mae Samoa.  - It's a letter from Samoa.  
'O lo'u igoa lelei.  - That's my name.  
'O tona laulau lelei lelei.  - This (is) her good table.

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Point to an item (or items) and announce what it is, using the presentative sentence structure. Have the missionaries repeat. Then read one of the items to be substituted for the underlined words in the model, and have the class repeat the phrase, making the appropriate substitutions.

Model: 'O lo'u 'ofu tino lelei.  
Substitute: 'ofu vae, totini, igoa, fa'a'oga, soa, sakeke.
Alternate model: 'O le _______ lelei.  
Substitute: tali, tama, teine, pepa, 'upu, uiga, suafa, fa'aSamoas, fa'apalagi.

2. Teacher: Repeat the above drill, this time calling on individual missionaries to respond instead of the entire class. Also, point to the items to be substituted instead of giving the cue verbally.

Substitute: 'ofu vae, totini, sakeke, fa'a'oga, soa.

3. Please close your books. Teacher: Make sure everyone in the class has at least two items for manipulation (e.g. two pens, two pencils, etc.). It will be helpful if everyone has the same kind of item. Using the following model, practice using lelei and nei in presentative sentences.

Teacher: (indicating his own pencil)  
Missionaries: (each indicating his own pencil)  
Teacher: (indicating his own pencil)  
Missionaries: (each indicating his own pencil)  

Repeat until the missionaries are comfortable with the drill. Then repeat the drill using other items, this time witout saying anything. Merely indicate the action the missionaries are to perform and let them say the appropriate sentence.
4. Please close your books. Teacher: Give two books to the class as a whole as if they were collective owners of the two books. Have two books yourself. Practice using lena and na in presentative sentences by using the following model:

   Teacher:  (pointing to one of the missionaries' books) 'O le tusi lena.
   Missionaries: (pointing to one of the teacher's books) 'O le tusi lena.
   Teacher:  (pointing to both of the missionaries' books) 'O tusi na.
   Missionaries: (pointing to both the teacher's books) 'O tusi na.

Repeat until the missionaries are comfortable with the drill. Then repeat the drill using other items, this time without saying anything. Merely indicate the action the missionaries are to perform and let them say the appropriate sentence.

5. Please close your books. Teacher: Practice presentative sentences by pointing to an object or objects in the room, pausing, and selecting a missionary to announce what it is. Have them use the demonstratives lena, lena, nei, and na.

6. Please close your books. Teacher: Point to various objects in the room, asking the missionaries 'O le a lena/lena mea? Pause, and select a missionary to answer. Have them respond according to the following model. If necessary, write the model on the board for the first few items, then erase it.

   Teacher:   'O le a \{lena
               lena\} mea?
   Missionary: 'O \{lou
                     loun\} \{lena
                     lena\}.

7. Teacher: Have the missionaries contribute various items which they own (pens, notebooks, pencils, neckties, books, paper) to a table which should be placed in the center of the room. Each missionary will have a turn to play detective and try to learn what belongs to whom by asking various members of the class questions like "Is this his book?" "Is that your skirt?" "What is this thing?" etc. (in Samoan, of course). If the detectives prefer, they may keep track of the information obtained by taking notes on the responses of the other missionaries (they may need this information in the mastery check!). Everyone should have a chance to "play detective."

Mastery Check

Please close your books. Teacher: Test the missionaries' knowledge of the ownership of the items on the table by asking each missionary to come up and identify every object (e.g., "This is her book" "This is my pen," etc.). Mastery level is achieved when missionaries use the presentative sentence structure correctly.

EQUATIVE SENTENCE STRUCTURE

The equative sentence structure is used to equate two nouns, just as we do in English when we say, "She is a nice woman." It CANNOT be used to equate a noun and an adjective as in "She is nice." Both sides of the "equation" must have nouns!

The noun phrases in equative sentence structure are neither doers nor done-toes. Since the first makes a statement about the second, we call the first a PREDICATE NOUN and the second the SUBJECT, or topic. The structure is quite simple:

'0 + NP predicate noun + NP subject

Examples:  '0 se tusi lena mea.
           '0 se fai fa'eau a'u.
           '0 ni tama lelei na tama.
           '0 se tusi leaga lelei tusi.
           '0 ni penitai na ni mea.
           '0 se tali sese lena tali.

- This thing is a book.
- I am a missionary.
- Those boys are good boys.
- This book is a bad book.
- These things are pencils.
- That answer is a wrong answer.

Mastery Check - Rule
Practice

1. Substitution - Class

Model: 'O se tama lelei 'oe.
Substitute: fa'a'oga, faife'a'u, faife'a'u lelei, faife'a'u leaga, teine leaga, tama leaga, fa'a'oga lelei, fa'a'oga leaga.

2. Translation

a. 'O se faife'a'u lelei a'u.  
   b. 'O se tama leaga Elder  
   c. 'O se tusi lelei lenei tusi.  
   d. 'O se laupapa lena mea.  

3. Please close your books. Teacher: Point to various objects in the room, asking the missionaries 'O le a lenei/lena mea? and 'O a nei/mea? If your missionaries are bored with doing this all the time, try doing it in a different room, the hallway, or out of doors.

Teacher: 'O le a lenei/lena mea? ('O a nei/mea?)

Missionary: 'O [ni] [se] [le] [lena] [lenei] [nei] [na] mea.

4. Teacher: For this exercise you'll need several objects (the names of which missionaries should already know) and a blindfold. Each missionary is to pretend that it is the year 3245 A.D. The Rocky Mountains collapsed about a thousand years ago, and now the missionaries are archaeologists excavating the newly discovered MTC site. Unfortunately, their lantern has gone out, and they must identify various objects in the dark. Blindfold the missionary who is the archaeologist and have him feel various items and tell what they are, using equative sentence structures. (Suggestion: bring different items of clothing from home, since they are not as readily distinguishable from feel.) Each missionary should have a chance to participate.

Mastery Check

Please close your books. Teacher: You are the head of the archaeological department at Future University. Have your staff of archaeologists (see previous exercise) prove their prowess by identifying the objects discovered at the MTC site. As usual, no English should be used. Mastery level is achieved when missionaries can use equative sentences comfortably.

EMPHATIC PRONOUNS

In Unit One (Lesson Three), you learned that pronouns are words that replace nouns. Samoan pronouns differ from English pronouns in two ways:

1. In English, there are singular pronouns (I, me, you, he, him, she, her, it) and plural pronouns (we, us, you, they, them). In Samoan, however, there are singular, plural, and dual pronouns. The dual pronouns are used when only two people are being referred to: the two of us, you two, those two. Notice on the following chart that these form a separate set of pronouns.

2. In Samoan the pronoun differs according to whether the person being spoken to is included or not. For example, 'i ta'ua (see the chart on the next page) is the pronoun meaning you and I; it includes the person being spoken to. The pronoun 'i ma'ua means she/he and I; it excludes the person being spoken to.

The following pronouns may act as doers, done-to's, or objects of prepositions, as well as functioning in equative and presentative sentence structures.
### SINGULAR

<table>
<thead>
<tr>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>a' u (I, me)</td>
<td>'oe (you)</td>
<td>'o ia (he, him, she her, it)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dual</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>inclusive: 'i ta' ua (we/us - you and I/me)</td>
<td>inclusive: 'i tatou (we, all of us)</td>
</tr>
<tr>
<td>exclusive: 'i ma' ua (we/us - she/he and I, him/her and me)</td>
<td>exclusive: 'i matou (we/us - they and I, them and me)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dual</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>'oulua (you - two)</td>
<td>'i la'ua (they/them - two)</td>
</tr>
<tr>
<td>'outou (you - 3 or more)</td>
<td>'i latou (they/them - 3 or more)</td>
</tr>
</tbody>
</table>

### Practice

1. **Memorization Exercise**

2. **Teacher**: Conduct the following exercise in English in preparation for the Samoan exercise to follow:

   Teacher: (pointing to him/herself) Me?
   Missionary A: (pointing to the teacher) Yes, you.
   Teacher: (pointing to him/herself and Missionary C) Us?
   Missionary B: (pointing to Missionary C and the teacher) Yes, you (two)?
   Teacher: (pointing to everyone present) (all of) us?
   Missionary C: (pointing to everyone present) Yes, (all of) us!
   Teacher: (pointing to Missionary A) Him?
   Missionary D: (pointing to Missionary A) Yes, him!

   Continue until the class feels comfortable with the drill.

3. **Repeat the above drill, using Samoan pronouns. Use the following model:**

   Teacher: (pointing to her/himself) 'O a'u?
   Missionary A: (pointing to the teacher) 'Ioe, 'o 'oe!
   Teacher: (pointing to her/himself and Missionary C) 'O 'i ma'ua?
   Missionary B: (pointing to Missionary C and the teacher) 'Ioe, 'o 'oulua!

   Continue until all of the pronouns have been thoroughly practiced and mastered.

4. **Teacher**: Continue the above exercise, this time testing the missionaries by occasionally giving them the wrong pronoun and having them correct you:

   Teacher: (pointing to him/herself and Missionary B) 'O 'i matou?
   Missionary A: (pointing to the teacher and Missionary B) Leai, 'o 'oulua.
   Teacher: (pointing to everyone in the room) 'O 'outou?
   Missionary B: (pointing to everyone in the room) Leai, 'o 'i tatou!

### Mastery Check

Please close your books. **Teacher**: Give the English equivalent to one of the above pronouns, pause, and select a missionary to give the Samoan pronoun. Mastery level is 100%.

### NEGATIVE PRESENTATIVE AND EQUATIVE STRUCTURES

As we have just learned, the presentative structure announces the presence or identity of a noun, while the equative structure equates two nouns:
Presentative:

'O lo'u fusia lelei. - This is my tie.
'O lona sos lelei. - That is his companion.
'O se tusi. - It's a book.

Equative

'O se fā'a'oga lelei g'u. - I am a good teacher.
'O se teine lelei lona teine. - That girl is a good girl.
'O se penitala lona mea. - That thing is a pencil.

To negate these sentences, e le is prefixed to the beginning of each:

Presentative:

E le'o lo'u fusia lelei. - This is not my tie.
E le'o lona sos lelei. - That is not his companion.
E le'o se tusi. - It's not a book.

Equative

E le'o se fā'a'oga lelei g'u. - I am not a good teacher.
E le'o se teine lelei lona teine. - That girl is not a good girl.
E le'o se penitala lona mea. - That thing is not a pencil.

The construction for negating presentative and equatives sentences is:

\[
\text{E le} + \left\{ \begin{array}{l}
\text{PRESENTATIVE SENTENCE} \\
\text{EQUATIVE SENTENCE}
\end{array} \right. 
\]

Examples:

E le'o se pese lelei lona pese. - That song is not a good song.
E le'o se 'ofu tino lengi mea. - This thing is not a shirt.
E le'o le talii sa'o lelei talii. - That answer is not the correct answer.
E le'o se tusi. - It's not a book.
E le'o le fā'a'oga lona. - That's not the teacher.
E le'o lou nofoa lona. - This is not your chair.

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Point to an item and announce what it is NOT, using the negative presentative sentence structure. Have the missionaries repeat. Then point to another object and read one of the items for substitution. (If the item you point to is the one you announce, the missionaries should use the regular structure, otherwise they should negate the sentence.)

   Teacher: (pointing to a pen) E le'o le laulau lona.
   Class: E le'o le laulau lona.
   Substitute: fa'amalama (point to the door)
   Class: E le'o le fa'amalama lona.
   Substitute: (pointing to the picture) ata
   Class: 'O le ata lona.

   Continue substituting with 'ofu vai, faiotofa, pepa, puipui, tusi, tama, teine, totini, mōli, laupapa, laulava.

2. Please close your books. Teacher: Point to an item and announce what it is NOT, using the negative equative sentence structure. Have the missionaries repeat. Then point to another object and read one of the items for substitution. The missionaries should repeat the phrase, making the appropriate substitution. (If the item you point to is the one you announce, the missionaries should use the regular structure; otherwise, they should negate the sentence.)

   Teacher: E le'o se fā'a'oga la'u soa.
   Class: E le'o se fā'a'oga la'u soa.
   Substitute: teine
   Class: E le'o se teine lo'u soa. (Of course, sisters would respond differently.)
   Substitute: tama
   Class: 'O le tama la'u soa. (Of course, sisters would respond differently.)
3. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer. Missionaries may answer "yes" or "no" as they please, but should answer as truthfully as possible. Repeat the question and then have the entire class respond.

a. 'O se faifo'au lelei lau soa?
   h. 'O se pese lelei ______?

b. 'O se fa'a'oga 'oe?
   i. (referring to the last missionary's answer:)

   j. 'O le tali sa'o leng?

c. 'O ni teine oulou?
   k. 'O ni faa'eau lelei oulou?

d. 'O ni tama lelei 'i ma'ua?
   l. 'O ni faa'eau 'i tatu?

e. 'O ni fa'a'oga 'i t'au?

   m. 'O ni teine 'i la'ua?

g. 'O se sakeke lenc mea?

4. Your teacher will leave the room momentarily while you select some person(s) or item for your teacher to guess. When you have decided on an item, call the teacher back in. In order to determine what the item is, he will ask a questions, pause, and call on one of you to answer in a complete sentence.

Example: Teacher: 'O le fa'amalama?
Missionary A: Leai, e le'o le fa'amalama!
Teacher: 'O se faifo'au?
Missionary B: 'Ioe, 'o se faifo'au.
Teacher: 'O 'oe?
Missionary C: 'Ioe, 'o a'u.

Now close your books and begin.

Mastery Check

Close your books. Teacher: Direct the missionaries to play the above guessing game as companions. Monitor their performance. Mastery level is achieved when the missionaries (effectively if imperfectly) communicate their questions and answers.

PERFORMANCE ACTIVITIES

TEST

1. In this lesson you have learned how to make two kinds of sentences, neither of which has verbs: PRESENTATIVE (one-noun sentences) and EQUATIVE (two-noun sentences). For each of the pictures below, write a presentative sentence. Use as much variety as possible.

   a.  
   __________________________________________________________________________

   b.  
   __________________________________________________________________________

   c.  
   __________________________________________________________________________

   d.  
   __________________________________________________________________________

   e.  
   __________________________________________________________________________

   f.  
   __________________________________________________________________________

2. Write equative sentences, using the following words in your sentences:

   a. tali, sa'o
   __________________________________________________________________________

   b. leaga, fa'a'oga
   __________________________________________________________________________

   c. pese, lelei
   __________________________________________________________________________

   d. tocini, sesi
   __________________________________________________________________________

   e. manuia, vasega
   __________________________________________________________________________

   f. malosi, tama
   __________________________________________________________________________
3. Write negative equative sentences, using the following words in your sentences:
   a. faife'au, leaga, a'u
   b. tama, lelei, faia'oga
   c. 'ofu sa, mea
   d. faitoto'a, leaga, mea
   e. lava lava, lelei
   f. teine, soa
   g. faife'au, malosi, tama

**ACTIVITY**

Take turns with your companion identifying objects while blindfolded. Have your companion time you to see how many items you can identify in 30 seconds. The winners of each companionship will play the winners of other companionships.

**RETENTION HOMEWORK**

1. Write presentative and equative sentences until you have used every article, every demonstrative, and every word in the vocabulary list at the beginning of this lesson. Include several negative sentences. Have the teacher correct your work.

2. Write sentences using emphatic pronouns. Write one sentence for each pronoun. The first two are done as examples.
   a. 'O se faife'au lelei a'u.
   b. 'O ni tama leaga 'i ta'uua.
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 
   k. 

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

**Extra Mile** There is an extra-mile section related to this lesson.
At the end of this lesson you should be able to do the following in Samoan:

1. Express your wants and abilities.
2. Ask and answer questions about people's goings and comings.
3. Use terms of location.

**DIALOGUE**

Elder Williams: 'O le 'aa sau mea e fia fai?
Elder Sitaki: Ou te fia ta'alo i le salko. 'Aa 'aa 'oe?
Elder Williams: Ta o 'i le fala'aiga. Ou te fia 'ai iga.
Elder Sitaki: Se leai! E le naa a fu 'ai i lea fale'aiga.
Elder Williams: Ta, ta o i le tasaga. E tele fale'aiga lelei e i 'ai.
Elder Sitaki: Ta ua lelei. Ou te mana'i fo'i'i se mau 'ai lelei.

**TRANSLATION**

Elder Williams: What do you want to do?
Elder Scott: I want to play on the playing field. How about you?
Elder Williams: Let's go to the cafeteria. I'm really hungry.
Elder Scott: No way! I can't eat in that cafeteria.
Elder Williams: Okay, let's go downtown, then. There are a lot of good restaurants there.
Elder Scott: All right. I'd also like some good food.
'ai - to eat
Amerika - America
'oe - you
fia - to want to
inu - to drink
malae - field, playing field
mea 'ai - food
moegia - to sleep
Nu Sila - New Zealand
'o fea - where
'ofisa - office
potu - room
sau - to come
ta'alofa - to play
ta'ovalu - car
ta'ele - to shower, to bathe
ta'umoe - to run
ta'ulaga - town area, business district
vai - water

TOOL - PATTERNS - WANTS AND ABILITIES

1. 'O le a sau mea e fia _______?
   a. fa'i
   b. fa'atau
   c. a'oa'o
   d. tuisi

2. Otu te fia
   a. 'ai / Inu / meo / ta'ele
   b. ta'alofa le malae
   c. alu i le fale uila
   d. fa'atau le tuisi
   e. tuisi se ata

3. 'O le a se mea ______ te manamo ai?
   a. 'e
   b. lua*
   c. tou*

4. Otu te manamo 'i _______.
   a. se nofoa
   b. se fusau lelei
   c. le 'ofu tino lenei
   d. ni totoni

5. E mafai ona 'ou _______.
   a. ta'alofa le fale ta'alofa
   b. ta'umoe i le malae
   c. tautalafafetao'samoan
   d. usu lena pese

1. What do you want to _______?
   a. do
   b. read
   c. study
   d. write/draw

2. I want to _______.
   a. eat / drink / sleep / shower
   b. play on the playing field
   c. go to the bathroom
   d. read the book
   e. draw a picture

3. What do _______ want?
   a. you (singular)
   b. you (two)
   c. you (three or more)

4. I want _______.
   a. a chair
   b. a good necktie
   c. this shirt
   d. some socks

5. I can _______.
   a. play in the gymnasium
   b. run on the playing field
   c. speak Samoan
   d. sing that song

*With these plural pronouns, the verb manamo takes its plural form, manamo'samoan.

Practice

1. Memorization Exercise

2. Questions
   a. 'O le a se mea e te manamo ai?
   b. 'O le a sau mea e fia fa'atau?
   c. E mafai ona e tautalafafetao'samoan?
   d. 'O le a sau mea e fia a'oa'o?
   e. E te manamo 'i se fusau?
   f. 'O le a sau mea e fia fa'i?
3. Please close your books. Teacher: Select a missionary to answer the question. Read one of the following instructions (in English), pause, and select a missionary to answer the question in Samoan. The missionary asked the question should answer with a complete sentence. The entire class should then ask the missionary the same question and the missionary should answer again.

Ask Sister/Elder _________ (and Sister/Elder _________, etc.)

a. what s/he wants to do.                      a. what s/he wants to study.
b. what s/he wants.                          b. what they (two) want.
c. what s/he wants to read.                   g. if s/he can sleep in class.
d. if s/he can speak English.                 h. what they (three) want.

4. Your entire district was in a severe accident last month when the bus you were riding went over a cliff and fell thirty feet. You have all been in comas, and you are only now reviving. The doctor (your teacher) wants to know the effect of the injuries on your faculties. As s/he calls on each of you, tell her/him something that you can do. What you say may seem insignificant to you, but can be very helpful to your doctor, so tell her/him anything and everything you can do. Be creative, but avoid repeating what others have already said. Avoid looking in your book.

5. You are a psychiatrist. You have a pet theory that you can learn a person’s innermost personality traits by learning his/her basic wants. Pretend your companion is the subject of an experiment, and interview her/him to learn what things s/he wants, and what actions s/he wants to do. Teacher: Tell the missionaries when to begin. Monitor their performance, providing help where needed.

Mastery Check

Please close your books. Teacher: Direct the missionaries to work as companions, role-playing a shopping situation in which one missionary is a sales clerk trying to find out what the other missionary wants. Have the missionaries reverse roles after a few minutes. Encourage them to speak as evenly and naturally as possible. Mastery level is achieved when missionaries effectively communicate their wants to others.

PATTERNS - LOCATIONS, GOINGS & COMINGS

1. 0 fea _________?
   a. le tusi pese
   b. le potu vasesa
   c. la'au soa
   d. lou fusua

2. 0 lo'o i le _________
   a. laulau
   b. potu moe
   c. fale lena
   d. 'ofisa

3. 0 fea 'e te _________ si?
   a. a'lo 'i
   b. sau
   c. nofo
   d. moe
   e. tamo'e
   f. a'oa'o
   g. ta'alo

4. Ou te _________ i le fale lena.
   a. alu
   b. nofo
   c. moe
   d. a'oa'o
   e. ta'alo

5. Ou te sau mai _________
   a. Amerika
   b. Samoa
   c. Niue Sala
   d. (other) _________

6. Ou te alu 'i _________
   a. le potu moe
   b. le 'ofisa
   c. le taulaga
   d. la mala

1. Where is _________?
   a. the hymn book
   b. the classroom
   c. my companion
   d. your tie

2. It's in/at/on the _________
   a. table
   b. bedroom
   c. that building (It's in that building.)
   d. office

3. Where do/are you _________?
   a. going (to)
   b. come from
   c. live/living
   d. sleep/sleeping
   e. running
   f. study
   g. play

4. I _________ in that house/building.
   a. am going
   b. live
   c. sleep
   d. study
   e. play

5. I come from _________.
   a. America
   b. Samoa
   c. New Zealand
   d. (other) _________

6. I'm going to _________.
   a. the bedroom
   b. the office
   c. downtown
   d. the field
Practice

1. Memorization Exercise

2. Questions

a. Fea lou fusua?

b. Fea lau soa?

c. Fea lou totini?

d. Fea lau penitala?

e. Fea le mōli?

f. Fea le tusi pesa?

g. Fea la'u penitala?

h. Fea lana tusi fa'a-Samoas?

3. Directed Questions

Pesiti 'iā Elder/Sister

a. Po'o fea e sau ai 'o ia.

b. Po'o fea e nofo ai 'o ia.

c. Po'o fea e ta'alo ai 'o ia.

d. Po'o fea e tamo'e ai 'o ia.

e. Po'o fea e sau ai 'o ia.

f. Po'o fea e mō e ai 'o ia.

g. Po'o fea e a'oa'o ai 'o ia.

h. Po'o fea e ta'ele ai 'o ia.

4. Please close your books. Teacher: Read the following instructions to the missionaries, then proceed as directed.

Suppose today is preparation day. As a district, you have decided to spend the day together. When I call on you, suggest a place the district could go using a complete sentence. I will then call on someone else, who will say, "No," and suggest a different place. Everyone will get a chance to make a suggestion, but none of you may agree with anyone else.

5. You are employed by the Fly-Right Travel Agency of Western Samoa. Your boss has asked you to go to the airport and take a poll to find out where people are traveling most these days. Interview at least three individuals and fill out the forms below. If you should run into others conducting similar polls, be polite and answer their questions. Do not use any English. Teacher: Tell the missionaries when to begin.

<table>
<thead>
<tr>
<th>Name</th>
<th>Race</th>
<th>Sex</th>
<th>Address</th>
<th>Point of Origin</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery Check

In Samoa, it is common for people who pass each other on the street to ask each other where they have been and where they are going. Each of you will come before the class in pairs and converse as if you had just met on a Samoan road. Now close your books. Teacher: Tell the missionaries when to begin. Mastery level is achieved when each has asked and answered questions in a way that could be understood by native Samoans.

**VOCABULARY BUILDER - LOCATIONS**

The following words demonstrate the versatility of the word fale and will help you talk about different locations.

fale - house
fale 'aiga - cafeteria, restaurant
fale misiona - mission home
fale 'oloa - store
fale 'otu ulu - barber shop

fale pūlagi - white man's house
fale sa - chapel, church
fale Samoa - Samoan home
fale ta'alo - gymnasium
fale utia - outhouse, bathroom
Practice

1. Memorization Exercise

2. Questions

   a. 0 fea 'e te moe ai?
   b. 0 fea 'e te 'ai ai?
   c. 0 fea 'e te alu 'i ai i le P-day?
   d. 0 fea 'e te ta'ele ai?
   e. 0 fea 'e te tatalo ai?
   f. 0 fea 'e te nofo ai?
   g. 0 fea 'e te a'ou'o ai?

3. Your plane has just landed in Samoa, and no one is at the airport to meet you. Pretend your companion is someone you meet at the airport. The companion who responds will use the following map, and answer with the following pattern, inserting the name of some other building in the blank:

   'O lā e i tafatafa o le __________. (It's next to the __________).

Since you don't know where anything is, you must ask him where that building is. He will respond, using the same pattern. Repeat unto you have used all the words in the vocabulary builder. Then switch roles and start again.

Mastery Check

Teacher: Have the missionaries perform the above skit (practice exercise 3) from memory in front of the class. Give them time to prepare, and let them invent their own ending.

PERFORMANCE ACTIVITIES

Teacher: Have the missionaries sit in a circle. One begins by saying "Ou te alu i le fale'aiga." The next missionary repeats this and adds another sentence. For example:

First Missionary: Ou te fia alu 'i le fale'aiga.
Second Missionary: Ou te fia alu 'i le fale'aiga ma ou te fia tusi se ata.
Play continues until one learner fails to repeat accurately or to add an item. When this happens, play starts again with a new sentence. Depending on the relative confidence of the class members, you may wish to keep points for the total number of sentences a missionary repeats in the various sentences he/she says.

Other models that can be used:

- Ou te mana'o 'i se nofoa ma se fusiua ma se sakaka ma ...
- Ou te alu 'i le fale ta'alilo ma le fale aila ma le fale 'oti ulu ...

**RETENTION HOMEWORK**

1. With your companion, go through the following practice exercises:

   - Pages 52-53: exercises 2, 3, 4
   - Page 54: exercises 2, 3
   - Page 55: exercise 2

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

2. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use tense markers.
2. Form and use sentences with intransitive verbs.
3. Use a variety of intransitive verbs.
4. Use the plural forms of verbs.
5. Form and use questions in Samoan.

VOCABULARY

| Afternoon, evening | 'i/i | To, into/in
| Love, to love      | mana'o | To want
| To teach           | nu'atu | To go (plural)
| Midday, early evening | nu'mai | To come (plural)
| Sad                | po | Night
| To wait            | taeao | Morning
| Woman, married woman | tagata | Person, people
| To help            | tamaloa | Man, married man
| Happy, to like     | va'a'i | To see, to spot
| To work            | va'a'su | To call

GRAMMAR

**TENSE MARKERS: SA, 'O LO'O, 'O LE'Ā**

In English, the word tense refers to a particular form which a verb takes in order to indicate the time or nature of the action. For example, English verbs with the ending -ed are said to be in the past tense because they refer to actions that occurred in the past.

In Samoan, however, verbs remain the same regardless of whether the action took place in the past, present, or future. Instead, tense is indicated by particles (known as tense markers) which precede the verb. Only three of these will be presented now; tense will be discussed in more detail in a later lesson.

<table>
<thead>
<tr>
<th>Sa</th>
<th>'O LO'O</th>
<th>'O LE'Ā</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Indeterminate past)</td>
<td>(Indeterminate present)</td>
<td>(Future)</td>
</tr>
<tr>
<td>Used to indicate a state, process, or event that occurred in the past</td>
<td>Used to indicate a state, process, or event that is occurring in the present</td>
<td>Used to indicate a state, process, or event that will occur in the future</td>
</tr>
</tbody>
</table>

Examples: sa moe

<table>
<thead>
<tr>
<th>'O LO'O moe</th>
<th>'O LE'Ā moe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slept</td>
<td>Will sleep</td>
</tr>
</tbody>
</table>

Mastery Check - Rule

57
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read the first phrase and have the class repeat it. Then give an English cue in the past, present, or future tense and have the missionaries substitute the appropriate tense marker.

   Teacher: Sa moe.
   Class: Sa moe.
   Teacher: will sleep
   Class: 'O le'ā moe.
   Teacher: is sleeping
   Class: 'O lo'o moe.

   Repeat the same drill with the verbs fa'alogo, a'o'a'o, tatalo, ta'alot, ta'ele, and tamo'e.

3. Teacher: Repeat the above drill, this time asking for individual response rather than group response. Have the class repeat each individual's answer.

Mastery Check

Teacher: Have the missionaries close their books. Read one of the following phrases, pause, and select a missionary to translate. Mastery level is achieved when 100% of the phrases are translated correctly without help. Do not correct or ask for a class response until after the mastery check.

1. slept  
2. will pray  
3. is/are running  
4. will listen  
5. studied  
6. is playing  
7. will sleep  
8. is showering  
9. will run  
10. will run

**VERBS: TRANSITIVE AND INTRANSITIVE**

As you have already learned, a verb is a word which expresses action or state of being. A transitive verb is one that can have a done-to; that is, the action of the verb can be directed to a particular object. Following are examples of transitive verbs:

- Scott writes SYL lessons.
- I hit the ball over the fence.
- Mary took six apples.
- He closed the door.

An intransitive verb is one that cannot have a done-to. It is important to remember that prepositional phrases and their objects are **NOT** done-tos. Following are examples of intransitive verbs:

- Patty sits.
- God lives.
- Let's go to the movie.
- We talked to them yesterday.

Transitive verbs are verbs that can take a done-to.

Intransitive verbs are verbs that cannot have a done-to.

Mastery Check - Rule

Practice

Please close your books. Teacher: Read one of the following sentences, pause, and call on a missionary to tell whether the underlined verb is transitive or intransitive.
Trans.  Intrans.
1. _____  _____  Jeff sat in his office.
2. _____  _____  I will read this book.
3. _____  _____  The boxer struck his opponent.
4. _____  _____  Pili climbed the coconut tree.
5. _____  _____  The pencil fell from his pocket.
6. _____  _____  Sina studied her lessons.
7. _____  _____  Mike ran to the store.
8. _____  _____  Moses prayed earnestly to the Lord.
9. _____  _____  Ioane said the prayer.
10. _____  _____  Will they come today?

Mastery Check

Teacher: Have the missionaries compose sentences of their own, one with a transitive verb and the other with an intransitive verb. Time permitting, have them read their answers to the class. Mastery level is 80% accuracy.

1. An example of a sentence with a transitive verb: __________________________________________

2. An example of a sentence with an intransitive verb: ______________________________________

# INTRANSITIVE SENTENCE STRUCTURE

Like English, Samoan also has transitive and intransitive verbs. We are now ready to form Samoan sentences with intransitive verbs. The tense marker comes before the predicate and the doer follows the predicate. Prepositional phrases may come at the end.

<table>
<thead>
<tr>
<th>English Word Order</th>
<th>Samoan Word Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>You went to the store.</td>
<td>(Past tense) go you to the store.</td>
</tr>
<tr>
<td>I will study in the classroom.</td>
<td>(Future tense) study I in the classroom.</td>
</tr>
<tr>
<td>John is running in the gymnasium.</td>
<td>(Present tense) run John in the gymnasium.</td>
</tr>
<tr>
<td>Sharon wrote to a friend.</td>
<td>(Past tense) write Sharon to a friend.</td>
</tr>
</tbody>
</table>

By using the abbreviations that we learned in Unit One, we may summarize the rule as follows:

<table>
<thead>
<tr>
<th>TENSE  +  PRZDP  +  NP doer  +  (PREPOSITIONAL PHRASE)</th>
</tr>
</thead>
</table>

Examples:
Sa moe 'oe i le vasega.  - You slept in the classroom.
'O lo'g fa'alogo le fafine i le tamaoa.  - The woman is listening to the man.
'O le'a o atu 'i matou i le taeao.  - We will go in the morning.
Sa galue le tama i le po.  - The boy worked at night.

Mastery Check - Rule

59
Practice

1. Close your books and take out a sheet of paper. Teacher: Read the first item below, then pause for the missionary to write it down. When they are ready, read the sentence again so they can check their work. Continue in this manner, reading each sentence only twice.

   a. 0 le'a nofo le faia'aga i lea nofoa.
   b. 0 lo'o a'oa'o fafe'au i le vasaga.
   c. Sa tauli'le faini i le taeao.
   d. 0 lo'o moe le tamaloa i le malae.
   e. Sa pese le teine i le potu moe.
   f. 0 le'a ta'aio 'i mātou i le po.

2. Translation

   a. Sa taalo 'i laa'ua.
   b. 0 le'a galue Male i le aoauli.
   c. 0 le'a ta'alole le tama.
   d. 0 lo'o taele le tamaloa i le fale;
   e. Sa 0 atu 'i tā'ua i le fale i le po.

3. Questions

   a. Sa moe 'oe i le vasaga?
   b. 0 le'a a'ai 'oe i le fale'aiga i le po?
   c. Sa a'oa'o oulua i le potu moe?
   d. 0 lo'o moe lau soa?
   e. 0 lo'o tautala Elder/Sister?
   f. 0 le'a ta'aloe maloai 'oe i le fale ta'alo?
   g. Sa moe lau soa i le fale ta'aloe?
   h. 0 le'a alu 'oe i Samoa i le taeao?
   i. 0 lo'o nofo lau soa i le fale uila?

4. You have been helping the famous psychologist Dr. Froidmund Sig conduct a study on where humans sleep, study, and work. You have four subjects, but in order to keep their identities confidential, you will refer to them as the man, the woman, the boy, and the girl. Pretend your companion is Dr. Sig and report to him where each of these individuals slept, studied, and worked. Then switch roles and begin again. Teacher: Monitor the missionaries' performance, providing help where needed.

Mastery Check

Your last experiment with Dr. Sig turned out so well, he wants you to do a similar study, this time on where people play, bathe, and eat. Before the actual observing begins, Dr. Sig wants your predictions on the outcome. Pretend your companion is Dr. Sig and tell him where you think the man, woman, boy, and girl will play, bathe, and eat. Then switch roles and begin again. Teacher: Monitor the missionaries' performance, but do not provide help. Mastery level is achieved when 90% of the missionaries produce comprehensible sentences.

MORE INTRANSITIVE VERBS

Generally speaking, verbs that are transitive in English are also transitive in Samoan and verbs that are intransitive in English are intransitive in Samoan. But there are some verbs which are transitive in English, but not in Samoan. They cannot have a done-to. Nouns that are considered done-to's of these verbs in English can only act as objects of prepositions in Samoan. For example, in English we would normally say:

I saw the girl in the house.

But because the verb "to see" is intransitive in Samoan, Samoans would say:

I saw at/to the girl in the house.

Observe these contrasts:

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I answered the teacher.</td>
<td>I answered to the teacher.</td>
</tr>
<tr>
<td>I thanked him.</td>
<td>I thanked to him.</td>
</tr>
<tr>
<td>We called the girl.</td>
<td>We called to the girl.</td>
</tr>
<tr>
<td>They helped the woman.</td>
<td>They helped to the woman.</td>
</tr>
<tr>
<td>John expected the bus.</td>
<td>John expected to the bus.</td>
</tr>
</tbody>
</table>
Some verbs which are transitive in English but intransitive in Samoan are:

- alofa - to love
- a'oa'o - to teach
- fa'afetsai - to thank
- fa'atali - to wait for, to expect
- fesili - to inquire, to ask
- fesosamoani - to help
- fiafia - to like
- malamalama - to understand
- mana'o - to want
tali - to answer
va'ai - to see
vala'au - to call

Nouns that are considered done-tos of these verbs in English can only act as objects of the preposition 'i (and its other forms which will be learned later) in Samoan.

Examples:
- 'O lo'o a'oa'o a'u 'i le tama. - I am teaching the boy.
- 'O le'a mana'o David 'i le ma'o 'si. - David will want the food.
- Sa alofa le tama 'i le teine. - The boy loved the girl.
- Sa va'ai le fiafia 'i le fafe'au. - The teacher saw the missionary.
- 'O lo'o fa'atali 'i matou 'i le ta'avale.

Mastery Check - Rule

Practice

1. Close your books and take out a sheet of paper. Teacher: Read the first item below, then pause for the missionary to write it down. When they are ready, read the sentence again so they can check their work. Continue in this manner, reading each sentence only twice.

   a. Sa tali le fafe'au 'i lona fiafia'oga.
   b. Sa fa'afetsai le fiafia 'i le tamāloa.
   c. 'O lo'o a'oa'o le fiafia'oga (pause to let missionaries write) 'i tagata i le vasaega.
   d. O le'a fiafia Maria 'i le lenei tusi.
   e. O lo'o vala'au le teine 'i le tama.

2. Teacher: Read one of the following groups of words, pause, and select a missionary to arrange the words in correct Samoan word order without looking at the rule. Have the class repeat the missionary's response. Then select another missionary to translate the sentence.

   a. fiafia/teine/le/a/i/vasaga/le
   b. fefine/alofa/le/le/famāloa/i/'o lo'o
   c. mea/'o'e/'o le/a/malama/lena
   d. tagata/fesili/le/le/fiafia'oga/i/le

3. Translation

   a. Sa vala'au le fiafia'oga i le teine i le asauli.
   b. Sa va'ai Simi 'i le tamāloa i le fale.
   c. Sa alofa le tama 'i le teine i lona vasaega.
   d. O lo'o a'oa'o le fiafia'oga 'i fiafe'au.
   e. O le'a tali a'u 'i le tama.
   f. O lo'o fa'atali 'i matou 'i le fiafia'oga.
   g. Sa mana'o Ioane 'i se ta'avale.
   h. O lo'o fiafia Mele 'i lona fale.
   i. O le'a fesili a'u 'i lena tamalōa i le asauli.

4. As companions, take turns telling what each person in the picture on page 62, is doing until you have created sentences for each person.
Mastery Check

Close your books. Teacher: Point to a person in the picture, pause, and call on a missionary to create a sentence that will describe the situation. Mastery level is 80% accuracy.

**PLURALS OF VERBS**

In English, we often change the form of a verb depending on whether the doer is singular or plural:

- Example: The girl goes to school. (singular)
- The girls go to school. (plural)

When the verb is made plural for plural doers, we say that the verb *agrees* with its doer, because either both are singular or both are plural.

Similarly, many Samoan verbs have plural forms which are used with plural doers. Following are different ways in which verbs may be made plural. Nevertheless, there is no definite means of determining which method of pluralization should be applied to a given verb. Consequently, this must be memorized.

1. One of the most common ways to pluralize a verb is to double the accented syllable (if you need to review "accent," turn back to Unit One, Lesson One). For the purposes of this rule, diphthongs are counted as two syllables.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>nofo</td>
<td>monofo</td>
</tr>
<tr>
<td>'ai</td>
<td>'a'ai</td>
</tr>
<tr>
<td>moe</td>
<td>moemo</td>
</tr>
<tr>
<td>ta'a'alo</td>
<td>ta'a'alalo</td>
</tr>
<tr>
<td>ta'a'ele</td>
<td>ta'a'ele</td>
</tr>
<tr>
<td>tamo'e</td>
<td>tamomo'e</td>
</tr>
<tr>
<td>alofa</td>
<td>alolofa</td>
</tr>
<tr>
<td>galue</td>
<td>galulue</td>
</tr>
</tbody>
</table>

2. Another way to form the plural is to add the prefix *fe*:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>inu</td>
<td>feinu</td>
</tr>
</tbody>
</table>

3. The plurals of some verbs are different from their singular forms:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>alu</td>
<td>o atu</td>
</tr>
<tr>
<td>sau</td>
<td>o mai</td>
</tr>
<tr>
<td>tatala</td>
<td>tatali</td>
</tr>
</tbody>
</table>

4. A few verbs are made plural by lengthening the first vowel. Some double the accented syllable as well:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>va'a'au</td>
<td>va'a'au</td>
</tr>
<tr>
<td>tautala</td>
<td>tautala, tautala</td>
</tr>
<tr>
<td>mana'o</td>
<td>mana'ano</td>
</tr>
</tbody>
</table>

5. A number of verbs have the same form whether singular or plural:

<table>
<thead>
<tr>
<th>Singular &amp; Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a'oa'o</td>
</tr>
<tr>
<td>fa'atali</td>
</tr>
<tr>
<td>fa'atau</td>
</tr>
<tr>
<td>fasili</td>
</tr>
<tr>
<td>fesoasoani</td>
</tr>
<tr>
<td>tali</td>
</tr>
<tr>
<td>tatalo</td>
</tr>
</tbody>
</table>

NOTE: From this point on, the vocabulary lists at the beginning of each lesson will include irregular plural forms.
Remember:
1. Many Samoan verbs are made plural by doubling the accented syllable.
2. There are many exceptions that require memorizing, however.

Examples:
'O lo'o alolofa 'i matou 'i lena faife'au. - We love that missionary.
Sa galu'ufi le taeao. - The boys worked in the morning.
'O le'a vála'au 'i lá'ua i ni teine. - They will call some girls.
Sa momoe tagata i le fale sa. - The people slept in the chapel.

Mastery Check - Rule

Practice
1. Substitution - Class
   a. Model: Sa mo'ono 'i látou i le fale.
      Substitute: 'a'ai, ta'a'alo, ta'e'ele, feinu, momoe, tamomo'e, galuleu
   b. Model: Sa o atu 'i mātou 'i le tamāloa.
      Substitute: vála'au, fa'atali, fesōsōani, tautala, fesili

2. Substitution - Individuals
   a. Model: Sa alu a'u 'i le fale.
      Substitute: 'i mātou, 'o'e, 'i lá'ua, 'o ia, oulua
   b. Model: Sa galue 'o'e i le po'.
      Substitute: ou'tou, 'i ma'ua, a'u, 'i tātou, 'o ia, 'i lá'tou
   c. Model: 'O lo'o inu 'o'e 'i le vai.
      Substitute: 'i tā'ua, 'o ia, 'i lá'ua, a'u, 'i mātou

3. Teacher: Ask the missionaries not to look at the explanation. Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing the singular doer to plural and making any necessary changes in the verb. Have the class repeat the missionary's response.
   a. Sa galue a'u i le fale sā.
   b. 'O la'a ta'e'ele a'u i le fale ta'alo.
   c. 'O lo'o alolofa 'o ia 'i le faia'oga.
   d. Sa inu 'o'e 'i lama vai.
   e. 'O lo'o alu 'o ia 'i Mu Sīla.
   f. 'O le'a moe a'u i le potu moe.
   g. 'O lo'o ta'alo 'o ia i le fale ta'alo.
   h. Sa vaia'au le tama 'i le teine.
   i. 'O le'a tamo'ele le fafine i le taeao.
   j. Sa a'oa'o malosi le faife'au i le vasega.

Mastery Check
Teacher: Assign the missionaries (or selected missionaries for large classes) to stand before the class and tell two things that they and their companions did, are doing, or will do. The missionaries are to avoid duplicating what others have already said. Monitor their performance and provide help where needed. Mastery level is achieved when 90% of the missionaries use plural forms of verbs correctly.
Three important things to remember in making questions in Samoan are:

1. **INTONATION**

   In Samoan questions, the intonation drops on (1) the last syllable of the sentence if it ends in a diphthong, or (2) the last two syllables if it doesn't.

2. **PE & PO**

   The particle **pe** or the particle **po** may begin Samoan questions.
   a. **Pe** precedes:
      (1.) the particle 'o, in which case the two are contracted to 'po.
      (2.) the indeterminate present tense 'o lea, in which case the two are contracted to 'po-lea.
   b. **Po** is used everywhere else. Either **pe** or **po** may be used before the particle 'ua, a tense marker that will be discussed later.

   The use of the particles **pe** and **po** are optional in forming questions and are usually omitted in informal speech.

3. **ANSWERS**

   In general, questions answered affirmatively should use the same tense as the question.

   *NOTE:* The 'o in 'o lea (he, she, it) as well as in 'o le a (what) is the particle 'o discussed in Lesson Two of this unit. (The term 'o le a is actually three words: the particle 'o = an article + "what.""

**Examples:**

- Pe sa alofa le teine 'i le tama?
- Po 'o le'a o atu 'i latou?
- Po'o moe le teine?
- Po'o se tusi fou lena tusi?

- Did the girl love the boy?
- Will they go?
- Is the girl sleeping?
- Is that book a new book?

**Mastery Check**

Teacher: Have the missionaries study the rules and repeat them to their companions in their own words, giving examples not used in the explanation. Monitor their performance by listening and providing help to those who have difficulty. After they finish, ask one or two missionaries to explain the rules to the class in their own words and give examples.

**Practice**

1. Without looking at the explanation, rewrite the following sentences, changing them into questions.
   a. 'O lo'o fesoasoani le tamāloa 'i le teine.
   b. Sa fiafia le fainē 'i lona 'ofisa.
   c. 'O le'a ta'e'ele teine i le pō.
   d. 'O se fai'oga lelei Ioane.

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65
2. Questions
a. Pe sa alu 'oe 'i le faale utla?
b. Pe 'o le'a fenoasoani Elder/Sister __________ 'i lona soa?
c. Po'o ta'alou Elder/Sister __________ i le vasaega?
d. Pe sa malamalama Elder/Sister __________ 'i le fesili?
e. Po'o se faifa'au 'oe?
f. Pe 'o le'a a'oa'o 'oulua 'i le po?
g. Po'o se tama lelei Elder __________?
h. Po'o se teine lelei Sister __________?
i. Po'o mānana'o 'outou 'i le mea'ai?
j. Pe sa taualu 'i la'ua 'i le fale sa?

3. Directed Questions
Fesili 'iā Elder/Sister __________:
a. Pe sa alu 'o ia 'i le faale'oloa 'i le faae. 
b. Pe 'o le'a ta'ele Elder/Sister __________ 'i le po. 
c. Po'o se fai fa'au lelei 'o ia. 
d. Pe sa fa'a'alei 'o ia 'i se ta'avele. 
e. Po'o alofa 'o ia 'i lona soa. 
f. Pe sa vala'au le faa'a'oga 'i lona soa. 
g. Pe 'o le'a tataolo le faa'a'oga 'i le fale sa. 
h. Po'o tamo' e Elder/Sister __________ 'i le fale ta'alou. 
i. Pe sa taal 'o ia 'i le faa'a'oga. 
j. Pe 'o le'a momoe fai fa'au 'i le fale 'otu ulu.

4. Please close your books. Instruct the missionaries to think of questions they would like to ask each other. Select a missionary to ask a question. Missionaries may direct their questions to whomever they choose. After a response is given, select another missionary to ask another question. Continue, providing help where needed. Mastery level is achieved when all have asked at least one correct question.

Mastery Check
You are an investigative TV reporter preparing a story about the life and times of your companion. Interview her or him, finding out as much information as you can. Take notes and keep within the limits of the vocabulary and grammar you have already learned. When you are finished, switch roles with your companion. Teacher: Monitor their performance. Mastery level is achieved when missionaries can communicate with each other.

PERFORMANCE ACTIVITIES

TEST

1. Dictation
Sa nofo se fai fa'au / i le MTC. / 'O lona suafa 'o Simi. / Sa fiafia Simi 'i le MTC. / Sa fesili le faa'a'oga 'iā Simi, / "Pe 'o le'a alu 'oe / i le fale'aiga i le nei po?" / Sa tali Simi, "Toe. / 'O lo'o fiafia a'u / 'i le mea 'ai i le MTC."

2. Answer the following questions in Samoan:

a. Po'o fiafia 'oe 'i le MTC?

b. 'O le'a alu 'oe 'i Samoa?

c. Sa 'ai 'oe i le fale'aiga i le MTC?

d. Sa 3 atu 'outou 'i le fale ta'alou i le taeao?

e. 'O ai lou suafa, fa'amolemole?
ACTIVITY

You are an investigative TV reporter and your show goes on in five minutes. Use the notes from the interview with your companion and prepare a story for your audience out in TV land. When the director (the teacher) points to you, come to the desk at the front of the class and deliver your report on your companion. Teacher: Give the missionaries five minutes to prepare, then call on them individually to come make their "broadcast."

RETENTION HOMEWORK

1. With your companion, review and practice using the intransitive verbs found in the box on page 61.
2. Write out exercise 3 on page 64. Have the teacher correct your work.
3. With your companion, start at the beginning of the book and ask each other questions in Samoan until you have used every vocabulary item either in your questions or your answers.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use the prepositions 'i, i, 'ia, i, 'ia te, ia te.
2. Use a number of adjectives in sentences.
3. Use a number of adverbs.
4. Form and use sentences with transitive verbs.

VOCABULARY

'amat - to begin, to start
fou - new
iloa - to know
la'itiiti - little, small
lapo'a - big, large
le - not
lemu - slowly, gracefully, gradually
ma'ii - sick, sickness
matua - very, extremely, quite
pa'e'e - skinny
poto - smart, intelligent
pu'upu'u - short
rauni - to prepare
toe - again
tuai - old, worn out
tu'u - to put
u'um - tall
valea - stupid, crazy
vave - fast, quickly

GRAMMAR

PREPOSITIONS 'I, I, 'IA, IA, IA TE, IA TE

As you learned in Unit One, Lesson Three, a preposition is a word which relates its object to some other part of the sentence. The most common prepositions in Samoan are 'i and i (and their other forms).

'I can be translated "to," "in," "into," and shows DIRECTION toward a goal.
I can be translated "on," "in," "at," and shows LOCATION or POSITION.
Examples: He is going to the house.
He went in the house.
She stepped into the boat.

Examples: He is at the house.
He is walking around in the house.
She sat on the chair.

The form of these prepositions changes depending on their objects:

'I and i are used before common nouns and names of places (cities, countries, etc.).
'IA and IA are used before proper nouns and pronouns, especially dual and plural nouns.
'IA TE and IA TE are used before pronouns, especially singular pronouns.
<table>
<thead>
<tr>
<th>Before:</th>
<th>&quot;TO,&quot; &quot;INTO&quot;</th>
<th>&quot;IN,&quot; &quot;AT,&quot; &quot;ON&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Nouns</td>
<td>'i</td>
<td>i</td>
</tr>
<tr>
<td>Places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper Nouns (except places)</td>
<td>'iā</td>
<td>iā</td>
</tr>
<tr>
<td>Dual and Plural Pronouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular Pronouns</td>
<td>'iā te</td>
<td>iā te</td>
</tr>
</tbody>
</table>

Examples:
- 'O le'ai alu a'u 'i Pago Pago. = I will go to Pago Pago.
- Sa moe Lafa'i le fale. = Lafa'i slept in the house.
- 'O lo'o alofa le teine 'iā 'i latou. = The girl loves them.
- Sa nonofo 'i la'ua ia Simi.* = They lived at Jim's.*
- 'O le'a fa'atali 'o ia 'ia te 'oe. = He will wait for you.
- 'O lo'o nofo le tama 'ia te 'ia.* = The boy is staying with him.*

*Note: In Samoan, the expressions "stay at him," "stay at George," etc. are idiomatic and mean "stay at his house," "stay at George's," etc.

Mastery Check - Rule

Practice

1. Substitution - Class

   Model: Sa nofo Lafa'i le fale.
   Substitute: Ioane, a'u, le nofoa, 'i la'ua, 'oe, 'i latou, le potu, Maria, Samoa

2. Teacher: Repeat the above drill, this time calling on individual missionaries instead of the entire class.

3. Substitution - Class

   Model: 'O le'ai alu le tama 'i le fale vila.
   Substitute: Meia, ('o) ia, le iaulau, 'oulu, a'u, 'outou, le vasega, Ioane, 'oe, Niu Sila

4. Teacher: Repeat the above drill, this time calling on individual missionaries instead of the entire class.

5. Teacher: Ask the missionaries not to look at the explanation. Read one of the items below, pause, and select a missionary to repeat the sentence, filling in the blank with the appropriate preposition. Repeat the sentence and have the class repeat the correct response.

   a. 'O lo'o fa'atali 'i ma'ua ______ le ta'avale.
   b. Sa galue le fale'aoga ______ Provo.
   c. 'O le'a sau 'o ia ______ a'u.
   d. 'O lo'o alofa teine ______ Ioane.
   e. 'O le'ai fesoasoni 'oe ______ 'i matou?
   f. Sa tautala 'oe ______ ia?
Mastery Check

Teacher: Have the missionaries close their books. Assign each missionary (or selected missionaries for large classes) to stand before the class and tell three things that s/he did on the last preparation day. Missionaries are to use at least three of the newly learned prepositions and should avoid duplicating what others have already said. Monitor their performance and provide help where needed. Mastery level is achieved when 80% of the missionaries use the prepositions correctly.

ADJECTIVES

As you learned in Unit One, Lesson Three, adjectives follow the nouns they describe. Let's review the structure of Samoan noun phrases:

| DETERMINER + NOUN + (ADJECTIVE) + (PREPOSITIONAL PHRASE) |

Examples:
- 'O se ta'afale fou. - It's a new car.
- 'O le tama ma'i lena 'oe? - That's the sick boy.
- 'O le teine po'ena lena. - That's the smart girl.
- 'O le ofu tino tua'i. - It's an old shirt.
- 'O se tusi la'itititi mai Samoa. - It's a small letter from Samoa.

Mastery Check - Rule

Practice

1. Have your companion close her/his book. Ask her/him the first five of the following questions. After s/he has answered them with complete sentences, close your book and answer the last five questions as s/he directs them to you. Teacher: Monitor the missionaries' performance, giving help where needed.

   a. 'O se tama pa'e'e Elder ________?
   b. 'O se teine ma'i Sister ________?
   c. Sa mana'o 'oe 'i se ta'avale fou?
   d. 'O se tagata la'itititi le fa'i'ogoa?
   e. 'O se teine/tama malosi 'oe?
   f. 'O se ofu tua'i lena'i 'ofu?
   g. 'O se tamāloa fa'anoanoa (name) ________?
   h. Sa va'ai 'oe 'i se penitala 'umī?
   i. 'O se tagata valea 'oe?
   j. 'O le'a mana'o Sister ________ 'i se 'ofu pu'upu'u?

2. Teacher: Read one of the following sentences, pause, and read the adjective after it. Select a missionary to insert the adjective in the sentence where it best makes sense. Have the entire class repeat the missionary's response.

Example:

   Teacher: Sa alu le tama 'i le fa'ale'oloa. (fa'anoanoa)
   Missionary: Sa alu le tama fa'anoanoa 'i le fa'ale'oloa.
   a. Sa alu le fa'afe'au 'i le fautoto'a. (satolu)
   b. 'O le'a ta'alou le tama 'i le fa'ale ta'alou. ('umī)
3. Without looking at the explanation, translate the following into Samoan. Teacher: Monitor their performance and provide help where needed.

a. The happy woman went to the new store. ____________________________

b. The strong man talked to the stick boy in the old chapel. ____________________________

4. Teacher: Direct the missionaries to work as companions, pretending that one of them is blind. The blind missionary will touch various objects or people and ask who or what they are. The helpful companion will describe the objects in question, using appropriate adjectives. Monitor their performance and provide help where needed. Then have each pair switch roles and begin again.

Mastery Check

Teacher: Direct the missionaries to work as companions, pretending that one of them is a police officer and the other is a robbery victim. The victim was robbed of his clothing by a big, strong but rather stupid fellow and a tall, skinny, intelligent woman. As the scene opens, the victim is describing the suspect to the police officer. When s/he has finished, the officer will ask her/him to describe the missing articles of clothing. Monitor their performance, directing them to switch roles when they are finished. Mastery level is achieved when the companions communicate effectively. The following phrases may help:

'O a ni mae sa gaota?
Sa gaota la'u ________, ma la'u ________, - What things were stolen?
ma la'u ________, etc.

'Sa gaota la'u ________, ma la'u ________, - My ________ was stolen, and my ________
ma la'u ________, etc.

PLURALS OF ADJECTIVES

In the last lesson, you learned that verbs are changed to their plural forms to agree with their doers. Similarly, Samoan adjectives also have plural forms which must agree with the nouns they describe. As with many verbs, a number of adjectives may be made plural by doubling the accented syllable:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>lāpo'a</td>
<td>lāpopo'a</td>
</tr>
<tr>
<td>malosi</td>
<td>malosí</td>
</tr>
<tr>
<td>poto</td>
<td>pototo</td>
</tr>
<tr>
<td>'umi</td>
<td>'u'umi</td>
</tr>
<tr>
<td>ma'1</td>
<td>mana'1</td>
</tr>
</tbody>
</table>

In addition to doubling the accented syllable, a few also lengthen the first vowel:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>pa'e'e</td>
<td>pā'e'e</td>
</tr>
<tr>
<td>vaele</td>
<td>vaele</td>
</tr>
</tbody>
</table>

Some exceptions to these forms are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>pu'upu'u</td>
<td>pu'upu'u</td>
</tr>
<tr>
<td>la'iiti</td>
<td>la'iti</td>
</tr>
</tbody>
</table>

As with some verbs, some adjectives do not change in the plural:

<table>
<thead>
<tr>
<th>Singular &amp; Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>fou</td>
</tr>
<tr>
<td>tusi</td>
</tr>
<tr>
<td>seso</td>
</tr>
<tr>
<td>ielei</td>
</tr>
<tr>
<td>leaga</td>
</tr>
</tbody>
</table>
Samoan adjectives are often made plural by doubling the accented syllable. However, there are many exceptions.

Examples: Sa ʻo tama malolosi. - The strong boys went.
'O lo'g a'oa' o teine popoto. - The smart girls are studying.
'O le'a momoe tagata 'u'umi. - The tall people will sleep.
'O ni teine laiti 'i latou. - They are little girls.

Mastery Check - Rule

Practice

1. Substitution - Class
      Substitute: pupu'u, lelei, 'u'umi, laiti, pā'e'e'e, malolosi, valeles, mana'i
      Substitute: leaga, tusi, lelei, fāpopo'a, sese

2. Substitution - Individuals
   a. Model: Sa galue le tama malolosi.
      Substitute: ni tama, le teine, ni teine, le fafine, ni tagata
   b. Model: 'O le'a moe le tagata pu'upu'u.
      Substitute: ni teine, le tama, tama, faife'au, le faiga
   c. Model: 'O lo' o ta'alo le teine pa'e'e.
      Substitute: ni teine, le faife'au, ni fafine, le tagata, tama

3. Teacher: Have the missionaries close their books. Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing all the singular noun phrases to plural and making any necessary changes in the verbs and adjectives. Have the class repeat the missionary's response.
   a. Sa moe le tama lāpo'a.
   b. 'O le'a ta'ele le teine pu'upu'u.
   c. 'O lo'o ta'alo le tagata poto.
   d. Pe 'o le'a sau se tagata 'umì?
   e. Sa tamo'e le teine maloloi.
   f. 'O lo'o malamalama le faiga oga i le fusi'upu 'umì.
   g. 'O le'a faifia le teine la'iti ti 'i le tusi fou.
   h. Sa vala'au le faiga oga lelei 'i le faife'au vales.

4. Pretend your companion is a TV reporter who has just stopped you, a missionary, on the street and has asked you to describe the Mormon people for his television audience. In three or four sentences, tell him what the Mormon people are like. Use as many adjectives as you can. Then switch and provide help where needed.

Mastery Check

Please close your books. Teacher: Assign the missionaries (or selected missionaries for large classes) to stand before the class and use plural adjectives to describe themselves and their companions. Each missionary is to avoid duplicating what others have already said. Monitor their performance and provide help where needed. Mastery level is achieved when 80% of the missionaries use plural forms of adjectives correctly. You may wish to direct them to use equative sentence structures.

ADVERBS

An adverb is a word which modifies or describes a verb, adjective, or another adverb. In Samoan, most adverbs generally follow the verb, adjective, or adverb. A few adverbs precede the words they modify. These include le (not), te (again) and matu (very, quite, extremely). Occasionally adverbs, especially time adverbs ("yesterday," "tomorrow," etc.) come at then end of the sentence.
Examples:

Sa alu vave le tama. - The boy went quickly.
'O lo' o alu lemu le fafine ma'i. - The sick woman is going slowly.
'0 le'a le' a'ai faife'au. - The missionaries will not eat.
Sa matum fiafia le teine 'i lona fa'i 'oga. - The girl really liked her teacher.
'O lo' o galue malosi le tamaloa. - The man is working hard.
'O se teine fiafia tele lava 'o ia. - She is a very happy girl indeed.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa galue tele le tama.
Substitute: matum, malosi, lava, le, lemu, toe, vave

2. Teacher: Repeat the above drill, this time calling on individual missionaries instead of the entire class.

3. Teacher: Read one of the following sentences, pause, and read the adverb after it. Select a missionary to insert the adverb in the sentence in the proper place. Have the entire class repeat the missionary response.

Example:

Teacher: Sa o atu 'i matou 'i le fale. (toe)
Missionary: Sa toe o atu 'i matou 'i le fale.

a. Pe sa fesoasori 'o ia 'ia te 'oe? (tele)
b. Alu! (la'ititi)
c. Sa a' o'a' o le fai'a'oga 'i a 'i ma'ua. (le)
d. 'O lo' o fiafia 'i ta'ua 'i a Paulo. (matua)
e. 'O lo' o malamalama le faife'au. (la'ititi)
f. 'O le'a tamo'e Elder _________ i le fale ta'aloi i le taeao. (vave)
g. Sa a' o'a' o 'i la'ua i le vasega. (fa'atasi)'
h. 'O lo' o alu le teine 'i le fale ta'ele. (lemu)
i. 'O lo' o mana' o le fafine 'ia te 'oe. (tele)
j. Sa alofa le faife'au 'ia te oulu. (le)

4. Questions

a. Sa toe alu 'oe 'i le fale uila?
b. O lo' o a' o'a' o malosi Elder/Sister __________ i le vasega?
c. O lo' o matum fiafia 'oe 'i le mea'ai i le fafe'aiga?
d. 'O le'a tamo'e vave Elder/Sister ________
e. O lo' o alofa tele lau soa 'ia te 'oe?________
f. Sa toe fesoasosi le fafa'oga 'ia Elder/Sister __________ i le taeao?

5. Questions. Teacher: Have the missionaries answer according to the indication given.

a. 'O le'a galulue malosi faife'au i Samoa? (Leai)
b. Pe sa fa'atasi 'oe 'i lau soa? (Leai)
c. 'O le'a ta'ele vave Elder/Sister __________? (Ioe)
d. Po'o a' o'a' o malosi lau soa? (Ioe)
e. Sa toe vala'au le fafa'oga 'ia te 'oe? (Leai)
f. Pe 'o le'a mea'a fa'atasi Elder __________ ma Elder __________ i lou moega? (Leai)
g. 'O lo' o alofa tele Elder/Sister __________ 'ia te 'oe? (Ioe)
h. Pe sa mana' o tele 'oe 'i lena tusi? (Leai)
6. You work for the Megatronics Timeclock Company (known simply as the MTC) as a company spy. You have been spying on five employees in order to learn how fast they work. Since each of these people works at a little different speed, you will have to find a different way of describing each in your report. Pretend your companion is your superior and report to her or him the speed with which the following five imaginary people work: Mercane, Eugenia, Masi, Pasi, Mareko. Then switch roles and begin again.

Mastery Check

Please close your books. Teacher: Tell the missionaries that each pair of them is a sportscasting team for the MTC radio network. Allow each team to take a turn reporting to the class the running ability of four track stars: Simi, Ioane, Lafai, and Murray. One may be very fast, one not very fast, one really very slow, etc. Direct them to disagree about whether Murray ran fast or slow. You are the director and may cut them off when you please. Mastery level is achieved when missionaries can use adverbs with 80% accuracy.

TRANITIVE SENTENCE STRUCTURE

A transitive sentence is one which contains a done-to. If you need to review the difference between transitive and intransitive sentences, turn back to page of the last lesson.

Samoan uses the particle e to distinguish between the doer and the done-to in transitive sentences. The particle e marks the doer noun phrase. Generally the doer comes before the done-to.

TENSE + PREP + e + NF doer + NP done-to + (PP, etc.)

Examples: 'O lo'o iloa e a'u le tali. - I know the answer. 
Sa toe fai e ia le 'upu. - She repeated the word.
'O le'a 'amata e le fa'a'oga le vasaga. - The teacher will start the class.
Sa faitau e 'i matou tusi. - We read the books.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa faitau e ia le tusi.
Substitute: tatâla, tapuni, sauni, fai

2. Substitution - Class

Model: 'O le'a tàpe e 'i la'u'a le mōli.
Substitute with other pronouns.

3. Please close your books and take out a sheet of paper. Teacher: Read the first sentence below at normal speed. Then dictate it to the missionaries, pausing long enough for them to write. Pauses have been marked with a solidus (/). Then read it once again for them to check their work. Continue in this manner with each sentence.

a. Sa amata e le fa'a'oga / le vasaga i le afiafi.
b. Sa le iloa e le fafe'au / le tali o le fesili.
c. 'O le'a tapuni e Elder / le faitoto'a i le taeao.
d. 'O lo'o usu e ni tagata / ni pese pupu'u i le fale sa.
e. Sa tu'y e le teine fafe'au / lona api i le laulau.
f. 'O le'a sauni e le fafines poto / se mea'ai i le afiafi.

4. Directed Questions

Fesili 'iā Elder/Sister:

a. pē sa usu e ia se pese.
b. pē 'o le'a 'ai e Elder/Sister le mea'ai i le fale'aiga.
c. pē sa faitau vave e lana soa lena tusi.
d. pē 'o le'a 'amata e 'oe le pese.
5. Your companion has just told you he saw an elder keel over dead in the bathroom. Since you are studying to be a detective, you want to get the facts of the case. Ask your companion all about the actions of the missionary up to the time of his demise. For example, did he go to the bathroom with his companion? Did he shut the door? Did he turn on the light? Did he drink the water? etc. Ask at least six questions. Then switch roles and begin again.

Mastery Check

Teacher: Tell the missionaries that you are going to test their powers of observation. Go outside, and come in and perform various actions that can be described by transitive verbs. Then tell the missionaries to write down what they saw you do. Have them read their reports to the class. You may wish to give some kind of reward to the most complete observation. Mastery level is achieved when 80% of the missionaries use transitive verbs correctly.

PERFORMANCE ACTIVITIES

TEST

1. Dictation
   Sa alu se teine la'itiiti/ 'i le fale sā i le taeao, / 'O lona igoo 'o Maria. / Sa va'ai 'o ia 'i le faife'au. / Sa tautala 'i lā'ua. / Sa fa'afia lava Maria 'iā te ia. / Sa fa'aitau e le faife'au se tusi 'iā Maria. / Sa alu Maria i fafo ma / sa tapuni e le faife'au le fai toto/a.

2. Write an example of each type or sentence in Samoan:
   a. Presentative: _______________________________________________________________________
   b. Equative: _______________________________________________________________________
   c. Intransitive: _______________________________________________________________________
   d. Transitive: _______________________________________________________________________

3. Questions. Mastery level is 90% accuracy.
   a. Sa fa'ataši 'i lā'ua 'iā outou i le fale 'otī ulu i le taeao?
   b. Pe' o le'a ōtapuni e le tana ma le teine faito'to'a i le fale misiona?
   c. 0 lo'o alofa teine 'iā te 'oe?
   d. Sa a'oa'o fa'ataši le faife'au lelei ma lana soa i le potu moe?
   e. 'O lo'o fia'a'ai outou i le fafe'aiga?
   f. Sa fa'e se se tagata vales le fau'i'upu sesē i le vasega?
   g. Sa tanono' e vave oulua i le fale ta'iao i le aomai?
   h. 'O le'a nomofa fafine lāpopo'a i lenai nofo'a?
   i. Sa teo tapē e lau soa le mei i le fale uila?
   j. 0 le'a le alu Elder/Sister ___________ 'i le fale sa i le taeao?

ACTIVITY

Teacher: Have each missionary write a story about one paragraph long. Provide help, but note that the missionaries should try to stay within the limits of the grammar and vocabulary already learned. When all have finished writing, have them exchange papers and take turns translating aloud the stories into English for the rest of the class to enjoy.

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1. On another sheet of paper, write sentences containing the following verbs. Have the teacher correct your work.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>faitau</td>
<td>moe</td>
</tr>
<tr>
<td>tapuni</td>
<td>saunia</td>
</tr>
<tr>
<td>fa'adoopo</td>
<td>alofa</td>
</tr>
<tr>
<td>agu</td>
<td>fa'atali</td>
</tr>
<tr>
<td>'amata</td>
<td>iloa</td>
</tr>
</tbody>
</table>

2. Ask your companion questions containing the following adjectives and adverbs. Make sure s/he answers in complete sentences. Then have her/him ask you questions using the same words.

Teacher: Monitor the missionaries' performance by listening and providing help where needed.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>leleí</td>
<td>fa'anoanoa</td>
</tr>
<tr>
<td>vave</td>
<td>lāpo'a</td>
</tr>
<tr>
<td>fa'atasi</td>
<td>'umi</td>
</tr>
<tr>
<td>televa</td>
<td>tua'i</td>
</tr>
<tr>
<td>lēmu</td>
<td>sesē</td>
</tr>
</tbody>
</table>

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

*Extra Mile* There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Count and use numbers.
2. Ask for and tell the time.
3. Ask and answer questions about amounts.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: Tū se fia?
Elder Williams: 'Ua hoatu te'a ai le lima.
Elder Sikoki: 'Oi sola. 'Ua vave le taimi. Teuitiiti 'amata le sauniga.
Elder Williams: 'O le a le taimi e 'amata ai?
Elder Sikoki: E 'amata i le afa o le lima. 'Ua toea'o le sefululuma minute.
Elder Williams: 'Ia, tā o ia.

TRANSLATION

Elder Scott: What time is it?
Elder Williams: It's quarter after five.
Elder Scott: Oh man. The time is short. Church is almost gonna start.
Elder Williams: What time does it being?
Elder Scott: It starts at five-thirty. There are only fifteen minutes left.
Elder Williams: Well, let's go then.
### VOCABULARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'afa</td>
<td>- half</td>
</tr>
<tr>
<td>fia</td>
<td>- how much, how many</td>
</tr>
<tr>
<td>fono</td>
<td>- meeting, council</td>
</tr>
<tr>
<td>itula</td>
<td>- hour</td>
</tr>
<tr>
<td>itulafesi</td>
<td>- page</td>
</tr>
<tr>
<td>konafesi</td>
<td>- conference (LDS term)</td>
</tr>
<tr>
<td>malaga</td>
<td>- journey, to travel</td>
</tr>
<tr>
<td>maua</td>
<td>- to get, to receive</td>
</tr>
<tr>
<td>minute</td>
<td>- minute</td>
</tr>
<tr>
<td>sekone</td>
<td>- second (of time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sauniga</td>
<td>- church service</td>
</tr>
<tr>
<td>tā</td>
<td>- to strike</td>
</tr>
<tr>
<td>taimi</td>
<td>- time</td>
</tr>
<tr>
<td>tauu'u</td>
<td>- to arrive</td>
</tr>
<tr>
<td>te'a</td>
<td>- to pass, to be past, parted</td>
</tr>
<tr>
<td>toe</td>
<td>- to remain, to be left</td>
</tr>
<tr>
<td>tifaga</td>
<td>- movie</td>
</tr>
<tr>
<td>toeitiiti</td>
<td>- almost, nearly</td>
</tr>
<tr>
<td>uati</td>
<td>- clock, watch</td>
</tr>
<tr>
<td>'uma</td>
<td>- all, every, to be finished</td>
</tr>
</tbody>
</table>

### TOOLS

#### VOCABULARY BUILDER - NUMBERS

The Samoan number system is very easy to master once the first ten are learned.

<table>
<thead>
<tr>
<th>Digit</th>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tasi</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>lua</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>tolu</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>fa</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>lima</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>ono</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>fitu</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>valu</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>iva</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>sefulu</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>sefulutasi</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>sefululus</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>sefulutolu</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>sefuluva</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>luasefulu</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>luasefulu tasi</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>luasefulu lua</td>
<td>22</td>
</tr>
<tr>
<td>30</td>
<td>tolusefulu</td>
<td>30</td>
</tr>
<tr>
<td>31</td>
<td>tolusefulu tasi</td>
<td>31</td>
</tr>
<tr>
<td>40</td>
<td>fasefulu</td>
<td>40</td>
</tr>
<tr>
<td>99</td>
<td>ivasefulu iva</td>
<td>99</td>
</tr>
<tr>
<td>100</td>
<td>selau</td>
<td>100</td>
</tr>
<tr>
<td>101</td>
<td>selau ma le tasi</td>
<td>101</td>
</tr>
<tr>
<td>109</td>
<td>selau ma le iva</td>
<td>109</td>
</tr>
<tr>
<td>111</td>
<td>selau sefulutasi</td>
<td>111</td>
</tr>
<tr>
<td>346</td>
<td>tulu selau fasefulu ono</td>
<td>346</td>
</tr>
<tr>
<td>5791</td>
<td>lima afe fitu selau ivasefulu tasi</td>
<td>5791</td>
</tr>
<tr>
<td>1000</td>
<td>afe</td>
<td>1000</td>
</tr>
<tr>
<td>6</td>
<td>iva</td>
<td>100,000</td>
</tr>
<tr>
<td>40</td>
<td>fasefulu</td>
<td>1,000,000</td>
</tr>
<tr>
<td>99</td>
<td>ivasefulu iva</td>
<td>1,000,000</td>
</tr>
</tbody>
</table>

In formal speech and writing, Samoans place the words ma le before the last digit of all numbers over ten:

- 11 = sefulu ma le tasi ("ten and the one")
- 73 = fitusefulu ma le tolu ("seventy and the three")

In normal speech, however, the ma le is omitted. Nevertheless, it is often retained in numbers over one hundred which end in 01 through 09.

- 1906 = tasi le afe iva selau ma le ono
- 508 = lima selau ma le valu

#### Practice

1. **Memorization Exercise**

2. **Please close your books.** Teacher: Make sure each missionary has a hymn book. Call out a number and direct everyone to turn to that hymn. When everyone is ready, call on one missionary to tell what hymn is on that page.

3. **Please close your books.** Teacher: Repeat the above exercise, this time instructing the missionaries to call out the name of the hymn as soon as they find it. If desired, you may give points for the missionary who calls out the correct answer first, and keep score.

4. **Please close your books.** Teacher: Arrange common classroom objects where you can easily point to them. Point to one, directing the missionaries to call out tasi. Then point to two objects and direct them to call out lua. Continue until the missionaries can respond with little or no difficulty.

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5. Please close your books. Teacher: Direct the missionaries to count in sequence as you point to them:

   Teacher: (points to Missionary A)
   Missionary: Tasi
   Teacher: (points to Missionary B)
   Missionary: Lus

Continue until you have counted well past one hundred. Try to sustain a fairly rapid, even pace.

6. Please close your books. Teacher: Make sure each missionary has a hymn book. Call out the name of a hymn (in Samoan), and give the missionaries time to look for it in the Samoan index. Then call on one of the missionaries to say the hymn number in Samoan.

Mastery Check

Please close your books. Teacher: Make sure each missionary has a hymn book. Call out the name of a hymn in Samoan, and let the missionaries find it in their index, calling out the page number as soon as they find it. The missionary who correctly states the page number is thereafter disqualified from participating. Continue until only one missionary is remaining. Mastery level is achieved when 90% of the missionaries answer correctly.

**PATTERNS - CLOCK TALK**

The following patterns will help you tell time and talk about when things happen. Generally, Samoans do not specify exact time in conversation. Instead, they respond to questions about time with approximations like those found in pattern 2.

1. 'Ua tā le fia (i lau uati)?

2. 'Ua _____ le tolu.
   a. tā
   b. 'afa
   c. toetiiti tā
   d. te'a

3. 'Ua roe _____ i le iva.
   a. tasi le minute
   b. luasefulu minute
   c. līnua sekone
   d. kuata

4. 'Ua _____ e te'a ai le fa.
   a. tasi le minute
   b. luasefulu iva minute
   c. tolu sekone
   d. kuata

5. 'O le a le taimi o le _____?
   a. fono
   b. vasega
   c. tifaga
   d. saumiga
   e. konatesi

6. 'O le a le itulā (taimī) _____ ai?
   a. 'e te alu
   b. sa lua ma'aga
   c. e 'emata
   d. e 'um

7. E 'emata le fono i le _____.
   a. tolu
   b. iva
   c. 'afa o le ono
   d. po

1. What time is it (by your watch)?

2. It's _____ three.
   a. struk (It's three o'clock.)
   b. half (It's three-thirty.)
   c. almost
   d. after

3. It's _____ before nine.
   a. one minute
   b. twenty minutes
   c. five seconds
   d. quarter

4. It's _____ after four.
   a. one minute
   b. twenty-nine minutes
   c. three seconds
   d. quarter

5. What time is the _____?
   a. meeting
   b. class
   c. movie
   d. church service
   e. conference

6. What hour (time) _____?
   a. are you going
   b. did you (two) go
   c. does it start
   d. does it finish

7. The meeting begins at _______.
   a. three
   b. nine
   c. six-thirty
   d. night
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Ask a missionary what time it is. Have her or him respond by saying that s/he doesn't know and by asking another missionary for the time. The second missionary should respond the same way. Continue in this manner until everyone has asked someone for the time.

3. Please close your books. Teacher: Draw a rectangle on the board to represent the face of a digital clock. Then write in one of the following times, ask what time it is, pause, and select a missionary to respond.

   a. 12:09
   b. 6:00
   c. 7:23
   d. 9:46
   e. 3:17
   f. 4:35
   g. 1:56
   h. 2:11
   i. 5:30
   j. 8:27
   k. 3:04
   l. 10:52
   m. 4:15
   n. 12:45
   o. 11:17

4. Please close your books. Teacher: Repeat the above drill, this time instructing missionaries to answer with approximations only.

5. Directed Questions

   *Fesili 'iā Elder/Sister ___*

   a. po'ole ingle taimi o le vasaega.
   b. po'ole ingle itula o le'ai'amata ai le sauniga.
   c. po'ole ingle taimi sa taunu'u'ai'oa'i le vasaega.
   d. po'ole ingle taimi o le konafesi.
   e. po'ole ingle itula sa'ai'ai o ia'i le fale'siga.
   f. po'ole ingle taimi o le'a'alua'oa'ai'oia'i le fale ta'aloi.
   g. po'ole ingle taimi o le tifaga.
   h. po'ole ingle itula o le'a'moe'ai'oiai.
   i. po'ole ingle itula e uma ai le vasaega i le po.

6. You lost your MTC schedule. In order to reconstruct your schedule, you ask your companion what time he will do every little thing that day. Ask at least five questions, then reverse roles and begin again. Teacher: Monitor their performance and provide the missionaries with help in vocabulary and sentence structure.

Mastery Check

You are a police detective investigating the mysterious death of a Samoan teacher at the MTC. You are asking missionaries in the Samoan district concerning their whereabouts on the day of the incident. Interrogate your companion by asking him when he did various things. Then reverse roles and begin again. Teacher: Monitor their performance but do not provide help. Mastery level is achieved when missionaries can ask and answer questions comprehensively.

**PATTERNS - AMOUNTS**

The following patterns will help you talk about amounts and numbers of things.

Generally, the particle a plus some number follows an item being described or counted, as in patterns 6 and 7. However, the number can precede the item when it comes at the beginning of the sentence as in answering questions (patterns 2, 4, 5). Note that in these cases, the answer simply takes the place of the word fia.

The prefix to'a- must be attached to numbers referring to human beings (patterns 1, 2, 7).

1. E to'afia tagata ____? 1. How many people ____?
   a. sa o atu i le tifaga  a. went to the movie
   b. 'o lo'o i le'a potu b. are in that room
   c. 'o le'a o mai i le sauniga c. will come to the service

2. E to'a- ____ tagata sa a'oa'oa i le po. 2. ____ people (person) studied at night.
   a. tasi le a. one
   b. lua b. two
   c. selau afe c. hundred thousand
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Arrange a number of common classroom items where they can be easily seen. Using the following example as a model, point to one object and have the class identify it and its number:

   Teacher: (points to blackboard)
   Class: 'o le laupapa e tasi
   Teacher: (points to two pictures)
   Class: 'o ata e lua

Continue with pencils, paper, chairs, neckties, etc.

3. Please close your books. Teacher: Repeat the above exercise, this time calling on individual missionaries to respond.

4. Please close your books. Teacher: Using patterns 2, 4, 6, and 7 as models, conduct substitution drills with each.

5. Questions

   a. E fia le itulau o le pesa?
   b. E fia nofoa 'o lo'lo' i le le peau potu?
   c. E to'a'asia fiafia 'o lo' lo' i le le peau potu?
   d. E to'a'asia tagata 'o lo' lo' i le le peau potu?
   e. E fia penitaka 'o lo' lo' i le le poa laulau?
   f. E to'a'asia fiafia sa i le sua faiga?
   g. E fia uati 'o lo' lo' i le le MTC?
   h. E fia 'api 'o lo' lo' i le le peau potu?
   i. E fia seihone i le minute?
   j. E fia seihone i le minute?

6. Directed Questions

   Fesili 'i Elder/Sister ________?

   a. pe fia le itulau o le peau (display hymn book page).
   b. pe to'a'asia fiafia 'o lo' lo' i le le fiafia aiga.
   c. pe to'a'asia tagata sa taunu'u i le le MTC i le le MTC.
   d. pe to'a'asia fiafia sa i le sua fiafia aiga.
   e. pe fia uati 'o lo' lo' i le le peau potu.
   f. pe fia nofoa 'o lo' lo' i le le peau potu.
   g. pe to'a'asia fiafia 'o lo' lo' fia o atu 'i le le fiafia aiga.
   h. po'u'a ta le fiafia.
   i. pe fia 'api sa ia maug mai le le fiafia aiga.
   j. pe to'a'asia tagata sa o atu i le le fiafia aiga.
6. You are a brilliant business man with a new money-making scheme: You're going to build a store across from the MTC that caters to missionary needs. In order to find out what items to order for your store, you must interview your companion and ask how many of various items are found in his bedroom. Ask at least four questions. Then reverse roles and begin again. Teacher: Monitor performance and provide help where needed.

Mastery Check

Well, your store is a big success. Unfortunately, you discover that you've been selling pencils covered with highly toxic paint. You remember that the Samoan district bought a bunch of pencils the day before. In order to recover the poisonous pencils, you will need to interview all the missionaries in the district and ask each how many pencils they got. Of course, when news of this gets out, everyone will be asking the same things, so if anyone asks you these questions, be sure to answer politely (don't let them know it's your fault). Use the space below to record the results of your survey. Teacher: Pass out slips of paper that will tell each missionary how many pencils he or she bought. If the missionaries perform the situation correctly, they should all get the same answers. Mastery level is effective communication.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of pencils obtained from the store</th>
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PERFORMANCE ACTIVITY

Teacher: Provide the missionaries with copies of the grid below or instruct them to draw one like it. With a pencil, lightly sketch a picture on your own copy of the grid. Tell the class that you will read two numbers: The first from the vertical list and the second from the horizontal list. Instruct them to mark on their grids the places where these lines converge. Using this system, read a series of numbers that correspond to the lines of your picture. When you have finished, tell the missionaries that you will read the numbers again, but this time they are to draw lines that will connect the marks they made the first time. As soon as they know what the picture is, they may make a guess. The first missionary to guess correctly wins.

![Grid Diagram]

RETENTION HOMEWORK

1. As companions, time each other to see who can count to fifty in Samoan the fastest with no mistakes. A missionary who makes mistakes forfeits his turn.

2. Write a short report telling what you do at five different times of the day. When you are finished, have the teacher help you make corrections, and copy the report into your journal.
3. Count how many words are on each of the last three pages of this book. Then write three sentences that announce your conclusions. Compare your sentences with other missionaries to see if you got the same amount. HINT: Your sentences will look something like this:

E __________________________ 'o lo'o i le _______ e ________.

("X number of words are on page Y")

Of course, you will have to fill in the missing words. Be sure to spell out all the numbers.

4. Take turns with your companion doing the "Connect the Dots" game described in the performance activity.

Teacher: Assign the vocabulary and common phrases for the lessons to be covered in the next class period.

5. Memorize the assigned vocabulary and phrases.

There is an extra-mile section related to this lesson.
1. Teacher: Say a number from one to ten, pause, and select a missionary to say the word which denotes the corresponding picture. Mastery level is achieved when missionaries correctly identify 90% of the items in the picture.

2. Under each of the following pictures, write the time of day (aflaafi, taano, aauuli, po) indicated by each.

3. Write the translation of the following words in the blanks provided. Teacher: Mastery level is achieved when missionaries translate 90% of the words correctly.

   a. fevili ___________________   k. to play ___________________
   b. bad ___________________   l. malae ___________________
   c. America ___________________   m. New Zealund ___________________
   d. that ___________________   n. to drink ___________________
   e. taulaga ___________________   o. moe ___________________
   f. potu ___________________   p. vaha'au ___________________
   g. nei ___________________   q. to come ___________________
   h. to run ___________________   r. fia- ___________________
   i. to bathe ___________________   s. alofa ___________________
   j. na ___________________   t. to teach ___________________
4. Teacher: Say a number from one to twelve, pause, and select a missionary to say the word which denotes the corresponding picture. Mastery level is achieved when missionaries correctly identify 90% of the items in the picture.
5. Multiple Choice. Teacher: Mastery level is 90% accuracy.

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<tbody>
<tr>
<td>1</td>
<td>'O le‘ā fai e Mele le . . . i le fale sa.</td>
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<td></td>
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<tr>
<td>a</td>
<td>tatala</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b</td>
<td>tautala</td>
<td></td>
<td></td>
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<tr>
<td>c</td>
<td>tatailo</td>
<td></td>
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<td></td>
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<tr>
<td>d</td>
<td>ta'alolo</td>
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| 2 | E mafai ona 'ou . . . fa'apalagi.  |
| a | tatala  |
| b | tautala  |
| c | tatailo  |
| d | ta'alolo  |

| 3 | E a'o'o le faia'oga 'iē 'i matou i le . . . .  |
| a | vasega  |
| b | malaga  |
| c | itula  |
| d | tagata  |

| 4 | O lo'o alu Maria 'i le fale 'oloa i le . . .  |
| a | fa'ale palagi  |
| b | taulaga  |
| c | potu 'oloa  |
| d | missions  |

| 5 | Fa'amolomole, tāpē le . . .  |
| a | laulau  |
| b | ata  |
| c | fa'amalama  |
| d | molī  |

| 6 | Sa . . . 'oe i le faia'oga?  |
| a | fa'aleoga  |
| b | galue  |
| c | fa'alogo  |
| d | fa'atasi  |

| 7 | Sau i totonu o le . . .  |
| a | molī  |
| b | laulau  |
| c | laupapa  |
| d | potu  |

| 8 | 'O Sikokī lo'u . . .  |
| a | igoa  |
| b | 'upu  |
| c | suafa  |
| d | potu  |

| 9 | Na . . . e Mele le tusi i le nei potu?  |
| a | taunu'u  |
| b | tautamafa  |
| c | tāpē  |
| d | tu'u  |

6. Teacher: Say the number one hundred in Samoan, pause, and select a missionary to say the next highest number. Continue selecting missionaries to count in this manner until you have reached 130. If desired, this exercise can be repeated, starting at 1000 or 1050 or some other number. Mastery level is 90% accuracy by each missionary.
The following grammar principles and SYL expressions were presented in this unit:

The Particle 'O
Samoa Articles
Presentative Sentences
Equitative Sentences
Emphatic Pronouns
Wants Abilities
Goings and Comings
Tense Markers
Intransitive Sentence Structure
Transitive Sentence Structure
Plural Verbs
Questions
Prepositions of Location and Direction
Adjectives and Their Plurals
Adverbs
Telling Time
Questions

1. Fill in the Blanks. Teacher: Mastery level is 80% accuracy by each missionary.

NEW WORD: Me - May

Talofa! 'O lo'u iga o Pili. O lo'o nofo a' u iā Simi ______ le nu'u 'o Provo. 'O ia'u o
leinī Simī. O lo'o a'au 'o iā ma'ua 'i ______ fa'a-Samoas ______ le BYU. Sa le' fiafia ______
Simī ______ le vasega i le 'amatala, a' o nei, 'ua fai mai le tama, ______ fiafia lava iā ______
vasega. E leinī lava ______ fa'a'oga. ______ lona su'a o Sīkōkī. ______ fesili a' u ______
i, "O āfea e alu a'i 'oe ______ Samoas?" Sa fai mai 'o ia, "O le'āalu a' u ______ Samoas iā Me."
Sa faita'i ______ a' u ______ ni tusi ______ anapō. Sa malamalama a' u ______ le tusi le'āitiiti,
'ae sa le' malamalama ______ a' u ______ le tusi lapo'ā. Sa tapunī ______ a' u ______ tusi ma
sauni ______ a' u ______ le mea'ai. Sa 'ai 'uma ______ a' u ______ le mea'ai. ______ sau Simī
'ī le fale ______ lenā pō. Sa momoe ______ i ______ moega i le potu moe.

2. The following sentences have been scrambled. Rewrite them in the correct order. Mastery
level is 80% accuracy by each missionary.

a. tamāloa / anatasao / fale'olos / sa / pasi / le / le / le / e / i / taʻofi

b. i ai / peni / laulau / 'ua / i / le / le

c. fale / le / taʻele / u o / sa / lau / pe / taʻele / i

d. le / teine / tutu / vasega / nī / i / o lo'o

e. a' u / sa / anakeiā / ki / le / le / e / mo i / potu / i
3. Fill in the following blanks with the correct pronoun. Teacher: Mastery level is 90% accuracy by each missionary.

NEW EXPRESSION: 'O lona uiga - "that means," "in other words"

a. "0 lo'o faisia 'oulua?" "Io, o lo'o faisia _________.
   a. i
   b. ia
   c. e
   d. no word needed

b. "Sa moe a'u?" "Io, sa moe _________.
   a. ia
   b. i
   c. e
   d. no word needed

c. "Sa momoe 'i tatou i le fale sa?" "Io, sa momoe _______ i le fale sa."
   a. ia
   b. i
   c. e
   d. no word needed

d. "Sa va'ai le teine 'i 'i matou?" "Io, sa va'ai le teine 'ia _________.
   a. ia
   b. i
   c. e
   d. no word needed

e. "'Na tutu Simi na Sala?" "Io, 'ua tutu _________.
   a. ia
   b. i
   c. e
   d. no word needed

f. "Pe galulue 'i ta'ua i lenei aso?" "Io, e galulue _________ i lenei aso."
   a. ia
   b. i
   c. e
   d. no word needed

g. "0 le'a monofo 'i tatou i se fale?" "Io, o le'a monofo _______ i se fale."
   a. ia
   b. i
   c. e
   d. no word needed

h. "0 le'a tamo'e Pili i le vasega?" "Io, o le'a tamo'e _______ i le vasega."
   a. ia
   b. i
   c. e
   d. no word needed

i. "0 lo'o manuia lava 'outou?" "Io, o lo'o manuia lava _________.
   a. ia
   b. i
   c. e
   d. no word needed


4. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

   1. Sa tapuni . . . Mele le faitoto'a.
      a. 'i
      b. ia
      c. e
      d. no word needed

   2. O le'a saunui . . . Ioane 'i le mea'ai.
      a. ia
      b. i
      c. e
      d. no word needed

   3. O lo'o alofa le teine . . . le tama.
      a. ia
      b. i
      c. e
      d. no word needed

   4. Sa fesoasoani Mele . . . 'oe anataeo.
      a. e
      b. ia
      c. ia te
      d. no word needed

   5. O le'a . . . 'i lā'ua 'i le pasi.
      a. tali
      b. tatali
      c. fa'atali
      d. fa'atatali

   6. O lo'o galulue . . . na tama.
      a. malosi
      b. malolosi
      c. faigata
      d. faigatata

   7. 'O ni tagata . . . Ioane ma Pili.
      a. pu'upu
      b. pupu'u
      c. pu'upilu
      d. pu'upilu'u

   8. O lo'o . . . Simi ma Sala 'i le fafine.
      a. vaja'au
      b. vaja'au
      c. vaja'a'au
      d. vaja'a'au

   9. O lo'o . . . 'i tatou 'i lēnā tusi.
      a. mana'o
      b. mana'o
      c. manana'o
      d. manana'o

   10. . . sa alu Mele 'i le fale 'oloa?
      a. Pe
      b. Po
      c. Po'o
      d. Pe'o
11. ... nei mea?
   a. 'O ia
   b. 'O a
   c. le a
   d. 'O le a

12. ... lo'u 'ofu tino lemā mea.
   a. E le
   b. 'O le
   c. E le'o
   d. 'O le'o

13. Pe 'e te fia ... ?
   a. 'i le nofoa
   b. 'i nofo
   c. e nofo
   d. nofo

14. Sa ... le teine.
   a. matuā galue malosi
   b. matus malosi galue
   c. malosi galue matus
   d. galue malosi matus

15. 'Ua ... le fitu.
   a. lima minute toe i
   b. toeitiiti te'a lima minute i
   c. lima minute toeitiiti i
   d. toe lima minute i

16. Na'anua 'i fa'aneau ... .
   a. e lua
   b. to'alua
   c. e to'alua
   d. e le to'alua

17. . . . tusi sa cu maua.
   a. E tasi
   b. E le tasi
   c. E tasi le
   d. Tasi e le

18. . . . le itulau o le pese?
   a. 'O fea
   b. E fia
   c. 'O a
   d. 'O a

Pronunciation

1. Read the following sentences quietly to yourself.

a. Na pa'ū le 'ulu i lona ulu?
   'Ua mama toe mama le pakete, mama?
   'Ua malo le maio la'ū malo.
   'Ua fō le masoa fou?
   e. E te'ae 'au poi e tala atu i le poe.
   f. Na pe le povā e pei ona pe le laumei?
   g. 'Ua maie nei na 'e 'aumai mai le malae?
   h. Pe 'e te nofo i Sataua po'o Sataua?
   i. 'Ua pu'a i le pu'a pu'upa'u i le pa'a pa'e'e.
   j. Na tilotilo atili Teila i faitititi tetete?
   k. E le gata ina gugutu Cisa, 'ae nanu so'ī lana gagana.
   l. O le a le tala na talanoa ai latou i le talanoaga?

2. Teacher: Select missionaries to read the above sentences aloud. Mastery level is achieved when 80% of the missionaries pronounce the words comprehensibly.
Free-Response Questions. Mastery level is achieved when missionaries answer the questions comprehensibly.

1. O le a sau mea e fia faia'?
2. O le a se mea 'e te mana'o aia?
3. Po'o fiafia 'oe 'i le MTC?
4. 'Ua fia le fia?
5. O le a le taimi 'e te alu aia i le fale 'aiga?

COMPREHENSION

Dictation. Teacher: Insert names of class members in the blanks in the dictation passage.

Possible Points: 10

NEW WORDS:

- lana - his/her
- mea a'oga - homework
- tu'us - to dismiss

'O le fia'a'oga a'u. / Sa alu a'u 'i le vasega / i le taeao. / Sa tapuni e ______ le faitoto'a. / Sa 'amata e a'u le vasega i le fa. / Sa usu e le vasega se pese lelei lava. / Sa faitau e ni teine laiti ni fuai'upu 'u'um. / Sa nasili a'u 'i le tama lapo'a / pe sa fai e ia lana mea a'oga. / Sa talai 'o ia, "Leai, / o le'a fai la'u mea a'oga i le lei po." / Sa fai atu a'u 'ia te ia, "Fa'afetai." / Sa tu'us le vasega i le lima. / Sa tataia e ______ le faitoto'a / ma sa tapa e ______ le moli.
UNIT 3
LESSON TWO

You will need to obtain a cardboard box and various objects which can be put inside. (If you are unable to obtain a box, the classroom trash receptacle will do.) Permanently affix one or more objects (such as a picture, a pencil, etc.) to the inside of the box with glue or tape. This will be used in exercise 4 on page 104. Instructions for use are found in the lesson.

LESSON THREE

To assist you in presenting the vocabulary builder in Lesson Three, you should obtain from old magazines or elsewhere pictures of the various foods to be learned. You may also bring pictures of foods listed in the extra-mile vocabulary builder for this lesson.

LESSON FIVE

You will need to obtain and bring to class a collection of different items (clothes, pencils, postcards, magazines, etc.) with varied colors. These will be used in presenting the Samoan words for colors. It would be desirable if you could bring items from this lesson's vocabulary builder, i.e., soap, toothpaste, toothbrush, comb, towel, razor, etc.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Say a prayer.
2. Ask and answer "why" questions.
3. Ask and answer "when" questions.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Sister Toga: 'O afena 'e te malaga ai 'i Samoa?
Elder Mareko: 'On te alu tasko 'i le vavao, 'O aafea ne 'anata ai lau missiona?
Sister Toga: Se 'ou tamo'u 'i le MTC ananafi. 'On te fiafa 'i le peresitana o le missiona.
Elder Mareko: 'Aga?
Sister Toga: 'Aa 'o ia 'o se ta'ita'i lelei lava, 'O le 'ā le maen 'a te le 'a'a'o ai i le vesaga?
Elder Mareko: Teaga, 'o lo'o o'a fa'atali atu 'i la'u sos.

TRANSLATION

Sister Conger: When do you go to Samoa?
Elder Marks: I go tomorrow at dawn. When did you start your mission?
Sister Conger: I arrived at the MTC yesterday. I like the mission president.
Elder Marks: Why?
Sister Conger: Because he's such a good leader. Why aren't you studying in class?
Elder Marks: Because I'm waiting for my companion.
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Practice patterns 2 and 3 with the missionaries by asking what they (as a group) are thankful for. Call on a missionary to respond with pattern 2, filling in the blank with one of the responses listed under pattern 2 or pattern 3 or with a
response of his or her own. Have another missionary repeat the previous missionary's item and use pattern 3 to add another choice. Repeat until everyone has had an opportunity to practice both patterns.

3. Please close your books. Teacher: Practice pattern 4 with the missionaries by asking what they want help with. Call on individual missionaries to respond with pattern 4, filling in the blank with one of the choices listed or with a response of their own. Help them with new vocabulary and structures by writing them on the blackboard. Continue until everyone has had a chance to participate at least twice.

4. Please close your books. Teacher: Call on individual missionaries to tell what blessings they desire by using pattern 5 and one of the choices listed below or with a response of their own. Help them with new vocabulary and structures. Continue until everyone has had a chance to participate at least twice.

5. Without looking at the patterns, fill in the blanks with words which you intend to use in your personal prayers.

   a. Lo matou ____________________________
   b. 'On te fa'afetai atu mo ____________________________
   c. Fa'afetai fo'i mo ____________________________
   d. Fesoasoani mai ia a'u ____________________________
   e. Fa'amana atu 'i ____________________________
   f. 'Aunai mai ____________________________
   g. I le suafa o ____________________________

Mastery Check

Teacher: Interview the missionaries individually (or random missionaries for large classes), asking them to recite a short prayer in Samoan. There is no required form or number of sentences. Mastery level is achieved when 90% of the missionaries can recite a comprehensible prayer.

PATTERNS - WHY AND BECAUSE

The patterns presented below will help you ask and answer "why" questions. The last two patterns are less formal than the first two.

Notice that the phrase leaga (bad) is used to mean "because" it usually implies negative or unfortunate circumstances.

In all "why" questions, the particle ai immediately follows the predicate.

1. 'Aisea ______ ai?
   a. te te o ____________________________
   b. tatou te a'toa'o ____________________________
   c. se 'e le ta'ele ____________________________
   d. 'e te le fiaflia ____________________________
   1. Why _______?
   a. are we (you and I) going ____________________________
   b. do we study ____________________________
   c. didn't you shower ____________________________
   d. aren't you happy ____________________________

2. 'Aiga ____________________________
   a. 'ou te fia alu i le taulaga ____________________________
   b. tatou te fia malamalama 'i le fa'a-Samoana ____________________________
   c. sa 'ou le fia ta'ele ____________________________
   d. ou le le malamalama 'i le fa'a-Samoana ____________________________
   2. Because ____________________________
   a. I want to go downtown ____________________________
   b. we want to understand Samoan ____________________________
   c. I didn't want to shower ____________________________
   d. I don't understand Samoan ____________________________

3. O le a le mea ______ ai?
   a. 'e te fia moe ____________________________
   b. sa la le o mai ____________________________
   c. tatou te le ta'a'alo ____________________________
   3. Why (What's the reason) ______?
   d. 'e te ma'i ____________________________
   a. are you sleepy ____________________________
   b. didn't they (2) come ____________________________
   c. aren't we going to play ____________________________
   d. are you sick ____________________________
Practice

1. Memorization Exercise

2. Questions. Have the missionaries answer using pattern 2.

   a. 'Asē sa 'e fia moe ai i le sauniga?
   b. 'Asē sa taualo ai i le fa'a-Samoas?
   c. 'Asē sa fia alu ai i Samoa?
   d. Sa fiafia 'oe i le tifaga? 'Asēa?
   e. E fiafia 'oe i le mea'ai i le fale'siga? 'Asēa?
   f. 'Asēa sa te a'o'o ai le fa'a-Samoas?

3. Directed Questions

   Fesili 'iā Elder/Sister

   a. pe 'asēa 'o lo'o le fiafia ai i le ________.
   b. pe 'asēa e fia fa'amisiona ai i le ________.
   c. pe 'asēa 'o lo'o fia moe ai i le ________.
   d. pe 'asēa sa ta'ele ai i le ________.
   e. pe 'asēa 'o lo'o nofo ai i le ________.
   f. pe 'asēa 'o lo'o fiafia ai i le MTC.


   a. 'O le a le mea 'o lo'o 'e a'oa'o ai le fa'a-Samoas?
   b. 'O le a le mea 'e le ta'alo ai?
   c. 'O le a le mea 'o lo'o (lē) uma ai lau galuega?
   d. 'O le a le mea 'o lo'o ma'i/malosi ai 'ooe?
   e. 'O le a le mea 'e te fia alu ai i le fale'oloa?
   f. 'O le a le mea sa moe ai lau 'ono i le vasega?

5. Directed Questions

   Fesili 'iā Elder/Sister

   a. po'o le a le mea sa sau ai i le misiona.
   b. po'o le a le mea sa fia moe ai i le konafesi.
   c. po'o le a le mea sa taualo ai i le fa'a-Samoas i le tasaos.
   d. po'o le a le mea sa le ta'ele ai i le po.
   e. po'o le a le mea sa ai ai i le tifaga.
   f. po'o le a le mea 'o le'a malaga ai i le Samoa.

6. You are a talk-show host about to interview your companion on TV. Before beginning, make a few notes on some of the things that he does or has done. Then ask him why he did each of these things. Use more than one pattern and ask at least four questions. Then reverse roles and begin again. Teacher: Monitor performance and provide help where needed.

Mastery Check

Teacher: Assign the missionaries (or selected missionaries for large classes) to come to the front of the room and reenact their talk-show program which they practiced in exercise six. Mastery level is achieved when missionaries are able to ask and answer "why" questions comprehensively.

VOCABULARY BUILDER - TIME MODIFIERS

The following words are adverbs that will help you talk about the future and the past. These words follow the verb or come at the end of a sentence.

- analo - earlier today
- anasa - yesterday
- anane - just now

(1 le) go  - (in the) daytime
i le aso  - today
(1 le) vaveao - (in the) early morning
Because the prefix ana- refers to the past, the first five words on this list can only be used to refer to past events. The last three on the list can only be used to describe events in the future.

Practice

1. Memorization Exercise

2. Questions

a. 'O anafea sa taunu'u a'i le MTC?
b. 'O ana 'e te alu a'i le fa'eloa?
c. 'O anafeas sa 'e tusi ai se tusi?
d. 'O anafeas 'e te malaga ai 'i Niua Sila?
e. 'O anafeas sa 'e alu a'i le konafesi?
f. 'O ana 'e te alu a'i le tifaga?

3. Using the following list of verbs, take turns with your companion telling each other when you did various things. Remember to use the appropriate tense marker. Use complete sentences.

Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Teacher: Call a missionary to the front of the class. Tell her that you are going to give her a verb, and she must make a sentence using that verb and telling when she last did or will next do that activity. If the missionary gives an incorrect response, do nothing until the missionary corrects herself. Time the missionary, starting at the time you say the verb and ending with the correct completion of the sentence. Tell the class they cannot use a time modifier that has been previously used by another missionary. Continue in this manner until all have participated. You may wish to give a reward to the missionary with the best time, or divide them into teams and reward the fastest team. Be sure to scramble the order of the verbs.

PATTERNS - WHEN

The Samoan word anafeas is used to ask about the time of future events while anafeas is used to ask about the time of past events. Generally, these words are used to ask about general time periods; a different expression is used to ask about the specific hour or time of an event. (See Unit Two, Lesson Five.)

Anafeas can only be used with past tense markers, and anafeas can only be used with future tense markers.

Like "why" questions, the particle a'i immediately follows the predicate in questions beginning with anafeas and anafeas.

1. 'O anafeas _________ a'i?
   a. 'e te g'oa'o
   b. 'o le'a lu a malaga
   c. e 'amata
   d. ta te galulu
1. When _______ a'i? (future)
   a. are you going to study
   b. will you (2) depart (on a trip)
   c. will it start
   d. are we working

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2. 'O le'a 'ou alu __________.
   a. ngi
   b. mane
   c. taeao i le taeao
d. i le aso
e. i le vaveao

3. 'O anaafa __________ ai?
   a. sa 'a ma'i
   b. sa lua malaga
c. sa la taunu'u
d. sa 'e fa'amisiona

4. Sa ma o mai __________.
   a. anaafa'i
   b. anapo
   c. anaile'i
   d. i le vaveao

Practice
1. Memorization Exercise
2. Directed Questions

   Festili 'iā Elder/Sister __________:
   a. po'o anaafa sa mos ai 'o ia.
b. po'o afe'a 'o le'a alu ai 'o ia.
c. po'o anaafa sa ma'i ai 'o ia.
d. po'o afe'a 'o le'a 'amanatia ai le fono.e. po'o anaafa sa ta'ele ai 'o ia.
f. po'o afe'a 'o le'a alu ai 'o ia 'i le sauniga.
g. po'o anaafa sa maua ai e ia lena tusi.
h. po'o afe'a 'o le'a alu ai 'o ia 'i le taulaga.
i. po'o anaafa sa taunu'u ai 'o ia 'i le MTC.j. po'o afe'a 'o le'a ma'i ai 'o ia.

3. You are a manager of a big hotel. Unfortunately, some clutz of a clerk has overbooked the hotel and for the past couple of days you have had a crowd of angry customers in the lobby demanding rooms. In order to find accommodations for them all, you will have to know how long they have been there and when they plan to leave. Write their names in the blanks below, together with other information you need. Don't be surprised if some of them are asking the same thing; they're probably trying to trade rooms with people. Continue until you have talked to everyone in the room.

<table>
<thead>
<tr>
<th>Name</th>
<th>When Arrived</th>
<th>When Leaving</th>
<th>When They Want a Room</th>
</tr>
</thead>
<tbody>
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</tbody>
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Mastery Check

Have the missionaries pretend they are MTC branch presidents interviewing their missionaries concerning when they arrived, when they prayed, when they will understand Samoan, etc. Instruct them to avoid copying their companion's questions. Each missionary should ask at least two afe'a and two anaafa questions. The missionary who answers should respond honestly. Then have them switch roles. Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries can ask and answer questions comprehensibly.
PERFORMANCE ACTIVITY

Teacher: Say a word, pause, and call on a missionary to make up a sentence with the word in it. The missionary called on has only 15 seconds to make up a sentence. If she fails, she should come to the front of the class and take the teacher’s place until someone else makes a mistake. Suggested time limit: 10 minutes.

Example:  
Teacher: ananafi  
Missionary A: Sa 'ou sau ananafi.  
Teacher: afe'a  
Missionary B: 'O afe'a 'e te malaga ai?  
Teacher: anafea  
Missionary C: 'O anafea . . . uh . . . a'e!  
(Missionary C now takes the teacher's place)

RETENTION HOMEWORK

1. Practice reciting a prayer of your own making. If you need help with vocabulary or grammar, ask the teacher. Rehearse it until you can say it evenly.

2. When you and your companion have completed #1 above, take turns timing each other's recitation, trying to increase your speed each time.

3. Write out the answers to the following exercises:

   page 96, exercise 2 a,b,c   
   page 96, exercise 3 a,b,c   
   Page 96, exercise 4 a,b,c   
   Page 96, exercise 5 a,b,c   
   Page 97, exercise 2 a,b,c

Teacher: Assign the vocabulary and common phrases for the lessons to be covered in the next class period.

4. Memorize the assigned vocabulary and phrases.

Extra: There is an extra mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Form and use questions and statements with the Samoan tenses e, 'ua, 'o lo'o, sa, na and 'o le 'a.  
2. Form and use commands using the imperative markers 'ia and sa'i.

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'aiga</td>
<td>family</td>
</tr>
<tr>
<td>aso</td>
<td>day</td>
</tr>
<tr>
<td>'aumai</td>
<td>to bring</td>
</tr>
<tr>
<td>'ave</td>
<td>to take, to give, to drive (a car)</td>
</tr>
<tr>
<td>i ai</td>
<td>to exist</td>
</tr>
<tr>
<td>masina</td>
<td>moon, month</td>
</tr>
<tr>
<td>nei</td>
<td>now</td>
</tr>
<tr>
<td>o, a</td>
<td>of</td>
</tr>
<tr>
<td>puia</td>
<td>box</td>
</tr>
<tr>
<td>so'o</td>
<td>often, frequently</td>
</tr>
<tr>
<td>talanoa</td>
<td>to converse, to discuss</td>
</tr>
<tr>
<td>talitou</td>
<td>to believe</td>
</tr>
<tr>
<td>tama</td>
<td>father</td>
</tr>
<tr>
<td>tøafi</td>
<td>to stop</td>
</tr>
<tr>
<td>tima</td>
<td>mother</td>
</tr>
<tr>
<td>to'otuì</td>
<td>to kneel</td>
</tr>
<tr>
<td>tuafafine</td>
<td>sister (of a male)</td>
</tr>
<tr>
<td>tuagane</td>
<td>brother (of a female)</td>
</tr>
<tr>
<td>uso</td>
<td>brother (of a male), sister (of a female) (that is, siblings of the same sex)</td>
</tr>
<tr>
<td>vaiaso</td>
<td>week</td>
</tr>
</tbody>
</table>

GRAMMAR

**NON-PAST TENSE E**

In the last unit, you learned how to use tense markers in Samoan sentences. Another important tense in Samoan is the non-past tense, indicated by the tense marker e. It refers to actions which are habitual, repeated, or permanent. It may also refer to the future. The precise meaning is usually clear from the context or time modifiers (e.g., "tomorrow," "every day," etc.). For example:

- Bill sits in this chair for two hours every day. habitual, repeated
- Suzanne visits her aunt yearly.
- Jim leaves for New York next week. future
- Charlotte goes to work in about an hour.
- Meat is very expensive in some countries. permanent
- You should keep the commandments. (or relatively so)
- I know that my name is Sam.
- God exists.

While the non-past tense may refer to the future, it differs from the future tense marker 'o le'a. Where the future time is specified in the sentence, the two are essentially interchangeable:

- 'O le'a alu le tama taeao. - The boy will go tomorrow.
- E alu le tama taeao. - The boy will go tomorrow.

But where there are no time modifiers to specify the occurrence of the situation, their meanings are different. 'O le'a indicates immediate or near future, while e does not:

- 'O le'a alu le teina. - The girl will go. (right away)
- E alu le teina. - The girl will go. (time indefinite)
The non-past tense marker  
 generally refers to:

1) a habitual or repeated situation
2) a relatively permanent situation
3) a future situation (Unless otherwise specified,  = future;
'o le'a = near future.)

Examples:

E to'o'uti le 'aiga i le tatalo i aso uma. - The family kneels in prayer every day.
E i ai le Atua.
E o atu matou i le taeo taeao.
E alu Simi i Mu Sila i le masina nei.*
Pē galue 'oe i Amerika??

*NOTE: In Samoan, "the month now," "the week now," "the day now," are idiomatic ways of saying "this month," "this week," "today," etc.

**NOTE: When the non-past tense marker  is preceded by the particle pe, the two are contracted to pe.

Mastery Check - Rule

Practice

1. Dictation

a. E ta'ele vave lo'u soa / i taeao uma lava.
b. Pē o atu 'outou 'i le fale 'otf ulu / i le taulaga i le vaiaiso nei?
c. E talitonu le fa'afe'au vale / i upu uma lava o lana tusi.
d. E o mai lona tama ma lona tina / 'i le MTC i le masina nei.
e. E talanoa so'o ma teine fa'afe'au / i le fale'aiga i le MTC.
f. E o atu le teine ma lona tuagane / i le konafesi taeao i le vaveao.

2. Questions

a. E taofì pasi i fale'olga uma lava 'i Provo?
b. E alofa 'oe 'i lou tama ma lou tina?
c. E tatalo Elder/Sister _______ i le vasaga i aso uma?
d. E usu e Elder/Sister ______ ni pese i le fale sa i vaiaiso uma lava?
e. E malaga 'oe 'i Samo i le masina nei?
f. E saumi e Elder/Sister _______ le mea 'ai i le taeo taeao?
g. E i ai se perofeta i Amerika?
h. E i ai ni 'aposetolo e to'a Sophia i le sakalesia?
i. E taofì le pasi 'i le MTC i aso uma?
j. Pē asumai e Elder/Sister _______ lana tusi 'i le vasaga i taeao uma lava?

3. Directed Questions

Pesili 'iā Elder/Sister _______:

a. Pē ta'ele 'o la i aso 'uma.
b. Pē lloa e la mea 'uma.
c. Pē o le'a a'oa'oa malosi 'o la i le aso nei.
d. Pē alu 'o la i le foami ngaeni.
e. Pē talitonu 'o ia 'i le sakalesia.
f. Pē sava e la lana uati i le fale ta'alou.
g. Pē to'o'uti 'o ia i le tatalo i po uma lava.
h. Pē o mai lona tama ma lona tina i le MTC i le vaiaiso nei.
i. Pē talanoa fale'aiga i le vasaga i vaiaiso uma lava.
j. Pē mea lana soa i le vasaga i aifafi uma lava.

4. Please close your books. Teacher: Tell the missionaries they are going to assist in writing a report to the mission president explaining what goes on in class every day and what the
missionaries plan to do the following day. Read one of the following groups of words, pause, and select a missionary to make a true statement about himself or his companion, using the words in his sentence.

a. ______________ i le ono i le vaveao i taeao uma lava.
b. ______________ i le tao o le fitu i taeao uma lava.
c. ______________ i le tao o le lua taeao i le taeo.
d. ______________ i taeo uma.
e. ______________ i aoauli uma.
f. ______________ so'o

g. ______________ i le 'afa o le ono i afai au lava.
h. ______________ taeo i le taeo.
i. ______________ i le tao o le lua taeo i le aoauli.

Mastery Check

You are interviewing people for a job. The job has very irregular hours so you need to interview applicants and find out when they are available. Pretend your companion is a job applicant and ask him or her what s/he does at 6:00 a.m., 9:39 a.m., 1:00 p.m., 4:00 p.m., and 8:30 p.m. every day. Take notes, then reverse roles and begin again. Ask and answer all questions with complete sentences. The following pattern will be of help:

'O le a lau mea e fai i le __________ (time) ? What do you do at __________ (time) ?

Teacher: Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries use the nonpast tense correctly 100% of the time.

3 DETERMINATE PRESENT TENSE 'UA

The determinate present tense is indicated by the tense marker 'ua. It is called "determinate present" because it refers to a restricted time period in the immediate present. In other words, it indicates situations that have been attained and are relevant right now.

Because its time period is restricted, this tense implies that the situation was not in effect before, and therefore implies a change. Thus, it is often helpful to translate 'ua as "has become."

Study these examples:

'Ul alu le teine. - The girl is (has become) gone. (She was here before, but now she is gone; the fact of her going is in effect now.)

'Ul moe Simi. - Jim is (has become) asleep. (His state of being asleep is in effect now, but not before.)

'Ul i ai le peni i le laulau. - The pen is on the table. (This implies that the pen is there now but was not there before.)

'Ul toe tū Iesu. - Jesus is (has become) resurrected. (Literally: "Jesus has stood again.") (He wasn't resurrected before, but his state of resurrection is in effect now and is relevant today.)

Three things to remember about the tense marker 'ua:

1. It sets the situation in a restricted time in the present.
2. It indicates situations that have been attained.
3. It implies the situation was not in effect before and may often be translated "has become."
Examples:

'Ua taunu'u le faifai'au i le fale.
'Ua moe lo'u tuafoafi'i. 
Pou'a o mai aposeto?'
'Ua tu le fai'a'oga i le fai'to'o'a.

*NOTE: Either pē or po may precede 'ua.

Mastery Check - Rule

Practice

1. Translation
   a. 'Ua taunu'u le tinā i le fale.
   b. 'Ua 'auina mai e le Atua le perofeta 'iā 'i tatou.
   c. 'Ua i ai le peresitene i lona ofisa.
   d. 'Ua fia moe le tuafoafi'i o Sīmī.
   e. 'Ua malaga lo'u tinā ma lo'u tamā 'i Niu Sīla.
   f. 'Ua tu le tamālos i totono o le pusa.
   g. 'Ua fia alu lo'u soa.
   h. 'Ua 'amanu le vasega.
   i. 'Ua to'ocutulū faifa'au i le potu moe.
   j. 'Ua lo fia a'oa'o malosi lena tamā valea.

2. Directed Questions

Fesili 'iā Elder/Sister _____:
   a. po'ua i ai nei se penitala i le laulau.
   b. po'ua saunti le mea'ai.
   c. po'ua fia moe 'o ia.
   d. po'ua i ai ni tusi i le laulau.
   e. po'ua alu lana soa i le faa uila.
   f. pe'ua fia tae'ele 'i tatou.
   g. pe'ua o atu Elder/Sister _____ ma Elder/Sister _____ i le taulaga.
   h. pe'ua talitono Elder/Sister _____ 'i lenai tusi.
   i. pe'ua i ai ni faifai'au i le fale sa.
   j. pe'ua i ai nei Elder/Sister _____ i lona moega.

3. Your companion has just come down with a strange disease. You are going to phone the doctor, but before you do you want to know what the symptoms of the illness are. Ask your companion at least five questions that will help you describe the effects of the disease to the doctor. (For example, is he hungry? Is he sleepy? Does he want to go to bed? To the bathroom? etc.) Ask at least five questions. Then reverse roles and begin again. All questions and answers must be complete sentences. Teacher: Monitor the missionaries' performance and provide help with vocabulary where needed.

Mastery Check

Please close your books. Teacher: Instruct one missionary in each companionship to close his eyes and pretend to be blind. Have the other missionary help his companion to know what is going on in the class by describing (in whispers) everything he sees. Perform various activities which the missionaries can describe. Then quiz the "blind" missionaries to see if they understood their companions. Have them reverse roles and begin again. Monitor and evaluate their performance. Mastery level is achieved when the missionaries are able to communicate effectively.

TENSE MARKERS E, 'UA, 'O LO'O: COMPARISON AND CONTRAST

Since e, 'ua, and 'o lo'o may each refer to the present, it will be helpful to contrast these particular usages.
4 refers to situations which are always true or occur repeatedly.

'O LO'O sets the situation in a relatively unrestricted time in the present, implying that the situation was in effect before and is still in effect now.

'UA sets the situation in a relatively restricted time in the present, implying that the situation was not in effect before, but is in effect now.

Examples:

E fia 'ai Simi. - Jim is (always) hungry.
'O lo'o fia 'ai Simi. - Jim is (still) hungry.
'Ua fia 'ai Simi. - Jim is (now) hungry.

Pe'gale Mele i Samoa?
Fo'o gale Mele i Samoa?
Pe'ua gale Mele i Samoa?

- Does Mary work in Samoa (generally)?
- Does Mary (still) work in Samoa?
- Does Mary (now) work in Samoa?

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Read the first phrase and have the class repeat it. Then give an English cue and have the missionaries substitute the appropriate tense marker for the one underlined in the model.

Teacher: 'O lo'o fiamoe Mele.
Class: 'O lo'o fiamoe Mele.
Teacher: Mary has become sleepy.
Class: 'Ua fiamoe Mele.
Teacher: Mary is always sleepy.
Class: E fiamoe Mele.

Repeat the above drill with the verbs fia'ai, moe, tu, fia'alii.

2. Teacher: Repeat the above drill, this time calling on individuals instead of the entire class to respond. Have the class repeat each individual's answer.

3. Questions

a. 'O lo'o fia'ia 'oe 'i lau soa?
b. E ta'alae 'oe 'i aso uma lava?
c. 'Ua saa Elder/Sister _______ 'i le vasega?
d. 'Ua tu le fa'a'oga?
e. 0 lo'o nonofo 'outou i nofoa?
f. E tamo'ea Elder/Sister _______ i aso uma lava?
g. 'Ua i ai se peni i le Lauala?
h. 0 lo'o i ai se peni i le laulau?
i. E tatale 'oe i vaisao uma?

4. Teacher: Obtain a cardboard box and various objects which can be put inside. (If you are unable to obtain a box, the classroom trash receptacle will do.) Permanently affix one or more objects (such as a picture or a pencil) to the inside of the box with glue or tape. Each time you perform an action, point to an object and signal for the missionaries to create a sentence about the object, using the model below.

Model: _______ (tense) _______ i ai le _______ i le pusa.

Example:

Teacher: (puts pencil in box and points to it)
Class: 'Ua i ai le penitala i le pusa.
Teacher: (puts a book in the box and points to it)
Class: 'Ua i ai le tusi i le pusa.
Teacher: (points to the pencil)
Class: 'O lo'o i ai le penitala i le pusa.
Teacher: (points to picture or some other object attached inside the box)
Class: E i ai le ata i le pusa.
Teacher: (removes the pencil from the box and points to it)
Class: Sa i ai le penitala i le pusa.

Continue with other objects until missionaries can perform with ease.

5. Teacher: Repeat the above drill, this time calling on individual missionaries.

Mastery Check

You are the famous psychologist Dr. Froidmund Sig and you want to administer a memory test to missionaries. Have your subject (your companion) close his/her eyes while you take pens, pencils, a watch, etc. and place some of them in a cardboard box and others on your desk. The subject will then look at the objects and describe their location in relationship to the box. Have him/her close his/her eyes again while you rearrange some, none, or all of the objects. The subject will again describe the position of the objects, this time revealing his/her memory of their previous position by his/her use of the appropriate tense marker. Repeat this process a couple of times, keeping track of the subject's score. Then reverse roles and begin again. Teacher: If possible, provide missionaries with small boxes of cardboard or paper. Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries use the tense markers e, 'ua, and 'o lo'o correctly.

THE NON-PAST TENSE IN QUESTIONS

There is a special usage of e that relates to questions. E indicates the present (1) when asking people where they are going:

'O fea le mea e alu i ai 'oe? - Where are you going?

and (2) when asking about the existence, presence, or location of some indefinite noun. This second usage is employed instead of 'ua or 'o lo'o whenever the questioner has no knowledge about the previous circumstances. For example:

O lo'o i ai se tusi i le potu? - Is there (still) a book in the room?
'Ga i ai se tusi i le potu? - Is there (now) a book in the room?
E i ai se tusi i le potu? - Is there a book in the room? (The person asking doesn't know if there was a book there before or not.)

Note that this usually applies to asking questions about indefinite nouns (se tusi in the above example). Otherwise it implies permanence or repeated situations:

Indefinite Noun:
E i ai se nofoa i le potu? - Is there a chair in the room? (present tense)

Definite Noun:
E i ai Elder Jones i le potu? - Is Elder Jones (generally) in the room? (permanence or repeated situation)

Remember that affirmative answers use the same tense as the question. If a Samoan answers your questions affirmatively, but uses a different tense, it may mean you used the wrong tense in your question.

In questions, e can be used to convey the simple present:

(1) when asking people where they are going.
(2) in asking about the existence, presence, or location of indefinite nouns where the questioner doesn't know about the previous circumstances.

Examples:
'O fea e o i ai 'oulu'a? - Where are you (two) going?
E i ai se tagata i leng potu? - Is there a person in that room?
E i ai ni ta'avae i Samoa? - Are there any cars in Samoa?
E i ai ni perofeta i le lalolagi? - Are there any prophets in the world?
Practice

1. Translation

a. E i ai se teine Lāpo'a i le vasega fou?
   
   Translation: Can I see your camera?

b. 'Ua i ai se fāia'oga i le sauiga i le fa'ale sa?
   
   Translation: Have you watched the movie "..."?

c. O lo'o i ai se perofeta i le fa'ale misiona?
   
   Translation: Can you name the missionary box?

d. E moe lelei lau soa i le po?
   
   Translation: The box was where?

e. E i ai ni faife'au pupu'u i Niu Sīla?
   
   Translation: Can you say now who it is?

f. O lo'o fiafia le tuagane o Sara 'i le tuafafine o Mareko?
   
   Translation: What missionary box did Sara take?

g. 'Ua 'aumāi e lou tuafafine le mea'ai o le afäifi?
   
   Translation: Did you take the missionary box from the missionary?

h. 'Ua i ai se fāia'oga lelei i lenei potu?
   
   Translation: Did you take the box from the missionary?

i. 'O i ai le peresitene o le misiona i totonu o lona ofisa?
   
   Translation: What is the missionary box called?

2. Directed Questions

Fesili 'iā Elder/Sister ______:

a. pē i ai ni tagata i lona 'aiga.
   
   Translation: What is the name of the person you
   talked to?

b. po'o i ai lana soa i le vasega.
   
   Translation: What are the contents of the box?

c. po'ua fia'ai 'o ia.
   
   Translation: What missionary took the box?

d. pe i ai ni faife'au i le fa'ale uila.
   
   Translation: Did you look at the missionary box?

e. pe'ua moe lana soa.
   
   Translation: Does your missionary box contain?

f. pe fiafia 'o ia 'i le MTC.
   
   Translation: What missionary box is in the MTC?

g. pg' o fiafia 'oe i le fa'aSāmoa.
   
   Translation: What missionary box is this?

h. pe i ai ni 'aposetolo i Provo.
   
   Translation: Do you know where the missionary box is?

3. You have just been struck blind! You and your companion have just entered the classroom, but
of course you are uncertain about the room arrangement since you can't see anything. Ask your
companion at least five questions about things in the room (Are there six chairs in the room?
Is the teacher now in the room? etc.). Then reverse roles and begin again. Teacher: Monitor
the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Provide each pair of missionaries with small paper or cardboard
boxes. One missionary will put a number of items in there while his/her companion looks on. Then
one of the missionaries will close his/her eyes while the other removes the contents and places only
one item in the box. The item in the box may or may not have been in there previously. The missionary
with closed eyes will try to guess the contents of the box by asking yes-no questions about times
that might be in it. When the missionary has correctly guessed the items in the box, the two reverse
roles and begin again. The missionary to guess the mystery item in the fewest number of guesses
wins. Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries
use the proper tense markers.

INDETERMINATE, DETERMINATE PAST: SA, NA

Just as there are two principle present tense markers, there are also two past tense markers,
SA and NA. SA marks the indeterminate past and sets the situation in a relatively unrestricted
time in the past. The determinate past is marked by NA, which sets the situation in a relatively
restricted time in the past:

<table>
<thead>
<tr>
<th>Unrestricted Time</th>
<th>Restricted Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The crowd of people arrived (were arriving) at the summit of the mountain.</td>
<td>John arrived (or had arrived) at the summit of the mountain.</td>
</tr>
<tr>
<td>Mary coughed for several minutes.</td>
<td>Mary coughed (i.e., once).</td>
</tr>
<tr>
<td>Joe was sneezing.</td>
<td>Joe sneezed.</td>
</tr>
</tbody>
</table>

It may be helpful to think of the indeterminate tenses as looking at the situation through a
movie camera which can capture continuing action and states and the determinate tenses as
looking through a still camera, which sees only a moment of time.
"O lo'o
Sa alu le teine.

- The girl goes / is going.
- The girl went / was going.

*Two verbs are given in each translation inasmuch as precise equivalents to these tenses do not exist in English.

<table>
<thead>
<tr>
<th>Determine</th>
<th>Indeterminate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>'UA situation is set in a relatively restricted time in the present.</td>
</tr>
<tr>
<td>Past</td>
<td>NA situation is set in a relatively restricted time in the past.</td>
</tr>
</tbody>
</table>

Examples: Sa o a tu'ufa'aga.  
Na o a tu'ufa'aga.  
Sa tatalo lo'u tuangane.  
Na tatalo lo'u tuafafine.  

- The family went / was going.  
- The family went / was gone.  
- My brother prayed / was praying.  
- Your sister prayed / had prayed.  

Mastery Check - Rule

Practice

1. Questions
   a. Sa a'so'o 'oe i le vasega i le aso nei?  
   b. Na taumu'u le pasi i le fafe'ola oanaani?  
   c. Sa talanoa outou i le fafe'aiga anapo?  
   d. Na ta'ofa le t'a'avale i le fafe'otia ulu?  
   e. Sa fiafia 'oe 'i lau galweaka?  
   f. Na tu'u e lau sao le tusi i le laulau analeila?  
   g. Na gaumi e lou_soa le mea 'ai ananafi?  
   h. Sa o mai lou 'alga 'i le MTU anataeao?  

2. Directed Questions
   Festi 'ia Elder/Sisters ________:
   a. pg sa la'a e ia la ta'i sa'a.  
   b. pg na ta'ofa le pasi i le fafe miseiona anan'ai.  
   c. pg sa ta'taele 'o ia 'i le taeao.  
   d. pg na 'ave e lana sao le t'a'avale a le peresitene.  
   e. pg na moe Elder/Sister ________ i le vasega.  
   f. pg sa tamo'e lau soa i le fafe t'a'alou aleila.  
   g. pg sa moe lana soa i le fafe uilag ananafi.  
   h. pg na va'ai lana soa 'i lona tama na tina anapo.  
   i. pe na sau lana soa 'i le vasega anapo.  

Mastery Check

Teacher: Have the missionaries work with their companions, relating to each other things that they did yesterday. Help them with vocabulary. Mastery level is effective communication.
COMMANDS: IMPERATIVE MARKERS 'IA AND SE'I

Commands in Samoan may be formed in three ways:

1) omitting the tense marker
2) using the deferential imperative marker se'i
3) using the insistent imperative marker 'ia.

The two imperative markers function in place of the tense markers. While both indicate a command, wish, purpose, or request, se'i leaves the choice of obeying up to those requested. 'ia, on the other hand, is more insistent:

Se'i fai le tatalo. - Say the prayer. (Choice left up to the individual assigned.)

'Ia fai le tatalo. - Say the prayer. (More insistent.)

Commands may also be given in the first and third persons (that is, I, she, he, they, etc.):

'Ia moe le tama i le potu lena. - Let the boy sleep in that room.
Se'i tautu o atu 'i le fale 'aiga. - Let's go to the cafeteria.

In most commands, the doer may be omitted, providing it is apparent who is being addressed.

Three ways to make commands in Samoan are:

1) Omit the tense marker.
2) Replace the tense marker with se'i (deferential imperative).
3) Replace the tense marker with 'ia (insistent imperative).

If the identity of the doer is apparent from the context, the doer may be omitted.

Examples:

'Ia alu 'oe 'i le fale 'otui ulu. - Go to the barbershop.
Se'i moe 'oe i le moega. - Sleep in the bed.
Va'ai!
'Ia alofa 'i lou uso. - Love your brother.
Se'i momou tautua. - Let's sleep.

Mastery Check - Rule

Practice

1. Teacher: Have the missionaries close their books. Read one of the following commands, pause, and select a missionary to obey. Do not require missionaries to obey commands beginning with se'i if they don't want to.
   a. Tapuni le fairotua.
   b. Se'i tatala nei le fa'amalama.
   c. 'Ia sau i le laupapa.
   d. Nui i le laulau.
   e. 'Ia tatala le faitoto'a ma alu i fafo.
   f. 'Ia tos sau 'oe i totonu o le potu.
   g. Se'i alu i fafo ma inu se vai.
   h. Sau 'i le vasega.
   i. Se'i moe 'oe i lenai potu nanei.
   j. 'Ia tu'u lena nofoa i fafo.

2. Teacher: Have the missionaries close their books. Read one of the following instructions, pause, and select a missionary to give the command. The missionary who is given the command should obey, unless the command begins with se'i, in which case the choice is up to him.

Fai atu 'iia Elder/Sister __________:
   a. 'Ia tui luga.
   b. se'i inu le vai i le fale 'aiga.
   c. 'Ia tu'u se tusa 'i le nofoa o lana soa.
Mastery Check

Teacher: Select a missionary to play matai (chief) and give various commands to class members. The missionary who is commanded should obey, unless the command begins with se'i, in which case the choice is left up to the individual whether or not to obey. If the chief makes a mistake, the missionary he or she was addressing at the time becomes the new chief. If the chief gives five consecutive commands without an error, you are to depose him or her and appoint another chief. Monitor their performance. Mastery level is achieved when 80% of the missionaries can give comprehensible commands.

PERFORMANCE ACTIVITIES

TEST

1. Dictation

Talofa! 'O lo'u igoa 'o Sikoki. / 'O lo'o nofo a'u i le MTC. / 'O lo'o a'oa'a'ua 'i le fa'a-Samo. / 'Oa fiafia lava a'u 'i le vasega. / E tamomo'e 'i matou 'i la le fale ta'alio i aso uma lava. / Sa ta'a'alio malosi 'i matou / i la le fale ta'alio ananafi. / Sa moe la'u soa i fafo. / E le fiafia 'o ta 'i le fale ta'alio.

2. Write a sentence containing each of the following tense markers or imperative markers:

   a. E
   b. 'O le'a
   c. 'O lo'o
   d. 'Ua
   e. Na
   f. Sa
   g. 'Ia
   h. 'Ia
   i. Se'i

3. Teacher: Interview the missionaries one at a time, asking them the following questions. At the end of the exercise, discuss a few of their more serious errors with them.

   a. 'O faea e o atou i at 'outou i le P-day?
   b. 'O le te se tusi na faitsuina e, oe?
   c. 'Aiga e na fiafia ai 'oe i lena tusi?
   d. 'O afe e alu ai 'oe i Samoa?
   e. 'O anafe sa tamo'e ai 'oe i le fale ta'alio?
   f. 'O le a le tui sa ta'ele ai 'oe anailea?

ACTIVITY

The class will play "Simon Says" (Pai mai Simona). The teacher acts as "Simona" and gives commands to open books, open the door, sit on the desks, etc. Missionaries will obey only those commands that begin with "Pai mai Simona." If someone does otherwise, they are excluded from the rest of the game. The last one remaining becomes the new Simona, and the game begins again. Suggested time limit: fifteen minutes.

RETENTION HOMEWORK

1. Review the grammar explanations in this lesson. Then fill in the chart with the proper tense. The answers are written at the bottom of the page.
2. Write out the answers to the following exercises:
   
   pages 101-102, exercise 4
   page 103,   exercise 1 a, b, c, d
   page 104,   exercise 3 a, b, c, d, e, f

3. Write a "journal entry" in Samoan detailing the things you did yesterday. Use both the indeterminate and determinate past tense markers and write at least five sentences.

4. Take turns with your companion giving each other different kinds of commands in Samoan.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. List the Samoan words for a number of different foods.
2. Use common dining expressions.
3. Derive descriptive pronouns from emphatic pronouns.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Sister Toga:  Sa'fai le ta mea'ai. 'Usou fia'i lava.
Sister Liseti:  Pa'agasega mai le masina, fa'amolemole.
Sister Toga:  Ava'atu fo'ai le pe'pa?
Sister Liseti:  So'o se mea lava. Oka! Usou tele le alaisa!
Sister Toga:  Po'i ai se susu?
Sister Liseti:  S lodai. Sa'fai mai le teine 'usou mafo uma le susu.

TRANSLATION

Sister Conger:  Let's eat. I'm really hungry.
Sister Richards:  Pass the salt, please.
Sister Conger:  Do you want the pepper, too?
Sister Richards:  Whatever. Wow! The rice is really spicy.
Sister Conger:  Is there any milk?
Sister Richards:  No. The girl said all the milk was spoiled.
### Vocabulary Builder - Food and Seasonings

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>alaisa</td>
<td>rice</td>
</tr>
<tr>
<td>fa'aloalo</td>
<td>banana</td>
</tr>
<tr>
<td>fala</td>
<td>pineapple</td>
</tr>
<tr>
<td>falaoa</td>
<td>bread</td>
</tr>
<tr>
<td>fasi mamoe</td>
<td>lamb, slice of lamb</td>
</tr>
<tr>
<td>fasi moa</td>
<td>chicken, piece of chicken</td>
</tr>
<tr>
<td>fasi povi</td>
<td>meat, beef</td>
</tr>
<tr>
<td>fasi pua'a</td>
<td>pork, ham</td>
</tr>
<tr>
<td>fua moa</td>
<td>egg (chicken)</td>
</tr>
<tr>
<td>i'a</td>
<td>fish</td>
</tr>
<tr>
<td>koko</td>
<td>cocoa</td>
</tr>
<tr>
<td>masima</td>
<td>salt</td>
</tr>
<tr>
<td>molii</td>
<td>orange</td>
</tr>
<tr>
<td>panikeke</td>
<td>pancake</td>
</tr>
<tr>
<td>pata</td>
<td>butter</td>
</tr>
<tr>
<td>pateta</td>
<td>potato</td>
</tr>
<tr>
<td>pega</td>
<td>pepper</td>
</tr>
<tr>
<td>pi</td>
<td>pea(s), bean(s)</td>
</tr>
<tr>
<td>saga</td>
<td>corn</td>
</tr>
<tr>
<td>salati</td>
<td>salad</td>
</tr>
<tr>
<td>sua</td>
<td>(any liquid dish: soup, stew, etc.)</td>
</tr>
<tr>
<td>suka</td>
<td>sugar</td>
</tr>
<tr>
<td>suum</td>
<td>milk</td>
</tr>
<tr>
<td>tomato</td>
<td>tomato</td>
</tr>
</tbody>
</table>

### Practice

1. **Memorization Exercise**

2. As companions, use patterns three and four on page 52 (Unit 2, Lesson 2) to ask each other what you want. Respond by naming different kinds of food. Try to name all the above foods without looking in your books.

3. Please close your books. Teacher: Hold up a picture of one of the above items, or point to one of the illustrations on page 113, pause, and in Samoan, ask the class what it is. Have the class answer collectively.

4. Please close your books. Teacher: Repeat the above exercise, this time calling on individual missionaries.
Mastery Check

Please close your books. Teacher: Hold up one of the pictures used in the above drill and ask, "O lea le mea 'e te mana'o ai?" Pause, and then select a missionary to respond, using the item pictured in his/her response.

COMMON PHRASES - MEALTIME

The following phrases will be useful at mealtime, both in the Missionary Training Center and when you arrive in Samoa.

Se'i fai la tatou mea 'ai.
- Let's have/fixed our meal.
Fo 'ua vela le mea 'ai?
- Is the food ready (hot)?
Omgas'i la'itititi.
- Have a little patience.
A lailoa lava.*
- Thanks for your trouble.*
Fai le tatou fa'afetasi.
- Say the blessing (lit. Say our thanks).
Toe ligi le koko?
- (Shell I) pour (you) some more cocoas?
So'o se mea lava.
- (I'm agreeable to) anything at all.
Fa'afetasi le fa'aaloalo, malo le gaseae.**
- Thanks for (your) courtesy; compliments on the cooking.**

*This phrase is said immediately after some act is performed, such as when food is placed before you.

**This phrase is usually said when you are finished eating and as you push your plate away from you.

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read one of the following situations, pause, and select a missionary to respond. Have the class repeat the missionary's response.

   a. You are hungry. What might you say to your companion?
   b. Your companion isn't very hungry and so offers you either her cake or her jello. You are not particular. How will you respond?
   c. Your companion has just brought you your laundry, which she has washed and ironed for you. What do you say?
   d. Your thirsty companion has just gulped down her milk. You are in a generous mood. What might you say?
   e. You have just sat down at a cafeteria table with your food. Before you begin to eat, what will you say to your companion?
   f. You're always concerned about the food being cold when you get to the cafeteria. When you arrive, what might you say to those you meet?
   g. Your companion is anxious to go to class, but you are still writing in your journal. What might you say?
   h. Your friend has just baked you some delicious cookies. What might you say after eating one of them?
   i. Your companion has served you a nice meal. What do you say?
   j. You have just moved into the MTC and your companion asks if you want the top bunk or the bottom bunk. You are not picky. What do you say?
   k. You have just finished eating a delicious meal in someone's home. What might you say to your hostess?

3. With your companion, write a skit based on one of the following situations or one of your own invention. Use as many of the common phrases as you can. Teacher: Monitor performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.

   a. You are a hungry missionary arguing with the cafeteria worker who serves the food.
   b. You have accepted a dinner invitation with a 100-year-old cook; be patient with her generous, but slow, behavior.
   c. Your companion won a bet from you, so you must serve her breakfast in bed.

Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by ad libbing. Teacher: Direct the order of the performances and evaluate them. Mastery level is achieved when each pair of missionaries can use 80% of the new phrases without difficulty.
1. **Toe avatu _____?**
   a. ni vai
   b. se fasti moa
   c. se alaisa
   d. se fasti pu'a

2. **'Ua lava lea, fa'afetai.**

3. **Asu mai sina _____, fa'amolemole.**
   a. sua moa
   b. koko alaisa
   c. sua povi

4. **Fa'agasegase mai le _____, fa'amolemole.**
   a. massina
   b. pepe
   c. pata
   d. fa'aoa

5. **'Ua _____ tele lenei mea 'ai.**
   a. feu
   b. manaias
   c. lololo
   d. ma'fu
   e. mi

6. **Po 'ua 'o _____?**
   a. laulelei
   b. naiie
   c. ma'onai

7. **Tote, 'ua goto le va'a, fa'afetai.**

1. **Shall I serve you some more _____?**
   a. water
   b. chicken
   c. rice
   d. pork

2. **This is enough, thanks.**

3. **Dish (me) some _____, please.**
   a. chicken stew
   b. coco rice
   c. beef stew

4. **Pass the _____, please.**
   a. salt
   b. pepper
   c. butter
   d. falaoa

5. **This food is really _____.**
   a. hot/spicy
   b. delicious
   c. rich
   d. stale
   e. burned

6. **Are you _____?**
   a. satisfied (honofrific)
   b. satisfied/quenched (of thirst)
   c. satisfied (common term)

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Using the pictures from the Vocabulary Builder exercises as cues, conduct substitution drills with patterns 1, 2, and 4.

   **Example:**
   Teacher: (holding a picture of rice): Toe avatu se alaisa?
   Class: Toe avatu se alaisa?
   Teacher: (Holds up picture of chicken)
   Class: Toe avatu se fasti moa?

   Continue substituting with items represented in the various pictures.

3. Please close your books. Teacher: Repeat the above exercise, this time calling on individual missionaries.

4. Please close your books. Teacher: Hold up a picture of some food item, pause, and select a missionary to give his opinion of the taste, using pattern 5.

5. You are in a very unusual new restaurant which specializes in attentive service. Have your companion be the waitress who takes your order and serves you. You must sit down, give your order, be served and eat, while the waitress pays constant attention to you. Use as many expressions from the vocabulary builder, common phrases, and patterns as you can. Try not to look in your books. Then reverse roles and begin again. Teacher: Monitor their performance and provide help where necessary.

Mastery Check

You have just invented a robot designed to obey your every command. Pretend your companion is your robot and give him a variety of commands to test his ability to serve dinner with proper courtesy. Keep track of his progress by writing down one point for each command obeyed and each polite offer made. Then reverse roles and begin again, seeing which of you makes the best robot. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries can effectively communicate with simple mealtime expressions.
As you learned in the last unit, emphatic pronouns may function as doers, done-tos, or objects of prepositions, as well as functioning in equative and presentative structures.

The following chart displays another type of pronoun—descriptive pronouns—which can function only as doers. Most descriptive pronouns are just abbreviated forms of emphatic pronouns.

How does one decide whether to use a descriptive or emphatic pronoun for a doer? In answer to that question, one student of Samoan has written that emphatic pronouns are selected by the speaker when he wishes to emphasize persons involved in a situation rather than any other elements also present. For example, in reply to questions such as "Who was there?" and "Did you win or did he?", a speaker will normally cite either the personal names of the [doers] of the appropriate emphatic [pronouns].

[Descriptive Pronouns] are selected when the speaker wishes to emphasize some element in a situation other than the persons referred to, for example, the actions performed by them, the position occupied by them, or the objects possessed by them. In narrative speech the descriptive [pronouns] occur more frequently than the emphatic [pronouns]; the Samoan narrator, once he has established the identity of the actors in his narrative, is chiefly concerned to describe their behavior and other aspects of the events in which they participate.*

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>DUAL</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>'ou (I)</td>
<td>inclusive: ta (we - you and I)</td>
<td>inclusive: tatou (we, all of us)</td>
</tr>
<tr>
<td></td>
<td>exclusive: me (we - s/ha and I)</td>
<td>exclusive: matou (we - they and I)</td>
<td></td>
</tr>
<tr>
<td>Second Person</td>
<td>'e (you)</td>
<td>lua (you - two)</td>
<td>tou (you - 3 or more)</td>
</tr>
<tr>
<td>Third Person</td>
<td>ia, na (he, she, it)</td>
<td>la (they - two)</td>
<td>latou (they - 3 or more)</td>
</tr>
</tbody>
</table>

NOTE: Of the two third-person singular pronouns (ia and na), ia is more common in main clauses. The other, na, is more common in infinitive clauses, relative clauses, etc. Ina cannot be used with the non-past tense marker a.

Practice

1. Memorization Exercise

2. In each of the blanks below, write the descriptive pronoun equivalent of the emphatic pronoun found on the left.

a. a'ua ____________________  g. 'oe ____________________
   b. 'i latou ____________________  h. 'i ma'us ____________________
   c. 'i tā'ua ____________________  i. 'aulua ____________________
   d. 'outou ____________________  j. 'i tātou ____________________
   e. 'o is ____________________  k. 'i lā'ua ____________________
   f. 'i tā'ua ____________________

Mastery Check

Please close your books. Teacher: Say one of the emphatic pronouns, pause, and select a missionary to give the equivalent descriptive pronoun. Mastery level is achieved when all the missionaries answer correctly without hesitation.

PERFORMANCE ACTIVITIES

Teacher: Have the missionaries count off by twos. Assign the odd-numbered missionaries to serve their companions in the cafeteria during the next meal by telling them what is available and asking what they want, and then fetching it for them. The missionary who is serving should graciously do her companion's bidding, and the missionary being served should express appropriate gratitude. Instruct the missionaries to reverse roles and repeat the process for the meal following that one. Have them report their experiences to you in a later class session.

RETENTION HOMEWORK

1. Borrow the food pictures from you teacher and test one another one your ability to remember the Samoan equivalents of each.

2. With your companion, work through the following exercises:
   - page 114, exercise 2
   - page 115, exercise 4
   - page 116, exercise 2

3. During your next meal, try to use as many of the vocabulary, and common phrases and patterns from this lesson as you can.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

Extra-mile section: There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use the perfective suffix on Samoan verbs.
2. Form and use sentences with the basic Samoan word order.
3. Use descriptive pronouns in Samoan sentences.

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a'oga</td>
<td>school</td>
</tr>
<tr>
<td>'ata (plural, fe'atai)</td>
<td>to laugh, to smile</td>
</tr>
<tr>
<td>fa'amanata</td>
<td>to use</td>
</tr>
<tr>
<td>fa'agaluega</td>
<td>to be employed, to work for a wage</td>
</tr>
<tr>
<td>lauga</td>
<td>speech, to give a speech</td>
</tr>
<tr>
<td>lotu</td>
<td>prayer, religious service</td>
</tr>
<tr>
<td>malolo</td>
<td>to rest</td>
</tr>
<tr>
<td>malumalu sa</td>
<td>temple</td>
</tr>
<tr>
<td>mea</td>
<td>scripture, evidence</td>
</tr>
<tr>
<td>paranesi</td>
<td>branch (LDS Church)</td>
</tr>
<tr>
<td>polo</td>
<td>ball</td>
</tr>
<tr>
<td>poloa'iga</td>
<td>commandment</td>
</tr>
<tr>
<td>popole</td>
<td>to worry</td>
</tr>
<tr>
<td>soli</td>
<td>to trample, to break (a rule, law, etc.)</td>
</tr>
<tr>
<td>tauloto</td>
<td>to memorize</td>
</tr>
<tr>
<td>taugi</td>
<td>to keep, to take care of</td>
</tr>
<tr>
<td>tulafono</td>
<td>law, rule</td>
</tr>
<tr>
<td>Tusi Pa'ia</td>
<td>Bible (lit. &quot;holy books&quot;)</td>
</tr>
</tbody>
</table>
| tusitusiga   | pa'ia                        | scriptures (lit. "holy writings")

GRAMMAR

ASPECT: PERFECTIVE AND IMPERFECTIVE

The term aspect refers to the nature of the action of verbs without regard to the time of their occurrence. Consider the sentence:

Mary was reading a book when John entered the house.

In the case of the first verb, was reading, only part of the action is seen. The sentence does not show us Mary's beginning to read the book, nor does it let us know whether or not she finished reading it. Such a verb is called imperfective because it looks at the action from the inside and sees only the inside structure.

But the second verb, entered, is different. We see the entire action of John's entering at once. The beginning, middle, and end of the action is all rolled into one. In such cases, we call the verb perfective because it looks at the action from the outside and sees the complete action at once.*

---

In Samoan, an imperfective verb identifies the action, but does not look at it in its entirety. A perfective verb considers the totality—beginning, middle, end—of the action.

Examples:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was reading the book.</td>
<td>I read the book.</td>
</tr>
<tr>
<td>I used to believe in ghosts.</td>
<td>I believed in ghosts.</td>
</tr>
<tr>
<td>I will be doing my homework tomorrow.</td>
<td>I will do my homework tomorrow.</td>
</tr>
<tr>
<td>I live on First Street.</td>
<td>I lived on First Street.</td>
</tr>
</tbody>
</table>

Mastery Check - Rule

Practice

1. Without looking at the explanation, indicate whether the following sentences are perfective or imperfective.

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
</tr>
</tbody>
</table>

The sphinx stands on the Nile.
I was learning Samoan a few years ago.
Jay learned Samoan a few years ago.
Jennifer will be flying to New York next week.
Susan will fly to Boston next week.
James used to work at the garage.
Martin stayed here last week.

2. Teacher: Select missionaries to read the answers to the above exercise. Discuss thoroughly any items that cause difficulty. Then proceed to the mastery check.

Mastery Check

Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to say whether the verb is perfective or imperfective. Do not correct or call for a class response until after the mastery check. Mastery level is achieved when the missionaries can correctly identify the aspect of verbs.

1. Sarah was cleaning the garage.
2. Mary cleaned out the garage.
3. Joan works in a bank.
4. Mike will close up shop.
5. Dave shot the arrow at the target.
6. Jake will be painting houses tomorrow.
7. Yvette went to the store.
8. Ellen bought a new car.

PERFECTIVE ASPECT: SUFFIX -INA / -A

In Samoan, verbs are made perfective by adding a suffix. The form of this suffix varies depending on the verb, but its most common forms are -a and -ina:
The following verbs take the suffix -ina:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>'amata</td>
<td>'amataina</td>
</tr>
<tr>
<td>sa'o'o</td>
<td>sa'o'o'ina</td>
</tr>
<tr>
<td>fa'asoga</td>
<td>fa'asogaina</td>
</tr>
<tr>
<td>fa'alogoa</td>
<td>fa'alogoina</td>
</tr>
<tr>
<td>fa'amamua</td>
<td>fa'amamuiaina</td>
</tr>
<tr>
<td>fa'amatala</td>
<td>fa'amatalaina</td>
</tr>
<tr>
<td>faitaau</td>
<td>faitaauina</td>
</tr>
<tr>
<td>floa</td>
<td>floa'ina</td>
</tr>
<tr>
<td>malolo</td>
<td>malolo'ina</td>
</tr>
<tr>
<td>mua</td>
<td>mua'ina</td>
</tr>
<tr>
<td>tā</td>
<td>tā'ina</td>
</tr>
<tr>
<td>ta'tita'i</td>
<td>ta'tita'ina</td>
</tr>
<tr>
<td>tatala</td>
<td>tatalaina</td>
</tr>
<tr>
<td>tauloto</td>
<td>taulotina</td>
</tr>
<tr>
<td>vala'au</td>
<td>vala'auina</td>
</tr>
</tbody>
</table>

The following verbs take the suffix -a:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>fai</td>
<td>fai'a</td>
</tr>
<tr>
<td>sauni</td>
<td>sauni'a</td>
</tr>
<tr>
<td>soli</td>
<td>soli'a</td>
</tr>
<tr>
<td>tg'ele</td>
<td>tg'ele'a</td>
</tr>
<tr>
<td>tao'ifia</td>
<td>tao'ifia'a</td>
</tr>
<tr>
<td>tapuni</td>
<td>tapunia'a</td>
</tr>
<tr>
<td>tautsia</td>
<td>tautsia'a</td>
</tr>
<tr>
<td>va'a'i</td>
<td>va'a'i'a</td>
</tr>
</tbody>
</table>

Some verbs can take either suffix:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>'ai'a, 'aina</td>
</tr>
<tr>
<td>'ave</td>
<td>'avea, 'aveina</td>
</tr>
<tr>
<td>tali</td>
<td>tali'a, taliina, taliaina</td>
</tr>
<tr>
<td>tu'u</td>
<td>tu'u'a, tu'uina</td>
</tr>
<tr>
<td>usu</td>
<td>usua, usuina</td>
</tr>
</tbody>
</table>

A few verbs add extra sounds before the suffix:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>alofa</td>
<td>alofagia</td>
</tr>
<tr>
<td>festili</td>
<td>festiligia</td>
</tr>
<tr>
<td>galue</td>
<td>galue'aiina</td>
</tr>
<tr>
<td>inu</td>
<td>inumia</td>
</tr>
<tr>
<td>mana'o</td>
<td>mana'omia</td>
</tr>
<tr>
<td>tatalo</td>
<td>talosia</td>
</tr>
</tbody>
</table>

Some of the consequences of considering the totality of action are:

1. The perfective verbs forms are virtually always transitive.* For example:

<table>
<thead>
<tr>
<th>Imperfective</th>
<th>Perfective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na va'ai le tama 'i le teine.</td>
<td>Na va'ai a lo tama le teine.</td>
</tr>
<tr>
<td>(Intransitive)</td>
<td>(Transitive)</td>
</tr>
<tr>
<td>-The boy saw (to) the girl.</td>
<td>-The boy saw the girl.</td>
</tr>
</tbody>
</table>

2. 'O le'a va'a'u au le tina 'i le tama.  
(Transitive)  
- The mother will call to the boy.

*NOTE: In exception to this, some verbs, like malolo'ina, act not as transitive verbs, but as adjectives or predicate adjectives. Predicate adjectives will be discussed in a later lesson.

2. Focusing on the totality of action sometimes causes the meaning of the verb to shift, or at least broaden:
### Imperfective | Perfective
---|---
va'a'i - to see, to catch sight of | va'a'i - to look at
talí - to reply | talíia - to accept
mana'o - to want | mana'omíia - to desire, to need
ilo - to perceive | iloa - to know
tu'u - to put, to leave | tu'ua - to depart from

The perfective aspect is indicated in Samoan by adding a suffix to the verb, usually -a or -ina.

The perfective aspect considers the total action and:

1. makes most verbs transitive.
2. broadens the meaning of some verbs.

### Examples:
Sa vālā'auina le faife'au e le perofeta. - The missionary was called by the prophet.
'Ua taofia e le tamaaloa le ta'avele. - The man has stopped the car.
'O lo'o fa'ataufina e ia le tūsī. - She is reading the book.

### Mastery Check - Rule

**Practice**

1. Teacher: Conduct a memorization exercise with the perfective verbs forms on pages 120.

2. Please close your books. Teacher: Read one of the verbs in the list below and have the class respond by saying the perfective form of the verb.

   **Teacher:** fa'ataufina
   **Class:** fa'ataufina
   **Continue with:** tūsī, tapuni, fa'alo, tā, tata, tata, 'amata, va'ai, saunī, malolo, soli

3. Please close your books. Teacher: Read one of the verbs in the list below, pause, and select a missionary to respond with the perfective form of the verb.

   **Teacher:** inu
   **Missionary:** inumía
   **Continue with:** tauloto, 'ave, a'oa'o, mauna, tausi, tā, fa'asogā, tōfī, vālā'au, tā'ēle fa'amatala

4. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing the verb to perfective form and making any other necessary changes. Repeat the sentence and have the class change the verb to its perfective form along with the necessary changes.

   a. Sa a'oa'o le fa'alo 'i fa'ateautala'i.
   b. 'O le'a fa'alo Maris 'iā Paulo.
   c. Na fa'amatala e le fa'a'aga le tūsī.
   d. 'Ua mauna e Ioane se tūsī fou.
   e. Na mana'o Elder/Sister ______ 'i sina mea'ai feū.
   f. 'O lo'o fa'atau 'i matou 'i le tūsī.
   g. Na va'ai 'i ma'ua 'i se 'aposetolo.
   h. Pe sa vālā'au e le perofeta 'outou?
   i. 'O le'a soli e Elder/Sister ______ le tualafono?
   j. Na ta'i'īte'i e Simi a'u 'i le fale.
WHEN TO USE THE PERFECTIVE SUFFIX

The perfective suffix is, of course, used wherever Samoans wish to show the entire action at once. The following suggestions are intended to help you know when you should and should not use the suffix.

Samoans frequently use the perfective aspect in negative sentences to show that none of the action was/is/will be performed, or that the action hasn't occurred yet:

Sa le faiga e simi le mea'ai. - Jim did not fix the food (that is, at all).
'O le'ia le fairsuina e oulua lenei tuei. - You two will not read this book (at all).

In formal Samoan, the perfective suffix is often added to transitive verbs whose doers are descriptive pronouns. More shall be said of this later.

There are some predicates to which the perfective suffix is seldom added. These include stative verbs (verbs which describe not actions, but states like sleep, health, sickness, etc.) and verbs of motion (go, come, etc.). If the perfective suffix is used with these predicates, it is always accompanied by a shift in meaning:

'Ua alu le tama. - The boy has gone.
'Ua alumia tuei. - The books are really going (that is, are in great demand, are selling quickly).

Other verbs, such as fesoasoani, almost never use the suffix.

The perfective suffix is often used:

(1) with negative statements to show no part of the action was/is/will be performed.
(2) with transitive verbs that have descriptive pronoun doers (to be discussed later).

The perfective suffix is usually not used:

(1) with stative verbs or
(2) verbs of motion.

Examples:
Sa la va'aia e 'i matou le ta'avale. - We didn't see the car.
Na le saumia e 'i la'ua le mea'ai. - They (two) didn't prepare the food.

Mastery Check - Rule

Practice

1. Questions. Teacher: Have the missionaries answer negatively. Be certain that the missionary does not use the perfective suffix with stative verbs or verbs of motion.
2. Directed Questions. Please close your books. Teacher: Have the missionaries answer negatively
with a complete sentence. Be certain that the missionary does not use the perfective suffix
with stative verbs or verbs of motion.

Fesili 'iā Elder/Sister ______:

a. Pe sa 'ai e la te faa'iga ana'illeta.
   b. Pe 'ua taunu'u lona 'iga 'i Provo.
   c. Pe 'o le'a 'avye e ia le ta'availe a le MTC.
   d. Pe sa fa'aasogā e Elder/Sister ____ lona penitala.
   e. Pe 'ua soli e lana soa ni tulafono.
   f. Pe fa'alogo 'o ia 'i le lauga naeae.
   g. Pe na vala'aau 'o ia lana soa ananei.
   h. Pe na ta e lana soa la po'lo le fale ta'alō.
   i. Pe 'ua lusai lana soa la le fale sa.
   j. Pe na fa'amatala e la fa'a'oiga le fusilupu.

3. Teacher: Direct one missionary in each pair to close his/her book while the other missionary
looks at the list of verbs on page 4. The missionary with the book open will read a word from
the list of imperfective verbs or some other imperfective verb. The companion will then make up a
sentence using the perfective form of that verb. Have the missionary holding the book keep
track of the number of verbs correctly used. Tell them when to begin and time them for two
minutes. The pair which has used the greatest number of verbs at the end of the time wins.
Have the missionaries reverse roles and begin again. Monitor their performance, making sure
that they use the perfective suffix correctly.

Mastery Check

Please close your books. Teacher: Direct one missionary in each pair to play "branch president"
and interview his/her companion. Have the other missionary pretend to be stubborn and lazy. When
the branch president asks what the missionary has done during the past week or what s/he will do
the next, the missionary should in every case respond that s/he has not done or will not do the
thing about which the branch president is asking. Tell the "branch presidents" to use a variety
of verbs, and ask at least six questions. Then have them reverse roles and begin again. Monitor
and evaluate their performance. Mastery level is familiarization with the perfective suffix only.

WORD ORDER AND EMPHASIS

Up to this point, you have studied sentence structures as though they were rigid patterns.
Actually, the order of noun phrases, prepositional phrases, and other modifiers in Samoan sentences
is quite flexible as long as the tense marker and predicate begin the sentence.* Different
word orders are used to emphasize different elements or for stylistic effect. Nevertheless,
until you are more competent in the language, it is best to stick to the basic, or neutral word
order:**

<table>
<thead>
<tr>
<th>TENSE + PREDICATE</th>
<th>DOER</th>
<th>(DONE-TO)</th>
<th>(PP OF DIRECTION, LOCATION)</th>
<th>(TIME MODIFIERS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples:

Na fesili le tama 'i le faa'iga i le telefoni.
(Tense + Pred) (Doer) (Direction) (Instrument)

Asked the boy to the teacher on the telephone

'O le'a Faitau e le teine le tusi i le fale tesaao i le tesaao.
(Tense + Pred) (Doer) (Done-to) (Location) (Time Modifiers)

will read the girl the book in the house tomorrow in the morning

*Even this rule has its exceptions.

**This order is derived from Paul G. Chapin, "Samoan Pronominalization," Language 46 (1970), 366-367.
Mastery Check – Rule

Practice

Teacher: Read one of the following groups of words, pause, and select a missionary to arrange the words in basic Samoan word order without looking at the rule. Have the class repeat the missionary's response.

a. /e le tina/afoaga/lana tama/E
b. /e sa/a/o lo'o/o lo taisalte

Mastery Check

Please close your books. Teacher: Assign each missionary a different meal (breakfast, lunch, dinner), and instruct them to stand before the class individually and tell what they are at that meal. Give them a few minutes beforehand to make some notes. Tell them to use prepositional phrases as well as time modifiers. Monitor their performance and provide help where needed. Mastery level is achieved when the missionaries use the neutral Samoan word order correctly.

SENTENCE STRUCTURE WITH DESCRIPTIVE PRONOUNS

As you read in the last lesson, when emphatic pronouns are used as doers, they emphasize the doer. Descriptive pronouns can only act as doers and are used when emphasizing some element in the sentence other than the doer. They are therefore used much more often than emphatic pronouns. For example:

Emphatic Pronouns: Descriptive Pronouns:
Sa alu a'u – I went (or "It was I who went.") Sa 'ou alu. – I went. (or "I went.")

Missionaries are advised to get into the habit of using only descriptive pronouns as doers unless the doer is to receive special emphasis.

Transitive verbs with descriptive pronoun doers tend to take the perfective suffix in formal Samoan:

NOT: Sa 'ou faa'aogā le peni.
'O le'a 'gu tā le polo.
'O lo'o mātou faiatau le tasi.

BUT: Sa 'ou faa'aogaina le peni.
'O le'a 'gu taina le polo.
'O lo'o mātou faiatauna le tasi.

Descriptive pronouns precede the predicate. The doer marker e is not used with descriptive pronoun doers:

Emphatic: Descriptive:
Sa faiatau e ia le tasi.
'O le'a tasi e 'i latou poloa'iga.
Sa ia faiatauina le tasi.
'O le'a latou tasi a poloa'iga.

The first-person singular descriptive pronoun 'ou (I) changes after certain particles. When preceded by the indeterminate present tense marker 'o lo'o, it becomes o'u. When preceded by the deferential imperative marker sa'i, the two become so'u:

'o lo'o o'u fia 'ai. = I am hungry (I want to eat).
So'u alu i le fale ta'alo. = Let me go to the gymnasium. (or I'll be going to the gym).

This pattern cannot be used with the non-past tense marker.
<table>
<thead>
<tr>
<th>TENSE + DESCRIPTIVE PRONOUN + PREDP + etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember:</td>
</tr>
<tr>
<td>1. Descriptive pronouns are used more often as doers than are emphatic pronouns; emphatic pronoun doers are only used for special emphasis.</td>
</tr>
<tr>
<td>2. The non-past tense (e) cannot be used with this sentence structure.</td>
</tr>
<tr>
<td>3. With descriptive pronoun doers, the perfective suffix is often added to transitive verbs in formal Samoan.</td>
</tr>
</tbody>
</table>
| 4. 'O lo'o + 'ou = 'o lo'o o'u  
Se'i + 'ou = so'u |

Examples:

- Sa ia faiataina le tuisi.  
  'O le'a tā saunia le mea'ai.  
  O lo'o o'u tausotaina mau.  
  'Ua lā tu'u'a le fa'ae.  
  So'u nofo i-lenā nofoa.  
  - He read the book.  
  - We will prepare the food.  
  - I am memorizing the scriptures.  
  - They have left the house.  
  - Let me sit in that chair.  

Mastery Check - Rule

Practice

1. Substitution - Class

   Teacher: 'O le'a 'ou tausia poloa'iga.  
   Class: 'O le'a 'ou tausia poloa'iga.  
   Substitute: lā, mā, ia, mātou, lātou, tā, 'ā, lua, tātou, tou

2. Substitution - Individuals

   Teacher: Sa tātou lioa le tali.  
   Class: Sa tatou lioa le tali.  
   Substitute: lātou, 'ou, mā, 'ā, lā, mātou, is, tā, tou, lua.

3. Substitution - Class

   Teacher: Sa 'ou tuisia se ata.  
   Class: Sa 'ou tuisia se ata.  
   Substitute: 'o le'a, se'i, 'ua, 'o lo'o, 'ia

4. Please close your books. Teacher: Read the first statement in the example below, pause, and select a missionary to answer negatively, blaming someone else. Use the information in the missionary’s answer to ask a new question to another missionary, who will similarly blame someone else. Tell the missionaries they are not to use any pronoun already mentioned by another missionary.

Example:

   Teacher: Sa 'e moe i le malumalau sā?
   Missionary A: Le'ai sa lā momoe i le malumalau sā.
   Teacher: Sa lā momoe i le malumalau sā?
   Missionary B: Le'ai sa lā momoe i le malumalau sā.
   Teacher: Sa ma momoe i le malumalau sā?
   Missionary C: Le'ai, sa tatou momoe i le malumalau sā.

Continue until all descriptive pronouns have been used. You may also wish to repeat the drill using one of the models listed below:

a. Sa 'e solia le tulafono?
b. Sa 'e 'ata i le fa'ae sā?
c. Sa 'e moe i le lotu?
d. Sa 'e tauloto le mau?

125
5. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing the doer to a descriptive pronoun and making any necessary changes. Repeat the sentence and have the class repeat the missionary's answer.

- a. Sa tā e le tama le polo.
- b. 'O lo'o o atu 'i la'ua 'i le fale sa.
- c. Sa fa'amannua Tesu 'ia te 'i latou.
- d. 'Ua fiafia a'u 'i lenei a'oga.
- e. Sa le toe atu Ioane i le lotu.
- f. 'O lo'o vala'au Maria 'i ia te 'oe.
- g. 'O le'a lauga Maria ma Paulo i le paranesi i le Aso Sā.
- h. Na o atu 'outou 'i le a'oga anapo?
- i. 'O le'a Talitou 'i ma'ua 'i le Tusi Pā'ia.
- j. 'Ia malolo ta'ua i le malumulu sā.
- k. Na solia e ooua ni tūa fono i le paranesi i le Aso Sā.
- l. O le'a fa'amataga e 'oe le upu 'i le vasesa i le taeao taeao?

6. You are a spy working for the CIA. You have completed your mission as an undercover agent infiltrating the MTC and now you are reporting to your commander-in-chief. For security purposes, you and your commander have worked out a system to recognize fellow agents: you are to use no emphatic pronouns as doers, and to use as many descriptive pronoun doers as possible. Your commander will write down one point for each descriptive pronoun you use and one demerit for each emphatic pronoun doer. Emphatic pronouns are permitted as done-tos and inequative sentences, however. Pretend your companion is your commander and report on the activities of your district over the past two weeks. Your report must be at least five sentences long. Afterwards, reverse roles and begin again. See who earns the most points and the least demerits.

Teacher: Monitor their performance, giving help where needed.

**Mastery Check**

Please close your books. Teacher: Assign each missionary (or selected missionaries for large classes) to stand before the class and tell about their families. Give them ten minutes to prepare and allow them to use brief notes. Encourage them to use as many descriptive pronouns as possible. Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries use descriptive pronouns correctly.

**PERFORMANCE ACTIVITIES**

**TEST**

1. Dictation

Sa vai'a'aunina Maria / i se misiona. / Na ia taunuu / 'i le MTC ia Setema. / Sa s'ao'o fa'ataasi / Maria ma laga sos i le vasesa. / Sa i'a fai atu i le Tusi Pā'ia / ma sa le talotofina ni mau. / Sa le fiafia le soa a Maria / 'i le MTC. / Sa i'a le fia s'ao'o malosia. / Sa ia me / i le malumulu sā / ma sa le maua ni fa'amanuia. / Sa talanoa / Maria ma le peresitene o le paranesi. / Sa popole le peresitene / aum sa le Talitou / le soa a Maria 'i le lotu.

2. Questions. Mastery level is achieved when 80% of the questions are answered correctly.

- a. Pe 'o le'a 'e tausia polos'igs?
- b. Sa tou a'ao'o 'i le Tusi Pā'ia?
- c. Sa 'a aunia le menesia i le Aso tofi?
- d. Pe talitou 'oe 'i tusitisiga pa'ia?
- e. 'O lo'o latou mane'omia ni fala'aoa?
- f. 'O le'a lua lauga i le paranesi i le Aso Sā?
- g. 'O lo'o nofo Elder/Sister i le fale'ai ulu?
- h. Sa 'a taina le pola i le fale ta'alotofina?
- i. 'O le'a tou talotofina le Tusi Pā'ia?
- j. Pe sa solia e lau sos ni tūa fono anapo?
- k. Sa 'e tapunta le fataoto'a o le fale utila?
- l. Sa ia 'ata i le lotu i le Aso Sā?

**ACTIVITY**

Solve the crossword puzzle on the following page by filling in the blanks with the right Samoan words. You may not use your books, but you can get help from your companions by speaking Samoan. Do not speak English! Some words appear more than once. Hint: Many of the verbs are in their perfective form.
1. Have your companion close his book. Turn to the list of imperfective and perfective verbs on page 120. Read him a word from the imperfective list and have him give you the corresponding perfective form of the verb. Quiz him on the first half of the verbs in the list, then have him quiz you on the last half. Then reverse roles.

2. With your companion, go through the Mastery Check on page 122. Have your companion read you the first four items. Then read him the last four. Correct each other's mistakes.

3. Write out the practice exercise on page 124 and practice exercise 5 on page 126. Have the teacher go over your work.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

Extra There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use typical bedroom expressions.
2. Use typical bathroom expressions.
3. Talk about colors.

DIALOGUE

Elder Sikoki: 'A 'e alu e ta'ale?
Elder Williams: Toa, a fis at sa'u ta'alega, 'a 'ua ga lo te sa'u po'o fea o i ai la'u fast
Elder Sikoki: La e i totonu o le pusa toso.
Elder Williams: Fa'afoi. Atomu fo i o le a sole la'u ava.
Elder Sikoki: Ta, avatu la'u tasi.
Elder Williams: E i ai fo i sau sole?
Elder Sikoki: 'I, Toetiti 'e asea uma a'u mea.

TRANSLATION

Elder Scott: Are you going to shower?
Elder Williams: Yes, I want to take a shower, but I forgot where my soap and towel are.
Elder Scott: They're in the drawer.
Elder Williams: Thanks. Perhaps I'll shave, too.
Elder Scott: Well, take my razor.
Elder Williams: Do you also have a comb?
Elder Scott: Sure. Pretty soon you'll have all my stuff.
Practice

1. Memorization Exercise

2. Dictation. NEW WORDS: pea - still
   a'o - while

   Sa o atu Sister Jones ma Sister Smith / 'i le potu moe i le po. / Sa fai atu Sister Jones, "Ua leva le po. / Se' ta momoe." Sa fai mai Sister Smith, "Ua lele. Ua ou fia moe lava." / Sa fai atu Sister Jones, "'Aua ne'i galo e fafagu a'u i le ono." / Sa fesi'i mai Sister Smith, "Aisea" / Sa talii Sister Jones, "Aua ou te fia tusi i la'u journal." / Sa fesi'i Sister Smith, "Pe i ai se isi aluga?" / Sa talii Sister Jones, "A la e ta'atia mai 'o?" / Sa fai mai Sister Smith, "Fa'afetini." / I le taeao, sa fai mai Sister Smith / 'ia Sister Jones, "Suga, 'aua le moe 'umii." / Sa ala Sister Jones ma sa ia fesi'i atu / 'ia Sister Smith, "Ua leva ona 'e ala?" / Sa talii Sister Smith, "Ioe, / na 'ou ala po lava." Sa fesi'i atu Sister Jones, / "O le a le mea na 'e ala po ait?" / Sa talii Sister Smith, "Leaga sa 'ou fia ta'ele / a'o vevela pea le vai."

3. Teacher: Read one of the sentences in the above story, pause, and select a missionary to translate. Continue until they have translated the entire story.

4. Your room is a mess. You are looking for your clothes, but can't find anything. Lecture your companion on how messy the room is and direct him to clean it up. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance, providing help where needed.

Mastery Check

Teacher: Direct each pair of missionaries to write a skit based on their conversations in their bedrooms. Then have them perform their skits, using only brief notes. Monitor and evaluate their performance. Mastery level is achieved when the missionaries can communicate their ideas effectively.
Practice

1. Memorization Exercise

2. Questions

   a. O fea lau fasii molt?
   b. O fea lau pulumi nifo?
   c. O fea loi selu?
   d. O fea lau mea fulunifo?
   e. 'O i ai se fa'aata i lou potu moe?
   f. O fea le fa'aata i le potu moe?
   g. O fea le tafi a Elder ________?
   h. O fea loi solo ta'ele?
   i. O fea le pulumi nifo a Elder/Sister ________?
   j. O fea lei petpa?
   k. E fa'aaoaa e lau soa lau fasii molt?
   l. E fa'aaoaa e lau soa lou selu?
   m. E fa'aaoaa e lau soa lou solo ta'ele?
   n. E fa'aaoaa e lau soa lau pulumi nifo?
   o. E fa'aaoaa e lau soa lau tafi?
   p. E fa'aaoaa e lau soa lau mea fulunifo?

Mastery Check

Teacher: Instruct the missionaries to interview their companions and find out where in the room they keep various items commonly used in the bathrooms. Have them write down the results of their interview. Instruct them to look for these items the next time they go to their rooms and see if they can find these things in the location they were told. Have them report the results of their search in the next class period. You may wish to provide a prize to the missionaries who correctly remembered where they kept all these items.

**COMMON PHRASES - BATHROOM**

PCE fa'aaoa: i
Cu te alu ou te ta'ele. 
'E i ai sou solo ta'ele ma sau fasii molt?
Fa'amolemele 'numai le tafi sa'i se'e lau 'ava.
Avatu lo'u se'e e selu ai lou ulu.
'Aua'na e galo lau pulumi nifo ma mea 
fulunifo.
Fufu lo nifo.

- Are you going to shower/bathe? (honorific)
- I'm going to bathe/shower.
- Do you have your towel and your soap?
- Please hand me the razor to shave my beard.
- Take my comb and comb your hair (head).
- Don't forget your toothbrush and toothpaste.
- Brush your teeth.

Practice

1. Memorization Exercise

2. Fill in the blanks. NEW WORDS: sa = impatience

    O Elder Cowdry na Elder Smith o ________ fafe'aau i le MTC. I ________ tasii aos, sa suni atu Elder Smith i le ta'elaga. ________ festii atu iana aos, "______ fa'amalii?" Sa tali ________ Smith, "Tse, ou te fia ________ leja? 'Sa levu le ago." ________ fai atu Elder Cowdry, "Aua ne'i ________ lau tafi e se'e ai lau ________." Sa tali Elder Smith,
"Lava. Pa'amoleme, aumai la'u pulumu ma mea fulunifo." Sa fa'i atu soa, "Ta, ua ilei. Avatu fo'i lo'u e sefu ai lou." Sa toe fa'afetai atu Elder Smith Elder Cowdery, ona alu lea 'o la le potu ta'ele. I se tasi minute, to sau Elder Cowdery i potu moe. Sa fesili atu Elder Smith ia, "O le a le mea 'ua e toe aisi?" Sa tali atu Cowdery, "Se, 'ua galo lo'u solo ta'ele ma faisi moli."

3. Teacher: Read one of the sentences in the above story, pause, and select a missionary to translate. Continue until the class has translated the entire story.

4. Pretend your companion is a native Samoan who has come on his mission with very few possessions. Role-play what might happen if he came to you and tried to borrow your razor, comb, towel, soap, toothpaste, and even your toothbrush. Then reverse roles and begin again. Teacher: Monitor their performance, providing help where needed.

**VOCABULARY BUILDER - COLORS**

<table>
<thead>
<tr>
<th>色</th>
<th>英文</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ena'ena</td>
<td>brown</td>
</tr>
<tr>
<td>lanu</td>
<td>color</td>
</tr>
<tr>
<td>lanu measata</td>
<td>green</td>
</tr>
<tr>
<td>lanu moana</td>
<td>blue</td>
</tr>
<tr>
<td>lanu moli</td>
<td>orange</td>
</tr>
<tr>
<td>mumu</td>
<td>red</td>
</tr>
<tr>
<td>pa'epe'a</td>
<td>white</td>
</tr>
<tr>
<td>piniki</td>
<td>pink</td>
</tr>
<tr>
<td>sasasama</td>
<td>yellow</td>
</tr>
<tr>
<td>ululu</td>
<td>black</td>
</tr>
<tr>
<td>viola</td>
<td>violet</td>
</tr>
</tbody>
</table>

**Practice**

1. Memorization Exercise

2. Please close your books. Teacher: Bring a collection of different items (clothes, pencils, postcards, magazines) with varied colors to class. Point to an item and ask, "'O le a lenei mea?" Select a missionary to respond, including the color of the item in his/her answer. Repeat the question and have the class answer.

Example: Teacher: (holds up a pencil) 'O le a lenei mea? Missionary: 'O le penitaisasasama.

3. Please close your books. Teacher: Bring color pictures or magazines with color pictures to class and give one to each missionary. Direct them to work as companions, asking each other what the objects in the pictures are and answering the questions using colors. If no pictures or magazines are available, direct the missionaries to use the color photographs found in their missionary flipcharts. Monitor their performance, providing help where needed.

**Mastery Check**

Please close your books. Teacher: Provide each missionary with a color picture either from a magazine or the missionary flipcharts. Make sure each one has a picture other than the one used in the previous exercise. Direct them to work as companions, telling a story about the events and objects in the picture and using as many color words as they can. Monitor and evaluate their performance. Select the missionary with the best story to relate his tale to the class. Mastery level is achieved when the missionaries are able to communicate their ideas effectively.

**PERFORMANCE ACTIVITY**

Teacher: Have each pair of missionaries write out a dialogue based on the common phrases used in this lesson. Then give each written dialogue to a different pair of missionaries and have them read it to the class. You may wish to give some kind of reward to the best dialogue or the best actors.
1. Turn to the Speak Your Language Model at the beginning of this lesson and cover up the English translation. Then translate it vocally to your teacher.

2. As companions, take turns translating the stories on pages 130 and 131-132 to each other.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

*EM* There is an extra-mile section associated with this lesson.
1. Teacher: Say a number corresponding to one of the items in the picture below. Then pause, and select a missionary to the appropriate Samoan word. Mastery level is achieved when missionaries correctly identify 90% of the items in the picture.

2. Multiple Choice. Teacher: Mastery level is 90% accuracy by each missionary.

   1. O lo'u igoa o Ioane. O lo' u ... Mele.
      a. tuafafine
      b. tuagane
      c. tagata
      d. uso

   2. O lo'u igoa o Mele. O lo'u ... Ioane.
      a. tuafafine
      b. tuagane
      c. tagata
      d. uso

   3. O lo'u igoa o Ioane. O lo'u ... Simi.
      a. tuafafine
      b. tuagane
      c. tagata
      d. uso

   4. O lo'u igoa o Mele. O lo'u ... Sara.
      a. tuafafine
      b. tuagane
      c. tagata
      d. uso

   5. O lo'o ... le faife'au i le talolo.
      a. mafio
      b. tu
      c. tootuli
      d. tu'
6. Na . . . e Mele le tusi i lanei potu?
   a. taunu'u
   b. taulafai
   c. tape
   d. tu'u

7. E leai . . . tusi i lena potu.
(There aren't any books in that room.)
   a. se
   b. 'o
   c. le
   d. ni
   e. no word needed

   a. tina
   b. tama
   c. teine
   d. tuafafine

9. E tolosufulu aso i le . . .
   a. afa minute
   b. afa itula
   c. masina
   d. vaisao

10. E . . . ta'svale i le moli numu.
    a. tao'i
    b. tu'u
    c. 'ave
    d. 'uma

11. . . . le pusa ia te a'u.
    a. 'ave
    b. asu
    c. ligi
    d. 'aumai

12. 'Ua 'ou . . . ; ou te le toe fia inu.
    a. me'ona
    b. malie
    c. su'amalie
    d. la'iloa

13. 'Ua . . . lelei mea'ai; ou te fiafia 'i aia.
    a. mafu
    b. mu
    c. lololo
    d. 'o'ona

14. 'Ana 'e te alu . . . i lena tifaga.
    a. tele
    b. lava
    c. ma'tua
    d. so'o

15. Sa . . . e Iesu poloa'iga.
    a. soli
    b. tauli
    c. tafoono
    d. popola

16. E fai . . . pa'ia i le malumalu sa.
    a. talalelei
    b. avanoa
    c. saumiga
    d. fa'amauia

17. . . . lau 'ava.
    a. Tapena
    b. Teu
    c. Sele
    d. Selu
3. Teacher: Say a number corresponding to one of the items in the picture below. Then pause, and select a missionary to say the appropriate Samoan word. Mastery level is achieved when missionaries correctly identify 90% of the items in the picture.
The following grammar principles and SYL expressions were taught in this unit:

<table>
<thead>
<tr>
<th>Grammar Principles</th>
<th>SYL Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Why and Because</td>
<td>Mastery level is 80% accuracy by each missionary.</td>
</tr>
<tr>
<td>When Questions</td>
<td></td>
</tr>
<tr>
<td>Time Adverbs</td>
<td></td>
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<tr>
<td>Tense Markers</td>
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<tr>
<td>Imperative Markers</td>
<td></td>
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<tr>
<td>Dining Expressions</td>
<td></td>
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<tr>
<td>Descriptive Pronouns</td>
<td></td>
</tr>
<tr>
<td>Descriptive Pronouns in Sentences</td>
<td></td>
</tr>
<tr>
<td>Perfective Suffix</td>
<td></td>
</tr>
<tr>
<td>Bedroom Expressions</td>
<td></td>
</tr>
</tbody>
</table>
|\hline

1. Fill in the Blanks. Teacher: Mastery level is 80% accuracy by each missionary.  

**NEW WORDS: 'auai — to join, to take part in**  
'auai - therefore  
Kotoliko - Catholic  
'auai Ioane - therefore  

'O Simi 'o ______ tama Samoa. E 'auai Simi i le lotu Katoliko. ______ le u'o a Simi Ioane.  
E 'auai Ioane i ______ lotu Mamona. I ______ tasi aso, na fai atu Ioane ______ Simi,  
"______ tao fa'atasii ______ le lotu Mamona taeao." Sa la o atu fa'atasii ______ le lotu  
Mamona ma ______ fiafia tele Simi i ______ ekalesia Mamona. O lea, sa ______ faiatauina  
le Tus'i a Mamona ma ______ Tus'i Pa'ia. ______ ia to'otuli i le ______ i pō. Sa ______  
fesili i le Tama Fa'alelegi po ______ le ekalesia moni. Sa fa'atasii Simi ______ se tali.  
E talitonu Simi, ______ fai mai le Atua ______ ia e moni le ______ Katoliko. O lea, o  
lo'o 'auai Simi ______ lena lotu. ______ faiatauina ______ ia le Tus'i Pa'ia i ______  
'uma lava ma o lo'o fiafia ______.

2. In the blanks provided to the right, write the perfective forms of the following verbs.  
Teacher: Mastery level is 75% accuracy by each missionary.  

a. alofa  
b. tatalo  
c. inu  
d. ta'ele  
e. 'ai  
f. galu  
g. fa'amanaia  
h. a'oa'o  
i. saumi  
j. maua

3. Teacher: Read one of the following items, pause, and select a missionary to repeat the sentence, changing the de on to a descriptive pronoun and making any other necessary changes. Mastery level is achieved when 80% of the items are transformed correctly.  

a. Sa vala'au a'u i lo'u tuagane.  
b. Ma fa'amatata e 'i la'ua le lāuga.  
c. O lo'o tusi e Sikoki lona igoa.  
d. 'Ua fiafia 'outou i le malumalu sa?  
e. Na tapum e 'oe le faito'to'anaaleni?  
f. O le'a fa'alogo 'oulou i le peresitene o le paranesi taeao?  
g. 'Ua soli e lo'u uso poloa'iga a le Atua.  
h. Sa fesoasaani 'i ma'ua ia te 'i latou anataeo.  
i. Sa liga e le teine le koko.  
j. 'Ua maua e 'i ta'ua le fa'a'oga fou.

4. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.  

___ 1. ... 'e alu 'i le fale 'oloa.  
a. 'Ia  
b. Se'i  
c. no word needed  
d. all of the above
2. ... ta'ele Simi i vaisao 'uma lava?
   a. E
   b. 'Ua
   c. O lo'o
   d. Sa

3. ... moe Simi i le fale analeilā?
   a. E
   b. 'Ua
   c. O lo'o
   d. Sa

4. ... alu so'o Maria i le fale 'oloa?
   a. 'Ia
   b. Se'i
   c. E
   d. 'Ua

5. ... alu le tamaloa lena 'i le fale 'otī ulu taeao?
   a. 0 lo'o
   b. Sa
   c. 0 le'a
   d. 'Ua

6. Sa moe Simi i le fale. ... moe pea 'o ia? (pea = still)
   a. 'Ua
   b. E
   c. O lo'o
   d. 'Ia

7. 0 le'a alu Mele 'i Samoa . . . .
   a. anapo
   b. ananafi
   c. ananei
   d. nanei

8. 'O . . . sa nofo ai Simi i lenei fale?
   a. le a
   b. fea
   c. afea
   d. anafea

9. Sa ta'ele Ioane . . . .
   a. nei
   b. namei
   c. ananei
   d. taeao

10. Sa . . . le faito'ta'a.
    a. la tapunia
    b. e 'i la'ua tapunia
    c. tapunia e la
    d. e la tapunia
    e. 'i la'ua tapunina

11. ... alu 'i le fale. (I will go to the house.)
    a. 0 lo'o o'u
    b. 0 le'a ou
    c. 'Ua ou
    d. Sa ou
    e. Na ou

12. Sa ma . . . le fale.
    a. tu'u
    b. tu'u i
    c. tu'ua
    d. tu'ua i
    e. tu'uina

13. 0 le'a ou . . . le peni.
    a. aogā
    b. aogaina
    c. fa'aasoga
    d. fa'saogāina
    e. fa'aogālia

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14. . . alu i le tifaga.
   a. Se'i ou
   b. Se'i a'u
   c. Se'i e a'u
   d. Se'i o'u e
   e. So'u

15. O ai le teine lena?
   a. O lo'o i ai i le fale'oloa.
   b. Manuia iava 'o ia.
   c. O la'u uo lena.
   d. E alu i le vaiafo nei.
   e. O lona 'ofu lena.

16. Pe 'aisea na 'e le alu ai?
   a. Ananafi.
   b. Aua ma ou ma'i.
   c. Ioe, 'us ou alu.
   d. Na ma o 'i'a Ioane.
   e. Na ou alu i le fale'oloa.

17. 'Ua ta le fia?
   a. 'Ua lima minute ona ta lea i le ono.
   b. 'Ua lima minute te'a i le ono.
   c. 'Ua toe lima minute 'us te'a ai le ono.
   d. 'Ua te'a le lima minute ona ta lea 'o le ono.
   e. 'Ua lima minute 'us te'a ai le ono.

18. 'O anaifes sa tou ta'e'ele ai?
   a. Aua matou te vevela.
   b. Nanui i le po.
   c. Taeso i le taeso.
   d. I le fale ta'ele.
   e. Ananafi i le afiafi.

19. O le le mea 'o te fia moe ai?
   a. Ou te fia moe taeso.
   b. 'O se moega lena mea.
   c. Leaga na ou ala po o lave.
   d. Ou te moe i le potu moe.
   e. Sa ou mana' o 'i se moega.

20. 'O lo'o lua manuia?
   a. Ioe, o lo'o lua manuia.
   b. Ioe, o lo'o ma manuia.
   c. Ioe, o lo'o tā manuia.
   d. Ioe, o lo'o tou manuia.
   e. Ioe, o lo'o lā manuia.

21. Po'o fiafia 'i tā'us?
   a. Ioe, o lo'o lua fiafia.
   b. Ioe, o lo'o ma fiafia.
   c. Ioe, o lo'o ta fiafia.
   d. Ioe, o lo'o tou fiafia.
   e. Ioe, o lo'o lā fiafia.

PRONUNCIATION

1. Read the following sentences quietly to yourself.
   a. Ua mumu lago mumu i le pua'a pē.
   b. Na 'ata le teine i le ata?
   c. 'Us mou atu le pua?
   d. E sili atu lo'u fale i lo'ou fale.
   e. Na toe 'oto lau toi 'outou?
   f. 'Us te ma le lauiafa o si ou tei.
   g. Na ia 'auama le mea mai le salae.
   h. Na 'a'au le pule aao i le aau.
   i. Ga kilikilo akili Kalosi i faikikili kakele.
   j. 'Ua gugu le gutu o le tagata lena le.
2. Teacher: Select missionaries to read the above sentences aloud. Mastery level is achieved when 80% of the sentences are pronounced comprehensibly.

**FLUENCY**

1. Discussion Questions. (Refer to Grammar exercise 1.)
   a. O le a mea na alu ai Simi i le lotu Mamona?
   b. Aisea na le 'aual Simi i le lotu Mamona?
   c. E alofa le Atua i tagata Katoliko? Aisea?
   d. Sa 'e tatalo 'ina 'ia loa le ekalesia moni? O le a le talia 'e maua?

2. Free-Response Questions
   a. O le a le mea na 'e sau ai i le misiona?
   b. 'E te fiafia i lau soa? Aisea?
   c. 'E te fiafia i le fale'aiaga i le MTC? Aisea?
   d. Aisea o lo'o ta'ita'iina le ekalesia e se perofeta ma ni aposetolo?

**COMPREHENSION**

Teacher: Read one of the following items, pause, and select a missionary to perform the task. Mastery level is achieved when 90% of the missionaries perform the tasks correctly.

1. 'Ia 'aualia te te'u le fusiu o lau soa.
2. 'Ia 'ave lau 'api i le fale uila ma toe sau ai.
3. Sei'i tatala 'ou 'ofu vae.
4. 'Ia 'e solia le tusi a lau soa.
5. Sei'i 'ave 'au pusitusiga pa'ia i fato ma toe sau ai.
6. 'Ia 'e 'ave 'ia Elder/Sister______ lau selu.
7. Sei'ai alu i le paipa ma fufulu lau penitana.
8. Sei'tu'u 'ou se'evas i le nofoa o Elder/Sister_________.
9. 'Ia 'e tusia lou igoa i se mea lamu meamata.
10. Sei'i selu le ulu o lau soa.
UNIT 4
LESSON ONE

Bring to class a number of pictures from old magazines for the missionaries to use as conversational prompts. These pictures should have people in them, and should be in color. Instructions for using these pictures are found in the lesson.

LESSON THREE

In the class period before presenting this lesson, ask the missionaries to bring to class any pictures they have of their friends and families. These will be used to practice possessive prepositions and pronouns.

Bring to class some inexpensive items, such as pencils or small boxes of candy. Make sure you have at least six items. Attach labels to each item showing who "owns" it: On two of the items attach the names of three missionaries; on two other items attach the names of two missionaries; and on the last two attach the name of one missionary. These will be used to practice a-class possessive pronouns. To practice ò-class possessives, you may wish to purchase some inexpensive neckties at a second-hand store and bring them to class also.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use various kinds of predicates.
2. Use the non-past tense marker te in sentences with descriptive pronoun doers.

VOCABULARY

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>amio</td>
<td>conduct, behavior</td>
<td>manaia</td>
<td>attractive, nice-looking, nice</td>
</tr>
<tr>
<td>atunu'u</td>
<td>country</td>
<td>manatu</td>
<td>idea, though, opinion, to think</td>
</tr>
<tr>
<td>ava</td>
<td>wife</td>
<td>nu'u</td>
<td>town, village</td>
</tr>
<tr>
<td>filemu</td>
<td>quiet, calm</td>
<td>paie</td>
<td>lazy</td>
</tr>
<tr>
<td>ita</td>
<td>angry, anger</td>
<td>piaa</td>
<td>noise, noisy, make a noise</td>
</tr>
<tr>
<td>latalata</td>
<td>near</td>
<td>tane</td>
<td>husband</td>
</tr>
<tr>
<td>ma'alii</td>
<td>cold, chilly (of the body) or food which has cooled</td>
<td>tō'aga</td>
<td>diligent, industrious</td>
</tr>
<tr>
<td>ma'alii</td>
<td>cold, chilly (of the body) or food which has cooled</td>
<td>tua'i</td>
<td>to be late</td>
</tr>
<tr>
<td>ma'lulu</td>
<td>cold (of external things)</td>
<td>uzave</td>
<td>to be early</td>
</tr>
<tr>
<td>mamao</td>
<td>far, distant</td>
<td>vaiva</td>
<td>weak, soft, runny</td>
</tr>
</tbody>
</table>

NOTE: The word amio can be prefixed to certain adjectives to describe kinds of behavior: e.g., amiolelei = well-behaved, decent; amioleaga = wicked, bad behavior.

GRAMMAR

PREDICATION

In Unit One (page 19), we defined a predicate as a word or group of words that expresses action, being, states, location, or possession. Up to this point, we have only used one kind of Samoan predicate—verbs. Unlike English, a variety of words can function as predicates, including adjectives, nouns, and prepositional phrases.

Because adjectives, adverbs, nouns and prepositional phrases are not used as predicates in English, Samoan sentences with these predicates may seem strange to you at first. However, their meaning should pose no problem for you if you imagine there is an invisible "to be" verb (is, am, are, was, were, etc.) right before each predicate.

No new structure is required to use these predicates; merely insert them where you would normally place the verb in the intransitive patterns you have already learned. For example:

Adjectives and Adverbs

"'Una ma'i lana ava. - His wife (has become) sick.
Sa ita le faia'oaga. - The teacher (was) angry.
E filemu lana tane. - Her husband (is) quiet.
E samasama lenei pulumu nifo. - This toothbrush (is) yellow.

Nouns (Predicate= nouns may be followed by adjectives, but the determiner is omitted.)

Sa faife'au lo'u tama. - My father (was a) minister.
'o lo'o tama lelei matou. - We (are being) good boys.
'o lea tou faia'oaga. - I will teach (or, I will be teacher).
Prepositional Phrases

E a a'u lena tusi.
'O lo'o ia te a'u lau uati.
'O le'ai i le fale 'o ia.
Afai e le tai 'outou, e le a a'u 'outou
(MFP 38:27).

The following may act as predicates in Samoan:

1) verbs
2) adjectives and adverbs
3) nouns (omit determiners)
4) prepositional phrases

Examples: E amolesaga lena tama.
E latalata le fale'oloa i le fale sa.
Sa pepea lena tamaloa.
0 le'a aposetolo lo'u uso i se aso.
0 lo'o ia te 'oe se penitala?

- That book (is) of me. (i.e., That book is mine)
- Your watch (is) at me. (I have your watch)
- She (will) be in the house.
- If ye (are) not one, ye (are) not of me (i.e., mine) (D&C 38:27).

Mastery Check - Rule

Practice

1. Dictation

a. E pa'i tele le uso o Ioane.
b. Sa piga tele le vasega analeilā.
c. E malu' lenet atumu'u i le taimi lenei.
d. 'O le'a to'aaga faife'au i le vasega.
e. Na tua i le 'aoga le tama la'itiiti.
f. Sa ita lana tane 'ia te a'u.
g. E manaia lava le 'ofu o lena teine.
h. O le'a a'oga lona tina i lenei tausaga.
i. E latalata le fale o Sinī i le fale o Mele.
j. E vaele tele lena manatu.
k. E lanu moana lo'u solo ta'ele.

2. Teacher: As a class, check the missionaries' work on the above exercise by selecting a missionary to read one of his sentences and translate it into English.

3. Questions

a. E lanu moamata le mas'ai i le fale 'aiga?
b. E i'a Elder/Sister __________ ia te 'oe?
c. E miau lou fasi moli?
d. E latalata lou fale i se fale sa?
e. E lanu a lou fusiua?
f. E vevele lou potu moe i aso uma lava?
g. E samasama le 'ie afu i lou moega?
h. E melosi 'ce?
i. E maiuli lou nu'u i lenei masina?
j. E pa'epa'e lou 'ofu/'ofu tino?

4. Directed Questions.

Fesili 'i'a Elder/Sister __________

a. pe fou lona fusiua/'ofu.
b. pe lanu moana lona selu.
c. pe va'aa'i lana soa.
d. pe pa'epa'e lana soa.
e. pe tua'i lona 'ofu vae/sakeke.
5. Questions. Teacher: Have the missionaries answer using a prepositional phrase as a predicate.

a. 'O fea lau Tusi Pa'ia? (Sample answer: 'O lo'o i le potu moe la'u Tusi Pa'i'a.)
b. 'O fea tusi pese?
c. 'O fea Elder/Sister?
d. 'O fea Pereatine?
e. 'O fea lau pulumu ni'fo?
f. 'O fea le ata a (Iesu, Samoa, etc.)?
g. 'O fea le laulau?
h. 'O fea lou aiga?

6. Please close your books. Teacher: Write the words below on the blackboard and call each missionary (or selected missionaries for large classes) to stand before the class and describe his companion using words from this list. Encourage them to use these words as predicates, but do not require them to use all the words. Monitor their performance and provide help where needed.

valea pa'e'e amolele'i
poto ita amoleaga
ita vaivai pa'i
'umi fiafia to'a ga
pu'upu'u fa'anoanoa filemu
lapo'a malosi pisa

Mastery Check

Please close your books. Teacher: Provide each missionary with a magazine picture or photograph, or direct them to use pictures in their missionary flipcharts. Have each missionary describe to his companion the people in the picture, using various adjectives as predicates. Tell them to describe the color of their clothing, what their personality might be like, etc. If desired, the missionaries may make their descriptions part of a story. Monitor their performance and provide help where needed. Mastery level is achieved when the missionaries are able to communicate effectively.

THE NON-PAST TENSE WITH DESCRIPTIVE PRONOUNS: TE

As you learned in the last unit, descriptive pronouns precede the predicate. When used with the non past tense, a slightly different pattern is used: The pronoun comes first, followed by the non past tense marker and then the predicate. The non past tense marker also changes from its normal form a to te. Study these examples:

'Ou te la fia alu 'i Hawai'i. - I don't want to go to Hawa'i.
Latou te nofo i Samo. - They live in Samoa.
Lis te o atu i le fale'oloa tasea? - Are you (2) going to the store tomorrow?

The pronoun ia (he, she, it) cannot be used with this structure, but only its alternate form, na. Nevertheless this pronoun is seldom used in main clauses.

The construction of sentences with descriptive pronoun doers in the non past tense can be summarized as:

<table>
<thead>
<tr>
<th>DESCRIPTIVE PRONOUN</th>
<th>te</th>
<th>PREDP</th>
<th>(etc.)</th>
</tr>
</thead>
</table>

Examples:

Ma te o 'i Samoa tasea. - We are going to Samoa tomorrow.
La te talitongu 'i le Tusi Pa'i'a. - They believe in the Bible.
Ou te faigaluega i le MTC. - I work at the MTC.

Mastery Check - Rule
Practice

1. Dictation
   a. Ou te lē fia tapenaina le potu moe.
   b. Pe 'e te fafanu lau soa i taeo uma lava?
   c. Latou te lē onosa'i i mea faigata.
   d. Pe lua te tausia polos'iga a le Atua?
   e. 'Alioga ta te o i le konafesi taeao.
   f. Matou te to'ututui i le tatao i aso uma lava.
   g. Ma te faita so'o i le Tusi Fa'ia.
   h. Tou te faigaiuega i le fale'oloa?
   i. Le te lē to's'aga 'i le lotu.
   j. Matou te popole 'ia te 'oe ma lau ta'avale.
   k. E te lē fiafia i lona manatu.

2. Teacher: As a class, check the missionaries' work on the preceding exercise by selecting a missionary to read his answer to one of the items and translate it into English.

3. Questions
   a. 'E te fia alu 'i se mea mamo?
   b. Lua te feita so'o 'i le fa'a'oga?
   c. Tou te fiafia 'i le nei atunu'u?
   d. 'E te ma'alili i taeo 'uma lava?
   e. Tou te fiafia 'i le salafiti i le fale'aiga?
   f. 'E te teu ou moega i po uma lava?
   g. 'E te fiafai 'i le ava i le peresitene?
   h. 'E te fia to'aga i le misiona?
   i. 'E te fia nofo i se nu'u filemū?
   j. 'E te paia?

4. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing each to the non-past tense. Have the class repeat the missionary's response.
   a. Sa lā fia va'ata ni 'ofu mananaia i le fale'oloa.
   b. Ou latou tual i le saunaga.
   c. 'O lo'o o'u le fiafia 'i le nei potu ve'ela.
   d. Po'usu tou fiafia i le fasi mamo?
   e. 'O lo'o matou feita 'i lau tane.
   f. Ou tatau alofia 'i lana ava.
   g. 'O lo'o latou fiafia 'i le manatu o le fa'a'oga.
   h. Sa ma o atu 'i le 'ofisa o le peresitene.
   i. O le'a ta tamono'oe i se nu'u mamo.
   j. Sa lua nonofo i le atunu'u o Amerika.

5. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to respond with two or three sentences. Tell them to use the non-past tense and that they are not to use any emphatic pronouns as doers. Monitor their performance and provide help where needed.
   a. Tell what you will do when you first arrive in the mission home in Samoa.
   b. Tell what you will do on your next Preparation Day.
   c. Tell what you will do tomorrow morning.
   d. Your mission has just ended and you are back in your home. What are you going to do?
   e. It is time for your gym class. Tell us what you are going to do.
   f. It is time to eat lunch. What are you going to do?

Mastery Check

Write a letter home to your family telling them what you do every day, what you and your companion do every day and what you and your district do every week. Use descriptive pronouns. Teacher: Monitor and evaluate their work. Mastery level is achieved when missionaries can produce comprehensible letters using the non-past tense with descriptive pronouns.
NEGATIVE VERBAL SENTENCES

As you have already learned, most verbal sentences in Samoan can be negated by placing the adverb (not) before the verb:

-E lē 'ēfia Makaitea 'i le tasi. - Margaret does not like you.
-Sa ou 'ēfia 'ōia lelei tasi. - I didn't read that book.
-'O lo'o Laitou lelei malamalama. - They don't understand.
-E lea'i ni tasi i le fale. - There aren't any books in the house.

In the last example above, le i ai has been contracted to lea'i. It is appropriate to use le i ai in answering questions, while lea'i is used in making independent observations:

Answer to a Question:
Pe i ai ni tagata i le masina? - Are there any people on the moon?
Lea'i, e le i ai ni tagata i le masina. - No, there aren't any people on the moon.

Independent Statement:
E lea'i ni teine i le potu. - There aren't any girls in the room. (or, There are no girls in the room.)

Some special forms are also used in the past and present tenses:

• Present Tense

E lē (or le with descriptive pronouns) is prefixed to 'o, the short form of 'o lo'o.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
</table>

'o lo'o alu Simi 'i Niu Sila.  - Jim is going to New Zealand.
'o lo'o o'u fia alu 'i le fale  - I want to go home.

For all practical purposes, 'o lo'o lē is equivalent to a/te le'o. For example:

'o lo'o lē moe Mele i le fale.  
E le'o moe Mele i le fale.  
}

- Mary is not sleeping in the house.

• Past Tense

Le'i conveys the negative in the past tense. It is commonly used with the non-past tense marker e and may sometimes be translated "not yet." For example:

Ou te le'i fiautoina le tasi. - I haven't read the book yet.

Though a/te le'i is the traditional way of conveying the negative past, the past tense markers na and sa may also be used with le'i as well as with lē:

Ou te le'i moe anapo.  
Sa 'ou le'i moe anapo.  
Sa ou le'i moe anapo.  
}

- I didn't sleep last night.

Meaning differences among these forms are sufficiently slight as to be irrelevant to the beginning student.

Negative sentences may be formed by:

(1) using lē with any tense.
(2) using a/te + le + lo to convey the present tense.
(3) using a/te with le'i to convey the past tense

(le'i may also be used with na and sa).

Examples:

Sa 'ou le popole 'i lē aina mea. - I didn't worry about that.
Latou te le'o fia o 'i Samoa. - They don't want to go to Samoa.
E te le'i alu 'i le fale'oloa?  
Sa le'i tatalo Maria i le lotu.  
- Haven't you gone to the store yet?  
- Maria didn't pray in the meeting.
Mastery Check - Rule

Practice

1. Substitution - Class
   a. Model: Ou te le 'a'o'a taeno.
      Substitute: ananafi, nei, nanef, analeila, taeno i le vaveao, i le taimi lenei, anapo
   b. Model: E le'o faigailuega lana tane i le taimi lenei.
      Substitute: nanef, i le taeo taeno, anataeao, nanef i le po, nei, ananafi

2. Teacher: Repeat the above drill, this time calling on individuals instead of the entire class.

3. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing it to a negative statement using either le'o or le'i as the case may require. Repeat the sentence and have the class make the same transformation.

   a. Sa 'ou to'aga i le lotu.
   b. E i ai ni tama i le fale uila.
   c. 'O lo'o latou monofo i se atunu'u mamao.
   d. Na malulu le malumalu sa analeila.
   e. E i ai ni 'api i le fale'ola.
   f. 'O lo'o mamao le ta'availe.
   g. Na ma soila ni tufafina i le fala ta'alolo.
   h. Sa latou tapana mea i le potu moe.
   i. 'O lo'o o'u teu le moega o la'u soa.
   j. E i ai le fafe'au i lena potu a'oga.
   k. 'O lo'o matou vaivai pea.
   l. Na fa'amata'a e lo'u yeo le lau ga.
   m. 'O lo'o paiē tele lena fafe'aau.

4. Questions
   a. 'Ua e ita 'i lau soa?
   b. Pe sa ma'aiili panikeke i le fale 'aiga anataeao?
   c. Pe sa vevela le fasi pu'a i le fale'aiga anataeao?
   d. Pe i ai se teine i lou potu moe?
   e. 'Ua vevela lensi potu?
   f. 'Ua malulu lenei potu?
   g. Sa tou teu solo i le pusia toso?
   h. Sa latou talanoa ma se teine manaia i le fale'ola?
   i. E mamao lou nu'u?
   j. E latalata lou nu'u?
   k. 'O le'a lua teu le fasi moji i le kapotia?
   l. 'Ua malolo le fafe'au lensa?
   m. Sa e tuagolotoina se tatalo fa'asamo?
   n. Lua te ō i Niu Sila i le vaiaso lea?

5. Teacher: Assign each pair of missionaries one of the following skit ideas and have them prepare it for the class. Then reassign them, and have them reverse roles.

   a. Your companion is hosting a lecture in your honor and is telling the audience all about you, but you keep interrupting and contradicting everything he says.

   b. You are interviewing a prospective member for baptism, but discover that he has a "no" answer for every question you ask.

   c. You are a district attorney grilling a witness (your companion) on the witness stand, and he denies every charge you make.

   d. You are blind and your mean companion has rearranged everything in the classroom. You ask him where various things are located and find that they aren't where you thought they were.

Mastery Check

Please close your books. Teacher: Reassign the above skit ideas to each pair of missionaries, making such each pair has an idea they have not performed before. Have them perform as companions. Monitor and evaluate their performance. Mastery level is achieved when the missionaries can communicate effectively.
TEST

1. Dictation. Possible Points: 12

NEW WORDS: amataga - beginning

'0 lo'u Ioga 'o Elder Taolama. / Ou te nofo i let MTC / i le nu'u o Provo i le atunu'u 'o Amerika. / E le mamo Provo mai Salt Lake City. / 'Ou te le'i fiafia i le MTC i le amataga. / 'Ou te le'i fiafia i le mea'ai / ma sa 'ou ita i le fia'oga. / Sa leaga fo'i la'u soa. / I se tasi aso, sa fai mai ai le fia'oga. / "E le'o se fiafe'au lelei 'oe. / 'Ia 'e a'oa'o malosi." / Sa 'ou fa'anoanoa tele i lena aso. / Sa 'ou to'aga i le vasega / ma sa 'ou tausia tufafo o le misiona. / Ou te fiafia i le MTC i le taimi lenesi. / 'Ae 'ou te le'o fiafia i le mea'ai.

2. Fill in the Blanks

NEW WORDS: vai la'a'u - medicine

'O Samita 'o _______ fiafe'au tala'i. 'O lo'o nofo 'o ia _______ le MTC. Sa talanoa
Samita ma le peresitene _______ le paranesi i le _______. Sa. Sa fesili le peresitene,
"e _______ tausia tufafo o le misiona?" _______ tali Samita, "Leai, 'ou te _______
tausia na tufafo valea." Sa _______ le peresitene, "Aisea?" Sa tali _______, "Leaga,
e _______ ni tufafo lelei. Ou _______ le'o fia a'oa'o _______ le vasega. Ou te
fia alu i _______ taulaga. Sa fai mai _______ peresitene, "E _______ se mea lelei
lena mea! 'O le a le mea 'e _______ fia alu ai i le taulaga?" _______ tali Samita,
"Au'a ou _______ fia maua se vai la'a'u mo _______ tina'. _______ ma'i 'o ia." Sa fai
atu loa le _______, "O lena lal! Ia, tu'u mai 'ia te a'u; Ou _______ alu i le taulaga
_______ le taeao.

ACTIVITY

Teacher: Teach the missionaries how to pronounce the letters in the Samoan alphabet (if they
don't already know them). As an aid, write the pronunciation of the Samoan consonants on the
board (e.g., fa, ha, ka, mo, nu, pi, ro, sa, ti, vi, komaliliu). Then as a class, play
"hangman" in Samoan. All questions and answers must be in Samoan.

Example: Teacher thinks of a Samoan word and draws a number of blanks on the board, each blank
representing one letter in the word. Each missionary takes turns asking questions such as the following:

Missionary: Pe i ai se "ro" i lena 'upu?
Teacher: Leai, e leai se "ro" i leni 'upu.

Each time a no answer is given, the teacher draws an additional part of a stick man
hanging from a gallows. If the picture of the man is completed before the word is
guessed, the teacher (or person at the board) starts over. If the word is guessed,
the missionary making the correct guess comes to the board and takes the teacher's
place.

RETENTION HOMEWORK

1. As companions, work through the following exercises:

   page 144, exercise 3
   page 145, exercise 5
   page 146, exercise 3
   page 146, exercise 4 (Answer questions negatively)

2. As companions, play two rounds of hangman.

3. As companions, take turns translating the story on this page to each other.
Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

Extra There is an extra mile section related to this lesson.
At the end of this lesson, you should be able to do the following in Samoan:

1. Use common conversational expressions.
2. Ask and answer questions about what people are doing.
3. Use the Samoan words for roles and occupations.

**Translation**

**Elder Nelson:** What are you two doing today?

**Elder Williams:** We're going downtown. What about it? Do you want to come with us? (Literally: We go together?)

**Elder Nelson:** I doubt it. My companion doesn't want to go.

**Elder Williams:** Really? What's he doing now?

**Elder Nelson:** He's lying on the bed. He's really sleepy.

**Elder Williams:** That's for sure! Come on; we'll go together.

**Elder Nelson:** No way. I don't want to break the rules. But don't worry; we'll go next week.
VOCABULARY

'ae - but  
'a'a/'a'e - displeasure, disgust  
'aloga - I doubt it  
'ato - complete, entire, whole  
'au'oi - pain or shock  
'ea - emphatic interrogative particle  
masalo - perhaps, maybe  
mo'i - really, actual  
'oka'oka - surprise  
pea - still, continuously

pasi - bus  
pule - authority, to control  
sgavli - to walk  
se - impatience  
u'e - to look for, to search  
tala - story, report, to tell  
tala'i - to proselyte  
tala'iga - proselyting  
ta'oto - to lie down  
tupe - money

TOOLS

COMMON PHRASES - CONVERSATIONAL EXPRESSIONS

The following phrases are very common in Samoan conversation. Most of them are quite informal. Note that the phrase e e can have quite different meanings, depending on the intonation it is given.

Phrases of Consent or Agreement:

'o 'og a - It's up to you  
Pule a 'oe - You're the boss  
Sa'o lelei a - That's right; I agree with that  
Masalo - Perhaps; Maybe

Phrases of Dissent or Disagreement:

'A'a / 'A'e - Come off it; Ugh (displeasure or disgust)  
'Aloma - I doubt it; I doubt that . . .  
'I te le pule - You're not the boss  
Se - Come on (impatience, complaining)  
Toe afe - No way; Forget it

Other Useful Phrases:

'Aua le popele - Don't worry  
'Auoi - Ow; oh (pain or shock)  
E a? - (with rising intonation:) What? (used when not hearing what someone said)  
- (with falling intonation:) What about it?; So what?  
E a 'es? - What?? (used when not hearing what someone said a second time)  
'Ia - Well; uh-huh (Usually said with rising intonation and ending in a glottal stop, this particle is used to acknowledge or accept what someone said or to announce a decision which has been reached.)  
'oka'oka - Wow (surprise)  
Tala mo'i? / E mo'i? - Really!  
Loe, e mo'i - Yes, it's true  
Se'i toetiti - Soon; Just a minute; Hang on a minute

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read one of the following situations, pause, and select a missionary to respond. Have the class repeat the missionary's response. For smaller classes, use fewer items.

   a. You just slammed the door on your hand. What might you say?
   b. Your companion suggests you go swimming next Sunday. How do you respond?
   c. You've been waiting for an hour for your companion to finish tying his shoes. What's your reaction?
d. A missionary going to an exotic mission offers you some worms for lunch. How do you react?

1. Your companion says she doesn't think the food in the cafeteria is very good. How might you respond?
   a. You respond by saying you agree.
   b. You respond by saying you disagree.
   c. You respond by saying you don't know.

2. Your companions asks if it's okay with you if she goes to the candy machine. What will you tell her?
   a. You say yes, go ahead.
   b. You say no, don't go.
   c. You say it depends on your preferences.

3. Your companion has just spoken to you in Samoan, but you didn't understand. What do you say?
   a. You say sorry, I didn't understand.
   c. You say you'll try again next time.

4. Your companion has repeated what you didn't understand, but you still didn't hear. Now what do you say?
   a. You say sorry, I still didn't understand.
   b. You say I'm sorry, I couldn't hear you.
   c. You say you're lost, I'm not getting this.

5. Your companion is passing off her discussion to you. How might you let her know you're still listening?
   a. You nod your head and say mm-hmm.
   b. You say you're paying attention, go on.
   c. You say you're sorry, I didn't catch that.

6. Your companion tells you that your teacher just got a divorce. What's your reaction?
   a. You say I'm sorry to hear that.
   b. You say that's terrible, how are they doing?
   c. You say I hope they're okay, it must be difficult.

7. Your companion wants to go to the cafeteria but you want to finish writing in your journal first. What do you say?
   a. You say I'm sorry, I have to finish this first.
   b. You say I don't want to go, I'm just going to sit here.
   c. You say I'll be right back, I need to finish this.

8. You have just seen a missionary kill a boa constrictor with her bare hands. What's your reaction?
   a. You say you're impressed, that's quite a feat.
   b. You say I'm sorry, but that's not appropriate.
   c. You say you're concerned for the missionary's safety.

9. Your companion offers to sell one of his neckties to you for $35.00. What's your answer?
   a. You say that's a great deal, I'll take it.
   b. You say I can't afford it, can you lower the price?
   c. You say that's too high, I'll look elsewhere.

10. Your companion orders you to do your laundry. What might you tell her?
     a. You say I'll do it right away.
     b. You say I'll do it later.
     c. You say I don't want to do it.

11. Your companion asks if you want to visit a new restaurant on your Preparation Day. What do you say?
     a. You say yes, I'm excited to try it.
     b. You say no, I'm not feeling like it.
     c. You say I'll think about it.

12. Your companion says your girlfriend is pretty. What's your reaction?
    a. You say she's very pretty.
    b. You say she's not really my type.
    c. You say you're not dating anyone at the moment.

3. With your companion, write a skit based on one of the following situations or one of your own invention. Use as many of the common phrases as you can. You will have only ten minutes to prepare, so work quickly. Teacher: Monitor performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.

   a. Your companion wants to go to the movie on your D-day, but you are against it.
   b. Your companion is bossing you around, and finally you rebel.
   c. Your companion is hard of hearing, and you are losing your patience.
   d. Your companion is sick and you try to take her mind off the pain.

Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by ad libbing. Teacher: Direct the order of the performances and evaluate each. Mastery level is achieved when each pair of missionaries can use 80% of the new phrases without difficulty.

PATTERNS - DOINGS

Following are informal ways of asking and answering questions about what people are doing.

1. 'O le a lau mea _______ faif?
   a. 'a
   b. e
   c. 'ua
   d. 'o
   e. sa

2. 'O le a lau mea e _______?
   a. tust
   b. faiau
   c. su'e
   d. a'oa'o
   e. 'ai

3. 'O le a lea e _______?
   a. faiau la'u tust mai lo' u' aiga
   b. faiau la'u mea'ai
   c. sauni ati le galuego/tala'aiga
   d. manua lava, fa'aafetai

4. _______ mea e faif?
   a. le a Lana
   b. a a lā
   c. a a latou

1. What _______ you do(ing)?
   a. will
   b. are
   c. are (now)
   d. are (still)
   e. did

2. What are you _______?
   a. writing
   b. reading
   c. looking for
   d. studying
   e. eating

3. I/we _______.
   a. am reading a letter from my family
   b. am having a meal
   c. am/are preparing for work/proselyting
   d. am/are fine, thanks

4. _______ doing?
   a. What is he
   b. What are they (2)
   c. What are they (3+)
5. La e  
a. savaii/aga'ava'i le lotu  
b. ta'oto/ta'o'oto pe'a i le potu moe  
c. fa'i lana tale  
d. su'e lona fusua  
e. fa'a'atasi i le pasi  

5. He/She/They  
a. ia/are walking to church  
b. ia/are still lying down in the bedroom  
c. is telling a story  
d. is looking for his necktie  
e. is/are waiting for the bus  

Practice  
1. Memorization Exercise  

2. Dictation  
NOTE: Tivoli is the name of a movie theater.  

Sa alu Ioane "i le fale o Simi / i la fa'as a le Ao Faraile. / Sa fesili Ioane "ia Simi, / "O le a lau mea e fai?" / Sa tali Simi, "O lea e fa'aitau la'u tusi. / Sa fesili Ioane, "Ta te o 'i le fifaga?" / Sa fesili Simi, "O le a le fifaga?" / Sa fai mai Ioane 'ia Simi, / "O le fifaga i le Tivoli." / Sa fai atu Simi, "A'e! / E leaga tele lena'tifaga." / Sa fai atu Ioane, "Se, ta o!" 'Sa tali Simi, "'E te le pule." / Sa fai atu Ioane, "'Ua lelei. / "O le a le mea a Mika e fai? / Sa fai mai Simi, "La e fa'ialuga i le a'oga." / Sa fesili Ioane, "O le a le taimi / e 'uma ai lana galuega?" / Sa tali Simi 'ia Ioane, "E uma lana galuega i le fa." / Sa fai atu Ioane, "Ta, masalo / 'o le a ma o 'i le tifaga ma Mika. / Sa fai mai Simi "Afaga o lo'o fia alu Mika / 'i le tifaga i lemeni aso." / Sa fesili atu Ioane, "Aisea?" / Sa tali Simi, "Leaga sa ma'i Mika anaelela."  

3. Teacher: Read one of the sentences in the above story, pause, and select a missionary to translate. Continue until they have translated the entire story.  

4. Please close your books. Teacher: Point to a missionary and ask one of the questions below. Pause and select another missionary to answer. The missionary selected should reply that he doesn't know, and then should ask the other missionary the question. That missionary should then respond, after which the missionary asking the question should report the answer to the teacher.  

Example:  
Teacher: (pointing to Missionary B) 'O le a lana mea e fai?  
Missionary A: Ta'ilo. (to Missionary B) 'O le a lau mea e fai?  
Missionary B: 'O lea e fa'alogo 'i le fa'a'oga. (or some other answer)  
Missionary A: (to the teacher) Lea e fa'alogo 'ia te 'oe.  
Teacher: Fa'a'atasi.  

a. 'O le a lana mea e fai nei?  
b. 'O le a lana mea sa fa'i i le potu moe anapa?  
c. 'O le a lana mea na su'e anamafi?  
d. 'O le a lana mea sa fa'i i le moega anapa?  
e. 'O le a lana mea 'a fa'i namei i le po?  
f. 'O le a lana mea 'ua fa'i?  
g. 'O le a lana mea sa 'ai i le fa'ale'a'aga?  
h. 'O le a lana mea sa fa'i i le fa'ale ula?  
i. 'O le a lana mea 'o fa'i?  
j. 'O le a lana mea sa fa'i i le fa'ale ta'ele?  
k. 'O le a lana mea 'o su'e?  
l. 'O le a lana tala e fa'i?  

5. You are a reporter from NewsTime magazine doing an in-depth story on what goes on in the MTC. Interview your companion and ask him what he did yesterday, what he did this morning, and what he will do tonight. Then ask him some similar questions about the teacher. Then reverse roles and begin again.  

Mastery Check  

Have the missionaries turn to the picture on page 62. Direct them to work as companions. Asking each other questions about what individuals in the picture are doing. Monitor and evaluate their performance. Mastery level is achieved when the missionaries communicate effectively.
'au faifatva - fisherman (plural)  
'ave ta'avale - driver  
fa'amasino - judge  
fa'atau'oloa - salesperson, storekeeper  
fa'atonu still - director  
fa'afa'ato'aga - farmer  
failautusia - secretary  
fa'inifo - dentist  
faipule - member of parliament  
foma'i - doctor  
kamuta - carpenter  
leoleo - police officer

1. Memorization Exercise
2. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer. Repeat the question and have the entire class answer.

a. 'O se kamuta laloi soa?
b. Sa 'e fa'atau'oloa?
c. O le'a 'e faipule i se aso?
d. E pule mu'ou lou tama?
e. E loa lou tuagane/tuafafine?
f. Sa failautugia lou tama?
g. 'O se pule a'oga laloi soa?
h. 'O se fa'a'o'aga lelei a'u?
i. Sa 'e tamaititi a'oga?
j. 'O ni so'o a laloi Keriso oula?'  

3. Teacher: Pantomime an action, pause, and select a missionary to guess (with a complete sentence) what role you are playing. If her guess is wrong, select another missionary to guess. After three wrong guesses, tell them what you were doing, and begin again. When one of the missionaries guesses correctly, have that missionary take your place. Continue until you have acted out most of the roles on the list.

Examples: (Teacher sits in chair and moves hands as if grasping a steering wheel.)
Missionary A: 'O se leoleo 'oe?
Teacher: Leai, e le'o se leoleo a'eu.
Missionary B: 'O lo'o 'e 'ave ta'avale?
Teacher: Sa'o!

(Missionary B takes the teacher's place and becomes the mime.)

Mastery Check
Teacher: Direct the missionaries to work in pairs, telling their companions a sentence that describes the daily routine of one of the above roles (they may wish to describe a job held by a member of their family). After each sentence, the companion is given a chance to guess what the job is. If he guesses wrong, the other missionary says another descriptive sentence. Play continues until the companion has guessed the job or role in question. Afterwards, reverse roles and begin again. You may wish to give a prize to the missionary who makes correct guesses with the fewest number of clue-sentences.

Example: Missionary 1: E alu lo'u tina i lona 'ofisa i taeo uma lava.  
Missionary 2: E failautusia lou tina?  
Missionary 1: Leai. E talanoa tgaata ma lo'u tina.  
Missionary 2: 'O le loa lou tina?  
Missionary 1: Leai. E fesoasoaga lo'u tina i tagata fa'amanoa.  
Missionary 2: E foma'i lou tina?  
Missionary 1: Io'e. (The missionaries reverse roles.)

Mastery level is achieved when the missionaries are able to communicate effectively.
Teacher: Designate one missionary to come to the front of the room and pantomime some action. Ask the class, "O le la lana mea 'us fa'i?" and direct the missionaries to raise their hands if they can answer the question. Call on the individual to raise his or her hand first. The missionary selected must answer with a complete sentence. The first missionary to answer correctly trades places with the missionary who did the pantomime, and the process begins again. Suggested time limit: 15 minutes.

Note: If missionaries are shy about performing in front of the class, then designate the missionary who does not raise his hand or who does not give the correct answer to become the mime. If you choose this variation, you may wish to have everyone write down their answers and then check them.

RETENTION HOMEWORK

1. Work with your companion, asking each other the questions in exercise 2, pages 152-153.
2. Use one of the situations listed under exercise 3, page 153, to write a skit in Samoan. Use a different situation than the one you used before, or create your own. Have the teacher correct your work.
3. Take turns with your companion asking and answering questions based on the patterns on page 153-154.
4. Have a conversation with your companion in which you try to find out all the different occupations of the members of the family.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following:

1. Explain the difference between 0-class and A-class nouns.
2. Use possessive pronouns.
3. Use different Samoan equivalents for "for."
4. Use the verbs for "to become" and "to act as."

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>afafine</td>
<td>daughter (of a man)</td>
</tr>
<tr>
<td>aganu'u</td>
<td>custom(s)</td>
</tr>
<tr>
<td>atalit'i</td>
<td>son (of a man)</td>
</tr>
<tr>
<td>'avea...ma</td>
<td>to become, to be</td>
</tr>
<tr>
<td>fa'amalu</td>
<td>umbrella</td>
</tr>
<tr>
<td>fai...ma</td>
<td>to act as</td>
</tr>
<tr>
<td>faiva</td>
<td>job, skill, craft, business</td>
</tr>
<tr>
<td>faletua</td>
<td>wife (honorific)</td>
</tr>
<tr>
<td>fanau</td>
<td>birth, to be born, to give</td>
</tr>
<tr>
<td>fe'a</td>
<td>message, errand, business</td>
</tr>
<tr>
<td>ipu</td>
<td>cup, dish</td>
</tr>
<tr>
<td>mo/ma'i</td>
<td>for</td>
</tr>
<tr>
<td>sami</td>
<td>sea</td>
</tr>
<tr>
<td>taleni</td>
<td>talent, ability</td>
</tr>
<tr>
<td>tama</td>
<td>son (of a woman)</td>
</tr>
<tr>
<td>tamatama</td>
<td>daughter (of a woman)</td>
</tr>
<tr>
<td>tamateine</td>
<td></td>
</tr>
<tr>
<td>to'alua</td>
<td>spouse, mate</td>
</tr>
<tr>
<td>uo</td>
<td>friend, pair of friends</td>
</tr>
<tr>
<td>va'a</td>
<td>boat, ship, vessel</td>
</tr>
<tr>
<td>vasa</td>
<td>ocean, open sea</td>
</tr>
</tbody>
</table>

GRAMMAR

POSSESSIVE PREPOSITIONS "O" AND "A": OF

The particles "o and "a are used to indicate possession and tell something about the relationship of the possessor to the thing possessed. They are used in possessive pronouns and also act as prepositions.

While "o and "a can both be translated by the English word "of," their use is usually not interchangeable. "A denotes an active, controlling relationship between the possessor and the thing possessed, as in the following example:

'o le lāuga a le tamāloa
- the speech of the man

The man has control over his speech, so "a is used.

"O, on the other hand, denotes a relationship where the possessor does not control the thing possessed, where the possessor is dominated by the possession, or to indicate parts of a whole:

'o le nu'u o le teine
- the village of the girl
'o le Atua o tagata uma
- the god of all people
'o le lanu o le tuai
- the color of the book

Because of the nature of these relationships, the preposition "a is usually reserved for human possessors. Study the following examples:

<table>
<thead>
<tr>
<th>&quot;A</th>
<th>&quot;O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o 'upu a le tagata</td>
<td>'o 'upu o le pese</td>
</tr>
<tr>
<td>- the words of the person</td>
<td>- words of the song</td>
</tr>
<tr>
<td>'o le tāli a le faafine</td>
<td>'o le tāli o le fesiili</td>
</tr>
<tr>
<td>- the answer of the woman</td>
<td>- answer of the question</td>
</tr>
</tbody>
</table>
The distinction observed here also allows otherwise identical phrases to have very different meanings in some cases:

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le tala a le nu'u - the story the village is talking about or telling</td>
<td>'o le tala o le nu'u - the story about the village; its history</td>
</tr>
<tr>
<td>'o le fa'amaniaga a le tama - the blessing the boy gave</td>
<td>'o le fa'amaniaga o le tama - the blessing the boy received</td>
</tr>
<tr>
<td>'o le ata a le teine - the picture owned by the girl</td>
<td>'o le ata o le teine - the picture of the girl (the picture has her likeness)</td>
</tr>
<tr>
<td>'o le nu'u a le tamāloa - the village of the man (the one he rules)</td>
<td>'o le nu'u o le tamāloa - the village of the man (the one where he lives or was born)</td>
</tr>
<tr>
<td>'o lana fe'au - his/her errand or business</td>
<td>'o lona fe'au - his/her excrements</td>
</tr>
<tr>
<td>'o lana mea - his/her thing</td>
<td>'o lona mea - his/her genitals</td>
</tr>
</tbody>
</table>

Missionaries must be extremely careful to use the proper article in the last two examples above, since an error with these words could be very offensive.

Following are more detailed guidelines on when to use o and a.

0-class nouns include possessions in:

0-1. Situations in which the possessor is dominated or ruled by the possession:

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o lo'u Atua</td>
<td>- my God</td>
</tr>
<tr>
<td>'o le fai'saga o le tama</td>
<td>- the teacher of the boy</td>
</tr>
<tr>
<td>'o le matai o le aiga</td>
<td>- the chief of the family</td>
</tr>
</tbody>
</table>

0-2. Situations in which the possessor is physically dominated (covered, carried, or upheld) by the possession:

a) houses

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le fale o le tagata</td>
<td>- the house of the person</td>
</tr>
</tbody>
</table>

b) boats

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o lona va'a</td>
<td>- his boat</td>
</tr>
</tbody>
</table>

c) clothing, umbrella

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le ofu tino o le teine</td>
<td>- the blouse of the girl</td>
</tr>
<tr>
<td>'o lona fusiuas</td>
<td>- his tie</td>
</tr>
<tr>
<td>'o le fa'amalu o le faife'aau</td>
<td>- the umbrella of the minister</td>
</tr>
</tbody>
</table>

d) major geographical features or locations

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le nu'u o le foma'i</td>
<td>- the village of the doctor</td>
</tr>
<tr>
<td>'o vasa o le lalolagi</td>
<td>- oceans of the world</td>
</tr>
</tbody>
</table>

NOTE: In exception to this, the words fa'ato'aga (farm) and sami (sea) are A-class.

0-3. Close natural or biological relationships in which the possessor is perceived as having no choice in the existence of the relationship.

a) parts of a whole, including parts of the body

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o itulau o le tusi</td>
<td>- pages of the book</td>
</tr>
<tr>
<td>'o masina o le tausaga</td>
<td>- months of the year</td>
</tr>
<tr>
<td>'o le iu o le teine</td>
<td>- the head of the girl</td>
</tr>
</tbody>
</table>

NOTE: In exception to this, the word fa'ava (beard) is A-class.

b) thoughts, feelings, skills, desires, and attributes

<table>
<thead>
<tr>
<th>A</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o le alofa o le tina</td>
<td>- the love of the mother</td>
</tr>
<tr>
<td>'o le faiva o le tamalua</td>
<td>- the craft of the man</td>
</tr>
<tr>
<td>'o le manatu o le loia</td>
<td>- the idea of the lawyer</td>
</tr>
</tbody>
</table>

NOTE: In exception to this, the word fala (talent) is A-class.
c) parents, brothers, sisters, offspring of men, and honorific terms for spouse

'o lona tine - his/her mother
'o lona tamu - his/her father
'o le tuatafine o le tama - the sister of the boy
'o le tuagane o le teine - the brother of the girl
'o lona afafine - his daughter
'o le atafi o le tamaloa - the son of the man
'o lona faletua - his wife

NOTE: See the exception to this under rule A-2.

A-class nouns include possessions in:

A-1. Situations in which the possessor dominates or has control over the possession:

a) property not covered by O-class rules, including food and animals

'o lana tusi - his/her book
'o le peni a le teine - the pen of the girl
'o la'u uafi - my watch
'o le fa'i a le tama - the banana of the boy
'o lana ipu vai - his/her cup of water (water is normally O-class, but any drink is A-class)

b) human behavior, including customs, work, and anything voiced

'o le 'upu a le matai - the word of the chief
'o le talai a le teine foma'i - the story of the nurse
'o le galuaga a le fafine - the work of the woman
'o le aganu'u a le atumu'u - the customs of the country
'o le smio a le tagata - the behavior of the person

NOTE: Faiva (job, skill, craft) is classed as a skill and is covered by rule O-3.

A-2. Relationships in which the possessor is perceived as having a choice in creating the relationship:

a) children (in general), offspring of women, and common terms for spouse

'o famau a le tamaloa - children of the man
'o tamaiti a le aiga - youngsters of the family
'o lana tama - her daughter
'o le tane a Sala - the husband of Sara
'o lau ava - your wife

NOTE: In exception to this, the word to'alua (spouse) is O-class.

b) friends and companions

'o la'u aqa - my companion
'o lana uo - his friends

O-class possessions occur in relationships:
A-class possessions indicate a controlling relationship:

(1) where the possessor is dominated by the possession.
(1) where the possessor dominates the possession:

a. property not covered by O-class rules; food, animals.

b. human behavior, anything voiced.

(2) where the possession covers, carries, or upholds the possessor.

(2) where the possessor chooses to create the relationship:

a. children, offspring of women, common terms for spouse.

b. friends and companions.

c. parents, brothers, sisters, offspring of men, honorific terms for spouse.
Examples:

O fea le tusi a le tama?
Aumai le fa'amalu o Sini.
O le tina o le aiga Sala.
Se lelei le Lauga a le teine.

- Where is the boy's book (the book of the boy)?
- Bring Jim's umbrella (the umbrella of Jim).
- Sara is the mother of the family.
- The girl's talk (talk of the girl) was good.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'O le fa'amalu o Maria.
Substitute: fa swipe, a'ofu, pa'anga, fa'alava, fa'io'oga, amio, tamateine, nu'u, tusi, to'alaua, 'upu, ta'ei, tua'ave, u'o

2. Substitution - Individuals

Model: 'O le tala a Sini.
Substitute: ulu, galuega, 'ofu vae, va'a, 'ava, atali'i, tama, manatu, ipu vai, soa, tuafafine, ava, tali, faiva, solo, afafine, fe'a

3. Fill in the Blanks

NEW WORDS: Ieremia - Jeremiah
gaoi - to steal
faaalo - empty
taga gaoi - immediately, right away
tita gaoi - thief
le taeo na soso'o ai - the next morning

I le tasi aso, sa nofo Ieremia ______ le fale palagi ______ lona tama. I le ta ______ le sefulu, na sau ai se leoleo ______ lona fale. Sa fa'i atu le leoleo, " ______ lou fale lenei?" Sa talu Ieremia, "E leafi, o le fale lenei ______ lo'u tama." Sa fesili atu ______ leoleo, "O ai lou tama?" Sa fa'i atu Ieremia, "O le loia ______ tama." Sa va'a'i atu le ______ i le tele o mea manaia i totonu ______ le fale. Sa fesili le leoleo, "O le laulau lona ______ ai?" Sa talu Ieremia, "le laulau lona ______ lo'u tina." Sa fesili atu le ______, "O le fusiua lona ______ ai?" Sa talu Ieremia, "O le fusiua ______ o lo'u uso." Sa va'a'i atu le leoleo ______ se ata ma sa fesili atu, "O ai na tagata?" Sa talu Ieremia, "O le tama ______ lo'u tama ma le tane ______ lona tuafafine." Sa fesili atu Ieremia, "O le a le mea ______ te fa'i nei fesili e teile?" Sa talu le leoleo, "Atu sa i ai se tagata gaoi ______ lenei nu'u. Masalo 'o se tagata gaoi ______ tama." _______ ita loa Ieremia ma sa ia fa'i atu, "E te valea? E le'o ______ tagata gaoi lo'u tama!" Sa ahu i faso loa le ______ ma sa le toe sau _______. I le taeo na soso'o ai, sa a la Ieremia ma sa va'a'i atu 'ua faaalo ______ fale. Sa lai atu Ieremia, "Aou! Ua gaoi mea uma ______ lo tatou aiga!"

4. Teacher: Read one of the sentences in the above story, pause, and select a missionary to translate. Continue until the class has translated the entire story.

5. Teacher: Using the following question as a springboard, conduct the class in a discussion in Samoan of the above story:

"O ai sa gaoi mea uma i le fale o Ieremia? Atsea?"

6. Please close your books. Teacher: Collect several items from the missionaries, such as notebooks, shoes, ties, photographs, books, belts, etc. Mix the items up and place them on a table in the front of the room. Have each missionary come forward and identify his possessions, using complete sentences. If the missionary should claim something that does not belong to him, the other missionaries in the class can challenge such statements. The missionary can only reclaim those possessions which he can identify with accuracy and grammatical correctness. If there are any photographs, he must identify the people in the photograph before he claims it. If desired, you may wish to time each missionary to see how quickly they can identify their possessions.
Mastery Check

You are a team of psychiatrists studying missionary interaction at the MTC. Interview a missionary other than your companion and see how much he knows about his companion's possessions by asking whether his companion has each of the items listed below. The missionary responding should answer in complete sentences.

Example: Pe i ai se _____ a/o lau soa?

<table>
<thead>
<tr>
<th>Possessive Pronoun</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother</td>
<td>car</td>
</tr>
<tr>
<td>sister</td>
<td>family</td>
</tr>
<tr>
<td>spouse</td>
<td>pencil</td>
</tr>
<tr>
<td>blue tie/skirt</td>
<td>girl/boy friend</td>
</tr>
<tr>
<td>children</td>
<td>green notebook</td>
</tr>
</tbody>
</table>

boat
umbrella
black socks
watch

After this interview, interview his companion and score the first missionary by giving him one point for each correct answer. Then allow yourself to be interviewed by someone else. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when missionaries use the possessive pronouns correctly 90% of the time. If desired, you may give a reward to the missionary with the highest score.

**POSSESSIVE PRONOUNS**

In English, each pronoun has an equivalent called a possessive pronoun which is used to show possession. Possessive pronouns are another kind of determiner. For example:

- I have a book - my book
- They have a book - their book
- She has a book - her book

In Samoan, possessive pronouns are formed by combining part of the regular articles (le, se, ni, ō with o or a) and the appropriate descriptive pronoun. Note that the singular pronouns are exceptions:

<table>
<thead>
<tr>
<th>Article Particle</th>
<th>O/A</th>
<th>Descriptive Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>l-</td>
<td></td>
<td>(exceptions:)</td>
</tr>
<tr>
<td>s-</td>
<td>o</td>
<td>-'u (my)</td>
</tr>
<tr>
<td>ni-</td>
<td>a</td>
<td>-u (your-singular)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-na (his/her/its)</td>
</tr>
</tbody>
</table>

Examples:

- 'O lo matou fale lena. - That is our house.
- 'O ana fanau na. - Those are her children.
- 'O la tatau tusi lenei. - This is our book.
- 'O oulua fuusua na. - Those are your (2) neckties.
- 'O lau mea'ai lena. - That is your food.

The indefinite article particles (s- and ni-) are used in the same manner as the indefinite articles, that is, in referring to any one (s-) or more (ni-) of a group of things. The definite article particles (l-, ō), on the other hand, make reference to a specific object or objects. Study the following examples:

- Aumai sa'u penitala. - Bring my pencil (any one of them).
- Aumai la'u tafi. - Bring my razor (refers to one specific razor).
- Ma te fia iloa sona manatu. - We want to know her idea (any one of them).
- Ma te fia iloa lona manatu. - We want to know her idea (refers to a definite, specific idea).

The indefinite possessive pronouns are also used in reference to something of questionable or unknown existence, and in reference to things which do not exist. For example:

- 0 le a sou manatu? - What is your opinion? (It is not known whether the person addressed has an opinion.)
- 0 lo'o su'e sana peni. - (He's) looking for a pen.
- Pe i ai sau fanau? - Do you have any children? (Lit. "Do your children exist?")
- Leai, e le i ai sa'u fanau. - No, I don't have any children (lit. "My children do not exist.").
- E leai so latou fale. - They don't have a house. (Lit. "Their house does not exist.")
Constructions involving ways of expressing "to have" will be practiced in the next lesson.

The formula for constructing possessive pronouns in Samoan is:

\[
\text{ARTICLE PARTICLE} \quad \begin{array}{c} (1-, \ s-, \ ni-, \ ?) \\
\end{array} \quad \text{+} \quad \begin{array}{c} 0 \text{ or } A \\
\end{array} \quad \text{+} \quad \text{DESCRIPTION PRONOUN} \\
\text{(exceptions: } -'u [my], -u [your singular], -na [his/her/its])
\]

Definite article particles are used to refer to something definite and specific in existence. Indefinite article particles are used to refer to any one or more of a group of things or things of unknown existence or which do not exist.

Examples:

Pe i ai sa lua ta'avale? - Do you (2) have a car?
Leail, e leai sa ma ta'avale. - No, we don't have a car.
Ou te alofa i lo tou aiga. - I love your (3 or more) family.
Aumai so'u ofu tino. - Bring my shirt.
E manaia lava au panikeke. - Your pancakes are delicious.
0 fea o tatou fa'ia'oga? - Where are our teachers?

Mastery Check - Rule

Practice

1. Substitution - Class. Teacher: Write the appropriate punctuation mark on the blackboard.
   a. Model: E i ai sou fa'ale?  
      Substitute: fanau?, ta'avale., tusi., fa'ais'oga?, uati?
   b. Model: E i ai ai o la fa'ale?  
      Substitute: peni., nofoa?, uo., lavalava.
   c. Model: E i ai lo matou fa'ale.  
      Substitute: va'a?, moa., atumu'u., 'alaisa?, tinā?, potu., fusius.
   d. Model: E i ai o ta 'ofu tino.  
      Substitute: foma'i., fa'i., fanau?, fa'amalu., 'iē afu?

2. Repeat the above drill, using different pronouns and calling on individuals instead of the entire class to respond.

3. Please close your books. Teacher: Bring to class some inexpensive items, such as pencils or small boxes of candy. Make sure you have at least six items. Attach labels to each item showing who "owns" it: On two of the items attach the names of three missionaries; on two other items attach the names of two missionaries; and on the last two attach the name of one missionary. Show the items to the class so the missionaries know who owns which items. Then place the items in front of you and, pointing to one or more items, ask "O le (item) a ai nei?" or "O (items) a ai nei?" Pause, and select a missionary to answer. Repeat, until you have elicited all the definite possessive pronouns, both singular and plural.

If you wish to practice possessive pronouns with O-class nouns, you can purchase some inexpensive neckties at a second-hand store and use them in the above drill.

4. Please close your books. Teacher: Point to one of the items used in the previous exercise, pause, and ask one of the following questions.
   a. O le (item) lenei a (name)?
   b. O le (item) lenei a (name) ma (name)?
   c. O (items) nei a (name, name) ma (name)?
   d. O (items) nei a (name)?
   e. O (items) nei a (name) ma (name)?
   f. O le (item) lenei a (name, name) ma (name)?
Mastery Check

Please close your books. Teacher: Remove the labels from the items used in the previous two exercises and give them to one missionary in each pair. Have them work as companions, testing each other’s memory by asking each other the ownership of each item as in exercise 4 above. Each missionary must ask at least six questions. Monitor their performance and provide help where needed. Mastery level is achieved when missionaries use possessive pronouns correctly 80% of the time.

M, MA, I: FOR

The English word for can be expressed with the words M, MA, or I. M (also pronounced mo) means "for the use of" or "for the benefit of" and is probably the most commonly used equivalent of the English word for.

In contexts in which a particular object is intended for another person, either M or MA can be used, as in the following examples:

'Ave mo 'oe le tusi. - Take the book for yourself.
'Ave ma 'oe le tusi.

'Aumai le peni mo a'u. - Give me the pen.
'Aumai le peni ma a'u.

I is used to mean for in the sense of time duration:

Sa moe le teine i aso e tolu. - The girl slept for three days.
Sa tu le fale i tausaga e tele. - The house stood for many years.

Remember:

1. M means "for," "for the use of," "for the benefit of."
2. Either M or MA can be used in contexts in which some object is intended for another person.
3. I means for in the sense of time duration.

Examples:

O le'a fai le fono ma tinā. - There will be a meeting for mothers.
Ave ma 'oe le solo pīntī. - Take the pink towel for yourself.
Sa ou nofo i le fale i aso e lua. - I stayed in the house for two days.

Mastery Check - Rule

Practice

1. Please close your books and take out a sheet of paper. Teacher: Read one of the following sentences at normal speed, then read it again, allowing the missionaries time to write it down. Do the same for each sentence. After the last sentence, read all the sentences again at normal speed to allow the missionaries to check their work.

a. O le'a fai se a'oga mo teine i lemat nu'u.
b. Sa vaivai lo la uso i tausaga e lua sefulu.
c. Na saunia e Mele se mea'ai mo ana uo.
d. Ave ma 'oe le nofoa lena.
e. Na i'a ave la mea alofa ma lana uo.
f. Sa faigaluega Mareko mo ana uo i le tausaga atoa.
g. Sa ia fa'amatalaina lona alofa mo i matou.
h. Aumai ma a'u se fusua lana meamata.
2. Fill in the Blanks

NEW WORDS: e a pe'a - how about if
evaga - date
'tina 'i sa - in order to, so that
peita'i - but, however
tua'oi - neighbor
fa'aipoipo - be married
olaga - life

Sa nofo Ioane ______ le nu'u o Provo i tausaga e tele. ______ se tasi aso, na sau ai le fafine i _______ fale. Sa fai atu _______ fafine, "0 lo'u igoa _______ Sala. O a'u lou tu'a'oi fou. Ua _______ samaia le faalao _______ 'oe." Sa fiafia Ioane ______ Sala ma sa ia fai atu, "Fa'afetai lava. E a pe'a se'i ________ se ta mea'ai nanei?" _______ tali atu Sala, "Ta, ua lelei."

Sa galue Ioane ______ le aoauli atoa 'ina 'ia saunia ______ le evaga. Na ia saunia se sua moa ma ni pateta _______ 'i la'u. Sa ia ta'ele fo'i ______ le ituia atoa lava! Sa fiafia lava ________, aua sa alofa te le Ioane ______ Sala.

Na taunu'u Sala i lona fale i le ta o ________ fitu. Sa 'ai Ioane, 'ae sa la 'ai _______. Sa fa'ili atu Ioane, "0 le a le mea _______ te le 'ai ai?" Sa tali ________, "Aua o lo'o fa'atali _______ tane 'is te a'u. O le'a ma 'a'ai fa'ataasi." Sa fa'anoaoa ________, aua sa ia le iioa ua fa'aipoipo Sala. Peita'i sa ia fai atu, "Ta, 'ave nei mea'ai _______ oulaua." Sa 'ave e Sala le mea'ai _______ lona to'alus ma sa ia toe alu i lona fale. _______ la toe alofa Ioane _______ lena fafine. Sa ia nofo _______ lona lava fale _______ lona olaga atoa ae sa la toe _______ i fafo.

3. Teacher: Read one of the sentences in the above story, pause, and select a missionary to translate. Continue until the class has translated the entire story.

4. Discussion Questions

a. 0 le a le mea na fa'apena ai le amio a Sala?
b. Fa'amapa 'ua fa'aipoipo mo'i Sala?
c. 0 le a le mea na le toe alu ai Ioane i fafo?
d. 0 le a le itu'aiga o tagata e i ai Ioane? O a ni ona uiga?

Mastery Check

Your district is about to leave the MTC and you have prepared or purchased a little gift for each member of your district. However, you don't want them to know where the gifts came from, so you instruct your companion which gift is for which person. As you give him the instructions, you might also wish to explain how much time it took you to make or acquire some of the gifts. First jot down what gifts you might give, then begin. Afterwards, reverse roles and have your companion give you similar instructions. Teacher: Monitor and evaluate the performance of the missionaries. Mastery level is achieved when the missionaries use mo, ma, and i correctly 90% of the time.

<table>
<thead>
<tr>
<th>TO BECOME, TO ACT AS</th>
</tr>
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<tbody>
<tr>
<td>The notions of &quot;become&quot; and &quot;act as&quot; are expressed by avea...ma (to become, to be) and fai...ma (to act as, to become, to be). In each case, the particle ma precedes the done-to (that which the doer is to become or to act as). For example:</td>
</tr>
<tr>
<td>Sa avea Ioane ma se faipula. - John became a member of parliament.</td>
</tr>
<tr>
<td>O le'a avea Sini ma se tagata lelei. - Jim will become a good person.</td>
</tr>
<tr>
<td>Sa fai 'o ia ma tamâ o le aiga. - He acted as father of the family.</td>
</tr>
</tbody>
</table>

Generally speaking, descriptive pronoun doers cannot be used with these verbs:

| Sa avea a'u ma se faife'au tala'i. - I was (or became) a missionary. |
| Sa fai 'o ia ma pelesite. - She acted as president. |
Articles before the done-to are often omitted, especially with fai...ma:

Sa avea Samuelu ma foma'i. — Samuel became (a) doctor.
0 le'a avea 'oe ma ta'ita'i. — You will become (the) leader.
0 le'a avea 'o ia ma fai'a'oga. — He will act as teacher.
0 le'a fai Malae ma tina o le aiga. — Mary will be mother of the family.

When the particle ma is followed by a possessive pronoun, the pronoun's article particle is usually omitted:

'Ua avea Ioane ma oga tamā. — John has become his father.
E fai Sini ma a'u uo. — Jim acts as my friend.

Avea...ma means to become or to be.
Fai...ma means to act as, to become, to be.

Remember:
1. The particle ma precedes the done-to (that which the doer is to become or act as).
2. Descriptive pronoun doers generally cannot be used with these verbs.
3. Articles before the done-to are often omitted, especially with fai...ma.
4. When ma precedes a possessive pronoun, the pronoun's article particle is omitted.

Examples:
O lo'o fai Ioane ma loia. — John is acting as a lawyer.
E fia avea a'u ma pule nu'u. — I want to become the mayor.
Sa fai Soifua ma failautusi. — Soifua acted as secretary.
0 le'a avea 'o ia ma matal o le aiga. — He will become chief of the family.

Mastery Check - Rule

Practice
1. Substitution - Class
   a. Model: Sa avea Pili ma fa'amaseino.
      Substitute: 'ave ta'avale, fa'inifo, pule nu'u, lo'u uso/tuagane, faifa'ato'aga, la'u uso, kamuta.
   b. Model: 0 le'a fai Mele ma teine foma'i.
      Substitute: fa'stau'oloa, lo latou tina, loia, ta'ita'ifono, lou tuafafine/uso, failautusi, teu tupe, la'u soa.

2. Questions
   a. Sa avea lou tinā ma se failautusi?
   b. Sa avea 'oe ma se fa'stau'oloa?
   c. 0 le'a fai Elder/Sister ma ta'ita'i iu?
   d. 0 le'a avea lou soa ma ta'ita'i sone i Samoa?
   e. 0 fai Elder/Sister ma peresite ne o le paranesi?
   f. 0 fai lau uo teine ma failautusi?
   g. E fia avea 'oe ma leoleo?

3. Directed Questions
   Faasili 'ia Elder/Sister:
   a. pe o le's avea o ia ma pule ʻoga i se aso.
   b. pe sa avea lana soa ma tagata leuga i le tausaga ua te'a.
   c. pe o le's fai 'o ia ma loia.
   d. pe sa fai lona tamā ma faifa'ato'aga.
4. Role-play one of the following situations with your companion. Then reverse roles and begin with a different situation. Teacher: Monitor the missionaries' performance, providing help where needed.

   a. You are a master of disguise, and have assumed many roles throughout your life. Now you are retired and are dictating your autobiography. Pretend your companion is your secretary as you relate at least four roles you have assumed in your magnificent career.
   
   b. You are a con man who has perpetrated many crimes by assuming the guise of various professions. You have finally been caught and you have decided to make a full confession. Tell the police officer (your companion) about the last four jobs you pulled off.
   
   c. You are trying to support a starving family by working at four different jobs. You are applying for welfare assistance. Pretend your companion is a government agent as you explain your attempts to feed your family.
   
   d. You are a great actor/actress. Pretend your companion is a gossip columnist as you describe the four favorite roles of your career.

Mastery Check

Each of us has assumed many roles in our lives: child, student, son, daughter, employee, missionary. Prepare a short talk about the different roles you have had in your life. You will be given 5 minutes to prepare and then must deliver your talk to the class, using only brief notes. Teacher: Monitor and evaluate but do not correct them when they make their oral presentations. Mastery level is achieved when the missionaries use avea...ma and fai...ma correctly 90% of the time.

PERFORMANCE ACTIVITIES

TEST

1. Dictation. Possible Points: 15

NEW WORD: 'ina 'ia - in order to

Sa nofo Mareko i Samoa ma / sa galue o ia i ni tausaga e teko. / I se tasi aso, sa fai mai / lona aiga ia te ia, / "Matou te manana'o "ina 'ia avea / 'oe ma matou matai." / Sa fiafia Mareko. / Sa fia o ia ma matai o le aiga / ma sa pule o ia i mea uma. / Sa ia ave ma ia le ta'evala / o lona atali'i. / I se tasi aso, sa ia alu atu / i le fale o lona afafine / ma 'ave uma nofoa. / Sa fa'amanoa lona afafine ma sa fai atu, / "Ta'a molemole e le / toe i ia ni o matou nofoa. / O fea o le'a matou nono sa i?" / Sa tali Mareko, "ia nono i / lo outou va'a." / Sa fai atu lona afafine, "E leai so matou va'a." / Ae sa le tali Mareko. / Sa 'ave ma ia mea 'uma a lona aiga. / Sa ita lava lona aiga ig te ia / I se tasi aso sa / latou fai atu ia te ia, / "Ia e toe aumai a matou mea. / O le'a le toe fai 'oe ma matai o / le nei aiga." / Sa fa'amanoa Mareko, "ae sa ia / toe tu'uluia atu mea uma i lona aiga. / Sa le / toe fai Mareko ma matai o le aiga.

2. Questions

   a. O lau tusi lena?
   b. O le fomua o ai lenei?
   c. O le'a lona lau soa ma se fai'e'au lelei?
   d. E 'ave ma a'u le api lenei?
   e. E i ai sa oulaa tusi pese?
   f. Na 'ave ma lona soa lagoni moli?
   g. O le'a fai lona soa ma ta'ita'i i le misiona?
   h. E i ai ni o outou 'ofu timo papa'e?
   i. E i ai se leoleo i lo outou aiga?
   j. Va 'e nofo i le MTC i vaiaso e fitu?

ACTIVITY

Teacher: Have the class members form a circle, and select a missionary to begin. The first missionary will say a sentence announcing that he has some object, as in the example below. The next missionary
around the circle will repeat the first missionary's sentence and add his own. Whenever any missionary can't remember all the preceding sentences or makes a mistake with o or a, he gets a point against him and play resumes with his starting with a new sentence. The teacher will keep score and when a missionary gets three points against him, he's out. (Suggested time limit: 20 minutes.)

Example:
Missionary 1: Ua i ai la'u tusi.
Missionary 2: Ua i ai lana tusi ma o lo'o i ai lo'u fusiu'a.
Missionary 3: Ua i ai lana tusi ma o lo'o i ai lona fusiu'a, ma o lo'o i ai la'u...
uh, a'e!

Teacher: Tasi le 'ai (point) a missionary 3. Ia toe amata.

RETENTION HOMEWORK

1. Write out the answers to the following exercises:
   page 162, exercise 4
   page 165, exercise 2

2. Work with your companion, translating for him the story on page 160 (exercise 3). Then listen as he translates for you the story on page 164 (exercise 2).

3. Work with your companion, quizzing each other on all the vocabulary from the beginning of the book up to this point.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

5. Memorize the assigned vocabulary and phrases.

Em There is an extra mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Bear a simple testimony.
2. Use expressions of possession.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: 3 i ai sa'u molimau?
Elder Viliamu: Doe, ou te ifoa ua uma oua tosua'ifina le ekalesia mono a Jesus Kariso. E a?
Elder Sikoki: E le'o i ai sa'u molimau. Ou te fia ifoa po'o ifea ekalesia a mono.
Elder Viliamu: E tauta ona 'e faitaifina le Tusi a Mamona ma tatalo ma le loto fa'amoni. O le'a fa'saulia e le Agaga Fa'ia 'ia te 'oe u mono le Ekalesia a Jesus Kariso o le 'An Fa'ia o Aso e Gata ai.

TRANSLATION

Elder Scott: Do you have a testimony?
Elder Williams: Yes, I know the true church of Jesus Christ has been restored. What about it?
Elder Scott: I don't have a testimony. I want to know which church is true.
Elder Williams: You must read the Book of Mormon and pray with a sincere heart. The Holy Ghost will reveal to you that The Church of Jesus Christ of Latter-day Saints is true.
**VOCABULARY**

| afo'aga | - word(s) (honorific) | mana | - (supernatural) power |
| aia | - way, means, path | mautinoa | - to be convinced, be certain |
| alo | - son/daughter | molimaau | - witness, evidence, testimony |
| 'au | - team, team of... | moni | - true, real |
| fa'a'ai or fa'alii | - to show, to reveal | pa'ia | - holy, sacred |
| fa'amona | - faithful, true | perisitua | - priesthood (LDS term) |
| gata | - to come to an end | so'ifua | - to live (honorific) |
| lailolagi | - earth, world | su'esu'e | - to examine, to study |
| loto | - heart, feeling | toe fa'ata'a'ina | - to restore, be restored |
| maio | - kingdom, government | Tusi a Maona | - Book of Mormon |

**NOTE:** The word 'au denotes a team or organization of people. When prefixed to other words, it can take on more specific meanings. For example: 'au fale - members of a household; 'au fono - council members: 'au faipese - choir; 'au pa'ia - saints; 'au Alofa - Relief Society

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**TOOLS**

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**PATTERNS - POSSESSIONS**

The following patterns will help you review some of the material presented in the last lesson and provide you with some ways of expressing the notion of "to have." The first four expressions indicate not only possession but ownership.

1. E i a i sau _____?
   a. penitala
   b. fa'i
   c. ta'fi

2. Loe, e i a i _____ fa'amalu.
   a. lo'u
   b. lo tautou
   c. lo ma
   d. o latou

3. _____ sansa tusi pese.
   a. 'Usa lea'i
   b. E lea'i
   c. E le'o i a'i
   d. Sa lea'i

4. O le tusi a _____ lenei(?)
   a. a'u
   b. 'oe
   c. Siní
   d. a'i

5. E lea'i _____ mea.
   a. se
   b. ni

6. 'Usa ia te _____ se (object) fou?
   a. 'oe
   b. ia
   c. oulua

7. 'O lo'e ia _____ se selu uliuli.
   a. loena
   b. 'i la'ua
   c. 'i matou
   d. outou

1. Do you have a _____?
   a. pencil
   b. banana
   c. razor

2. Yes, _____ have an umbrella.
   a. I
   b. We (3 or more, inclusive)
   c. We (2, inclusive)
   d. They (3 or more)...umbrellas (plural)

3. He/She _____ a hymn book.
   a. doesn't any longer have
   b. doesn't have (generally)
   c. (still) doesn't have
   d. didn't have

4. This is _____ book(?) (Lit. This book is of ____[?])
   a. my
   b. your
   c. Jim's
   d. whose (Whose book is this?)

5. There _____ any / I haven't any.
   a. isn't
   b. aren't

6. Do/Does _____ have a new (object)?
   a. you
   b. she
   c. you (2)

7. _____ has/have a black comb.
   a. John
   b. they (2)
   c. we (3 or more, exclusive)
   d. you (3 or more)
8. E i ai ______ se ta'aval? 9. E le'o i ai i le tama le ______.
   a. Viliamu  a. ta'aval
   b. 'i落户  b. tivi
   c. 'i ma'ua  c. 'ofu pa'epa'e
   d. oulu  9. The boy doesn't have the ______.
8. Do/Does ______ have a car?
   a. Viliamu  a. car
   b. they (3 or more)  b. TV
   c. we (2, exclusive)  c. white shirt
   d. you two

Practice

1. Memorization Exercise

2. Questions

   a. E i ai sau molimau?
   b. E i ai se va'a o Elder/Sister ______?
   c. E i ai Elder/Sister ______ le perisitua?
   d. Ua ia te ia ni uo teine/uo tama?
   e. E i ai se molimau a Elder/Sister ______?
   f. E i ai ai taleni a Elder/Sister ______?
   g. O lo'o la te 'oe se 'apit?
   h. E i ai sou fa'amalu?
   i. E i ai sou se to'aiua?
   j. O lo'o la Elder/Sister ______ se penitata?

3. Directed Questions

   Festili i a Elder/Sister ______:

   a. pe i ai sana uati.
   b. pe i ai se molimau a lana soa.
   c. pe i ai i ai Elder/Sister ______ se ta'aval.
   d. pe i ai i ai ana uo i Samoa.
   e. po ua ia te ia se uo teine/uo tama fou.
   f. po ua lana soa se fusiau/sakaka fou.
   g. pe i a i Elder/Sister ______ se pulumu nifo samasama.
   h. po'o la Elder/Sister ______ se tafi.
   i. pe i ai sana solo ta'ele mumu.
   j. pe i ai sana selu uiuli.

4. Please close your books. Teacher: Have the missionaries play the following game: The missionaries will ask their companions whether they have some object. If the answer is yes, the companion must surrender that object to the missionary who asked the questions. An ungrammatical question or a no ends that missionary's turn. The companions then get the opportunity to ask about the possessions of the first missionaries. They may use this opportunity to acquire new possessions, but cannot ask to have their own possessions back. The missionary who has acquired the most possessions after two rounds wins. (One round consists of each missionary having one turn to ask questions.)

Mastery Check

You are a customs officer inspecting people's luggage as they arrive in the airport in Western Samoa. Pretend your companion has just stepped off the plane in Samoa and is at your desk. Drill him as to what possessions he or she has, and then decide whether or not he or she can enter the country. Explain the reason for your decision. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when missionaries can effectively communicate their ideas.

PATTERNS - TESTIMONY

The following patterns will help you present a simple testimony:

1. Ou te fia tu'uina atu la'u moimau. 1. I would like to bear my testimony.
2. Ou te iloa ma 'ou mautinoa ________.
   a. 'o lo'o soifua le Atua le Tama ma
      lona alo o Iesu Keriso
   b. e moni le Ekalesia a Iesu Keriso o
      le Au Pa'ia o Aso e Cata Ai.

3. Ou te molimau atu 'ua uma one toe
   futa'ina ________.
   a. le ekalesia moni a Iesu Keriso
   b. le mala o le Atua i le laloagi
   c. le mana o le perisitua
   d. le pule pa'ia a le Atua

4. Ou te iloa fo'i o _____ o se perofeta.
   a. Josefa Samita
   b. Ezra Taft Benson

5. E tatau ona tatou ________.
   a. su'esu'e i tusitusiga pa'ia
   b. tausia poloa'iga a le Atua
   c. tatalo ma le loto fa'amoni

6. Na/Usa fa'-alia mai e le Agega Pa'ia ________.
   a. e moni ma fa'amoni le talalelei.
   b. le moni o le Tusi a Mamona
   c. le ala e tausia si poloa'iga

7. Ou te tu'ufina atu leinei molimau i le
   suafa o Iesu Keriso: Amene.

Practice

1. Memorization Exercise

2. Fill in the Blanks

NEW WORDS: a'o'aoga
fa'afofoga
'ina 'ia
mafaufau
- teachings
- to listen (honorific)
- in order to, so that
- to think

Ou te fia tu'ufina atu la'ua ________ ia te outou. Ou te ________ ma o'u mautinoa e moni
_______ Ekalesia a Iesu Keriso o le __________ o Aso e __________ Ai. Na ou su'esu'e i
tusitusiga __________ ma na ou __________ ma le loto fa'amoni __________ po e tele. Na ou
faituina le __________ a Mamona ma ua __________ mafaufau i ona a'o'aoga. Fa fa'afofoga le
_______ i a'u tatalo ma ua ia fa'-alia mai ia te ________ le moni o lenei lava ekalesia.
_______ te molimau atu e ________ le Tusi a ________. Ou te iloa fo'i ua ________ ona toe
_______ le mala o le ________ i le laloagi. O le perisitua ________ le mana ma
_______ pule pa'ia a le Atua. Ou ________ iloa fo'i o Ezra Taft Benson o ________
perofeta moni lava ________ le Atua. E tatau ________ tatou tausia ________ a le Atua
'ina 'ia maua le fiafia i ________ laloagi. Ou te ________ atu leinei ________ i le suafa
_______ Iesu Keriso: ________.

3. Prepare a brief testimony in Samoan which describes your feelings about the Church. You may
use the patterns presented here, or construct sentences of your own. Then present your testimony
to your companion. Avoid using notes. Teacher: Monitor the missionaries' preparation, giving
them help with grammar or vocabulary as needed.

Mastery Check

Please close your books. Teacher: Direct the missionaries (or random missionaries for large
classes) to come to the front of the room one at a time and present their testimonies in Samoan.
The presentations need not be identical to the patterns found in this lesson, but should be com-
prehensible. If you wish, you can delay this mastery check to a more appropriate occasion, such as
their Sunday night culture fireside or a special district testimony meeting. Mastery level is
achieved when 90% of the missionaries can present comprehensible testimonies.
PERFORMANCE ACTIVITIES

1. Teacher: Direct the class to sit in a circle. Have the missionaries hold their hands in front of them with the palms together and their fingers pointed away from them.

2. Take an easily concealed object such as a button or quarter and hold it between your hands the same way as the class members (do not interlace the fingers; merely press the palms together.

3. Then go around the circle and pass your clasped hands between each pair of hands, secretly depositing the object in one pair of hands. Then sit with the missionaries in the circle.

4. Class members will try to guess who has the object by asking their chosen suspect if he or she has the object in question. Missionaries may indicate their desire to guess by calling out "O a'u" and waiting for the teacher to call on them. The person who has the object may "bluff" by joining in the guessing process.

5. All class members should keep their hands clasped (i.e., pressed together) throughout the game.

6. If no one can guess who has the object after 3 or 5 guesses (depending on the size of the class), the person who successfully concealed the object wins. Otherwise, the person who guessed correctly wins.

7. Play begins again with the winner passing his hands between each pair of hands in another attempt to give someone the object without anyone else knowing. Suggested time limit: 20 minutes.

RETIENON HOMEWORK

1. Practice reciting a testimony of your own making. If you need help with vocabulary or grammar, ask the teacher. Rehearse it until you can say it evenly.

2. When you and your companion have completed number 1 above, take turns timing each other's recitation, trying to increase your speed each time.

3. As companions, take turns asking each other the questions in exercise number 2 on page 170.

Teacher: Assign the vocabulary and common phrases for the lessons to be covered in the next class period.

4. Memorize the assigned vocabulary and phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Talk about days, dates, and months.
2. Use more time expressions.

DIALOGUE

Elder Sikoki: 'O le aso fia lelei?
Elder Nelasoni: 'O le aso valu le aso. 'O anasa fa 'a taumu'u mai ai 'i le MTC?
Elder Sikoki: Na 'oou taumu'u 'ia Fepualii. 'Ae a 'oai?
Elder Nelasoni: Na 'oou ao le MTC i le vaiaso talu ai. 'O afe a te malaga ai?
Elder Sikoki: 'On to aly i le vaiaso lag, i le aso safusulima o Apurila.
Elder Nelasoni: 'Amoa la 'oe! 'On te te aly saia o'ia i le masina atu i tua.

TRANSLATION

Elder Scott: What's the date today?
Elder Nelson: Today is the eighth. When did you arrive in the MTC?
Elder Scott: I came in February. How about you?
Elder Nelson: I came to the MTC last week. When do you take off?
Elder Scott: I'm going next week, on the fifteenth of April.
Elder Nelson: You're lucky, then! I don't go until the month after next.
VOCABULARY

lea - this, that
lona - -th, -d (ordinal number affix)
mamumu - first
mulmul - last
talu ai - previous
Janu'ali - January
Feputali - February
Matl - March

'Aperila - April
Me - May
Juni - June
Iulai - July
'Aokuso - August
Setema - September
Oketopa - October
Novema - November
Tesema - December

TOOLS

VOCABULARY BUILDER - DAYS OF THE WEEK

Even though they are capitalized, days of the week are treated like common nouns and therefore required a determiner. For example, in English we say, "I am going on Tuesday," or "Today is Monday." But in Samoan, "I am going on the Tuesday," or "This is the Monday."

Aso Cafua - Monday
Aso Lus - Tuesday
Aso Lulu - Wednesday
Aso Tofi - Thursday
Aso Farale - Friday
Aso To'one'i - Saturday
Aso Sā - Sunday

NOTE: Aso Farale is also pronounced Aso Falale.

Practice

1. Memorization Exercise
2. Translation
   a. Sunday
   b. Wednesday
   c. Friday
   d. Tuesday
   e. Thursday
   f. Saturday
   g. Monday
   h. Friday
   i. Sunday
   j. Monday
   k. Saturday
   l. Thursday
   m. Tuesday
   n. Wednesday

Mastery Check

Please close your books. Teacher: Read one of the following words, pause, and select a missionary to translate. Mastery level is 100%.

1. Sunday
2. Saturday
3. Wednesday
4. Friday
5. Tuesday
6. Thursday
7. Monday

PATTERNS - DAYS AND DATES

The following patterns will help you ask and answer questions about the date. Note that the affix lona followed by any cardinal number (except 1) becomes an ordinal number. For example:
Cardinal Number
luana - two
tolu - three
selau - one hundred

Ordinal Number
luana lona - second
luana tola - third
luana selau - one hundredth

As you will notice in the patterns below, Samoans do not always use ordinal numbers the same way English speakers do.

1. ’O le a le aso _____ o le vaisao?
   a. muamua
   b. lona lua
   c. lona lima
   d. mulimuli
2. ’O Fepuialo le masina lona lua o le tausaga.
3. ’O le a le _____ lenei?
   a. aso
   b. masina
   c. tausaga
4. ’O le aso _____ le aso(?)
   a. fia
   b. lua
c. sefulu tasi
d. To’ona’i
5. ’O le aso _____ o Me, tasi le afeiva
   a. muamua
   b. lua
c. toulsefulu

Practice
1. Memorization Exercise
2. Questions
   a. ’O le a le aso muamua o le vaisao?
   b. ’O le a le aso taaao?
   c. ’O le a le aso lona lua o le vaisao?
   d. ’O le a le aso lona lima o le vaisao?
   e. ’O le a le masina muamua o le tausaga?
   f. ’O le a le aso lona tola o le vaisao?
   g. ’O le a le masina lona ono o le tausaga?
   h. ’O le a le masina lona iva o le tausaga?
   i. ’O le a le aso lona fa o le vaisao?
   j. ’O le a le aso lona ono o le vaisao?
   k. ’O le a le masina lona sefulu o le tausaga?
   l. ’O le a le aso mulimuli o le vaisao?
   m. ’O le a le masina lona tola o le tausaga?
   n. ’O le a le masina lona valu o le tausaga?
   o. ’O le a le masina mulimuli o le tausaga?
   p. ’O le a le masina lenei?
   q. ’O le a le aso lenei?
   r. ’O le a le aso ananafi?
   s. ’O le aso fia le aso?
   t. ’O le aso fia taaao?
   u. ’O le a le lou aso fanau?
   v. ’O le a le aso fanau a Elder/Sister ______?
3. Directed Questions
   Fesili ’ia Sister/Elder ________:
   a. po’o le a le aso lenei.
   b. po’o le aso fia ananafi.
   c. po’o le a le aso fanau o lana soa.
   d. po’o le a le masina lenei.
   e. po’o le a lona aso fanau.
   f. po’o le a le aso lona tola o le vaisao.
   g. po’o le a le masina lona valu o le tausaga.
   h. po’o le a le tausaga lenei.
   i. po’o le aso fia taaao.
   j. po’o le a lona aso fanau.
4. Questions. Teacher: If necessary, remind the missionaries that questions with *fia* may be answered by substituting the answer in for the word *fia* and repeating the sentence. (See Unit Two, Lesson Five, pages 80-81.)

a. E fia aso i le vaiaso?
b. E fia aso i le masina lenei?
c. E fia aso o Fepualii?
d. E fia vaiaso i le tausaga?
e. E fia aso o Setema?
f. E fia aso i le tausaga?
g. E fia masina i le tausaga?
h. E fia sekone i le minute?
i. E fia sekone i le itula?
j. E fia minute i le masina?
k. E fia sekone i le tausaga?

5. You will no doubt want to remember the birthdays of all the missionaries in your district, so take out a sheet of paper and ask each one when his or her birthday is, including month, date, and year. Write down each birthday as you are told it. All communication must be in Samoan. Teacher: Monitor performance, making sure each missionary asks every other missionary when his or her birthday is.

Mastery Check

Please close your books and take out a sheet of paper. Teacher: Give each missionary a slip of paper on which is written only one of the dates below; be certain no two missionaries have the same date. Tell them that they are time travelers and in order to know what time period they are in, they must ask someone in that period to tell them the current month, day, date, and year. Tell them to pretend that each missionary represents a separate time period. When they have all interviewed one another, have them compare notes and see if they wrote down all the dates correctly. You may wish to give a reward to missionaries who have all the correct dates written. Monitor and evaluate their performance. Mastery level is achieved when the missionaries can ask comprehensible questions and record correct answers 80% of the time.

<table>
<thead>
<tr>
<th>Movement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday December 7, 1941</td>
<td>Thursday August 11, 1611</td>
</tr>
<tr>
<td>Friday October 12, 1492</td>
<td>Saturday July 3, 1776</td>
</tr>
<tr>
<td>Monday February 21, 1263</td>
<td>Tuesday March 18, 1066</td>
</tr>
<tr>
<td>Saturday July 20, 1969</td>
<td>Wednesday June 22, 1844</td>
</tr>
<tr>
<td>Wednesday November 12, 1963</td>
<td>Sunday April 6, 1830</td>
</tr>
</tbody>
</table>

PATTERNS - MORE TIME TALK

1. Na sau le peresitene i le vaiaso _____.
   a. 'ua te'a
   b. talu ai
2. 'O le'a faia le fono i le masina _____.
   a. lea
   b. 'a sau
   c. fou
   d. atu i tua
3. 'O le a le _____ 'e te sau ai?
   a. taimi
   b. aso
   c. masina
   d. tausaga
4. 'O le'a faia le fono i le _____.
   a. aso lenei
   b. vaiaso lenei
   c. masina lenei
   d. Aso Lulu
5. Na 'ou fanau ia _____.
   a. Novena
   b. 'Aokuso
   c. Mati
   d. Iulai

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Practice

1. Memorization Exercise

2. Fill in the Blanks

Sa talamo Maria sa Mele. __________ Maria 'o se teine Samoa, 'a'o Mele __________ se teine mai Niu Sila. Sa __________ atu Maria, "O ana'afea __________ 'e taunu'u mai ai 'i Samoa?" __________ tali mai Mele, "Na 'ou sau 'i Samoa __________ Tesema, 'ae na 'ou taunu'u mai __________ Apia i le vahiso 'ua __________. 'Ou te fia alu i __________ fono o faiela'i Apia." Sa fesili atu Maria, "_________ le aso e fai ai lena fono?" __________ tali Mele, "O le'ā fai le fono __________ le aso tolo o le masina __________ sau." Sa toe fesili atu Maria, "O le'ā __________ masina 'a sau?" Sa fai mai Mele, __________ Mati. 'O ana'afea 'e te alu __________ 'i Niu Sila?" Sa tali atu __________, "'Ou te alu 'i Niu Sila __________ Aperila."

3. Questions

a. 'O ana'afea 'e te alu ai 'i le fale 'otī ulu?
b. 'O le'ā le aso 'e te alu ai 'i le fale sa?
c. 'O le'ā le masina sa 'e fanau ai?
d. 'O le'ā le masina na fanau ai lau soa?
e. 'O le'ā le masina e fai ai le Kerisimasi?
f. O ana'afea na 'e tu'uni'ina atu ai lau molima?
g. 'O le'ā le aso e alu ai 'oe 'i le taulaga?
h. 'O ana'afea e fai ai le saumiga i le fale misiona?
i. O ana'afea sa ______ ai? (Fill in with an event that occurred last week.)
j. O ana'afea e ______ ai? (Fill in with an event that will occur next week.)

4. Directed Questions

Fesili 'ia Elder/Sister ________:

a. pe alu 'o ia 'i le fale 'otī ulu i le vahiso lea,
b. pe sa alu 'o ia 'i le faletusi 'i le vahiso 'ua te'a,
c. po'o le'ā le aso e alu ai 'o ia 'i le fale'o'oa,
d. po'o ana'afea e alu ai 'o ia 'i le taulaga,
e. po'o ana'afea sa alu ai 'o ia 'i le fale 'otī ulu,
f. po'o le'ā le masina sa taunu'u ai 'o ia 'i le MTC,
g. po'o le'ā le masina e alu ai 'o ia 'i Samoa,
h. po'o le'ā le masina na fanau ai 'o ia,
i. po'o le'ā le taulaga e toe sau ai 'o ia 'i Amerika,
j. po'o ana'afea sa alu ai 'o ia 'i le fale'o'oa i Orem.

5. Pretend your companion is the President of the United States and you are his personal secretary. A few months ago, he told you to make arrangements for him to tour the world. You and the president are now about half-way through your journey and he has called you in for a report. Review for him where you went last month, last week, and yesterday, and tell him where you will go tomorrow, next week, the week after next, and the next month. Also explain what you have planned for him in December. Then reverse roles and begin again. Teacher: Monitor their performance and provide help where needed.

Mastery Check

Teacher: Call each missionary to come before the class (or selected missionaries for large classes) and relate some major events in their lives in chronological order, as well as telling their future plans. They are to tell at least one event that occurred or will occur in each of the following time periods: last year, last month, last week, next week, next month, and next year. Give them a few minutes to prepare before they begin. Monitor and evaluate their performance. Mastery level is achieved when 90% of the missionaries can effectively communicate their ideas.

PERFORMANCE ACTIVITIES

1. The teacher will assign each missionary including herself a particular month of the year. The teacher and missionaries will sit in a circle and the teacher will start a rhythmic four-count beat: pat hands against things, clap hands, snap right fingers, snap left fingers.
2. When everyone has the beat, the teacher will say her month when she snaps right fingers and another person's month when she snaps left fingers.

3. The next time right fingers are snapped, the person whose month was called must say her month and must give another month on the next beat when left fingers are snapped.

4. Play continues in this manner. When a missionary fails to say the month in rhythm, play stops. The missionary who missed may either be reassigned a new month, or drop out of the game. The months are reassigned and play begins again. Suggested time limit: 15 minutes.

5. This game can also be played with days of the week or numbers in place of months.

RETENTION HOMEWORK

1. Work with your companion, asking each other the questions in the following exercises:
   
   page 174, exercise 2
   page 175, exercise 2
   page 177, exercise 3

2. Write a letter home telling about the events of your life over the past seven days. List at least one event for each day.

   OR

   Write a story about the events of your life over the past several months. Use as many names of months as possible.

   If you need help with vocabulary or grammar, ask the teacher for assistance.

   Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section associated with this lesson.
1. Multiple Choice. Teacher: Mastery level is 90% accuracy by each missionary.

   1. 'O le ... 'o se tagata e faʻi fale.
      a. faʻialautusi
      b. foma'ia
      c. kamuta
      d. leoleo
      e. loia

   2. E malamalama ... 'i tualafono o le atunu'u.
      a. faʻiʻataʻo'aga
      b. foma'ia
      c. kamuta
      d. pulea'oga
      e. loia

   3. E fesoasoani ... 'i tagata e toe maua le malosi.
      a. faʻiʻataʻo'aga
      b. foma'ia
      c. faʻialautusi
      d. pulea'oga
      e. leoleo

   4. 'O le ... 'o se tagata e tâʻefi tagata leaga.
      a. faʻiʻataʻo'aga
      b. faʻatau'oloa
      c. kamuta
      d. leoleo
      e. faʻialautusi

   5. Tatou te maua mea'ai mai ...
      a. faʻiʻataʻo'aga
      b. faʻialautusi
      c. kamuta
      d. loia
      e. foma'ia

   6. 'O le ... 'o se teine e faʻigaʻuega i se ofisa.
      a. faʻiʻataʻo'aga
      b. faʻialautusi
      c. kamuta
      d. leoleo
      e. faʻatau'oloa

   7. O lo'u igoa o Mele. O le iga o lo'u tīnā 'o Sara. O a'u o lona ...
      a. tamateine
      b. tamatane
      c. tuafa'fine
      d. afafine
      e. atali'i

   8. O lo'u igoa o Ioane. O le iga o lo'u tāmā o Simi. O a'u o lona ...
      a. tamateine
      b. tamatane
      c. tuagane
      d. afafine
      e. atali'i

   9. O lo'u igoa o Ioane. O le iga o lo'u tīnā o Sara. O a'u o lona ...
      a. tamateine
      b. tamatane
      c. tuagane
      d. afafine
      e. atali'i
10. O lo' u Igoa o Maroa. O le Igoa o lo' u tamā o Simi. O a' u o lona ... 
   a. tamateine 
   b. tamatane 
   c. tusafine 
   d. afafine 
   e. atali'i

11. 'O le ... Nu Sila.
   a. nu'u 
   b. atumu'u 
   c. laolagi 
   d. malo 
   e. veega

12. O lo' u to'alua Sara. O la' u ... 'o ia.
   a. ava 
   b. tane 
   c. afafine 
   d. tamatane 
   e. tamateine

13. E galue melosi Simi au e ... 'o ia.
   a. paiē 
   b. vaiyai 
   c. filemu 
   d. mo'i 
   e. to'aga

14. E leai se pisa i se fale ...
   a. paiē 
   b. vaiyai 
   c. filemu 
   d. mo'i 
   e. to'aga

15. 'Ua te'a le tamī o le sauniga; 'ua ... tele Sina.
   a. vave 
   b. tuai 
   c. ma'aiili 
   d. malolu 
   e. manaia

16. E fiafia tama 'uma l teine ...
   a. mamo 
   b. mānga 
   c. paiē 
   d. ita 
   e. pisa

17. Sa ... Le tamālosa i le fale'oloa i le pasi.
   a. ta'oto 
   b. savali 
   c. tamo'e 
   d. 'ave 
   e. malaga

18. Sa 'e ... i le Tusi a Mamona?
   a. mautinoa 
   b. su'esu'e 
   c. afioga 
   d. mana 
   e. soifua

19. O a mai 'oe? ... manuia lava, fa'afetsi.
   a. La e 
   b. 'O la 
   c. lea 
   d. 'O lea e 
   e. 'O a' u

20. O lo' u Igoa o Ioane. O ... Simi.
   a. lo' u faletua 
   b. lo' u to'alua 
   c. la' u uō 
   d. la' u afafine 
   e. la' u tamatamu
21. E talitonu Sina i le lotu; e malosi lona . . . .
   a. perisitua
   b. molimau
   c. soifua
   d. toe fuata'iina
   e. moni

22. E le mafai ona maua e fafine le . . . .
   a. perisitua
   b. molimau
   c. soifua
   d. toe fuata'iina
   e. moni

23. 'O . . . le masina mumua 'o le tausaga.
   a. Aso Gafua
   b. Tesega
   c. Aso Sa
   d. Ianuali
   e. acauai

24. E a'ono faife'au i le . . . Samoa.
   a. fa'amalu
   b. fe'au
   c. nu'u
   d. agan'u
   e. taleni

2. Teacher: With the missionaries sitting in a circle, have them list the days of the week and months of the year in order, with each missionary taking a turn to say one day or month. Mastery level is achieved when 90% of the months and days are recited correctly.

3. Teacher: Conduct the class in the game "Password." Divide the class into pairs, each of which constitutes a team. One member of each team is designated as clue giver. One of the passwords listed below is shown to each clue giver. The clue givers then each get a turn to say a word to their teammates which will elicit the "password." Each time a new round begins, the role of clue giver changes to the other teammate. Answers must be given within five seconds after the clue. Ten points are scored if the correct answer is given after one clue, nine points after two clues, and so on down to one point. The first team to get thirty points wins. The teacher acts as moderator and judge.

Example: (The password moni is shown to clue givers Missionary A, Missionary C and Missionary E.)
Teacher: Amata!
Missionary A (team 1): sa'o
Missionary B (team 1): seso?
Teacher: Leai.
Missionary C (team 2): fa'amani
Missionary D (team 2): lelei?
Teacher: Leai.
Missionary E (team 3): mo'1
Missionary F (team 3): moni?
Teacher: Sa'o! E valu 'ai o le 'au lona tolu.

Passwords:
Round 1: to'alua
Round 2: tamatane
Round 3: fa'amalu
Round 4: mea'i'ai
Round 5: afafeinu
Round 6: faiva
Round 7: su'esu'e
The following grammar principles and SYL expressions were taught in this unit:

<table>
<thead>
<tr>
<th>Kinds of Predicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Past Tense Marker te</td>
</tr>
<tr>
<td>Negative Predicative Sentences</td>
</tr>
<tr>
<td>Conversational Expressions</td>
</tr>
<tr>
<td>Doings</td>
</tr>
<tr>
<td>O-Class and A-Class Nouns</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
</tr>
<tr>
<td>Ways to Express &quot;For&quot;</td>
</tr>
<tr>
<td>&quot;To Become&quot; and &quot;to Act As&quot;</td>
</tr>
<tr>
<td>Testimony</td>
</tr>
<tr>
<td>Possession</td>
</tr>
<tr>
<td>Days, Dates, Months</td>
</tr>
<tr>
<td>Time Expressions</td>
</tr>
</tbody>
</table>

1. Fill in the Blanks. Teacher: Mastery level is 80% accuracy by each missionary.

NEW WORDS: Apia, Aleipata, Mulinu'u -- (towns in Samoa)
'taiga -- family
'taula -- road
calapa -- muddy
pitonu -- suburb, part of village
timu -- rain

Lau susuga Ioane e,

'Ua ou fa'anamoanoa lava aua sa ou le'i va'ai 'oe Apia i Aso Tofì.
Na sau la'u uo mai Niu Sila e va'ai Samoa ma ma ou atu fa'atasì i la'u ta'avalē
Aleipata e va'ai nu'u moni Samoa. Sa palapa tele 'aula
aua sa timu tele le aso; sa matua fiafia ava la'u uo le la'u uo le fale'oleoa B.P. i Apia. Sa 'ou alu lou pitonu'u. Sa ou
va'ai le tamāloa i fale Samoa la'itiiti. ou fesili ia, "Fa'amolemole, po'o i ai Ioane i nu'u?" Sa ia tali mai, 'o ia o se tasi
lou 'aiga. Sa fai mai, 'ua 'e alu Mulinu'u. Ou fa'amoe o e
mafa'i ou va'ai 'oe Tesema. O le'a ou tuitusi ia te 'oe tasea. O le'a

Ia soifu,

Simi

2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. E . . . a'u lelei tusi.
   a. a
   b. o
   c. i
   d. no word needed

2. O lo'o . . . ma'i Sina.
   a. i ai
   b. fai
   c. 'ia te ia
   d. no word needed

3. E . . . lotu Mamona 'i matou.
   a. i ai
   b. fai
   c. 'ia te 'i matou
   d. no word needed
4. ... alu i le tifaga.
   a. Se'i ou
   b. Se'i ou te
   c. Ou te se'i
   d. So'ou

5. ... o atu i le fa'elola?
   a. E outou
   b. E tou
   c. Outou te
   d. Tou te

6. He is a teacher. (Choose the correct translation)
   a. 0 lo'o ia se faia'oga.
   b. 0 lo'o se faia'oga 'o ia.
   c. 0 lo'o faia'oga 'o ia.
   d. '0 ia o lo'o se faia'oga.

7. ... se teine 'oe.
   a. E le'i
   b. E le'a
   c. E le'o
   d. '0 le'o

8. Ou te ... alu 'i le fale. (I haven't gone home yet.)
   a. le'i
   b. le'o
   c. le'io
   d. le'a

9. E ... moe le tama. (The boy is not sleeping.)
   a. te le'o
   b. le'o
   c. te le'i
   d. le'i

10. ... faitaute le tusi. (I have not yet read the book.)
    a. 'Ua ou le'o
    b. Ou te le'o
    c. Ou te le'i
    d. Ou te le'a

11. 0 lo'o nofo Simi i ... fale.
    a. sana
    b. sana
    c. lana
    d. lona

12. Sa manua ... fauga.
    a. sana
    b. sana
    c. lana
    d. lona

13. E to'atele ... u'o
    a. lana
    b. lona
    c. ana
    d. ona

14. E lua ... ta'ahale.
    a. lana
    b. lona
    c. ana
    d. ona

15. Pe i ai ... fale?
    a. sa ouluua
    b. so ouluua
    c. la ouluua
    d. lo ouluua

16. 'Aumiai ... fa'amalu, fa'amolemalea.
    a. sa la
    b. so la
    c. la la
    d. lo la
17.  E leaga . . . mafau fa.
   a. ni a latou
   b. ni o latou
   c. a latou
   d. o latou

18.  E leai . . . taleni.
   a. ni a'u
   b. ni o'u
   c. a'u
   d. o'u

19.  O le'a avea a'u . . . ta'ita'i.
   a. ma
   b. le
   c. o le'a
   d. no word needed

20.  Na fai Susana . . . faialautusi o le a'ogs.
   a. mo
   b. ma
   c. 'i
   d. le

21.  'Ua . . . 'oe le selu a Simi?
   a. 'i
   b. ma
   c. mo
   d. 'ia te

22.  Na sau le tama i le vaiaso . . .
   a. 'a sau
   b. 'ua te'a
   c. fou
   d. atu i tua

23.  O le'a fai le fono . . . Novema.
   a. i
   b. ia
   c. ia te
   d. a

24.  O le'a matou o 'i le fale sa . . . Aso Sa.
   a. ia
   b. ig te
   c. ia le
   d. i le

25.  O le a le aso 'e te asu ai?
   a. O le aso sefulula i Me.
   b. O le sefulula aso i Me.
   c. O le sefulula aso o Me.
   d. O le aso sefulula o Me.

26.  Pe 'e te fia alu 'i le tifaga?
   a. 'Aua le popole.
   b. 'E te le pule.
   c. Sa'o lelei a.
   d. Masalo.

27.  Pe 'e te fia 'ai lenei falea mafu?
   a. 'Oka'oka.
   b. 'E te le pule.
   c. Io, e mo'i.
   d. Toe afe.

28.  E aulele a tele Lau o teina.
   a. Sa'o lelei a.
   b. Se'i tostititi.
   c. 'Aua le popole.
   d. Se!
Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary. Continue for approximately fifteen minutes.

**FLUENCY**

Teacher: Instruct each missionary to give a talk outlining the growth of their religious feelings, their involvement in the Church, and the events that led to their coming on missions. Talks should be given with brief notes only and should not exceed three minutes each. Mastery level is achieved when missionaries can present these ideas comprehensibly.

**COMPREHENSION**

Please close your books. Teacher: Read the following paragraph, then ask the questions below to test the missionaries' comprehension. NEW WORD: fale ma'ia - hospital.

Sa fia 'avea Mele ma se teine foma'i. Sa ia fesoasoani 'i tagata mama'i ma sa a'oa'o malosi i le a'oga. Sa alu Mele i le fale ma'ia i se tasi aso. Sa ia fesili atu i le foma'i, "Fa'amolemole, ou te fia faigaluea i lelei fale ma'ia. E fia 'avea a'u ma se teine foma'i." Sa fesili le foma'i 'ia te ia, "Ua 'uma lau a'oga?" Sa tali Mele, "Leai, e le'i 'uma." Sa fai mai le foma'i, "Ia, e le mafai ona 'e avea ma se teine foma'i. Sa tagi Mele aua sa tele lona fia fai ma teine foma'i. Sa iloa atu e le foma'i 'ua fa'anoana Mele ma na ia fai mai, "Masalo o lo'o i ai se isi galuega e mafai ona 'e faia. E mafai ona 'e tapena potu o le fale ma'i ma teu moega." Sa toe fiafia Mele ma sa 'amata lana galuega i le fale ma'ia i le Aso Lulu.

Comprehension Questions

1. O le a le mea ma mana'o ai Mele?
2. Sa ita Mele i tagata mama'i?
3. O fea sa alu ai Mele?
4. Sa 'avea Mele ma se teine foma'i?
5. O le a le mea na fai mai ai le foma'i 'ia Mele e uiga i lona mana'oga?
6. Sa maua e Mele le galuega i le fale ma'ia?
7. O le a le aso na 'amata ai lana galuega?
LESSON ONE

Bring to class several objects that can be manipulated with the hands (soap, comb, pencils, books, clothes, etc.). Instructions for using these items are found in the lesson.

Bring to class pictures from old magazines or books. These pictures should have many objects in them, as they will be used to practice prepositions.

LESSON FOUR

Bring to class several objects that can be manipulated with the hands. These items should be of varied colors, shades, weights, and sizes, as they will be used to practice comparisons and contrasts.

Before class begins, you will need to find and weight at least three objects of similar (but slightly different) weight, and bring them to class. One way to do this would be to stuff envelopes with varying amounts of paper and weigh the envelopes at the MTC post office before class begins. You may wish to mark the weight of the items on each. You will also need to bring a blindfold (a necktie will do). These will be used in the performance activity.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use directional adverbs.
2. Use Samoan expressions for "some" and "other."
3. Use predicate phrases as prepositions.
4. Use various "with's."

VOCABULARY

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>safa</td>
<td>storm, ale, hurricane</td>
</tr>
<tr>
<td>agi</td>
<td>to blow (of wind)</td>
</tr>
<tr>
<td>'avane</td>
<td>to take, to bring along, to hand over</td>
</tr>
<tr>
<td>'avatu</td>
<td>to take, to give (to someone other than the speaker)</td>
</tr>
<tr>
<td>fa'amama</td>
<td>to clean</td>
</tr>
<tr>
<td>fa'atau</td>
<td>to buy, to sell</td>
</tr>
<tr>
<td>fo'i/toe fo'i</td>
<td>to come back, to return</td>
</tr>
<tr>
<td>salu</td>
<td>broom, rake, to sweep</td>
</tr>
<tr>
<td>goto</td>
<td>to set (of sun), to sink</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'i</td>
<td>with (instrumental)</td>
</tr>
<tr>
<td>la</td>
<td>sun, sunny</td>
</tr>
<tr>
<td>la'au</td>
<td>tree, plant, stick, radio, or some other apparatus</td>
</tr>
<tr>
<td>loa</td>
<td>at once, immediately</td>
</tr>
<tr>
<td>ma'amau</td>
<td>warm</td>
</tr>
<tr>
<td>ma'uta</td>
<td>wind, windy, stormy</td>
</tr>
<tr>
<td>mauga</td>
<td>hill, mountain</td>
</tr>
<tr>
<td>nisilisi</td>
<td>some, other</td>
</tr>
<tr>
<td>oso (pl.)</td>
<td>to jump, to rise (of sun, moon)</td>
</tr>
<tr>
<td>feosofi</td>
<td>to run away, to escape</td>
</tr>
<tr>
<td>toso</td>
<td>to pull</td>
</tr>
<tr>
<td>vanu</td>
<td>valley, ravine</td>
</tr>
</tbody>
</table>

GRAMMAR

DIRECTIONAL ADVERBS

Samoan possesses a number of adverbs which are used to modify or enhance the meaning of some verbs by indicating the direction of the action. Note, for example, how the directional adverb atu, which indicates direction away from the speaker, shifts the meaning of the following sentence:

Sa ou alu 'i le fale.
- I was going to the house.
Sa ou alu atu 'i le fale.
- I went to (and arrived at) the house.

Directional adverbs also make an important difference when used with the verb fa'atau:

Fa'atau atu fa'i na!
- Sell those bananas!
Fa'atau mai fa'i na!
- Buy those bananas!

Study the following directional adverbs and the examples provided for each:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Effect</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>atu</td>
<td>(action is headed away from the speaker)</td>
<td>Ou te alu atu 'i le fale. - I'm going to go home.</td>
</tr>
<tr>
<td>mai</td>
<td>(action is headed toward the speaker)</td>
<td>Sa tu'uina mai e Mele se mea alofa ia te a'u. - Mary gave me a gift.</td>
</tr>
<tr>
<td>aue</td>
<td>(along; aside)</td>
<td>Ua o aue tagata. - The people have gone (by).</td>
</tr>
</tbody>
</table>
Like most adverbs, directional adverbs follow the verb. Occasionally, a verb and its directional adverb act as a single word, with the perfective suffix coming after the directional adverb instead of the verb:

Sa 'ou 'ave'esea le mea 'ai mai le fale. — I took the food from the house.
Na 'ave'eseina le perisitua mai le lalolagi. — The priesthood was taken from the earth.

Two Samoan verbs are very likely combinations of the verb 'ave (to take) with a directional adverb:

'ave + atu = 'avatu — to take, to give (to someone other than the speaker)
'ave + ane = 'avane — to take, to bring along, to hand over

Similarly, aumai is composed of the base 'au (same root as 'auina, to send) and the directional adverb mai.

Directional adverbs follow the verb and show the direction of the verb's action.

<table>
<thead>
<tr>
<th>Directional Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>atu</td>
<td>(away from the speaker)</td>
</tr>
<tr>
<td>mai</td>
<td>(toward the speaker)</td>
</tr>
<tr>
<td>ane</td>
<td>(along; aside)</td>
</tr>
<tr>
<td>a'e</td>
<td>(up)</td>
</tr>
<tr>
<td>ifo</td>
<td>(down)</td>
</tr>
<tr>
<td>'ese</td>
<td>(away)</td>
</tr>
</tbody>
</table>

Examples:

Sa to'otuli ifo faise'au. — The missionaries knelt down.
Ne savali ane le a'ina. — Sara loves me.
O lo'o alofa mai Sala ia te a'u. — Are you going to school?
Pe 'e te alu atu i le a'oga? — The bad boy went away.

Mastery Check — Rule

Practice

1. Memorization Exercise

2. Substitution — Class
   a. Model:  Sa ia alu 'ese.
              Substitute: atu, ane, a'e, ifo
   b. Model:  O lea latou o mai i le fono.
              Substitute: atu, ane, a'e, ifo

3. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, inserting an appropriate directional adverb. Repeat the sentence, and have the class make the same transformation.

   a. Sa alu Iogane i le vanu.
   b. Sa latou o i le mauga.
   c. Se'i tatou o i lo'u fala.
   d. 0 fea 'e te sau ai?
   e. Sa savali le tama i le aia.
   f. Sa lā 0 i le sami.
   g. 0 le'a ou toe fof 'i Amerika.
   h. Na sola le tama leaga.
4. Pretend that your companion is new to Provo, while you have been here a long time. Tell him which landmarks and sights he should see while he is here. As you are telling him various places to go, try to include directional adverbs wherever appropriate. Use at least six sentences. Then reverse roles and begin again.

Mastery Check
You have just escaped from a gang of vicious kidnappers who blindfolded you, threw you in a car, and then drove you all around town before going to their hideout, so as to confuse you. Fortunately, your blindfold was loose and you sneaked a peek of part of the trip. Pretend your companion is a police detective and relate to him the different places you passed on your trip with the kidnappers. Use at least six sentences and as many different directional adverbs as seem appropriate. Then reverse roles and begin again. Teacher: Monitor and evaluate their performance. Mastery level is achieved when the missionaries use directional adverbs correctly 90% of the time.

2. *isi*: "some" and "other"

The notion of *some* and *other* is expressed in Samoan by the word *isi*. *Isi* may act either as a determiner or as a noun. As a determiner, *isi* precedes nouns and possessive pronouns but follows the articles *le*, *se*, and *ni*. When *isi* follows *ni*, the two are contracted to *nisi*.

When *isi* acts as a determiner, it usually means "other." As a determiner, *nisi* usually conveys the meaning expressed by the English word *some*. For example:

- O faea le isi pua?
  - Where is the other box?
- Aumai se isi tusi.
  - Bring another book.
- E leaga isi ana la'au.
  - His other radios are bad (i.e. broken or not functioning).
- Na o mai nisi tagata i le lotu.
  - Some people came to church.
- Aumai nisi penitala, fa'amolemole.
  - Brings some pencils, please.

When *isi* acts as a noun, it often means "some people" or "some person," unless context indicates otherwise. When combined with *ni* to make *nisi*, it may mean "several people." For example:

- Fa'ai i se isi.
  - Ask somebody else.
- Masalo o le'a o atu isi i le fono.
  - Perhaps the others will go to the meeting.
- Na maka'i nisi i lea fale.
  - Several in that house were sick.
- Sa lauga nisi i le sauniga.
  - Several spoke in the service.

English expressions using "some...other" or "one...other" are often conveyed in Samoan by using *isi* or *nisi* to stand for both words. Study the following examples:

- Na o atu isi i lea fono 'ae na o mai isi i leeni fono.
  - Some went to that meeting, but the others came to this meeting.
- Sa fa'amisiona le isi i Samoa, 'ae sa fa'amisiona le isi i Niu Sila.
  - One (of them) served a mission in Samoa but the other served in New Zealand.
- Sa ou ma'a nisi tusi mai leeni fale
  - I got some (several) books from this store but 'oloa a'o nisi tusi mai leeni fa'oloa.
  - (several) other books from that store.

*isi* and its indefinite form *nisi* mean "some" or "other":

1. When acting as determiners,
   a. *isi* = others
      *nisi* = some
   b. *Isi* follows articles but precedes possessive pronouns.

2. When acting as nouns:
   a. *isi* = some person(s) or object(s)
      *nisi* = several people or objects

3. *Isi* or *nisi* is used to convey the English expressions "one...other" or "some...other."
Examples:

Avatu isi fusi la Simi, ae avatu isi tusi la Sala.  
- Take some books to Jim but take the others to Sara.
Sa fa'atau e Samuelu le isi salu.  
- Samuel bought the other broom.
Da goto la isi va'a, ae le'i goto le isi va'a.  
- One boat sank, but the other boat hasn't sunk.
E leaga lens peni.  
- That pen doesn't work. Take another.

Mastery Check - Rule

Practice

1. Dictation  NEW WORD: totoe - remaining

Sa 5atu Elder Simi ma nisi faife'au / i le fale'oloa i le taeao.  
/ Sa latou fia fa'atau mai nisi mea.  
/ Sa i ai i le fale'oloa ni pulumu nifo lanu viole.  
/ Sa fiafia Simi ma lana soa / o Sale i na pulumu nifo manaia.  
/ Sa fa'atau loa e Simi le isi pulumu nifo / ae sa fa'atau e Sale le isi pulumu nifo.  
/ Sa fa'atau e i le faife'au ni selu ululi.  
/ Sa mana'o fo'i Sale i se selu ululi, / ae sa leai se mea na totoe.  
/ Sa fa'atau fo'i e Simi nisi penitala.  
/ Sa samasama isi ae sa lau moana isi.  
/ Le aoauli sa o atu faife'au i le potu vaasega.  
/ Sa a'oa'o nisi i le fa'afasamoa / ae sa a'oa'o isi i isi mea./

2. Please close your books. Teacher: Read the first sentence in the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Obtain several objects of the same kind, such as several pencils, several pens, several books, etc. Sit with the missionaries in a circle with the objects in front of you on a desk. Give an instruction, pause, and select a missionary to obey. The missionaries should not say anything during this exercise, but should only obey your instructions. Use instructions like the examples below to give the class practice in listening to and obeying commands with isi and nisi. Do not use any gestures. Continue until all can perform with ease.

Sample commands:

a. Avate nisi (items) ia Elder/Sister __________

b. Ave mo 'oe (items) lana mea mata.  
Avatu le isi ia Elder/Sister __________, a'oe le isi ia 
Elder/Sister __________.

c. Tu'u nisi (items) i le laulau, ae aumai isi (items) ia te a'u.  

D. Aiu i le laulau.  
Aumai le isi (items) ia te a' u, ae avatu isi (items) ia Elder/Sister __________.

4. When the missionaries are comfortable performing the above exercise, instruct them to repeat the exercise with their companions, with one of them giving the commands and the other obeying. After four or five commands, have them reverse roles and begin again. If desired, missionaries may keep score on how many mistakes their companions make when trying to obey commands. You may wish to provide a reward for the missionary with the fewest mistakes.

Mastery Check

Pretend you are a psychic on whom the police rely to find stolen goods. One night you have a dream (miti) in which you see some people taking some boats down to the sea, and taking other boats up into the mountains. They put some sticks inside of the boats but not the others. You are not sure what this means, but you decide to call the police. Pretend your companion is a police detective as you describe your dream to him. Feel free to embellish the outline provided here. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries use isi and nisi correctly 90% of the time.

<table>
<thead>
<tr>
<th>PHRASE</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>e aunoa ma</td>
<td>- without</td>
<td>Na ia taunu'u i le fale e aunoa ma se mea'ai.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He arrived home without any food.</td>
</tr>
</tbody>
</table>

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e uiga i — about, concerning
   Na fa'alo'o le vasega i le tala e uiga i 'Iesu.
   - The class listened to the story about Jesus.

e tusa ma — in accordance with
   Na ia faia le mea e tusa ma le tufafono.
   - He did it according to the rule.

   — regarding, about
   O lo'o ia tautala atu e tusa ma lana galuega.
   - He is talking about his work.

   fa'asaga 'i — facing
   Sa ou nofo i le faile e fa'asaga i le faile'oloa.
   - I stayed in the house facing the store.

   fa'afeagai ma — opposite
   On tu alu atu i le faile e fa'afeagai ma le faile sa.
   - I'm going to the house opposite the chapel.

   latalata (ane) i — near
   Latou te nofo o i le faile e latalata i le malumalu sa.
   - They live in the house near the temple.

   sos' o ane i — adjoining, next to
   O lo'o nofo Male i le potu e sos'o ane i le potu 'ai.
   - Mary stays in the room adjoining the kitchen.

   sos'o mai i — adjoining, next to (on this side of)
   Aumai le nofoa lena e sos'o mai i le laulau.
   - Bring the chair next to (on this side of) the table.

   sos'o atu i — adjoining, next to (on the far side of)
   O lo'o a'oa'o faife'a'u i le potu e sos'o atu i le potu moe.
   - The missionaries are studying in the room adjoining
     (on the far side of) the bedroom.

   pito ane i — next to
   E ai le faile'oloa e pito ane i lo'u faile.
   - There is a store next to my house.

   pito mai i — next to (on this side of)
   E ai le la'au e pito mai i le faile sa.
   - There is a tree next to the chapel (on the side nearest
     the speaker).

   pito atu i — next to (on the far side of)
   O lo'o nofo Ioane e pito atu i le faile missions.
   - John lives next to (on the far side of) the mission home.

   tupito atu i — furthest from
   O lo'o i ai le tama i le faile e tupito atu i le ala.
   - The boy is in the house furthest from the path.

A number of phrases consisting of a tense marker, a predicate, and a
preposition can be used as if they were prepositions:

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>e aunoa ma</td>
<td>without</td>
</tr>
<tr>
<td>e uiga i</td>
<td>about, concerning</td>
</tr>
<tr>
<td>e tusa ma</td>
<td>in accordance with, about</td>
</tr>
<tr>
<td>e fa'asage 'i</td>
<td>facing</td>
</tr>
<tr>
<td>e fa'afeagai ma</td>
<td>opposite</td>
</tr>
<tr>
<td>e latalata (ane) i</td>
<td>near</td>
</tr>
<tr>
<td>e sos'o ane i</td>
<td>adjoining, next to</td>
</tr>
<tr>
<td>e pito ane i</td>
<td>next to</td>
</tr>
<tr>
<td>e tupito atu 'i</td>
<td>furthest from</td>
</tr>
</tbody>
</table>

Examples:

E le tusa ma lana amio. — (That's) not in accordance with his character.
Sa fa fa'amata ma e uiga i le tusei fou. — He explained about the new book.
Ma sau Ioane i le vasega e aunoa ma ni tusi. — John came to class without any books.
E tu le malumalu sa e latalata ane i le samo. — The temple stands near the ocean.
Ma te o i le faile'oloa e fa'afeagai ma le faile ta'alo. — We're going to the store opposite the gymnasium.

Mastery Check - Rule
Practice

1. Memorization Exercise

2. Dictation NEW WORD: o lea - therefore

Sa nofo Mele i se fale tui. / Sa le fiafia ai Mele i lona fale. / O lea, sa ia su'e se isi fale / e latalata ansa i lona fale musumu. / Sa ia mua se fale fou se sa ia fa'sanoa pea, / aua sa tu le fale fou e pito ane i le fale sa Mamona. / Sa tele le pisa o le 'au Mamona, / o lea sa le mafaal ai ona moe Mele. / Sa alu Mele i se isi fale / e soso'o atu i le fale o lona tama. / Ae sa leaga fo'i lema fale / aua sa agi malosi afa i lema na'u. / O lea sa ia nofo ai i se isi fale e fa'afagai ma le fale missiona. / Sa fiafia Mele i lona fale i sina taimi. / I se tasi aso, sa o mai fafe'au Mamona / ma sa ia talai' i le lotu Mamona ia Mele. / Sa ita lona Mele ma sa ia alu 'ese e aunoa ma se 'upu. / Sa ia alu i se isi fale e fa'asaga i le fale'o'tiulu. / Ae sa leaga fo'i lena mea, aua / sa ia ai fafe'au Mamona i lena fale'o'tiulu. / O lea sa alu Mele i le fale / e tupito atu i fale uma o le nu'u. / Sa tu lena fale i le mauga / ma sa leai nisi fale e latalata / ane i lena fale. / Sa nofo Mele i le fale i le mauga / ma sa la te fa'sanoa o ia.

3. Please close your books. Teacher: Read the first sentence in the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

4. Discussion Questions

a. I lou lava manatu, aisea sa le fiafia ai Mele i le lotu Mamona?
b. O le a le itu'aiaga o tagata e i ai Mele? O a a ona uiga?
c. Pe 'e te fiafia ia Mele? Aisea?

5. Teacher: Have the missionaries refer to the picture on page 62. Ask them where various objects, buildings, trees, or people are and have them answer by relating the object's location to some other object using the phrases just learned. If desired, you may use other pictures from magazines, books, postcards, etc.

6. Please close your books. Teacher: Instruct the missionaries to perform the above exercise in pairs, quizzing each other as to the location of various objects in the picture on page 62 or a picture you which they have brought to class.

Mastery Check

Prepare a brief talk for the class on one of the topics below. Begin by telling the class what you will be talking about. You will have three minutes to prepare and may have brief notes with you when you make your presentation. Teacher: Monitor and evaluate the missionaries' performances. Mastery level is achieved when the missionaries can communicate comprehensively using the new phrases.

a. Tell where your bedroom is located in your family's house (in relation to other rooms in the house).
b. Tell where your family's house is located in relationship to certain landmarks or other buildings.

c. Tell where the Provo Temple is located in relation to other buildings.
d. Tell where the MTC is located in relation to other buildings and landmarks.

**MA, FA'ATASI MA, II: WITH**

The English word with indicates (1) accompaniment and (2) the instrumentality by which something is accomplished. Study the following examples:

- I mopped the floor with a rag. (instrument)
- I mopped the floor with Susan. (accompaniment)
- I went to town with Eleanor. (accompaniment)
- I fixed the machine with a screwdriver. (instrument)

These two notions are represented by different words in Samoan. The notion of accompaniment is conveyed by the Samoan word ma (and, with) or fa'atasi ma (together with). For example:

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa o atu le tama ma le teine i le lotu.</td>
<td>The boy and the girl went to church. (or, The boy went with the girl to church.)</td>
</tr>
<tr>
<td>Ua o mai Simi ma lana uo.</td>
<td>Jim and/with his friends have come.</td>
</tr>
<tr>
<td>Na o atu tama i le fale sa fa'atasi ma o latou matua.</td>
<td>The boys went to the chapel with their parents.</td>
</tr>
</tbody>
</table>
The sense of instrumentality is conveyed by the preposition 'i:

O le'a ou tufi le ata 'i le penitaia. - I will draw the picture with a pencil.
Na faia le laulau 'i le ofe. - The table was made with (out of) bamboo.

Remember:
1. Ma (and, with) and fa'ataasi ma (together with) show accompaniment.
2. 'i (with) shows the means or instrument by which something is done.

Examples:
Sa o atu Simi Fa'ataasi ma lona vasega 'i le malae. - Jim went with his caiss to the field.
Sa faia le fale 'i laupapa. - The house was made with (out of) boards.
O le'a fa'amama e Sister Samita le potu 'i le malae.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa ou fa'amamāina le fale 'i le salu.
Substitute: Elder/Sister ________, 'i e, Simi, salu, la'u uo

2. Fill in the Blanks NEW WORD: telē - large

Sa o atu Simi _________ Mele _________ Pili 'i le a'oga _________ le Aso Gafua. Ua tū _________ fale a'oga e latalata ana _________ se la'aau telē. Ua faia le fale a'oga _________ laupapa. Sa latou _________ atu i totonu o le _________ ma sa latou nofofo _________ o latou nofofo. Sa _________ fa'afilo lelei _________ lo latou faia'aoga. Sa latou a'oa'o _________ isi tamati a'oga _________ le vasega. Sa _________ tusia nisi ata _________ penitaia se sa tusia nisi ata _________ peni. Sa fesoasoani _________ atu le fais'oga _________ 'i latou. Sa latou faia le mea 'ai _________ le ta o le sefululu. I le ta _________ le fa, sa latou fa'amamāina le fale a'oga _________ ni salu fou. _________ o atu Simi _________ Mele _________ Pili 'i le fale _________ le afa o le fa.

3. Please close your books. Teacher: Call on missionaries individually to read a sentence from the above story and translate it for the class.

4. Your companion is sick and had to stay in his room on preparation day. In order to run the errands you needed to, you went various places with different individuals acting as your companion throughout the day. Report to your companion where you went and with whom. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Your companion purchased several items for you from a store but they are not the things you wanted. Pretend your companion is the storekeeper as you ask him to exchange (fesua'i) various items with other items. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries use ma and 'i 90% of the time.
TEST

Fill in the Blanks

NEW WORDS: o lea ilo matafaga

Sa malaga atu Elena _________ iana uo o Sala _________ le taulaga i le _________ To'ona'i. Sa fesili atu Elena _________ le tagata po'o fea _________ fale'oloa o Eveni. Sa tali _________ tagata, "E pito atu le fale'oloa _________ le fale sa." Sa la 5 atu _________ le fale sa ae _________ la le iao atu _________ fale'oloa. Sa fesili atu Elena _________ le faife'au po'o fea _________ le fale'oloa o Eveni. _________ fai mai le faife'au, "E latalata le _________ o Eveni i _________ sami." Sa o ifo _________ ma Sala i le _________ matafaga, ae sa _________ le iao atu se fale'oloa. _________ fai atu Sala ia Elena, "Ta _________ i se isi _________." Sa tali Elena, "Tea! Ou te fia _________ i le fale o Eveni! _________ leaga isi fale'oloa!" Sa va'ai atu Elena _________ se fale laupapa, ma sa ia _________ i totonu. Sa i ai le tagata _________ totonu o le fale. Sa fesili _________ Elena _________ ia po'o fea le fale'oloa _________ Eveni. Sa tali le _________, "O le fale lenai!" Sa fiafia lava _________ aua ua ia maua _________ fale'oloa o Eveni.

ACTIVITY

Arrange desks so missionaries can talk with their companions but not easily see the other's desk. Make sure all missionaries have paper and pencil. Instruct one missionary in each pair to draw a picture. As the missionary draws the picture, he or she describes it to the other missionary who listens and tries to draw an identical picture. Instruct the missionaries to use the phrases learned in this lesson to describe the location of items in the picture in relationship to each other. Then have the missionaries compare their pictures. Afterwards, have them reverse roles and begin again.

RETENTION HOMEWORK

1. As companions, work through the following exercises:
   - pages 190-191, exercise 3
   - page 192, exercise 4
   - page 194, exercise 6

2. In Samoan, ask your teacher the Samoan words for various substances (metals, woods, etc.). Then take turns with your companion identifying what various classroom objects are made out of.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use prepositional phrases which describe various locations.
2. Talk about the weather.

DIALOGUE

Elder Sikoki: Ta le ao?
Elder Williams: E timu teia! Ha emo fo'i le utia.
Elder Sikoki: Se'i ta o i Otem. Maaso a le timu 'o.
Elder Williams: Se'i laofie ona ta o lea.

TRANSLATION

Elder Scott: How's the weather?
Elder Williams: It's really raining! The lightning is flashing, too.
Elder Scott: Let's tu to Otem. Maybe it isn't raining there.
Elder Williams: Wait until it lets up, then we'll go.
VOCABULARY

'ā'aqa - heat, fiercely hot
ao/oa - cloud/cloudy
fa'amatape - be likely that, think (in the
mata - sense of having an opinion
fa'atilii - thunder
'ēmp - flash (of lightning), to flash
laofie - to stop raining, to be free
lulū - to shake
mafuli'e - earthquake
māle - gently, gradually, slowly
mālu - cooling, refreshing, coolness
māna - quiet and still
matafi - (of clouds) clear, blow away
pa - to burst, to explode
paolo - shade, shady
poqasi - dark, darkness
puao/puoa - mist, fog/misty, foggy
eaveli - breeze, fresh air
sou - (of sea) rough
timu - rainy
uila - lightning, electricity

TOOLS

VOCABULARY BUILDER - PREPOSITIONAL PHRASES OF LOCATION

The following phrases should help you in describing locations. The prepositions i or 'i in each case below may be replaced by ma (from). For a review of these prepositions, see Unit 2, Lesson 4.

The words uts (inland) and utsa (seaward) and their derivatives listed below are extremely common ways of expressing direction in the islands. In fact, they probably used more often to indicate direction that are the words for "right" and "left." Remembering that Utah Lake is west of Provo, missionaries may wish to practice these terms by referring to things on the west as being "seaward" and things on the east as being "inland."

'i / i 'i - here (often accompanied by a gesture indicating exact location)
'i / i 'inei - here, anywhere in this area (less precise than 'i)
'i / i 'ina - there (refers to a location which is visible)
'i / i 'ilā - there, over there (refers to a location which is a short distance away and which may or may not be visible)
'i / 'o - there, over there (refers to a location which is not in sight)
'i / i 'ole - there, over there
'i / i gāta - a little distance toward the sea
'i / i tā - seaward, toward the sea, on the sea side
'i / i gā'uta - a little distance inland
'i / i gā'utsa - further inland
'i / i utsa - inland, on the inland side
'i / i mata - north
'i / i saute - south
'i / i sama - east
'i / i sisifo - west

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to perform the task.

a. Tu 'i 'inei.  i. Sau 'i 'inei.
b. Nofo 'i 'ina.
g. Alu 'i 'ola.
c. Alu 'i 'o.  h. Nofo 'i 'ilā.
d. Aumai 'i 'ilau tusi.  i. Aumai 'i 'ilou fusiua.
e. Tu'u 'i 'ilā le api a lau soa.  j. Tu'u au tusi 'i 'ina.

3. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, filling in the blank with an appropriate phrase. Repeat the stem again, and have the entire class answer.

a. E goto le la __________.
b. Ou te alu __________ I le sami.
4. Take turns with your companion giving commands to each other, using the phrases from the vocabulary builder. Teacher: Monitor the missionaries' performance. Suggested time limit: 10 minutes.

Mastery Check

Please close your books. Teacher: Have the missionaries stand and blindfold one missionary in each pair. Have the blindfolded missionaries spin around a few times. Then have their companions give them instructions to go west, north, south, or east. If they go in a wrong direction, they lose their turn and must remove the blindfold. If they go in the right direction, they receive another command and another until they make a mistake. Blindfolded missionaries should be spun around each time they correctly obey four consecutive commands. Once a blindfolded missionary makes a mistake, his or her companion takes the blindfold and the process begins again. The missionary who has correctly obeyed the greatest number of consecutive commands at the end of 15 minutes wins. Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

PATTERNS - WEATHER

The following patterns will help you talk about the weather and natural phenomena.

1. E ______ le aso?
   a. manaia
   b. mañina
   c. savili
   d. malulu
   e. timu
   f. paolo
   g. puoa

2. E ______ le aso.
   a. la
   b. timu
   c. vevela
   d. savili
   e. mafanafa

3. Ua ______ tele le aso.
   a. la
   b. timu
   c. vevela
   d. savili
   e. mafanafa

4. Ua matafi le ______.
   a. ao
   b. puoa
   c. lagi

5. Ua agi ______.
   a. maife le matagi
   b. malu le savili
   c. mai le afä
   d. mai le matagi i Sisifo

6. Fa'amata ______?
   a. o le'a laofia
   b. o le'a timu
   c. ua lolu le mafui'e
   d. ua sou le vass

7. Ua ______.
   a. 'emo le uila
   b. pa'o le fafititi
   c. 'a'asa le la

1. What's the weather like?
   a. nice
   b. quiet, still, calm
   c. breezy
   d. cold
   e. rainy
   f. shady, overcast
   g. foggy

2. It's a ______ day.
   a. sunny
   b. rainy
   c. hot
   d. breezy
   e. warm

3. It's really ______ today
   a. sunny
   b. rainy
   c. hot
   d. breezy
   e. warm

4. The ______ has blown away.
   a. cloud
   b. fog
   c. sky (i.e., The sky is clear, serene.)

5. A ______ is blowing.
   a. gentle wind (The wind is blowing gently.)
   b. cool breeze
   c. storm, hurricane
   d. wind from the West

6. Do you think ______?
   a. it will stop raining
   b. it will rain
   c. an earthquake is rumbling
   d. the sea is rough

7. ______ is ______.
   a. The lightning, flashing
   b. The thunder, clapping
   c. The sun, scorching/very hot
Practice

1. Memorization Exercise

2. Questions

   a. E a le aso?
   b. Ua/o lo'o manaia le aso?
   c. Ua agi mai le afa?
   d. Ua timu le aso?
   e. Fa'amata li le'a timu?
   f. Ua lă tele le aso?
   g. Ua vevela tele le aso?
   i. E malūlū lou nu'u?
   j. E malūlū Provo?
   k. Ua pogisā?
   l. Ua 'emo le uila?
   m. Sa 'a'asa le la ananafi?
   n. Sa pā le fautititi anapō?
   o. Ua paolo le aso?

3. Pretend you are a weatherman for a local radio station. Prepare a weather report of about five sentences summarizing the weather yesterday and today, and predicting the weather tomorrow and later in the week. Present your report to your companion. Then reverse roles and begin again.

Mastery Check

Please close your books. Teacher: Direct the missionaries to prepare a short talk of about five or six sentences in which they describe the weather of their home town during various seasons or months of the year. Give them a few minutes to prepare; then have them present their talks to the class. Monitor and evaluate their performances. Mastery level is achieved when missionaries can describe the weather comprehensibly.

PERFORMANCE ACTIVITY

Teacher: Say a word, pause, and call on a missionary to make up a sentence with the word in it. The missionary called on has only 15 seconds to make up a sentence. If s/he fails, s/he should come to the front of the class and take the teacher's place until someone else makes a mistake. Suggested time limit: 10 minutes.

Examples: Teacher: paolo
Missionary A: Ua paolo 'ole.
Teacher: 'inei
Missionary B: Ta 'e sau 'i 'inei.

RETENTION HOMEWORK

1. With your companion, take turns working through exercise number 2 on page 198.

2. Take turns with your companion giving a brief description of the weather in the North, South, East, and West.

   Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Form and use infinitive phrases.
2. Give a variety of negative commands.

VOCABULARY

fa'afapiapo - presumptuous
fa'afalavalseve - trouble, accident, to disturb
fa'amoe - to hope, hope
fa'atotu - to instruct, to direct
fa'amoe - to fill
fia - fear, to fear, to be afraid
fia - to want to
fia - to be tired of, to be bored
gaoi - to steal, thief, theft
lava - to be able to, to feel up to

lā lava - fatigue, to be tired, bored
līpoti - report, to report
ma - to be ashamed, embarrassed
mafaufa - to think, to consider, thought, mind
mimita - proud, conceit, pride
mou - to refuse, to be totally uncooperative
soia - stop

fāfao - to roam, to wander, to goof off
fāgmea - laundry, washing

GRAMMAR

INFINITIVES

In English, an infinitive is a special verb form marked by the word "to" (for example: to run, to sing, to eat, etc.) In Samoan, however, infinitives are usually marked by the non-past tense marker e. For example:

Sa latou manana'o e ɔ 'i Samoa.
Sa ou fa'atotuina le tama e sauni le mea'ai.

They wanted to go to Samoa.
I instructed the boy to prepare the food.

The infinitive following some verbs (especially fa'amoe, alu, and ɔ) is sometimes marked by the te form of the non-past tense and a descriptive pronoun.

Sa ou fa'amoe ou te maua se mea alofa. - I was hoping to receive a gift. (lit. "I hoped I receive a love thing").
Lua te ɔ lua te ta'e'ele? - Are you two going to bathe?

No tense marker is used with infinitives following the verbs iao (to know how to), fia (to want to), and lava (to feel up to). For example:

Fe e te iao faita tu'ai?
Latou te fia ɔ i Samoa.
Ua ou le lava galue.

Do you know how to read?
They want to go to Samoa.
I'm tired of working (or, I don't feel up to working.)

Three things to remember about infinitives in Samoan:

1. The non-past tense marker e marks most infinitives.
2. The infinitives after some verbs (especially alu, ɔ, and fa'amoe) sometimes begin with a descriptive pronoun and the tense marker te.
3. No tense marker precedes the infinitive after fia, iaoa, and lava.
Examples:

Ou te alu ou te moe.
- I am going to sleep.

Ua ia sau i le'aoega e fa'atasi ni tusi.
- He has come to the school to read some books.

Ua ma le lavava fa'aloogo i lana lauga.
- We are tired of listening to his speech.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Ou te fia sauni le mea'ai.
Substitute: fa'amoe, mana'o, alu, musu, le lava, fiu, iloa

2. Questions

a. 'E te fa'amoe 'a te alu i Samoa?
b. 'E te iloa fa'atasi?
c. 'E te musu e fai le tagamaa a lau soa?
d. 'E te fiafia e fa'atasi lipoti i vaisao uma lava?
e. 'E te ma e tautala fa'a-Samoan?
f. Sa te le lava tamo'e i le fale ta'alo ananafi?
g. 'E te fia e a'o'o i le vasa e i aso uma lava?
h. Sa te musu e tafao i le aso malolo?
i. 'E te iloa usu pease?
j. 'E te fia fa'alogo i le la'a'au?
k. Fefo lau soa e 'ai mea'ai Samoa?
l. 'E te mana'o e alu lau soa i le fa'ate'otu ulu?
m. O le'a lua o e fai se tagamae?

3. Please close your books. Teacher: Read one of the following sentences. Then read the word in parentheses, pause, and select a missionary to repeat the sentence, inserting the word in parentheses into the sentence as in the example below. Repeat the sentence and have the class make the transformation.

Example: Teacher: Latou te usu pease. (iloa)
Missionary: Latou te iloa usu pease.

a. O le'a ou ta'ale. (alu)
b. Sa fa'atasi e la'u soa lipoti.
c. O lo'o tautala fa'a-Samoan le teine. (fefe)
d. E ta'alo malosi le tama i aso uma lava. (le lava)
e. Ou te malamalama i le fa'a-Samoan. (fa'amoe)
f. Lua te fa'atasi i le fa'aoega? (fia)

4. Even life at the good old MTC can sometimes be tedious. Pretend you are having a companion inventory with your companion and tell him all the things you are tired of doing, are unhappy doing, or refuse to do. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

After your last companion inventory (see previous exercise), your companion tells you that you are being too negative. Reassure him by telling him things which you want to do, are happy doing, and hope to do. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

NEGATIVE IMPERATIVE (1)

Negative commands in Samoan are formed with laua (do not, don't) and aoia (stop). In commands, these expressions generally come at the beginning of sentences and may occasionally be preceded by the insistent imperative marker ('ia) or a shortened version of the deferential imperative marker (se).
There are three patterns for giving negative commands in Samoan. In the first, soia or 'aua occurs before a sentence using a descriptive pronoun and the non-past tense te:

\[
\{(\text{soia})\} + \{('aua)\} + \text{DESCRIPTIVE PRONOUN} + \text{PREDP} + (\text{etc.})
\]

Examples:

'Aua lua te popole 'i se mea. - Don't you (2) worry about a thing.
'Ta 'aua 'e te ita ia te a'u. - Don't you be mad at me.
Soia ta te o atu so'o i lena fale'aiga. - Let's stop going to that restaurant so often.
Se soia tou te momoe! - Stop sleeping!

Mastery Check - Rule

Practice

1. Dictation. NEW WORD: fiapule - bossy, want to be the boss

O ni faife'aluatala'i Simi ma Eti. / E le fiapia Simi ia Eti. / E ita fo'i Eti ia Simi. / Sa fai atu Eti ia Simi, "Ou te musu e fa'atumu nei lipoti." / Sa tali Simi, "'Aua 'e te pai'e. / Sa ou fa'atumu lipoti i le vaiaoa ua te'a." / Sa fai atu Eti, "Soia 'e te fia amioelei." / Sa fa'atono e Eti Simi / e sauni se mea'ai, se sa musu o ia. / Sa fai atu Simi, "Aua 'e to fiapule." /

(TO BE CONTINUED)

2. Please close your books. Teacher: Read one of the following commands, pause, and select a missionary to repeat the sentence, changing it to a negative command. Repeat the sentence and have the class make the transformation.

a. Tapuni le faitoto'a.
b. Se'io tatala nei le fa'amalama.
c. Ta 'e sau i le laupapa.d. Tu i le laulau.e. Ta 'e tatala le faitoto'a.f. Se'io lua o i fao.g. Ta lua toe o mai i totonu o le potu.h. Se'io 'e alu i fao ma imu ni vai.

3. Teacher: Direct on missionary in each pair to close his or her book. Have the other missionary pantomime a variety of actions and behaviors using the verbs listed below as prompts. For each action, the first missionary should tell his or her companion to stop doing or not to do that particular action. After they have complete half of the items below, have them reverse roles and complete the exercise.

a. tafao e. moe
b. gae f. 'ata
c. minita g. 'ai
d. tapuni h. ma'i

Mastery Check

Pretend you are having a companion inventory with (of all people) your own companion. Tell him or her three things which s/he should not do or stop doing. Then reverse roles and begin again.

Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

NEGATIVE IMPERATIVE (2)

Another way of forming negative commands places le and a predicate after 'aua or soia. Descriptive pronouns cannot be used with this pattern. If the identity of the doer is obvious from the context, then the doer may be omitted from the sentence. Study the following examples:
"Aua le toe tu'ai!
Se 'aua le tatalo 'oe i lenei potu.
Soia le popole!

- Don't be late again!
- Don't you pray in this room.
- Stop worrying!

This pattern may be summarized as follows:

\[
\{(se)\} + \{soia\} + \text{le} + \text{PREDP} + \{NP \text{ doer}\} + \{\text{etc.}\}
\]

Examples:

'Ia soia le tautala so'o!
Se 'aua le momoe outou!

- Stop all the talking! (lit. "Stop the talking often.")
- Don't you (3 or more) sleep!

Mastery Check - Rule

Practice

1. Dictation. NEW WORD: i pe'afa'i - if

Sa fa'i atu Simi ia Eti, "O le'a ou fiafia / e saunt le mea'ai pe'afa'i 'e te fa'i le tag'amia."
/ Sa tali Eti. "Soia le fa'alavelave!" / Sa ilo loa Simi ma sa ia fa'i atu, / "Au'a 'e te fa'afiaipoto!" / Sa tali Eti. "Se soia le valeat!" / Sa alu Simi e talanoa ma le perepitene o le misiona. / Sa ia fa'amata atu le fa'alavelave ni lana soa. / Sa fa'i atu le perepitene, Au'a le tagi." / (TO BE CONTINUED)

2. Please close your books. Teacher: Read one of the following commands, pause, and select a missionary to repeat the sentence, changing it to a negative command. Repeat the sentence and have the class make the transformation.

a. Sau i le vasaega.
b. Ia moe i lenei potu nanei.
c. Tu'u lena nofoa i fafo.
d. Tu i luga.
e. Se'i inu le vai i le fale'aiga.
f. La e gaoi la'u ta'avalu.
g. Tu'u se tusi i le nofoa o lau soa.
h. Ia tusi ni fua'i'upu i le laupapa.

3. Teacher: Direct one missionary in each pair to close his or her book. Have the other missionary pantomime or perform a variety of actions and behaviors using the verbs listed below as prompts. For each action, the first missionary should tell his or her companion to stop doing or not do that particular action. After they have completed half of the items below, have them reverse roles and complete the exercise.

a. sola
e. mafaufau i mea leaga
b. ta'oto
f. inu
c. ta'alol
g. popole
d. pese
h. tamo'e

Mastery Check

Pretend you are the Samoan culture instructor for the WTC. Tell your companion five things he must not do if he is to be accepted in the Samoan culture. (If necessary, refer to the book Culture for Missionaries: Samoa, pp. 42–43.) Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

NEGATIVE IMPERATIVE (3)

In the third type of negative command, doers may be either descriptive pronouns or other types of pronouns and nouns. The particle me'i follows 'aua and the doer may be omitted, providing context makes mention of the doer unnecessary. Soia cannot be used with this pattern. Study the following examples:

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'Ia 'aus ne'i 'e tasi i le vasaega.  - Don't you be late to class.
'Aua ne'i momoe outou i le malumalo sa.  - Don't you (3 or more) sleep in the temple.
'Aua ne'i faia se tali.  - Don't reply. (lit. "Don't make a reply.")

This construction may be summarized as follows:

\[
\{\text{(se)}\} + '\text{aus ne'i} + \begin{cases} \text{DESCRIPTIVE PRONOUN} \\ \text{PREDP + NP doer} \end{cases} + \text{PREDP} + (\text{etc.})
\]

Examples:

'Aua ne'i 'ave lenu ta'avale!  - Don't take that car!
'Ia 'aus ne'i tautala oulaua.  - Don't you (2) talk.
'Aua ne'i 'e fa'anoanoa.  - Don't you be sad.

Mastery Check - Rule

Practice

1. Dictation. NEW EXPRESSION: le tasi i le tasi - one another

Sa vafa'au le feraia i ia Eti ma sa talanoa / Eti ma Simi ma le persitene i lona ofisa. / Sa faia atu le persitene, "Eti, Aua ne'i 'e ita i lau soa. / Simi, is 'aus ne'i paia. / Aua ne'i solia o oulu la tufafo. / Aua ne'i tua fai lua maafau i mea leaga. / Aua ne'i gaoi. Aua ne'i tafa. / Aua ne'i lua mimita. / Ta oulu la alofa le tasi i le tasi. / Ou te fa'amoe o la a le to i ai ni lua fa'a'alavelave. /

2. Please close your books. Teacher: Read one of the following commands, pause, and select a missionary to repeat the sentence, changing it to a negative command. Repeat the sentence and have the class make the transformation.

a. Se'i tapuni tasi uma lava i le potu.
b. Ia tataia tasi uma lava i le vasaega.
c. Se'i usu se fai i fafo.
d. 'Ave se pena i sa Elder/Sister

e. Ia tapuni i le fafo sa.
f. Se'i tapuni le fa'amalama ma oso i fafo.
g. Gaoi le fusi pa'u o lau soa.
h. Ia 'e fa'aflapotopoto.

3. Teacher: Direct one missionary in each pair to close his or her book. Have the other missionary pantomime or perform a variety of actions and behaviors using the verbs listed below as prompts. For each action, the first missionary should tell his or her companion not to do that particular action. After they have completed half of the items below, have them reverse roles and complete the exercise.

a. fa'aflia  c. gaoi  
b. fa'amoa  d. 'ai  
c. tagi  g. malolo  
d. mae  h. fa'afatu

Mastery Check

Pretend you are in Samoa having a conversation with your native companion. His mission will soon end and he is planning a trip to America. Tell him five things he must not do if he is to be accepted in American culture. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries are able to communicate effectively.
TEST

1. Dictation. Possible Points: 12

Sa vala'auna Mele e fa'amisiona i Samoa. / Sa ia amaata lana misiona i le MTC i Provo. / Sa ia taumafai e taatula fa'a-Samoas. ae sa leaga lana fa'aleoga. / Sa fai atu lona fa'a'oga, "Soia 'e te taatula leaga." / Sa ma loa Mele. Sa musu Mele e toe taatula fa'a-Samoas. / Sa ita le fa'a'oga ia Mele ma / sa ia fa atu, "Aua le fefe! Tautula fa'a-Samoas." / Ae sa musu pea Mele. I sa ta'i aso, / sa talanoa se isi fa'a'oga ia Mele. / Sa fai atu le fa'a'oga, "E lelei tele lau fa'a-Samoas! / Aua nei 'e fefe e tautula." Sa toe fiafia Mele. / Sa ia a'oa'o malosia ma sa vave mua le fa'a-Samoas.

2. Fill in the Blanks

NEW WORDS:

lesona - lesson  ni nai - a few
pe'a'ai - if  o lea - therefore, so
ma'imanatu - homesick

O Ioane o ________ faife'auatalai. Sa taunu'u Ioane i Samoa ________ Me. Sa fai atu ________ ia le pare'sitene ________ le misiona, "Ou te fa'amemo'o ou ________ ase ma se faife'au lelei." ________ galus malo'i Ioane i ________ amata, ae sa vave fiu o la ________ talai i aso ________ lava. Sa ia le lava ________ a'oa'o ana lesiona. I se ta'i ________, sa fai atu Ioane ________ lana soa, "Ou te musu ________ toe talai i lelei atunu'u valesa." ________ fai atu lana soa, "Se sua 'e ________ fa'a'apiapo! O le'a ta ________ ni fa'amaniuaga pe'a'ai ta te fai le galuega ________ le Atua. Ou te fia ________ mausa ni fa'amaniuaga!" ________ tagi Ioane. Sa fai atu Ioane i ________ soa, "Ta ou ma'imanatu!" Sa talai ________ soa, "Soia ________ tagi ma'ausa ________ e popole! Se'i ta o ________ talai i le talalelei." O lea, ________ ia o atu ________ fai le galuega a le ________. I ni nai aso, ________ toe fiafia Ioane. Sa le toe fa'alavelavea ________ mafaua.

ACTIVITY

Teacher: Conduct the class in a game of "Simon Says" (Fai mai Simona). You will be "Simona." Give the missionaries a variety of commands (e.g., Open books; Don't sit down; Don't stay in the room; Don't stay standing, etc.). Missionaries should obey only those commands that being with "Fai mai Simona." If someone does otherwise, he is excluded from the rest of the game. The last one remaining becomes the new Simona, and the game begins again. Suggested time limit: 20 minutes.

RETENTION HOMEWORK

1. Take turns with your companion translating the sentences in the dictation exercises on pages 204, 205, and 206.

2. Write out the answers to the questions on page 202.

3. Take turns with your companion giving each other negative commands.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Make comparisons.
2. Use colloquial conversational expressions.

DIALOGUE

Sister Toga: E tutuua le faigata o le tusi oamaga na le tusi mumu?
Fa'atau'o'lca: Leai, e afoi ola faigata le tusi mumu.
Sister Toga: A'o faa la le tusi e faigofie?
Fa'atau'o'lca: E faigofie le tusi ululii i tusi uma. E la'ilili fo'i.
Sister Toga: E le tioa La e faigofie.
Fa'atau'o'lca: E a fo'i lela? E avatu le tusi ululii?
Sister Toga: Leai, tu'u ai pea. E sili atu le tusi lanu mamasata.

TRANSLATION

Sister Conger: Is the yellow book as hard as the red book?
Storekeeper: No, the red book is harder.
Sister Conger: Well then, where is the easiest book?
Storekeeper: The black book is easiest of all the books. It's also small.
Sister Conger: It's no wonder it's easy, then.
Storekeeper: Yeah, how about that? Will you take the black book?
Sister Conger: No, put it back. The green book is the best.
VOCABULARY

afaina - to be something the matter 1,10 - than
aga - with, to be in danger 1a - then
agaleaga - unkind, cruel, cruelty mama - light, lightness (of weight)
agalelei - kind, kindness mamafa - heavy, weighty, weight
atamai - clever, intelligent, wise maso - muscular
'auleaga - ugly, ugliness puta - fat
'tulele - good-looking, handsome saosao - fast, quickly speed
faiga - to take too long a time to do something sili - better, best, greatest
(flowerification)
fa'ai/fefa'ai - hurry up tusa - to be the same as, to be equal to
fetaui - to meet, to fit, to harmonize

*1a, though translated then, is not a conjunction implying sequentiality, but has the effect of toning down or softening statements or questions.

TOOLS

PATTERNS - COMPARISONS

The following patterns will help you compare and contrast various qualities. In most cases, the expression 1, 10 (than) can be replaced with 1, 1a, or 1a te. The adverb atu, used to add extra emphasis, can be omitted in most instances.

1. E ___ Elder Jones pe ___ Elder Smith?
   a. malosi ...malosi
   b. poto ...poto
   c. umi ...umil
   d. agalelei ...agalelei

2. O lefoa tusi e ___?
   a. faigofie
   b. faigata
   c. la'itiiti
   d. sili

3. E tutusa le ___ o Sala ma Mele.
   a. atama
   b. malosi
   c. mamafa
   d. saosaoa

4. E ___ (atu) Simi 1 10 Ioane.
   a. maso
   b. puta
   c. agaleaga
   d. sili

5. E sialea (atu) Eti 1/1a/1a te ___.
   a. lona uso
   b. Simi
   c. 'oe

6. Sa alu ___ (atu) Simi 1a/1 lo Mareko.
   a. saosaoa
   b. mamao
   c. lemu

7. E sili (atu) le ___ lea.
   a. tusi
   b. ipu
   c. fa'amalu
   d. vanu

1. Is Elder Jones ___ er than Elder Smith?
   a. strong
   b. smart
   c. tall
   d. kind

2. Which book is ___ (est)?
   a. easy
   b. hard
   c. small
   d. best

3. Sara and Mele have the same (are equal in) ___.
   a. intelligence
   b. strength
   c. weight
   d. speed

4. Jim is more ___ than John.
   a. muscular
   b. fat
   c. unkind, cruel
   d. good (Jim is better than John.)

5. Eddie is better looking than ___.
   a. his brother
   b. Jim
   c. you

6. Jim went ___ er than/than Mark.
   a. fast
   b. far (Jim went farther than Mark.)
   c. slow

7. This ___ is best.
   a. book
   b. cup
   c. umbrella
   d. valley

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8. E sili ona malosí Ioane ______.
   a. (no word needed) 
   b. i lo lana uo
   c. i lo Simi
   d. i lo Mareko

8. John is strong ______.
   a. -est (no word = John is the strongest.) 
   b. -er than that boy
   c. -er than his friend
   d. -er than Jim
   e. -er than Mark

Practice

1. Memorization Exercise

2. Questions

a. E malosi Elder/Sister ______ pe malosi Elder/Sister ______?
   b. E tutusa le aulelei o Elder/Sister ______ ma Elder/Sister?
   c. E sili ona maosá Elder?
   d. E atamai Elder/Sister ______ pe atamai Elder/Sister ______?
   e. O ai le faife'au e puta?
   f. O ai le faite'au e sili ona pâ'e'e?
   g. O ai le faite'au e sili?
   h. E tamo' e vave Elder/Sister ______ ma Elder/Sister ______?
   i. E tutusa le saosaca o Elder/Sister ______ ma Elder/Sister ______?
   j. E sili ona auleaga Elder/Sister ______ i lo faite'au uma i lo NTC?
   k. E tautala telei atu Elder/Sister i lo Elder/Sister ______?
   l. E umi lenei penitala pe umi lana penitala?
   m. O le'efea ato e sili?

3. Please close your books. Teacher: Provide each pair of missionaries with easily obtained items such as books, pencils, pens, pictures, etc. Have one missionary in each pair make as many comparisons and contrasts (in size, weight, etc.) between the items s/he is manipulating as possible. Then switch the materials each pair is using and begin again. Monitor the missionaries' performance and provide help where needed.

Mastery Check

Pretend your companion is the branch president and you are the district leader. Make a report to him about the missionaries in your district, comparing their size, looks, intelligence, speed, kindness, wisdom, etc. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

**COMMON PHRASES - COLLOQUIAL CONVERSATIONAL EXPRESSIONS**

Following are a number of useful idioms and colloquial conversational expressions.

Usa la / Usu la 'ia - So there; There you have it; Voila!
Ta'i loa 'oe - I don't know—you're the one who should know!
Usa e iloa - You know? (NOTE: this phrase is often pronounced very rapidly as if it were one word: uaeiloa?)
E - fo'i lena? - How about that?; Yeah, that's another thing; That's also true
Alu loa - Off you go; Go ahead
Talofa e - Poor baby; Alas; What a pity! (sympathy or endearment)
E lea'ia fe'au - It's none of your business.
O lena la - That's it!; Oh, so that's it.
Tu'u ai pea - Leave it there; Leave it alone; forget it
E le tioa (i'a) - It's no wonder (then)
Se'i leva / Pe'a levea - Not for a long time yet; not till a long time is up; maybe never
E le afaina - It doesn't matter; It's of no importance
E le fetai - It doesn't fit; that's not appropriate
Fa'ia'i! / Fa'afaita'i! - Hurry up!
Faiaga tele! - (You're) so slow!; (You're) taking too long!
a. Your companion asks you a question which you think is too personal. How might you react?
b. Your companion has just tried on some very tight slacks and asks how they look. What might you say?
c. You have finished class for the evening, but your companion wants to take one of the desks to the dormitory. What might you say?
d. Your companion mispronounces a Samoan word, thereby accidentally calling you a dirty name. She apologizes. You are a generous person. How might you react?
e. Your companion tells you he wants to go out and get a drink at the fountain. What might you say?
f. You have just found proof to support your side of an argument you are having with your companion. What might you say as you are showing her your proof?
g. The MTC has been a very trying, if fulfilling, experience for you. Your companion asks when you will return to study here again. What might you say?
h. You are explaining something rather complicated to your companion. What might you say every few sentences to make sure you are being understood?
i. Your companion has just taken 20 minutes to comb his hair. You are late for class. What might you say?

j. Your companion has just fallen down a flight of stairs. How might you react?
k. Your companion has been looking for her favorite "lucky" ballpoint pen. After helping her search, you find several pens, but none of them is the right one. They say the pen and hold it up. What might your companion say?
l. You and your companion are puzzled over a strange smell in your room. Finally, you discover a dead rat under your mattress. You might react?
m. Your companion has taken two hours to eat breakfast. How might you react?

n. You and your companion have been telling some friends about the many wonderful aspects of living in the MTC. After you list several good things about the MTC, your companion comes up with several more. How might you react to his additions?

o. Your companion has just written in her diary. Minutes later she asks where her diary is. How might you react?

3. With your companion, write a skit based on one of the following situations or one of your own invention. Use as many of the common phrases as you can. You will have only ten minutes to prepare, so work quickly. Teacher: Monitor the missionaries' performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.

a. You and your companion are looking through different pamphlets at the bookstore, trying to decide which ones to buy.
b. Your companion is trying to prove he can jump out a window without getting hurt.
c. Your companion wants your permission to go somewhere without you, but won't say where. You try to worm it out of her.

Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by ad libbing. Teacher: Direct the order of the performance and evaluate each. Mastery level is achieved when each pair of missionaries can use 70% of the new phrases without difficulty.

PERFORMANCE ACTIVITY

Teacher: Find and weigh at least three objects of similar (but slightly different) weight and bring them to class. If you have the weight of each item marked on the item, then you should use a blindfold with this activity. (If you do not have a scale of your own, you could stuff envelopes with varying amounts of paper and weight each at the MTC post office before coming to class.) Have the missionaries go out into the hall and come in one at a time and try to guess which item is the heaviest, which is the lightest, and the comparative weight of all the items. Missionaries must use correct Samoan in describing the relative weight of the items. You may wish to give prizes to missionaries who either guess the correct weight, use correct Samoan, or both.

RETENTION HOMEWORK

1. Take turns with your companion asking each other questions like those in exercise 2 on page 209.

2. Go through the list of common phrases on page 209 and next to each write the letter of the situation in exercise 2 which bests fits each.

Teacher: Assign the vocabulary and common phrases for the lessons to be covered in the next class period.

3. Memorize the assigned vocabulary and phrases.

There is an extra mile section related to this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use irregular verbs.
2. Use a variety of auxiliary verbs.

VOCABULARY

<table>
<thead>
<tr>
<th>sa</th>
<th>- must, one must</th>
<th>numa</th>
<th>- ring</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'asetaete</td>
<td>- to be careful, handle with care, beware</td>
<td>masani</td>
<td>- to be used to, to be acquainted with</td>
</tr>
<tr>
<td>fa'apea</td>
<td>- like this, like that, thus</td>
<td>peleue</td>
<td>- T-shirt, athletic jersey, vest</td>
</tr>
<tr>
<td>fa'apefaka</td>
<td>- how</td>
<td>fa</td>
<td>- coat, jacket</td>
</tr>
<tr>
<td>fa'apena</td>
<td>- like that, thus</td>
<td>sā</td>
<td>- sacred, forbidden, taboo</td>
</tr>
<tr>
<td>fa'spanei</td>
<td>- like this, thus</td>
<td>suti</td>
<td>- to lift, to rise, to raise</td>
</tr>
<tr>
<td>fa'ata'ita'i</td>
<td>- to try on, to test</td>
<td>taga</td>
<td>- to be allowed, to be permitted</td>
</tr>
<tr>
<td>fusē pa'u</td>
<td>- leather belt</td>
<td>tagi (pl.)</td>
<td>- to cry</td>
</tr>
<tr>
<td>lavea</td>
<td>- to be hurt, to be affected by</td>
<td>fatoasi</td>
<td>- to be fit, proper, necessary, have to, must</td>
</tr>
<tr>
<td>le taitāi</td>
<td>- to be far from, not near</td>
<td>tatau</td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR

IRREGULAR VERBS

With most transitive verbs the particle e marks the doer. With the irregular verbs ga'ol (to forget), tatau (to be proper, necessary, must, have to), and lavea (to be hurt, to be affected by), the doer is marked with the preposition 'tā (and its other forms, 'tā, 'tā te).

Generally speaking, it is considered bad grammar to use descriptive pronouns with these verbs.

\[
\text{IRREGULAR VERB} + \begin{cases} 
   'tā \\
   'tā te
\end{cases} + \text{NP doer} + \text{rest of sentence}
\]

Examples:

'Ua ga'ol 'tā te a'u la'u tusi. - I have forgotten my book.
'Ua lavea le tama 'tā lona uso. - The boy was hurt by his brother.
E tatau 'tā te auga le papaistoga. - Everyone needs baptism. (lit. Baptism is necessary to everyone.)
Aua ne'i ga'ol 'tā te 'oe le sua lena. - Don't forget that thing.

Mastery Check - Rule

Practice

1. Dictation NEW WORDS: oti - to die
   lea - therefore, so
   lea'f leva se - it wasn't long before
0 Ioane o se tamititi a'oga. / I se tasi taso, sa savali Ioane i le a'oga. / Sa galo 'ia Ioane ana tusi. / 0 lea, sa ia too alu i lona fale. / Sa le fa'aeteete Ioane, ma sa lavea o ia 'ia se ta'avale. / Sa ave e le 'ave ta'avale Ioane i le faie ma'i. / Sa mana'o la foma'i e faasaosomi la Ioane, / 'ae sa matua lavea tele Ioane i lena fa'ialavelave. / E le'i leva ae oti Ioane. / 0 lea, sa le alu Ioane i le a'oga i lena aso.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Questions
   a. Na lavea 'oe 'i se ta'avale i se ta'imi?
   b. Ta galo 'ia te 'oe le igoa o le peregitene o le misiona?
   c. Ua galo 'i lau soa le igoa o lau uo teine?
   d. E tatau i tagata uma le papatisoga?
   e. Na lavea 'oe 'i se fa'alavelave ana'aafi?
   f. Ua galo 'ia te 'oe le igoa o le tama o lau uo teine?

Mastery Check

Please close your books. Teacher: Direct the missionaries to work as companions, telling each other things they have forgotten since their mission began (e.g., things they forgot to pack, names, books they forgot to bring to class, etc.). Make sure each missionary says at least three sentences. Monitor and evaluate their performance. Mastery level is effective communication.

AUXILIARIES

In this lesson, we introduce a new kind of verb known as auxiliaries. These verbs are called auxiliaries because they are used in addition to the main predicate in the sentence.

In all cases, the word one comes between the auxiliary and the main predicate. The placement of the doer in the sentence, however, varies with the particular auxiliary verb.

The pattern for all auxiliaries is:

\[
\begin{array}{c|c|c}
\text{AUX} & \text{one} & \text{PREP} \\
\end{array}
\]

Examples:

- mafai ona alu - can go
- tatau ona moe - must sleep
- leva ona alu - (be) gone for a long time
- galo ona sau - forget to come

Mastery Check - Rule

This pattern will be practiced in the next three sub-sections.

AUXILIARY STRUCTURE 1: STATIVE

The most common pattern for auxiliary verbs is one in which descriptive pronoun doers appear immediately before the main predicate, or emphatic pronoun or other kinds of doers appear after the predicate. No doers are associated with (immediately precede or follow) the auxiliary itself. Study the following examples:

- Ua uma ona ou faiataina lena tusi. - I have finished reading/already read that book.
- Ua leva ona alu le va'a. The boat has been gone for a long time. (or, "It has been a long time since the boat went.")
The following auxiliary verbs fall into this first category:

<table>
<thead>
<tr>
<th>AUX</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>uma</td>
<td>already, to be finished</td>
<td>Ua uma ona ou faa le galeaga.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I have already done the work.</td>
</tr>
<tr>
<td>ao*</td>
<td>must, one must</td>
<td>E ao ona 'e saunia le mea'ai.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- You must prepare the food.</td>
</tr>
<tr>
<td>leva</td>
<td>to be a long time since</td>
<td>Ua leva ona ou le moe i 'i.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It has been a long time since I slept here.</td>
</tr>
<tr>
<td>te tai'iti</td>
<td>to be far from</td>
<td>E te tai'iti ona amata le lotu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The meeting is far from beginning. (i.e., the meeting will not begin for a long time.)</td>
</tr>
<tr>
<td>masani</td>
<td>to be familiar with, usually</td>
<td>E masani ona ou moe i le lotu.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I usually sleep in church.</td>
</tr>
<tr>
<td>sa</td>
<td>to be forbidden</td>
<td>E sa ona tautal i le malumalu sa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It's forbidden to talk in the temple.</td>
</tr>
<tr>
<td>sili</td>
<td>to be greater, greatest</td>
<td>E sili ona pa'e Ioane.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- John is the skinniest.</td>
</tr>
<tr>
<td>tags</td>
<td>to be permitted</td>
<td>E tags ona tamomo'e tagata i le faile ta'al.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- People are permitted to run in the gymnasium.</td>
</tr>
</tbody>
</table>

*NOTE:* Sometimes the auxiliary ao uses ina in place of ona.

In addition, a number of adverbs may also act as auxiliaries in order to give special emphasis to the manner or frequency with which something is performed or occurs. Among the adverbs which may be used in this fashion are:

<table>
<thead>
<tr>
<th>AUX</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'apefa</td>
<td>how</td>
<td>Pe fa'apefa ona ou faia lenafi mea?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How do I do this thing?</td>
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<tr>
<td>fa'speni</td>
<td>like this, thus</td>
<td>E fa'speni ona fa'i.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- It is done like this.</td>
</tr>
<tr>
<td>fa'apea</td>
<td>like this, like that</td>
<td>E fa'apea ona alofa mai le Atua ia i tatou.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Thus does God love us.</td>
</tr>
<tr>
<td>fa'apena</td>
<td>like that, thus</td>
<td>E fa'apena ona moe le tamāloa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The man sleeps like this.</td>
</tr>
<tr>
<td>mua'aua</td>
<td>first</td>
<td>E mua'aua ona usu i i tatou le pese.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- First we will sing the song.</td>
</tr>
<tr>
<td>mulimuli</td>
<td>last</td>
<td>E mulimuli ona fa'i le tatalo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The prayer will be said last.</td>
</tr>
<tr>
<td>fa'ala'ua, fa'stolu</td>
<td>twice, three times, etc.</td>
<td>Sa fa'ala'ua ona sola le tama.</td>
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<tr>
<td></td>
<td></td>
<td>- The boy ran away twice,</td>
</tr>
<tr>
<td>vave</td>
<td>fast, quickly</td>
<td>Ua vave ona moe le tama.</td>
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<tr>
<td></td>
<td></td>
<td>- The boy fell asleep quickly.</td>
</tr>
<tr>
<td>te'itiiti</td>
<td>soon, almost</td>
<td>E te'itiiti ona sau le teine.</td>
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<tr>
<td></td>
<td></td>
<td>- The girl will come soon.</td>
</tr>
<tr>
<td>tuai</td>
<td>slow, late, take too long a time</td>
<td>E tuai ona sau le tama'ao.</td>
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<tr>
<td></td>
<td></td>
<td>- It will be a long time before the man comes.</td>
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<tr>
<td>lemu</td>
<td>slow</td>
<td>Na lemu ona savali le fainite.</td>
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<tr>
<td></td>
<td></td>
<td>- The lady walked slowly.</td>
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</tbody>
</table>

For stative auxiliaries:

1. Descriptive pronoun doers may come immediately before the predicate.
2. Emphatic pronoun and other kinds of doers may come after the predicate.
Examples:

- I have already filled out the reports. (or, "I have finished filling out the reports.")
- The boy has slept for a long time.
- The food in the MTC cafeteria is usually bad.

Mastery Check - Rule

Practice

1. Substitution - Class

   a. Model:  
     
     \[ \text{Ua uma ona alu le tama.} \]
   
   Substitute:  
     
     \[ \text{ao, fa'apea, taga, sa, le taitai, fa'apena} \]

   b. Model:  
     
     \[ \text{E mumua ona latou fa'ata'ita'i i le ma'a'gi.} \]
   
   Substitute:  
     
     \[ \text{fa'apefa, toetiti, tuai, leva, vave, masani} \]

2. Questions

   a. \[ \text{Ua sa ona tafao i le MTC?} \]
   b. \[ \text{E fa'apefa ona usu lenei pese?} \]
   c. \[ \text{E ao ona tatou a'oa'o malosi i le vasega?} \]
   d. \[ \text{Sa vave ona 'a'is onia?} \]
   e. \[ \text{(with action:) E fa'apenei ona nofo se tasi i se nofoa?} \]
   f. \[ \text{Ua leva ona 'e sau i le MTC?} \]
   g. \[ \text{E sili ona masoa lau soa?} \]
   h. \[ \text{E taga ona alu atu so'o se tasi i totonu o lo malumalu sa?} \]

3. Directed Questions

   Fresili 'iā Elder/Sister ________:

   a. \[ \text{pe le taitai ona 'ai lana soa i ma'a'ai Samoa.} \]
   b. \[ \text{po'ua leva ona sau 'o ia i le MTC.} \]
   c. \[ \text{pe fa'apefa ona tasi se ata.} \]
   d. \[ \text{pe masani ona ia fa'atumu ana lipoti.} \]
   e. \[ \text{pe sili ona lelei le fa'a'oga.} \]
   f. \[ \text{po'ua uma ona ia faatasina le Tusi a Mamona.} \]
   g. \[ \text{pe taga ona moe le tagata i le fa'e'aiga.} \]
   h. \[ \text{pe tuai ona maua e lana loa le fa'a-Samoana.} \]

4. You are an undercover reporter from Newstime magazine doing another story about the MTC. You have maintained your guise as a missionary going to Samoa. Pretend your companion is your editor as you report to him your observations on what is permitted and what is forbidden at the MTC. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Pretend that your companion is the bishop from your home ward who has come to ask you what the MTC is like. Tell him what things you have already done, what things you usually do, and what things you have been doing a long time. Use at least five sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

AUXILIARY STRUCTURE 2: IRREGULAR

The auxiliary verbs galo and tatu have a descriptive pronoun doer immediately before the predicate or an emphatic pronoun or other kinds of doers after the predicate, as in the last structure you learned. In addition, doers may also be the objects of the preposition 'i (and its other forms 'iā and 'ia te) if they come between the auxiliary and the word ona.

For example, "I must go" could be translated three ways:

- E tatu ona ou alu.
- E tatu ona alu a'u.
- E tatu 'i a'u ona alu.

- I must go.
- I must go.
- I must go.
For the auxiliaries galo and tatau:

1. Descriptive pronoun does may come immediately before the predicate.

2. Emphatic pronoun and other kinds of does may come immediately after the predicate.

3. AUX + \{ 'i 'ia 'ia te \} + NP doer + ona + PREDP + (etc.)

Examples:

Us galo ona cu aua'i le tusi.  - I forgot to bring the book.
Sa tatau ona 'e fa'i le mea'ai.  - You should have had your meal.
E tatau 'i tagata uma ona tatau.  - Everyone should pray.
Sa galo ona o mai 'i latou.  - They forgot to come.

Mastery Check - Rule

Practice

1. Dictation. NEW WORDS: peita'i - however, tupe - money

Sa alu Mareko i le fale'olos / e fa'atau mai se sutu fou. / Sa fa'i atu Mareko i le fa'atau'olos, / "E tatau ona ou fa'atau mai se sutu ma se fusi pa'u." / Sa fa'i mai le fa'atau'olos, "Pe i ai se isu mea?" / Sa fa'i atu Mareko, "Toe. E tatau ia te a'u ona fa'atau mai / se mana mo la'u / uo teine ma se mitiafu mo lo'ou uso." / Sa fa'i atu le fa'atau'olos, "Ta, ua lelei." / Sa fa'ata'ita'i e Mareko le peleue ma le 'ofu vae. / Sa fa'i atu Mareko. "E tatau lelei lava. / Peita'i, e i ai le fa'alavesive. / Us galo ia te a'u ona aua'i ia'u tupe!"

2. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing the descriptive pronoun doer to an emphatic pronoun doer. Repeat the sentence and have the class make the transformation.

a. E tatau ona tatau to'aaga i le galiuega a le Atua.
   Sutu fou i se isu mea?
   E tatau ona le laa mimita.
   E le tatau ona lua mimita.
   E tatau ona laa gaci mea a isu.
   E tatau ona ou aua'i le laa mitiafu.
   E tatau one 'e fa'a'estete.

3. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, changing the doer into a descriptive pronoun doer. Repeat the sentence and have the class make the transformation.

a. Us galo ia te 'i la'au ona s'i le pusa muma'ia.
   E tatau ia le laa to'aaga le Atua.
   E tatau ona fa'atuma e le fafe'au ana li poti.
   E le tatau one fose i latou i tagata sulage.
   E tatau ia te ia ona fa'atau mai se fa'ata.
   E tatau ia te ia ona fa'atau mai se fa'ata.
   E tatau fai fafe'au uma ona fa'atau mai se sutu fou.
   E tatau ia te ia ona fa'atau mai se fa'ata.

4. Pretend you are senior companion in Samoa and that your companion is a new "greenie." Tell him several things he must do while you two work together. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Direct each missionary to prepare a brief talk on what we must do in order to be saved. Help them with vocabulary. Then have them present their talks to the class using only brief notes. Monitor and evaluate their performance. Mastery level is achieved when the missionaries can communicate their ideas effectively.
AUXILIARY STRUCTURE 3: TRANSITIVE

The last kind of auxiliary can place doers before or after the auxiliary OR before or after the predicate. They are called transitive because, like transitive verbs, if the doer follows the auxiliary, it is marked by the particle ə. For example, the sentence "I can go" could be translated four ways:

- E mafai ona alu a'u. - I can go.
- E mafai ona ou alu. - I can go.
- E mafai e a'u ona alu. - I can go.
- Ou te mafai ona alu. - I can go.

The following are transitive auxiliary verbs:

- mafai - can, may, to be able to
- taumafai - to try
- amata - to begin

NOTE: Sometimes the auxiliary taumafai uses the infinitive marker ə in place of ona.

For taumafai, mafai, amata:

1. Descriptive pronoun doers may come immediately before the predicate.
2. Emphatic pronoun and other kinds of doers may come after the predicate.
3. Descriptive pronoun doers may come before the auxiliary.
4. Emphatic pronoun and other kinds of doers—marked with ə—may come after the auxiliary.

Examples:

- E la' mafai e a'u ona moe. - I can't sleep.
- Sa ou amata ona tagi. - I began to cry.
- O lo' o taumafai ona moe le tama. - The boy is trying to sleep.
- Pe mafai ona ou tautala fa'a palagi? - May I speak English?

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Write the following model sentence on the board, marked with numbers as below. Then read one of the items to be substituted and call out a number to let the missionaries know where to make the substitution. Have the class respond by making the appropriate substitution. Then call out another number, or another item to be substituted with another number.

Model: E mafai ona si'i lenei pusa mamafa.

1 2 3 4

Substitute: a'u, latou, ia, ouia, ta'ua, matou, 'oe, la'ua, ma'ua, outou, tatou

Example: Teacher: a'u - 1
Class: Ou te mafai ona si'i lenei pusa mamafa.
Teacher: 3
Class: E mafai ona ou si'i lenei pusa mamafa.
Teacher: 'oe - 2
Class: E mafai e 'oe ona si'i lenei pusa mamafa.

2. Questions

a. E mafai e lau soa ona tamo'e saosaoa?
b. Sa amata ona timu analelia?
c. O le'a 'e taumafai ona a'oa'oa malosi i le vaega na nei?
d. E mafai ona 'e fai le tagamea e auna sa ma we fesoasoini?
e. Sa amata e lau soa ona tagi ananafi?
f. Sa 'e taumafai ona tautala fa'a-Samo a i le fale'aiga analelia?
3. Directed Questions

Fesili ʻiʻa Elder/Sister _________:

a. pe mafai e ia ona siʻi mea makaʻa.
b. pe o leʻaʻamata ona galue o ia i le ta o le sefuʻutasi.
c. pe sa taumafai ona ia siʻi mea makaʻa i le fale taʻalo anaana.
d. pe ne amata ona faʻaafilapoto lea na ʻa i le Ao Sā.
e. pe mafai ona faʻaʻaʻapalagi.
f. poʻo ia taumafai ona aua neʻi fiu i lana sā.

4. Pretend your companion is president of the United States and you are hoping he will appoint you to the governorship of American Samoa. You want him to know your qualifications, so tell him all the things you can do. The companion who is the president should also ask questions. When instructed to do so, reverse roles and begin again. Teacher: Allow each missionary to make 5 or 6 statements before instructing them to reverse roles. Monitor their performance and provide help where needed.

Mastery Check

Pretend your companion is your teacher and that you are having a stewardship interview. Tell her all the things you started to do and tried to do but couldn't do. Use at least six sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries’ performance. Mastery level is achieved when the missionaries communicate effectively using transitive auxiliaries.

PERFORMANCE ACTIVITIES

TEST

1. Dictation. NEW EXPRESSION: e leʻi leva 'ae - it wasn't long before

O Mele ma Sala o ni fafeʻau i le MTC. / I se tasi aso, sa fesili Mele ia Sala, / "Pe mafai ona ou faʻataʻitaʻiʻina lau nuna?" / Sa tali Mele, "Ioe." Sa fiafa Sala ʻa le nuna / aua sa masani ona ia faʻasogafina. / Sa toe fai atu Sala, "E tatau foʻi ona ou faʻataʻitaʻi oupeʻie ma ou fusi paʻu." / Sa tali atu Mele, "Ta ua leiai." / E leʻi leva ae va e Sala ofu una o Mele. / Sa amata ona ita Mele. Sa fai atu Mele, / "Usa uma ona oe avea uma oʻu ofu. / Ou te manaʻo e toe zoomai aʻu mea." / Sa amata ona tagi Sala. Sa fai atu Sala, / "Na ou avea o ofu aua e leia ni oʻu ofu." / Sa faʻanansoa Mele ʻi leaʻena mea. / Sa tuʻuina atu e Mele nesi o ona ofu i Sala / ma sa fai atu, "Ta ave ma oe nei mea." / Sa le toe tagi Sala sa sa toe fiafa i laʻuʻu uma.

2. Fill in the Blanks  NEW WORDS: Nofoaliʻi - a village in Western Samoa
taʻiʻai – each
O lea – therefore, so

O Ioane o _________ tamāloa Samoa. Ua leva _________ nofo o ia i lona faʻle Samoa _________

Nofoaliʻi. O Ioane _________ se fafaʻstroʻaga. E amata _________ galue o ia i le tā o le lima _________ le aflafi. E tāʻele _________ i le po. _________ lenā nuʻu, o loʻo i ai tulafono e teʻele. E tatau _________ tagata una _________ fai le lotu (tutalo) i le tā o _________ fitu. E le mafai _________ fai le lotu _________ se isi lava taimi. E masani _________ tausia e Ioane tulafono o _________ nuʻu. O lea, e fai _________ Ioane le lotu i le _________ o le fitu i po _________ lava. O lana masani lenā _________ aso uma lava.

ACTIVITY

1. The missionaries will sit in a circle.

2. One missionary begins by telling something he or she can do. For example: "E mafai ona ou siʻi mea makaʻa."

3. The next missionary repeats this and adds a statement of his own. For example: "E mafai ona ou siʻi mea makaʻa ma e mafai foʻi ona ou tamoʻa makaʻa."

4. Play continues until one missionary fails to repeat accurately or to add another statement.

5. Play starts again with a new sentence. Points may be kept for the total number of items the missionaries repeat.
1. Write out the answers to the following exercises:
   - page 212, exercise 3
   - page 214, exercise 2
   - page 215, exercise 2 and exercise 3
   - page 216, exercise 2

2. Take turns with your companion translating the sentences in the passage on page 212.

3. Take turns with your companion translating the sentences in the passages in the test.

   Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.
VOCABULARY

The following square is made up of letters of Samoan words—spelled frontwards or backwards, positioned horizontally, vertically, or diagonally. Circle all the Samoan words you can find in the square below and write them next to their English equivalents underneath. Glottal stops and macrons have been omitted. Teacher: Mastery level is 90% accuracy by all missionaries.

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<td>E</td>
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<td>F</td>
<td>U</td>
<td>P</td>
<td>U</td>
<td>P</td>
<td>U</td>
<td>F</td>
</tr>
</tbody>
</table>

1. hurricane __________________________
2. to blow (of wind) __________________
3. to take, to bring __________________
4. to clean __________________________
5. to buy, to sell _____________________
6. broom ______________________________
7. with (instrumental) __________________
8. sun _________________________________
9. tree ________________________________
10. immediately ________________________
11. warm ______________________________
12. wind ______________________________
13. mountain __________________________
14. some ______________________________
15. to jump ____________________________
16. to escape __________________________
17. to pull _____________________________
18. valley ______________________________
19. fiercely hot _________________________
20. cloud ______________________________
21. to flash (of lightning) ______________
22. gently, gradually ___________________
23. cooling, refreshing __________________
24. noise ______________________________
25. fog ________________________________
26. breeze ______________________________
27. rough (of sea) ______________________
28. rain ________________________________
29. electricity _________________________
30. to be afraid ________________________
31. to want to __________________________
32. to be tired of ______________________
33. to steal ____________________________
34. to feel up to _________________________
35. embarrassed _________________________
36. to think ____________________________
37. proud, conceited _____________________
38. stop, cease __________________________
39. to be something the matter with ______
40. conduct, ways _______________________
41. ugly ________________________________
42. then ________________________________
43. light (of weight) _____________________
44. muscular ____________________________
45. fat _________________________________
46. better, best __________________________
47. to be the same as _____________________
48. must ________________________________
49. like this ____________________________
50. to test, to sample ____________________
51. to be hurt __________________________
52. how ________________________________
53. ring ________________________________
54. to be accustomed to __________________
55. t-shirt ______________________________
56. coat ________________________________
57. sacred ______________________________
58. to lift ______________________________
59. suit _________________________________
60. to be allowed _________________________
61. to be necessary ______________________
62. to cry ______________________________
63. to instruct __________________________
64. and ________________________________
65. companion __________________________

GRAMMAR

The following grammar principles and SYL expressions were presented in this unit:

Directional Adverbs
"Some" and "Other"
Predicative Phrases as Prepositions
With
Prepositional Phrases of Location
Weather
Infinitives
Negative Imperatives
Comparisons
Common Conversational Expressions
Irregular Verbs
Auxiliary Verbs and Sentence Structures

1. Fill in the blanks. Teacher: Mastery level is 80% accuracy by all missionaries.

NEW WORDS: fau = to build
lau'ele'ele = land
mea faisaluga = tool
pa'u = to fail
peita'i = however

'O Simi 'o se tamāloa Samoa. Sa alu Simi i __________ le isi aso __________ fau se fale i __________ matafaga. Sa __________ i fo nisi tagata __________ va'i'ai le galuega __________ Simi. Na faí __________ le isi, "Aua __________ fau lou fale i lena mea. E sili atu le tulaga e __________ i le mauga."
' Ae __________ faí atu le __________, "Leai! E tatau __________ fau lou fale i le vanu __________ tupito atu __________ le 'aualo." Ae sa fai __________ le isi, "Aua e __________ fau lou fale __________ lena vanu. E sili __________ lelei le lau'ele'ele __________ 'urala." Sa 'amata __________ ita Simi __________ na manatu 'uma ma __________ ia fai __________, "Sota __________, pisa!" O le'ia fau lo'u fale i __________ i le matafaga; 'ua __________ iloa?" Sa __________ 'eo loa na tagata ma sa 'amata __________ Simi __________ fau lona fale fou __________ ana mea faisaluga. 'uma lana galuega __________ Tesema. Peita'i, sa __________ mai le afa ma sa pa'u __________ fale fou. Na fe'atai __________ tagata ma sa latou fai __________ loa 'ia Simi, "Va __________ ia! Sa tatau __________ e fa'alogo __________ 'i matou!"
2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. Sa alu ... le tama i le pu.
(The boy went down in the hole.)
   a. a'e
   b. ane
   c. mai
   d. 'ese
   e. ifo

2. Sa alu ... le teine.
(The girl went away.)
   a. a'e
   b. ane
   c. mai
   d. 'ese
   e. ifo

3. Sa alu ... Mose i le mauga.
(Moses went up to the mountain.)
   a. a'e
   b. ane
   c. mai
   d. 'ese
   e. ifo

4. Tautala ... ia te a'u!
   a. a'e
   b. ane
   c. mai
   d. 'ese
   e. ifo

5. ... le tusi ia te a'u.
   a. Aumai
   b. Ave mai
   c. Avane
   d. Avatu
   e. Avatu atu

6. O le'a ou ... le tusi ia te 'oe.
   a. aumai
   b. ave mai
   c. avane
   d. avatu
   e. avatu atu

7. Sa ou fiafia ... fesoascani ia te ia.
   a. ona
   b. e
   c. i
   d. ou te
   e. no word needed

8. 'Ua leva ...
   a. le teine ona moe
   b. ona le teine moe
   c. moe le teine
   d. ona moe le teine
   e. e le teine ona moe

9. Ou ta le fia ... a'oa'oa.
   a. i
   b. e
   c. ona
   d. ou te
   e. no word needed

10. E fa'apena ... o i Api.
    a. oulua ona
    b. e oulua ona
    c. ia oulua ona
    d. ona lua
    e. lua e
11. On te alu ... ta'ele.
   a. ou te
   b. e ou
   c. ona ou
   d. i
   e. ona ou te

12. Sa 'amata ... usu le pese?
   a. e Simi
   b. e Simi ona
   c. Simi ona
   d. ia Simi ona
   e. Simi e

13. O lo'o matou le lava ... s'oa'o.
   a. ona
   b. e
   c. i
   d. tou te
   e. no word needed

14. O le'a taumsafai ... 'ave le ta'avaule.
   a. ona i le tama
   b. i le tama ona
   c. le tama ona
   d. ona e le tama
   e. e le tama ona

15. O le'a ou saunia ... alu i Niu Sila.
   a. ona
   b. e
   c. i
   d. ou te
   e. no word needed

16. Pe 'e te lioa ... tautala fa'a-Samoas?
   a. ona
   b. e
   c. i
   d. 'e te
   e. no word needed

17. E tatau ... alu i le fale.
   a. a'u e
   b. e a'u ona
   c. a'u ona
   d. ia te a'u ona
   e. ia te a'u e

18. 'Um galu ... lana tuei.
   a. Sara
   b. e Šara
   c. 'ia Šara
   d. Šara i
   e. e Šara i

19. Ausa ... tautala 'oulus.
   a. tou te
   b. le
   c. ne'i le
   d. te
   e. e

20. Ausa ... 'ave le ta'avaele.
   a. ne'i le
   b. 'e ne'i
   c. ne'i le
   d. 'e te ne'i
   e. ne'i te

21. Sofia lua ... o atu so'o i le tifaga.
   a. ne'i
   b. ne'i le
   c. le
   d. e
   e. te
22. Ou te le fiafa'i i lana penitala mua. Aunai ... penitala.
   a. le isi lana
   b. lana le isi
   c. le nisi lana
   d. lana nisi
   e. le nisi o ana

23. Ou te fia fa'alogo i se tala ... Samoa.
   a. e ui'a i
   b. e fa'afeagai ma
   c. e tupito atu 'i
   d. e sos'o 'i
   e. e unaoa ma

24. 'Us ma'i le tama au sa ia alu i fafo ... se 'ofu tino.
   a. e ui'a i
   b. e fa'afeagai ma
   c. e tupito atu 'i
   d. e sos'o 'i
   e. e unaoa ma

25. La 'e fa'i tau galuego ... a'oa'oaga a le faa'oaga.
   a. e ui'a i
   b. e fa'asaga 'i
   c. e tusa ma
   d. e pito mai 'i
   e. e latalata i

26. Na faia le laulau ... laupapa.
   a. mo
   b. ma
   c. fa'ataasi ma
   d. 'i
   e. i fafo o

27. Ou te alu ... i le sami.
   a. 'i uta
   b. 'i ta'i
   c. 'i 'i
   d. 'i'inei
   e. 'i totonu

28. 'Ia 'e sau ... .
   a. 'i 'olq
   b. 'i 'jia
   c. 'i 'i
   d. 'i 'ina
   e. 'i 'o

29. E goto le la i ... .
   a. matu
   b. saute
   c. sasa'e
   d. sisifo
   e. totonu

30. 'O Brazil 'o se atunu'u i Amerika i ... .
   a. matu
   b. saute
   c. sasa'e
   d. sisifo
   e. totonu

31. 'Usagi mai le . . . .
   a. vevola
   b. timu
   c. savili
   d. mafui'e
   e. uila

32. 'Usa ... le vasa.
   a. 'a'ass
   b. savili
   c. lagi
   d. 'emo
   e. sco
33. E 'aulelei atu Eti . . . Iona uso.
   a. ia
   b. i lo
   c. ia te
   d. e le
   e. ia te lo

34. E malosi Simi . . . Eti?
   a. i_lo malosi
   b. pe malosi
   c. i_le malosi
   d. pe malosi ia
   e. i lo malosi ia

35. E sili . . . malosi Ioane.
   a. i_lo
   b. ia
   c. atu
   d. ona
   e. ona i lo

36. "Ou te alu i le fale'olos." "Ia, . . . ."
   a. faiga te le
   b. ta'i lo 'ia 'oe
   c. 'ua la
   d. alu los
   e. pe'a leva

37. O le a sau mea o lo'o fai?
   a. E a fo'ilena?
   b. 'O lema la.
   c. E le fetaui.
   d. Talofa e.
   e. E leai sau fe'aau.

38. E lelei La'u Unti?
   a. 'Ua 'e ilos?
   b. Ta'i lo 'ia 'oe.
   c. Se'i leva.
   d. Fefaisai'i!
   e. 'O lema la.

PRONUNCIATION

Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary for comprehensibility. Continue for approximately 15 minutes.

FLUENCY

Teacher: On the blackboard write the following behaviors or others of your choice. Have the missionaries copy the list, ranking the behaviors from most bad to least bad. The behavior missionaries think is worst should be number one on their lists, and the behavior they think is least bad should come last. Then have the class sit in a circle and explain in Samoan their ranking and the reasons why they think certain things are worse than others. Encourage discussion among the missionaries by asking questions where necessary. Explain vocabulary where necessary.

ulaula tapa'a
moe i le teine
moe i le tama
moe i le ta o le sefulula
itu pia
ta'alo i le vasega
1. Teacher: Read one of the following instructions, pause, and select a missionary to perform the task indicated. Mastery level is achieved when 90% of the missionaries perform the tasks correctly.

a. Tu i luga.

b. 'Aua 'e te nofo i lene nofoa.

c. Sau 'i 'I

d. Alu i fafo ma savai i sisifo.

e. Soia 'e te tu i 'ina.

f. Savai i saute.

g. 'Aua ne'i nofo.

h. Tatala le fai toto'a ma iga le moli.

i. Tusi lou iga i le laupapa, 'ae 'aua 'e te tusi le 'upu "Elder/Sister."

j. Tatala tusi 'uma i lenei potu, 'ae 'aua ne'i sau 'i 'inei.

2. Please close your books. Teacher: Read the following paragraph, then ask the questions below to test the missionaries' comprehension.

Sa 'ou taunuu i le M.T.C. i le masina 'ua te'a. Sa 'ou a'oa'o malosi i le vasega ma sa 'ou fa'alogo lelei 'i le fai'a'oga. Peita'i, sa le mo'aia ma sa 'ou malamalama i le fa'a'oga. Sa ou fai atu i le fa'a'oga e tautala leni. Peita'i, sa faigata pea ona malamalama ia te ia. Sa aili ona lelei i sa faia'au ia te a'u ma sa 'ou fa'amanoa. O lea, sa 'ou alu i le fafe mai i va'aiia ia fon'ai. Sa fai mai le fon'ai 'ua leaga lo'u fa'alogo aua sa le lava lo'u moe. O lea, sa 'ou toa alu i le M.T.C. ma sa 'ou tauna'afi e mea 'umi i le taseac. 'O le ta'ati le lenei, e lelei lo'u malamalama i le fa'a-Samoan, 'ae e ita le fa'a'oga i lo'u mea 'umi.

Comprehension Questions.

a. Fa'amata 'o se faife'ai le lenei lelei? 

b. Sa faigofia le fa'a-Samoan ia te ia? 

c. Aisea? 

d. O fae le mea na alu ai le faife'ai? 

e. O le a le mea ua ita ai le fa'a'oga? 

f. O le a la mea na mea 'umi ai le faife'ai?
UNIT 6
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use pe and po in new ways.
2. Combine sentences without conjunctions.
3. Use a variety of "and's" and "but's."
4. Use the conjunction one . . . lea (then).

VOCABULARY

| 'aemaise  | - especially         | laulelei  | - smooth, even  |
| 'aula     | - road              | mutia     | - grass         |
| fa'alelelei | - not very good    | ola       | - to live       |
| fa'amul   | - to remain behind, to stay at home | o'o       | - to come to, to arrive |
| fa'auma   | - to complete, to end | peita'i   | - however       |
| fella'i   | - to meet           | *tago     | - to grab, to touch and feel |
| feololo   | - fair, fairly good | (pl. fetagoffi) feel |
| *'ino'ino | - to hate, disgust  | ta'u       | - to tell       |
| laulesaga | - rough, uneven     | tulaga    | - situation, condition |
|           |                     | tutu'a    | - muscular      |

*Unlike their English equivalents, these verbs are intransitive. See Unit 2, Lesson 3, p. 50-61.

GRAMMAR

PE AND PO: NEW USES

In Unit 2, Lesson 4, you learned that the particles pe and po are sometimes used to mark questions in Samoan. Pe and po are also used in other ways that relate to their question-marking function.

Pe and po are used to make indirect questions. An indirect question is a sentence which talks about a question rather than asking the question itself. Study the following English examples:

<table>
<thead>
<tr>
<th>INDIRECT QUESTION</th>
<th>IMPLIED QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>She asked me why I was still here.</td>
<td>(Why are you still here?)</td>
</tr>
<tr>
<td>They wanted to know what was going on.</td>
<td>(What's going on?)</td>
</tr>
<tr>
<td>I wonder where I should go.</td>
<td>(Where should I go?)</td>
</tr>
<tr>
<td>He is curious whether you will stay.</td>
<td>(Will you stay?)</td>
</tr>
</tbody>
</table>

Notice that in each of the above examples, a question is implied or "embedded" (contained) in the sentence.

In Samoan, each embedded question is introduced by pe or po. As you recall from Unit 2, Lesson 4, po precedes the particle 'o (as in 'o ia and 'o le a) and the indeterminate present tense o lo'o. Pe is used before all other words. Either pe or po may be used before the tense marker 'u. Study the following examples:

Sa fa fia iloa po'o fea su alu i ai le tema. - She wanted to know where the boy went.
Onu te fasili atu i le teine pe aisea na 'ino'ino ai lona tina ta' te a'u. - I'll ask the girl why her mother hated me.
Latou te la le iloa po'o le ñi lena mea. - They don't know what that thing is.
Onu te fia iloa po 'e te sau i le naotou fale nanai. - I want to know whether you're coming to our house tonight.
Se'i ta'u mai pe 'e te fiafia i leanei tusi. - Tell (me) whether you like this book.

Note that pe/po acts as the equivalent of the English word "whether" in the last example above.

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In introducing indirect questions, _pe_ and _po_ sometimes convey the notion of "to see whether":

Tago aue i lona ulu pe fīva. - Touch/feel his head to see if there's a fever.

In regular questions, when a choice or alternative is presented, _po/po_ may often be translated by the English word "or." For example:

'E te fia alu i le fale pe leai? - Do you want to go to the house or not?
'0 se tūsī leneī po'0 se api? - Is this thing a book or a notepad?

**Pe and po are used:**

1. Before the embedded question in indirect questions. In this use, they sometimes convey the notion of "whether" or "to see whether."

2. In questions which convey a choice or alternative. In this use they may be translated "or."

**Examples:**

Ta'u mai pe fefcilo lenei tusi. - Tell (me) whether this book is passable.
'E te fia 'ai pe 'e te fia inu? - Do you want to eat or do you want to drink?
Matou te le liqa po'o fes a i ai le auala. - We don't know where the road is.
Kite le mōli lona pe leilei. - Turn that light on to see if it works.

**Mastery Check - Rule**

**Practice**

1. **Dictation. NEW EXPRESSION: Tu'u mai ia te a'u** - Leave it to me
   
   O Ioane ma Simi o ni fa'fe'a. / Sa la o atu i le fale o le peresitene / o le paranesi i le ta o le lua. / Sa la fesili i le peresitene po'o maniu lona aiga. / Sa tali le peresitene, "Joe." Sa fesili atu le peresitene / po ua la feiloa'i ma lona to'alaua pe leai. / Sa tali Simi, "Joe; sa ma feiloa'i ma lou fa'elu ʻanamaʻi." / Sa fai atu Ioane i le peresitene, "Ma te fia iloa / po ua ai ni tagata fou i le lotu." / Sa fai mai le peresitene, "Joe, ua i ai le tagata fou. / O ia o se tamāloa leilei." Sa fai atu Ioane / "Ta'u mai pe tatau ona ma feiloa'i ma lena tagata pe leai." / Sa tali le peresitene, "E leai, e le tatau. / Tu'u mai ia te a'u." Sa talanoa pe a / fa'fe'a/o ma le peresitene i sina taimi. / Sa ʻose fa'fe'a/u ia te o le fa.

2. **Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.**

3. **Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to repeat the question, changing it to an indirect question. Repeat the question and have the class change it to an indirect question.**

   Example: **Teacher:** 'O fes 'e te alu i ai?
   **Missionary:** Ou te fia iloa po'o fea 'e te alu i ai.
   **Teacher:** 'O fes 'e te alu i ai?
   **Class:** Ou te fia iloa po'o fea 'e te alu i ai.

   a. O le ʻa sou manatu i lenei tulaga?
   b. E i ai sau pulomu nifo?
   c. Aisae na lua savava'i ai i le auala?
   d. E fa'afeafa oua oua tatale lenei pusia?
   e. Ua timu?
   f. Sa tago le tama i le tafi?
   g. O afoa o le'a 'e aumia ai se nofoa no a'na?
   h. E laulalea le aula i tafi?

4. **Place close your books. Teacher: Have the missionaries face their companions and blindfold one missionary in each pair (or have her close her eyes). Have the other missionary place objects in front of the blindfolded missionary and allow her to touch only one side or surface of the object briefly. The missionary will provide options for the blindfolded companion by asking "Is this a _____ or a _____?" (For example: Is this a tie or a belt? a pencil or a pen? a notebook or a book?) The blindfolded missionary will then answer. After the blindfolded
missionaries have had a chance to try to identify four or five objects, have them reverse roles and begin again. You may wish to give some recognition to missionaries who never make a mistake.

Mastery Check

You have just been granted an interview with the smartest person in the world! You have waited in line for hours just to talk with this person and are only allowed a brief interview. Tell her four or five things that you are wanting to know or have explained to you. Where convenient, use the list of verbs below in your sentences. Your companion will play the role of the smartest person in the world and will make some wise response. Afterwards, reverse roles and begin again.

Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when missionaries communicate effectively using pe/po.

fia iloa fa'amalanalama
ta'u mai fia malamalama
fa'atonu fa'amatala

COMBINING SENTENCES WITHOUT CONJUNCTIONS

As you learned in the last section, an indirect question is a construction in which questions are embedded (contained) within another sentence.

In English, it is also possible to embed one sentence within another without any special connecting words. Study the following examples:

<table>
<thead>
<tr>
<th>MAIN CLAUSE</th>
<th>EMBEDDED SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>She believes ghosts really exist.</td>
<td></td>
</tr>
<tr>
<td>They hope their son will come next week.</td>
<td></td>
</tr>
<tr>
<td>He said Mary would get in an accident.</td>
<td></td>
</tr>
<tr>
<td>I know the Church is true.</td>
<td></td>
</tr>
</tbody>
</table>

Notice that most of these kinds of sentences have words like hope, believe, say, tell, think, know, etc. in the main clause.

The same kinds of sentences can be made in Samoan just as they are in English.

When using words such as hope, believe, say, tell, think, know, etc., one sentences can be embedded in another without any special connecting words.

Examples:

ou te iloa e moni le skalesia. - I know the church is true.
Sa ia fa'i mai ua ma'i lona tina. - She said her mother was sick.
Latou te talitonu o lo'o feola a latou fanau. - They believe their children are alive.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa talitonu Simi o le'ia tumu'a o ia ia se aso.
Substitute: fa'i mai, iloa, fa'amatala, ta'u mai, fa'amoemoa, fai atu, manatu

2. Questions

a. 'E te talitonu e ma'ai ona ou su'iu'i se ofu?
b. Sa ia fa'i mai e talitonu o ia ia te a'u?
c. 'E te fa'amoemoe e lelei lau misiona?
d. 'E te fa'amoemoe e lelei ma'ai i Samoa?
e. Sa e manatu o le'a faigata le MTC?
f. 'E te talitonu e tutu'a a'u?
g. Sa fa'i mai o ia e tutu'a a'u?
h. 'E te manatu e laulelei le auale ia 'o?
3. Please close your books. Teacher: Read the two verbs in one item pause, and select a missionary to construct a sentence that uses both verbs. Have the class repeat the missionary's response.

   a. fa'amoemoe . . . timu
   b. talitonu . . . aulesaga
   c. tloa . . . agi
   d. fa'isai . . . laulalei
   e. ma'atam . . . 'ino'ino
   f. fa'amoemoe . . . oti
   g. ta'u mai . . . feeleelo
   h. fa'atu . . . o'o

Mastery Check

Prevent that you and your companion have become very close friends (I know this is hard, but use your imagination!) She has been transferred to Eureka-Slobbovia Mission, and you may never see each other again. Her plane leaves soon, so you only have a few minutes to have one last conversation. Tell her your hopes and beliefs, what you know and what you think. Use at least five sentences. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Provide some kind of recognition for the most sincere performance. Mastery level is achieved when the missionaries are able to communicate effectively with each other.

CONJUNCTIONS ATOA MA, ATOA FO'I MA, 'AEMAISE

The conjunctions atoa ma and atoa fo'i ma mean "in addition to," "together with," or "as well as" and are used the same way as their English equivalents.

The conjunction 'aemaise (sometimes written 'ae maise) means "especially." Unlike the English word especially, however, 'aemaise is not an adverb, but only a conjunction. In other words, it cannot be used to describe a verb, but can only come before noun phrases. Study the following examples:

Ou te fiafia 'i le mea'ai, 'aemaise le fala. - I like the food, especially the pineapple.
Sa ia fa'afetai i na teine, 'aemaise Mereane. - He thanked those girls, especially Mary Ann.

<table>
<thead>
<tr>
<th>The following conjunctions come before noun phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. atoa ma - together with, in addition to</td>
</tr>
<tr>
<td>2. atoa fo'i ma - as well as, in addition to</td>
</tr>
<tr>
<td>3. 'aemaise - especially</td>
</tr>
</tbody>
</table>

Examples:

Ou te mana'o i ni tusi atoa ma ni penitata. - I want some books, together with some pencils.
Ou te alofa i teine Samoa atoa fo'i ma teine palagi.
O lo'o fiafia Ioane i tuisusiga pa'ia, 'aemaise le Tusi Pa'ia.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Ou te fiafia i teine palagi, atoa ma Kelii.
Substitute: 'aemaise, atoa fo'i ma, atoa ma.

2. Please close your books. Teacher: Repeat the above exercise, this time calling on individual missionaries instead of the entire group.

3. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer affirmatively with a complete sentence and add on a new noun phrase at the end, using one of the newly-learned conjunctions. Repeat the question, and have the class respond.
Examples:

Teacher: Sa 'e alu 'i le fale'oloa?
Missionary: 'o le'a le fale'oloa atoa ma le fale sa.
Teacher: Sa 'e alu 'i le fale'oloa?
Class: Toe, sa ou alu 'i le fale'oloa atoa ma le fale sa.
Teacher: Pe 'e te fiafia 'i teine?
Missionary: 'o le'a la te fiafia 'i teine, 'asamase Mele.
Teacher: Pe 'e te fiafia 'i teine?
Class: Toe, ou te fiafia 'i teine, 'asamase Mele.

a. Sa lua fa'atau mai ni lavalava?
b. Sa 'e fa'atau i le Tusitutu?
c. Sa 'e ma'afu i mea laga?
d. E fiafia Elder/Sister 'i mea'ai i le MTC?
e. E tutu'a faife'au Samoa?
f. 0 le'a lua o 'i le fale ta'alofa?
g. E fiafia Elder/Sister ?
h. 0 le'a 'e fa'atau mai me mama?

4. Pretend your companion is a salesclerk and you are a customer who has suddenly acquired a vast amount of money. You can't resist the temptation to buy everything in sight. Tell him/her what you want. Where possible, use the conjunctions presented in this section. List at least eight items that you want. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Direct the missionaries to sit in a circle. One will begin by saying, "On te alu 'i Samoa, ma ou te avea lo'u auti fou." The next missionary repeats this and adds another item, using one of the conjunctions used in this section. Play continues until one missionary fails to repeat accurately or add an item. Play then starts again with a new sentence. Points may be kept for the total number of items a missionary repeats in the various sentences s/he makes. Mastery level is achieved when missionaries are able to perform comfortably using the expressions presented in this section.

"BUT" AND "HOWEVER"

The words 'a and 'ae are used to mean "but." 'a comes before the particle 'o, the imperative marker 'ia, the indeterminate present 'o (short form), the determinate present 'ua, and the non-past 'e. 'Ae can come before almost any word.

'A is sometimes pronounced 'a for emphasis.

The word however can be expressed in Samoan with peita'i, 'ae peita'i and peita'i ane.

"BUT" is expressed with:
1. 'a (before 'o, 'ia, 'o, 'ua, e)
2. 'ae (before almost any word)

"HOWEVER" is expressed with:
1. peita'i
2. 'ae peita'i
3. peita'i ane

Examples:
E aofa le teine 'ia Pili, 'a 'ua le fiafia 'o le 'ia Mareko.
Ou te fiafia 'i tagata aulelei, 'ae le'eo tagata auleaga.
La te le fia fa'amisiona, peita'i e tatou.

Mastery Check - Rule
Practice

1. Substitution - Class

Model: Ou te fia 'ai, 'a 'ua uma le mea'ai, substitue: peita'1, 'ae, peita'1 eae, 'a, 'as peita'1

2. Teacher: Repeat the above exercise, this time calling on individual missionaries to respond instead of the entire class.

3. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer with a complete sentence and add on new information using some expression for but or however. Repeat the question and have the class respond.

Example: Teacher: Pe sa moe Elder Jones?
Missionary: Ioe, sa moe Elder Jones, 'ae sa ta'ele lana soa.
Teacher: Pe sa moe Elder Jones?
Class: Ioe, sa moe Elder Jones, 'ae sa ta'ele lana soa.

4. You are spying on your district for the mission president. Pretend that your companion is the mission president as you report the things that go on in your class. Use as many contrasting statements as possible (e.g., "Elder Smith is lazy, but Sister Jones is diligent."). Make at least six statements. Then reverse roles and begin again. Teacher: Monitor the missionaries' performances and provide help where needed.

Mastery Check

You have encountered many frustrations in the past few weeks, and so you get permission to talk to a psychiatrist. Pretend your companion is the psychiatrist as you tell him all the things you wanted and hoped to do but were somehow unable to do or prevented from doing. The companion who is the psychiatrist should make appropriate responses. Make at least six statements about your frustrations. Then reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries are able to communicate effectively using expressions for but and however.

ONA . . . LEA: THEN

The words ona . . . lea are used to express "then." Ona comes before the predicate and lea comes immediately after. The phrase containing ona . . . lea contains no tense marker. Study the following examples:

Na sau lona time, ona alu loa lea 'o ia 'i le tifaga. - His mother came, then he went to the movie.
Na ta'ele la teine ona moe loa lea 'o ia. - The girl showered, then she slept.

A descriptive pronoun may come between ona and the verb:

Ona te ta'ele le fale ona ou alu lea i le fale'ioa. - I'll bathe in the house, then I'll go to the store.
Matou te o 'i le fale'ioa ona matou toe ma lea. - We will go to the store, then we will come back.

If the first verb is seen as the reason or cause for the second, the particle at comes before lea:

Sa 'ou alu 'i le fale ona 'ou moe ai lea. - I went to the house, then I slept. (In other words, the reason I went to the house was to sleep.)
Sa 'ai Sini 'i le mea'ai ona fiafia ai lea 'o ia. - Jim at the food, then he was happy. (In other words, the food made him happy.)
When a done-to follows a transitive verb + lea, the done-to is preceded by the particle o.

For example:

Sa 'ou 'ai ona 'ou fa'atuna lea o le tusi. - I ate, then I read the book.
Sa 'ou tatala'ina le faiototo'a, ona 'ou ki - I opened the door, then I turned on the light.
lea o le moli.

But when the verb before the lea is intransitive, the particle will come before any doer which might follow the word lea. For example:

Sa 'ou taina le polo ona fiafia ai lea o - I hit the ball, the Jim was happy.
Simi.
O le'a o atu Meale ma Sala 'i le fale, ona la - Mary and Sara will go to the house, then they will sleep.

The conjunction "then" is expressed by the pattern:

ona + (DESCRIPTIVE PRONOUN) + PRED + (ai) + lea

Remember:

1. Ai before lea shows the first predicate was the reason for the second.
2. If a done-to follows lea, put o in front of it.
3. If an intransitive verb comes right before lea and the doer comes after, put o before the doer.

Examples:

Sa alu Simi 'i le fale'oloa ona ia fa'atau - Jim went to the store, then he bought a book.
mai ai lea o se tusi.
O le'a saunia e le tina se mea'ai, ona 'a'ai - Mother will fix some food, then the family will eat.
ai lea o le 'aiga.

Mastery Check - Rule

Practice

1. Dictation NEW WORDS: taugofie - inexpensive
tele - big, large
tupe - money

O se faifeau Sala. O lo'o nofo Sala i le MTC. / I se tasi aso sa alu Sala i le taulaga, /
ae sa fa'amulii lana soa i le potu moe. / Sa alu Sala i se fale'aiga / ona ia fa'atunuina ai lea / o se mea'ai. / Sa fa'ala'elele i le mea'ai, ae sa taugofie. / Sa fa'auna e Sala le mea' ai / ona ia savali lea i le mala. / Sa o'o Sala i se tasi fale'oloa tele lava. / Sa ia fa'atau se mama atoa fo'i ma se peleue / ona ia toe alu lea i fafo. / Sa amata ona savali atu le teine i le MTC, / ae sa feiloa'i o ia ma lana fa'ia'oga. / Sa fa'ai atu le faia'oga. "Sa le tatau ona fa'amulii / Lau soa i le MTC. 'O 'oe o se faifeau leaga." / Sa amata i lema taimi ona 'ino'ino Sala i lona faia'oga.

2. Please close your books. Teacher: Read the first question in each pair, pause, and select a missionary to answer. Then ask him/her the second question. Repeat and have the entire class respond.

Example: Teacher: È te alu 'i le potu moe?
Missionary: Io'e, ou te alu 'i le potu moe.
Teacher: Ona a lea?
Class: Ona ou moe ai lea.

a. O le'a 'e a'oa le fa'a-Samo'a? Ona a lea?
b. Sa 'a fa'aersu ni matalafi? Ona lea?
c. Sa alu Elder/Sister ________ i le fale utia? Ona a lea?
d. O le'a ta'ele Elder/Sister ________ nanei? Ona a lea?
e. O le'a tou tatalo nanei? Ona a lea?
f. O le'a 'e fa'atuna le Tus'i a Mamonu? Ona a lea?
g. Sa a'gi le matagi? Ona a lea?
h. Sa fa'atunu le faifeau e le faia'oga? Ona a lea?
i. O le'a 'e ati i se aso? Ona a lea?
j. Sa 'emo le utia? Ona a lea?

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3. Please close your books. Teacher: Read the two verbs in one item, pause, and select a missionary to construct a sentence that includes both verbs and uses the conjunction ona... lea. Then have the class repeat the missionary's response.

a. alu... a'oa'o         f. fa'alogo... tautala
b. tamo'e... ta'ele      g. ta'oto... moe

c. aghi... timu          h. pu'e... fiafia

4. Pretend your companion writes a gossip column for the famous magazine, National Inquisitive. You are a famous person and have been asked to recount your daily routine for this reporter. Tell at least six things you do each day. The reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Describe to your companion one of the processes listed below or some other process with which you are familiar. If you need help with vocabulary, ask the teacher for assistance. Teacher: Monitor and evaluate the missionaries' performance. Provide help with vocabulary only. Mastery level is achieved when missionaries can effectively narrate sequential occurrences.

a. how to set your watch. d. how to draw a picture of some animal
b. how to make a sandwich e. how to get a meal at the MTC cafeteria
c. how to mail a letter f. how to prepare to come to the MTC

PERFORMANCE ACTIVITIES

TEST

Fill in the blanks in the following sentences with 'a, 'ae, 'ae peita'i, peita'i, peita'i ane, pe, po, atoa ma, atoa fo'i ma, 'amaisa, or nothing. If no word is needed, put an X in the blank. Blanks with no marks will be considered wrong. Some sentences may have more than one correct answer.

1. Sa aghi le matagi ananafi, _______ sa le timu.
2. Sa fiafia Mele 'i le tama tutu'a, _______ le'o le tama pa'e'e.
3. Ou te fiafia 'i ofu u'umil, _______ 'ofu pupu'u.
4. Sa fa'atua mai e Veni ni peleue uliuli _______ ni mitiafu papa'e?
5. Tago ane i lona ulu _______ vevela.
6. O lo' o latou fia malaga 'i Niu Sia, _______ e le ma'ai.
7. Ma te fa'amoei moe _______ o le' a e maufau i nei ma.
8. E fiafia Ioane 'i auala laulelei _______ auala lauleaga?
9. La te fiafia 'i suti, _______ suti fou.
10. Sa ia festi'i mai _______ 'o fea na savali a i le tamaitiiti.
11. Ou te le iloa _______ e feoloolo la'u soa.
12. E la fiafia fa le tamaloa fia faife'au, _______ faife'au palagi.
13. Sa ma le tamaloa, _______ sa le ma le fafine.
14. Se ta'u mai _______ 'e te fiafia 'i le nei me'ai.
15. Aumai le tusi lena _______ le penitala lena.
16. Sa malaga lona to'alua i le taulaga _______ sa fa'amuli 'o ia.
Rewrite the following sentences, connecting them into one sentence using *ona...* or *ona...* *si lea*.
Make all necessary changes.

1. Sa matou moemoe. Sa matou ta'e'ele.

2. *O le'ā faitaau e Ioane le Tusi Pa'ia.* *O le'ā mafaufa i ai.*

3. *O le'ā latou solia ni tulafono.* *O le'ā o'o i se tulaga leaga.*

4. Sa tusi a Ioane se tusi. Sa lafo e Mele le tusi a Ioane.

5. *Na o' atu Sale ma Mele i lo la fale. Na la moemoe.*

**ACTIVITY**

The members of the class will sit in a circle. The first player will begin a story by saying a sentence in Samoan. The next missionary will add on to the sentence using one of the words: *ma, 'ae, 'se peita'ī, peita'ī ane, peita'ī, atoa mua, atoa foi ma.* Continue the story by adding on to the growing sentence, with each missionary taking a turn. *Time limit: 10 minutes.*

**RETENTION HOMEWORK**

1. **Take turns with your companion asking each other the following questions. Answer with complete sentences.**

   a. E alu Elder/Sister _______ i le fale pe alu i le fale'oloa?
   b. Sa fesili mai le fai'a'oga pe aina ea te nofo ai i leneli nofoa?
   c. Ta'u mai pe tatau ona ou _______ pe leai.
   d. Sa fa'auma e Elder/Sister _______ lana galuega pe sa ia moe?
   e. 'E te iloa o fea le mea na savali si le fai'a'oga?
   f. 'O se fusi pe'u po'o se fusuma lena mea?
   g. Fesili i le faife'au las pe i ai saua unui.

2. **Take turns with your companion translating the following sentences:**

   a. Ou te fiafia 'i le fale sa Katoliko, 'ae ou te lē fiafia 'i le fale sa Mamona.
   b. Fa e le'age ai le matagi, a 'ua timu.
   c. Sa fia alu Mele 'i le fale'oloa, peita'ī sa timu.
   d. E fia talai'i Simi i tai. Ae peita'ī, a musu lana soa.
   e. 'O se tagata aulelei Mele a'o se tagata auleaga Viliamu.
   f. Aua 'e te alu 'i le fale'oloa, a 'ia e alu 'i le fale ta'aloi.
   g. O lo'o ola pea lo'u tanā, a 'ua oti lo'otina.
   h. Ou te le fia fa'i leneli galuega; peita'ī ane, e tatau.
   i. Sa matou fia o i Samou, peita'ī, sa le'i o'o.
   j. Sa la tautu'u i le fale, ona moemoe ai loa.
   k. Sa timu ona agi lea o le matagi.
   l. O lo'o matou faitauna le Tusi Pa'a, ona matou faitauna lea o le Tusi a Mamona.
   m. Ia lua o atu i le fale sa, ona toe o mai lea.
   n. Sa tengo le tama i le tusi ona ia faitauna lea.

3. **Take turns with your companion asking each other the following questions. Answer in complete sentences.**

   a. Sa 'e faitauna ni tusi lelei atoa ma ni tusi leaga?
   b. E alofa le Atua i tagata aulelei atoa fo'i ma tagata auleaga?
   c. E tatau ona tatu faitauna le Tusi Pa'ia?
   d. E te fiafia i le MTC?
   e. Sa tusi i le vaea va Elder/Sister _______ atoa ma Elder/Sister _______ ?
   f. Pe 'e te fia fa'atau mai se uati tagi ma ni solo ta'ele ma ni mata'aaffi?
   g. Ua mama'i _______ ma ________, atoa ma _______?
Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section related to this lesson.
At the end of this lesson you should be able to do the following in Samoan:

1. Use the words 'a'fai, 'ana ("if")
2. Use the word ina ("when")
3. Use the word pei ("like, "as")

**VOCABULARY**

| 'a, 'ana | - when, if | miza | - to quarrel, to fight |
| 'a'fai, 'ana | - if | musumusu | - to whisper |
| fa'aleaga | - to destroy, to spoil, to insult or deride | *'ota ("otegia [perfective]) | - to scold |
| fa'asala | - to punish, to fine | pei | - like, to be like, as |
| fa'avave | - hurry up, to hasten, to do | semu | - probably, almost |
| laga ma | - something in a hurry | taga | - pocket |
| laga ona | - to feel, to perceive (with one of the senses, e.g. to hear, to smell) | tula pepele, tula moe tau tuleme (pl. tulaamoe) | - to be drowsy, sleepy |
| loto tele | - brave | lavalae | - nuisance, to misbehave, to |
| loto maluuga | - proud, conceited | - to bring trouble |
| loto malualo | - humble, humility | - to obey |
| matamoe | - drowsiness | *usita'i, usita'i |

*Unlike their English equivalents, these verbs are intransitive. See Unit 2, Lesson 3, p. 60-61.

**GRAMMAR**

**AFAI: IF**

In English, certain words may come either at the beginning or the middle of a sentence. Observe these examples with *if:*

If you come, bring your book. -OR- Bring your book if you come.

The same is true of Samoan. 'Afa'i is used at the beginning of sentences, while pe'a'fai is used in the middle of sentences. For example:

'Afa'i 'e te sau, aumai lau tasi. - If you come, bring your book.
Aumai lau tasi, pe'a'fai 'e te sau. - Bring your book, if you come.

'Afa'i/pe'a'fai means "if." 'Afa'i comes at the beginning of the sentence. Pe'a'fai comes in the middle of the sentence.

Examples:

E tatau ona ou ta'ele pe'a'fai ou te ta'alga. - I must shower if I play.
'Afa'i sa lu'a moe anaileila, o le'a lu'a la tia moe noa nei. - If you slept earlier today, you won't want to sleep tonight.
Mastery Check - Rule

Practice

1. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to react appropriately.

Example: Teacher: 'Afai e te fiafia, 'ia e tu i luga.
Missionary: (must either stand up or say, "Ou te la fiafia.")

   a. 'Afai e usita'a lau soa ia te 'oe, 'ia e tepe le moli.
   b. Tatala le fiafia 'e pe'afai e te losa fawatu tasi.
   c. 'Afai e lelei le fiafia 'oaga, 'ia nofo pea i lou nofoa.
   d. 'Ia e tapuni le fiafia 'e pe'afai e te aulelei.
   e. 'Afai sa e ta'ele anailea, 'ia e avatua lau penitala 'ia Elder/Sister _____________.
   f. 'Afai sa e tamo e i le fale te'alo anaafi, 'ia e tu i luga.
   g. Tapuni 'au tusi pe'afai 'e te la fiafia 'i le mea'ai i le MTC.
   h. 'Afai e te fia alu i Russia, 'ia e alu i fafo.
   i. Ta e ta'u se mea i lau soa pe'afai 'e te fia ala le fa'a-Faran'i (French).

2. Questions

   a. O le 'a ealu i le fale oloa i le Aso pe'afai e fia alu lau soa?
   b. 'Afai ou te tu'una atu se tupe 'ia te 'oe, o le 'a e alofa mai 'ia te a'u?
   c. O le 'a e mua na fa'amauiga pe'afai e te tuaia poloa'iga?
   d. 'Afai e lelei le fale lau soa, o le 'a e alofa pea ia te ia?
   e. 'Afai e leega lou fale i Samoa, o le 'a e fiafia pea i le misiona?
   f. O le 'a loto mauauga 'oe pe'afai e te mua na fa'amauiga?
   g. 'Afai e leega le mea'ai Samoa, o le 'a e le fiafia i le misiona?
   h. 'Afai e te ita i lau soa, o le a lua misa?
   i. O a ni mea o le 'a tatou faia pe'afai tatou to alofoa i le Atua?

3. Complete the following sentences by writing an appropriate ending/beginning in the blank provided. Teacher: Monitor the missionaries' performance and provide help where needed.

   a. 'Afai sa 'e le ta'ele, ____________________________________________ pe'afai e ve'a lau soa.
   b. ____________________________________________ pe'afai e faigofie le fa'a-Samosa.
   c. 'Afai e te le fiafia i Samoa, ____________________________________________
   d. ____________________________________________ pe'afai e fiafia la Samoa.
   e. "Afai 'ua ma'i lau soa, ____________________________________________
   f. ____________________________________________ pe'afai 'e te fa'atau lena tusi tusi.

4. Work with your companion, taking turns telling what you would do if the following situations were to occur. Teacher: Monitor the missionaries' performance and provide help where needed.

   a. You discover your teacher has lied about something important.
   b. You get a companion who is very conceited and misbehaving.
   c. A big man wants to fight with you.
   d. Your companion scolds you for being disobedient, but you think he's wrong.
   e. You wake up and have no feeling in your legs (va'e).

Mastery Check

Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to respond with three or four sentences. Mastery level is achieved when the missionaries correctly use afai and pe'afai 80% of the time.

   a. O le a lau mea o le'a fai pe'afai 'e ia i sau soa leaga?
   b. 'Afai 'e te ma'i i mea'ai Samoa, o le a lau mea o le'a fai?
   c. O le a lau mea e fai pe'afai e le mua ai tali i au tatalo?
   d. 'Afai e masu lau soa e tala'i, o le a lau mea o fai?
   e. O le a lau mea e fai pe'afai e sola Luu soa Samoa i le fale o lana u o teine?
   f. O le a lau mea e fai pe'afai e atoa lou tautaga i Samoa ae le mafi peoa ona 'e malasalima i le fa'a-Samosa?
Like 'afi/pe-'afi, 'ana also means "if." But unlike it, 'ana can only refer to situations in the past which were not fulfilled or didn't happen. 'Ana can also refer to imaginary situations which cannot be fulfilled. For example:

'Ana 'e sau, 'ua ou fiafia, - If you had come, I would be happy. (The sentence implies that you did NOT come.)
'Ana 'afi ona ou alu 'i le masina, 'ua ou fiafia. - If I could go to the moon, I would be happy. (implies that I can't go to the moon.)

Because 'ana is made up of 'a plus the past tense marker ona, no tense marker is needed in that part of the sentence. The other part of the sentence can use either the non-past tense (e) or the determinate present tense ('a). Occasionally, po'oua is used instead of 'a. Study the following examples:

'Ana ou fia 'ai, ou te la ta'au atu ia ta 'oa. - If I were hungry I would not tell you.
'Ana ou ma'i, 'ua ou ta'au atu ia te outou. - If I were sick, I would have told you.
'Ana lei, po'oua ou le popole ia te 'outou. - If not, I would have worried about you.

Sometimes the word semanu (almost, probably) introduces the part of the sentence not occupied by 'ana:

'Ana ou fitness le tulaga, semanu ou te alu atu. - If I knew the situation, I would probably go.
'Ana 'e le sau, semanu 'ua ou otu. - I you hadn't come, I'd have almost died.

Like 'afi, the particle po is prefixed to 'ana whenever it occurs in the middle of a sentence:

Outa 'ite pe'ana 'e le sau. - I'd have been mad if you hadn't come.
Outa 'ite pe'ana le timu. - I would have come if it hadn't rained.

Remember:
1. 'Ana/pe'ana means "if" and refers to things which didn't happen.
2. 'Ana/pe'ana refers to the past and takes the place of the tense in its part of the sentence.
3. The other part of the sentence usually uses either the e or the 'ua tense.
4. 'Ana is used to begin sentences; pe'ana is used in the middle of sentences.

Examples:

'Ana 'e le fa'amataala le mea, semanu ou te le malama. E lelei pe'ana le talapepele Ioane ia te i matu. - If you hadn't explained the thing, I probably wouldn't understand it.

'Ana 'e le moa, 'ua mafui ona lua talanoa ma le peresitene. - It would be good if John hadn't lied to us.

Mastery Check - Rule

Practice

1. Dictation. NEW WORDS: tele - big, large
   pa'ou - to fall

   O lo'o igoga o Sikoki. / O lo'o o'u nofo i lo'u fale i Provo, Utah. / 'ua 'a'asa le la i lanei aso. 'Ana le vevele, ou te alu i fafo ma fai se galaeaga. / Sa ou galae i fafo anana. I lena taimi, / se 'emo le ula, ma sa pa'ou te la'au tela. / Sa ou laven i le la'au. / Sa le mafui ona ou alu 'esse. / Ou te oti pe'ana ou le vala'au atu / i se isi mo se fesoasoani, / Na sau la'u o o Simi ma sa ia si'i 'esse le la'au. / Ana le fesoasoani mal o ia / semanu ou te oti. / Fa'afetai 'ua tutu'a le tino o Simi! / Ana le malosi o ia, semanu ou te ta'oto pea i 'ilahi.
2. Questions

a. 'E te fia alu 'i Farani pe'ana 'a iloa le fa'a-Farani?
b. 'E te fia alu i Lusia pe'ana mafai ona 'a te tautala fa'a-Lusia?
c. 'Ana tinu le taeao, 'e te ta'aio i fafo?
d. 'E te fia fa'amisiona pe'a leaga lau soa?
e. 'Ana 'e iloa o le'â e oti taeao, ua e fa'avave lau galuega?
f. 'Ana 'e fa'anooaoa anaehia, po'ua 'e sau pea i le vasega?
g. 'Ana fa'asipoto lau soa, 'e te alofa ia te la?
h. 'Ana 'e ua vailei i le faile'aiga, po'ua fiafia tagata ia te 'oe?
i. 'Ana ou musumusu ia te 'ou i le lotu, fa'amata e te lagona la'u tala?

3. Complete the following sentences by writing an appropriate ending or beginning in the blank provided. Teacher: Monitor the missionaries' performance and provide help where needed.

a. 'Ana ou le fa'amisione, ________________________________________________

b. ____________________________________________ semanu 'ua fiafia le fa'a'oga.

c. 'Ana talapepealo la'u soa ia te a'u, ________________________________________.

d. ____________________________________________ matou te le fiafia ia te ia.

e. 'Ana ou le usita'i ia le peresitene, ________________________________________.

f. ____________________________________________ semanu ua ou le tau tulemoe.

4. All of us have done things in our lives which we regret or, thankfully, have avoided things which we think might have caused us regret. Pick some event in your life and explain to your companion how different things might be for you now if that situation had turned out differently than it did. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Ask each missionary what s/he would do if s/he had a million dollars. Have each missionary answer with two or three sentences and avoid repeating what other missionaries have said. Mastery level is achieved when missionaries correctly use 'ana and pe'ana 80% of the time.

2. 'A: WHEN

In English, the word when has other functions being a question word. It can also introduce clauses that are not questions at all. For example:

Get some erasers when you go to the store.
When you are finished there, come in here.

This function of when is expressed in Samoan by the future tense marker 'a (also pronounced 'a).
'A can also be translated if, where the speaker assumes the "if condition" will come true.

For example:

'A 'e sau, sumai la'u tusi. - If you come, bring my book. (I assume he is coming.)

Since 'a is a future tense marker, no additional tense marker is needed in that part of the sentence.
Like 'afai and 'ana, pe is prefixed to 'a when it occurs in the middle of the sentence.

Remember:

1. 'a/pe'a is a tense marker which conveys the meaning of the English word "when."
2. 'a/pe'a refers to the future and takes the place of the tense marker in its part of the sentence.
3. 'A begins sentences; pe'â is used in the middle of sentences.
Examples:
'A lua ʻo mai, 'ia aumai lo oulua tina. - When you (2) come, bring your mother.
E tatau ona le moa pe'a uma lau galuaga. - You must sleep when your work is finished.
'A tou talitomou 'i e Keriso, tou te maunia le loto tele. - When you believe in Christ, you will receive courage.
E to'a'aga faise'au pe'a onosa'i le faiso'ega. - The missionaries are diligent when the teacher is patient.

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Read the first of the following instructions, pause, and select a missionary to perform the task. Begin reading the next instruction before the previous missionary has completed her/his assigned task. These exercises should be done in the order given below.

a. Tu i luga ma savali i fafo. 'A uma ona 'e alu i fafo, 'ia 'e toe sau i le vasesa.
b. A toe nofo Elder/Sister ______. 'Ia 'e tatala le faiioto'a o le potu # ______.
c. A tatala e Elder /Sister ______ lema faiioto'a, 'ia 'e tape le moil.
d. 'A uma ona tape e Elder/Sister ______ le moil, 'ia 'e tusa lou igoa i le laupapa.
e. 'A uma ona tuaia e Elder/Sister ______ loma igoa, 'ia 'e ki le moil.
f. 'A toe sau Elder/Sister ______, 'ia 'e tatala tuaia uma i lenei potu.
g. 'A uma ona tatalaina tuaia uma i le potu, 'ia 'e tapuni tuaia uma i le potu.
h. 'A uma ona tapuni tuaia uma i le potu, 'ia 'e tusaia lou igoa i lau apia.

2. Questions

a. O le'a poto Elder/Sister ______ pe'a ia faitauna le Tusi Pa'ia?
   b. 'A 'e alu i Samoa, o le'a 'e onosa'i?
   c. O le'a loto maualuga Elder/Sister ______ pe'a uma lana missiona?
   d. 'A faitaau e lau soa lenei tusa, pe o le'a tulomeo 'o ia?
   e. O le'a otegia Elder/Sister ______ pe'a loto maualuga?
   f. 'A lua talapepealo, pe o le'a ita le peresitene o le paranesi?
   g. O le'a to'a'aga Elder/Sister ______ pe'a ia maua se mea'iai?
   h. O le'a faisia le peresitene pe'a uiasavale faise'au?
   i. O le'a lauga pe'a o'o i le Aso Sa?

3. Complete the following sentences by writing an appropriate ending or beginning in the blank provided. Teacher: Monitor the missionaries' performance and provide help where needed.

a. 'A 'e le fa'amatala mai lenei mea, ______________________________________________________.

b. ______________________________________________________ pe'a tae le fitu.

c. 'A to'a'aga le faise'au, ______________________________________________________.

d. ______________________________________________________ pe'a ou maua le avanos.

e. 'A tae le sefulula, ______________________________________________________

f. ______________________________________________________ pe'a 'e fesoasoani mai 'ia te a'u.

4. Free-Response Questions

a. O le a lau mea e fa le'a tou taunu'u i Samoa?
   b. O le a lau mea e fa le'a 'e ma'i i Samoa?
   c. 'A muga lau uo teine ia te 'oe, o le a lau mea e fa'i?
   d. O le a lau mea e fa le'a oti lou tama ma lcu tina?

Mastery Check

Please close your books. Teacher: Ask each of the missionaries to prepare brief talks on the subject of what they will do after their missions. Give them time to think about the topic, but do not let them write out any notes. Have them present their talks to the class. Monitor and evaluate their performance. Mastery level is achieved when they use 'A and pe'a correctly 80% of the time.
The words pei and fa'apei are verbs which mean "to be like" or "to be as." Pei and fa'apei are interchangeable. They are also pronounced pe'i and fa'ape'i.

As the translation implies, pei and fa'apei are used to compare things. The particle 'o usually precedes the noun which some other noun is being compared to. Study the following examples:

E fa'apei lava Ioane 'o Simi. - John is just like Jim.
E pei lava lenel teine 'o lena teine. - This girl is like that girl.
E fa'apei lava 'o lo'u lima lou liga. - Your hand is just like my hand.
E pei 'o se nofoali'i le nofon lena. - That chair is like a throne.

The whole phrase e pei/fa'apei 'o or pei/fa'apei 'on can be used as if they were prepositions:

Sa 'ou fa'amatalaina le lesena e pei 'o le faia'oga. - I explained the lesson like the teacher.
 Ou te mana'o i se tusi e pei 'o lena tusi. - I want a book like that book.
E ulavale 'o ia, e pei o lona uso. - He is naughty, like his brother.

When pei lava comes before a complete sentence, the 'o is not used:

Sa ia fa'amisiona i Upolu, e pei lava sa fa'amisiona lona uso i Savai'i. - He served a mission in Upolu, like his brother served a mission in Savai'i.
Sa ia tautala e pei lava sa i al. - He talked just like (he) was there.

Sometimes, the word ona will connect pei to a complete sentence, or to a sentence without a tense marker. The tense marker is omitted whenever the present tense is meant:

Ou te fia faataulua lepega tusi e pei ona - I want to read this book like that man read it.
Sa faataulua e lena ali'i. - I want to read this book like that man read it.
E pei ona 'e iloa, 'o se faife'au lelei a'u. - As you know, I am a good missionary.

The words pei and fa'apei are verbs which mean "to be like/as." They can be used in the following manner:

(TENSE) + {pei | fa'apei} + {lo | ona} + NP + COMPLETE SENTENCE
(no TENSE = present time) + l ava + COMPLETE SENTENCE (TENSE required)

Examples:

E pei lava le tamaloa 'o lona atali'i. - The man is just like his son.
E pei ona palota Maine, e fa'apea fo'i ona - As Maine votes, so also does America vote.
palota Amerika.
E auleaga lena teine, e pei lava 'o lona uso. - That girl is ugly, just like her sister.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: Sa ia tautala e pei lava 'o Siko'i.
Substitute: 'e iloa, Mele, 'ua ma'i 'o fa, tautala Ioane, sa tagata poto, se tautala Ioane

2. Teacher: Repeat the above drill, this time calling on individual missionaries to respond instead of the entire class.

3. Questions

a. 'E te mana'o 'i se peleve e fa'apei 'o lo'u peleue?
b. E fa'afapoto Elder/Sister _______ e pei 'o Elder/Sister _______
c. 'E te fia to'aaga e pei ona to'aaga lau sos?
d. E loto tele Elder/Sister _______ e fa'apei ona loto tele Elder/Sister _______?
Mastery Check

Please close your books. Teacher: Direct them to work as companions, each of them comparing two people that they know. Each missionary must use pei/fa'a'opei in at least three sentences. Monitor their performance and provide help where needed. Mastery Level is achieved when the missionaries use pei/fa'a'opei correctly.

PERFORMANCE ACTIVITIES

TEST

1. Dictation NEW WORD: sasa - to beat

O Simi 'o se fa'afe'a'u leaga. / E loto maualuga o ia ma e masani ona talapepele fo'i. / 'Ana le to'aga longa aiga i le lotu, po 'ua le fa'amisiona 'o ia. / I se tasi aso, sa ulavale tele Simi. / Sa fa le usita'i lana soa, ma sa la ma. / Sa 'amata ona alu 'e sa fesi fa'o lea fa'a'opei, o le'a ou sasa 'aifoe. / Sa fa le tele le soa a Simi, / ma sa ia le toe fai le se 'upu. / I se tasi aso, fa s'i'itia ai le soa a Simi, / ma sa maus e Simi se soa fou. / O lona igoa o Manu. / Sa maus manu lava le tino o Manu. / Sa o lesi tele o ia o i le se fa'afe'a'u lelei fo'i. / Sa ulavale pea Simi e pei ona sa ulavale mua. / Sa ia fa'aleaga fo'i lana soa. Sa ita loa Manu. / / Sa fa'i atu Manu, "So! Ana 'e te ulavale! / 'A 'e toe fa'apena, o le' a fa'asalaina 'oe!"

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

Sa fa'i atu Simi __________ Manu, "Ou te ia fefe 'ia te 'oe," __________ tali Manu, "E ulavale 'oe e pei __________ se tama la'ititi. E tatau __________ fa'assalaina 'oe!" Sa tasi Manu __________ Simi ma sa sasa __________ Manu Simi. Sa 'ote Manu __________ Simi ma sa ia fa'i atu, "'Afa'i e __________ toe ulavale, o le'a ou toe sasa __________ 'oe." Sa 'amata __________ tasi Simi. __________ ia fa'i atu ia Manu, "O le'a ou le toe __________. O le'a avea a'u __________ fa'afe'a'u lelei e __________ 'oe le ia a'u soa. Ou __________ le fa'acanoa nei __________ ou usita'i ia te ia." Sa amata i lea aso __________ usita'i Simi __________ tualafono o le misiona. __________ ia la'o toe talapepele pe fa'aleaga __________ soa. Sa avea 'o ia __________ se fa'afe'a'u lelei te'a.

ACTIVITY

1. The class will sit in a circle. One missionary begins by saying, "If we had some money (tupe), we would to to Hawai'i." (Use 'ama.)

2. The next missionary makes a statement based on the previous one. For example:

Missionary B: "If we were going to Hawai'i, we would go by boat."
Missionary C: "If we were going by boat, we would take our bathing suits."
Missionary D: "If we were taking our bathing suits, ... " (etc.)

3. Play continues until one missionary fails to answer with a grammatically correct or a logically correct sentence.

4. At this point, the erring missionary may be eliminated, or a new round may begin with "If we go to Hawai'i, ... " (use 'afai) or "When we go to Samoa, ... " (use 'a).

5. Negative points may be given for each error a missionary makes.
1. Take turns with your companion asking each other the following questions. Answer with complete sentences.
   a. 'Afa'i e le vevele lenai aso, o le'a 'e ta'alo i fafo?
   b. 'Ana 'e le sau i le MTC, fa'amata ua 'e maua ni fa'amauiaiga?
   c. O le'a 'e fa'anoa'ono pe'a le fa'atali lau uo teine ia te 'oe?
   d. Pe 'e te mana'o i se mitiafu e pei o le mitiafu o Elder/Sister ______?
   e. Fa'amata 'e te le lava a'oo pe'a'aga 'e le 'ai se mea'ai analeila?
   f. 'E te sau i le vasaga pe'a'afai e le sau le fa'i'oga?
   g. 'A 'e alu i le fale ta'alo, o le a lau mes o le'a fa'i?
   h. Pe 'e te fia tautala fa'a-Samoa e pei ona tautala le fa'a'oga?

2. On a separate sheet of paper, try writing a story using the conjunctions learned in this lesson. The story should be about one or two paragraphs long.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

Extra Mile Section: There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use a number of common conversational expressions.
2. Use prepositions of location.

SPEAK YOUR LANGUAGE MODE!

DIALOGUE

Lafai: 0 le 3 le mea a le isi 'au ali'i la e fai?
Pai: La e o i le tifaga lea e fai i tum o le nu'u.
Lafai: Ot sole! Agu'ia le vaega laie!
Pai: Salo lelei a! Ma'amau pa'ana uma le tu galuena.
Lafai: Se, 'ua ou fia la mea e fai lanai galuena. Ha pe'ata ratou 0 i le tifaga ma le 'au igoa lae?
Pai: E la manai. Leaga, ma motu lau tama.

TRANSLATION

Lafai: What are those other guys doing?
Pai: They're going to the movie that's showing in back of the village.
Lafai: Oh, man! Those guys are lucky!
Pai: That's for sure! I wish our work were finished.
Lafai: I'm really tired of doing this work. How about we go to the movie with those guys?
Pai: Can't. I'm broke.
VOCABULARY

ali'i - man or boy (honorific)
'su ali'i - guys
'su āgā /sa vaega - guys (term for a group of people of either sex or both sexes)
fs'apea - to think to suppose, to assume
gae - to break, to strain, to lose
kea - to care
lae - those (over there)
laki - lucky, luck
laie - that (over there)

lāpā - rubbish, trash
ma'inau - (1) would that, if only (2) waste(d)
musalo - to be of opinion, to think, to suspect
mata'utia - dreadful, terrible, awful
matiau - poor
mora - to break, to snap (of long objects; also of friendships and agreements)
pau - to stop, to end, to be over and done
se'īfoga - to give, to bring (colloquial)
tupa - to happen, to occur, to grow
vaega - part, division, section

TOOLS

COMMON PHRASES - MORE CONVERSATIONAL EXPRESSIONS

Following are more common conversational expressions. The first four are somewhat colloquial.

Se'īfoga le mea so' u va'ai - Bring it here, let me see it (NOTE: Se'īfoga may be written se'ī foga, but it is usually pronounced as one word, se'īfoga)
E a la? - So what? What then?
'E te ulavale? - Do you want to fight? (lit. "Are you misbehaving/being a nuisance?") (NOTE: While missionaries usually say this in playful jest, occasionally a "yes" answer to this questions can provoke genuine physical hostility)
'Usa 'e laki! - You're lucky! (often used in a threatening sense)
Pau lava / Pau a - Just because; That’s all.
'Ona pau lea / 'Ona pau lava - Just because; That’s all there is to it; It can’t be helped.
0 la'u tala ma le mo'i/ sa'o - It really happened; That’s the truth (lit. "That my story with truth/correctness")
E i'ai se mea 'us tupu? - Is something up? Did something happen?
Ma ō ma o gei ai - We’re (2) going to go and come right back
Faifai lemu - Slow down; Take it easy
Mata'utia le mea! - What a dreadful thing! (shock or horror)
Ta figola ai! - Goodness! (exclamation showing surprise or fear)
Tafele! / Tafele! - My! My goodness! (exclamation showing surprise or fear)
Ou te le kea - I don’t care

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Read one of the following situations, pause, and select a missionary to respond. Have the class repeat the missionary’s response.

   a. Your companion asks you why you bite your nails. You don’t know of any particular reason. How might you answer?
   b. Your companion has just told you a horrifying story of how he was nearly killed on a roller coaster. How might you react?
   c. Your companion has just insulted your mother, her apple pie, and everything you stand for. You won’t stand for it. How might you react?
   d. Another missionary has intervened in the situation (see C) and prevented you from making "cream of companion soup" for lunch. What might you say to your companion to show you are still angry?
   e. You have just told about your first encounter with a leprechaun, but your companions are skeptical. What might you say?
   f. You just walk into your room and find the whole place a shambles. The other missionaries are sitting around patching their wounds. What might you say?
g. You and your companion have to leave class for a few minutes. What might you say to your teacher?  
   h. Your companion tells you of an amazing watch she has just purchased. You are anxious to see it. What might you say? 
   i. Your companion solemnly announces that the teacher looks displeased. You fail to see the importance of this remark. What might you say? 
   j. Your companion is a nervous workaholic. What advice might you impart? 
   k. You have just heard a horrible story about a disaster involving the lives of many people. How might you react? 
   l. A truck has tried to run you down, but barely missed you. How might you react? 
   m. Your companion asks if you want to hear about his family. You are indifferent. How might you react? 

3. With your companion, write a skit based on one of the following situations or on one of your own creation. Use as many of the common phrases as you can. You will have only ten minutes to prepare, so work quickly. Teacher: Monitor the missionaries' performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.

   a. You are a little old lady whose nephew is trying to frighten you into an early grave in order to inherit your money.
   b. Your companion is mentally unbalanced and is trying to pick a fight with you. You try to calm him down and talk him out of it.
   c. You are trying to convince your companion that you have found some gold plates, but you can't show them to her. She is skeptical.

Mastery Check

Without using any notes, perform for the class the skit prepared in the previous exercise. If you forget your lines, keep the action going by improvising. Mastery level is achieved when each pair of missionaries can use most of the new phrases correctly and without difficulty.

PATTERNS - STILL MORE COMMON CONVERSATIONAL EXPRESSIONS

Following are still more common conversational expressions. While some of the choice in pattern 3 are translated "those guys," these terms nevertheless refer to any party of people: males, females, or males and females.

The choices given for pattern 4 may precede any complete Samoan sentence.

Pattern 6 is a Samoan proverb. One of the chiefest titles in the village of Lepa is Fia'ai (hunger). Therefore, to say that "the man from Lepa has come" is a figurative way of saying one is hungry.

1. 'Usa 'ou _______.  
   a. mate  
   b. motu  
   c. gau  

2. Ta'i' _______.  
   a. leaga  
   b. lelei  
   c. manai  

3. 'Amu'ia _______.  
   a. le 'gu vaega lale  
   b. le vaega lale  
   c. le 'au ai'i lae  
   d. le 'au igoa lae  
   e. lau tamai  
   f. la'u tamai  
   g. le igoa lale  
   h. 'oe  

4. ______ e timu lo aso.  
   a. Ou te masalo  
   b. Ou te matea  
   c. Atou  
   d. Fa'aspea a'u  
   e. Fa'amata/Pea mata ...?  

5. Fiu le mea o _______.  
   a. fa'a'ata'i (i la'u soa)  
   b. a'os'o, 'ue le taatai ou a  

   malo malama i a  

6. ______ is/am/are lucky/fortunate.  
   a. Those guys (that group)  
   b. Those guys (that group)  
   c. Those guys (that group)  
   d. Those guys (that group)  
   e. I (lit. your boy) (colloquial)  
   f. You (lit. my boy) (colloquial)  
   g. That guy/girl (lit. that name)  
   h. You (singular)  

4. ______ it will/would be a rainy day.  
   a. I think/suspect  
   b. I think/guess  
   c. Perhaps  
   d. I think/suppose/imagine/I thought  
   e. Do you suppose/think ...?  

5. (I'm) tired of ______.  
   a. waiting (for my companion)  
   b. studying, but I'm still far from understanding it.
6. 'Ua sau le tamāloa mai Lepā.
7. E ā pe'ā (me'i) _____.
   a. ta o e tala'i
   b. ta o i le malumalu sa
   c. 'e fa'atuma lipo'ī ia
   d. 'e fa'amana ia ta potu
8. Ma'imau pe'ana ___.
   a. 'uma la'u galuega
   b. i ai sa'u penitala
   c. malosi lo'u tina

Practice
1. Memorization Exercise
2. Questions
   a. 'E te matea e usiusita'i le 'au ali'i ia i lo latou fa'a'oga?
   b. Fa'amata e leaga le vasega?
   c. Ua motu la'u tama?
   d. Ua mativa le iigoa lea?
   e. 'Amu'is le 'au iigoa ia?
   f. 'E te masalo 'ua gau le 'au vaega lea?
   g. 'E te fa'a'apea e ta'i manaia le tusi lenet?
   h. Ua 'e fia e a'oa'o le fa'a-Samo'a?
   i. 'E te manatua e pisa tele le 'au iigoa lea?

3. Please close your books. Teacher: Direct the missionaries to use pattern 7 to give each other three or four commands. Monitor their performance and provide help where needed.

4. Please close your books. Teacher: Direct the missionaries to tell their companions what they wish would happen to them in the next few months. Monitor their performance and provide help where needed.

Mastery Check
Please close your books. Teacher: Have each missionary prepare a brief talk detailing their suspicions, opinions, and wishes concerning various groups of people in the MTC. Then have them present their talks to the class using only brief notes. Evaluate their performance. Mastery level is achieved when missionaries can effectively communicate their ideas.

VOCABULARY BUILDER - PREPOSITIONS OF LOCATION

The following expressions can function as if the entire phrase were a preposition and will help you in discussing locations.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>i lalo (ifo) o</td>
<td>under, beneath, below</td>
</tr>
<tr>
<td>i luga o</td>
<td>on, on top of, over</td>
</tr>
<tr>
<td>i lumo o</td>
<td>in front of</td>
</tr>
<tr>
<td>i tua o</td>
<td>in back of, behind</td>
</tr>
<tr>
<td>i tala mai o</td>
<td>next to, on this side of</td>
</tr>
<tr>
<td>i tala ane o</td>
<td>alongside, next to</td>
</tr>
<tr>
<td>i tala atu o</td>
<td>on that (far) side of, behind, beyond</td>
</tr>
<tr>
<td>i totonu o</td>
<td>in side</td>
</tr>
<tr>
<td>i fafo, o</td>
<td>outside</td>
</tr>
<tr>
<td>i le va o</td>
<td>between</td>
</tr>
<tr>
<td>i tafatafa o</td>
<td>beside, at the side of, by</td>
</tr>
</tbody>
</table>

Practice
1. Memorization Exercise
2. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to perform the task.

a. Tu'u lemai penitāla i totonu o le tāga a lau soa.
b. Tu'u le tusi a Elder/Sister _______ i lale o lona nofoa.
c. Tu'u loun ulu i luga o le laulau.
d. Tu'i luma o le laupapa.
e. Tu'u lou se'evea i tala mai o le lapisi.
f. Ta'oto i lalo o le laulau.
g. Tu'u le tusi a lau soa i tala atu o le lapisi.
h. Tu'i loun penitāla i le va o Elder/Sister _______ ma Elder/Sister _______.
i. Nofo i tafaatafā o Elder/Sister _______.
j. Tu'i tusi o Elder/Sister _______.

3. Have the missionaries place an object, such as a hymnbook, on their desk. Then have one missionary in each pair place a pencil somewhere else on the desk and ask, "O fea la'u penitāla?" The other missionary must answer by describing the location of the pencil in relation to the hymnbook. When the missionaries become familiar with the exercise, time them to see how many different questions and answers they can do in one minute. Then have them reverse roles and begin again. Monitor their performance and provide help where needed.

PERFORMANCE ACTIVITY

1. Missionaries need only pencil and paper for this activity.

2. Teacher: In Samoan, direct the missionaries to draw a picture according to your precise specifications. Write your instructions down in advance, then read them to the missionaries, pausing to give them time to follow directions. For example, you might say:

   Tusi se ata o se 'auala. Tusi se ata o se tāmāloa i tala ane o le 'auala. Tusi se ata o se fale i tu a le tāmāloa. I luga o le fale, tusi se ata o se teine. (etc.)

3. Reread the whole set of directions at a normal speed.

4. Give the missionaries some time to make modifications in their drawings.

5. Hold up an accurate drawing to show what the missionaries should have done.

6. Have the missionaries note any inaccuracies they have made.

7. The missionaries who have not made any errors are named artist of the day.

RETENTION HOMEWORK

1. Work with your companion, quizzing each other on the common phrases by reading either the Samoan or the English and having your companion respond with the equivalent.

2. On a sheet of paper, write out the answers to exercise 2 on page 250.

3. With your companion, work through exercise 2 on pages 248-249.

   Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
UNIT SIX
LESSON FOUR

PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Express the notion of "in order to" and "lest."
2. Use constructions for "when" and "while."
3. Use constructions for "before" and "after."
4. Express the notion of "because" in different ways.

VOCABULARY

'ao - while
fa'atasunu'u - to fulfill, to accomplish
fufulu - to wash (body or object), to clean/brush (of teeth)
'ie - waistcloth
magofa'magofa - dry/to dry
naifi - knife
ne'i - lost, in case
'ona - because
pa'u - to fall
sini - goal, aim, objective
sipuni - spoon
sulu - to put on, to wear, tuck in (an 'ie)
sua - wet, moisture
talavou - young
tama'ita'i - lady
tautau - to hang up
telefu - naked
tipi - to cut, to slice
tiute - duty, task, customs duty	
tui - fork, to stab

GRAMMAR

NEW SYMBOLS: CLAUSES

With this lesson, we introduce two new symbols which will be used to summarize certain phrase-structure rules:

IC = a complete Samoan sentence (independent clause)
DC = A Samoan sentence which is complete except for the tense marker, which is omitted

Mastery Check

Teacher: Have the missionaries study the symbols and explain them to their companions in their own words. After they finish, ask one or two missionaries to explain the symbols to the class in their own words.

I, 'INA 'IA, NE'I, 'INA NE'I: IN ORDER TO, LEST

In addition to indicating a command, the imperative particle 'ia can also be used to indicate a wish or purpose. In this sense, it can be used to combine sentences and is equivalent to the English expressions "in order to," "so as to," "in such a way as to." It can also be combined with the particle 'ina to mean "in order to," "so that."

'ia and 'ina 'ia take the place of the tense marker in the clauses in which they occur and the fa'ina clause usually comes last in the sentence. However, an 'ina 'ia clause may be placed first for stylistic effect or emphasis. Study the following examples:

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The negative equivalents of these constructions are formed with ne'i (lest, for fear that, in case) and ina ne'i (lest, so as not to). As with 'ia and 'ina 'ia, the clause containing these expressions usually comes last. Nevertheless, 'ina ne'i may be placed at the beginning of a sentence for emphasis or stylistic effect.

Fa'aeteete ne'i 'e lavea.
'Avi le fa'amalufi ne'i timu.
Ou te fefe ne'i 'e pa'u i le sami.
E tatau ona 'e fa'aeteete lava, 'ina ne'i lavae 'oe i le ta'aloga.
'Ina ne'i pa'u tatau i ia agasala, e tatau ona tatau 'esu'e i titausiga pa'ia.
- Be careful, lest you get hurt.
- Take the umbrella in case it rains.
- I'm afraid that you will fall in the ocean.
- You must be careful so as not to hurt yourself in the game.
- In order that we might not fall into sin, we must study the scriptures.

When the descriptive pronoun 'ou follows ne'i, it is pronounced o'u. For example:

Na ou tama'e i le fale sa 'ina ne'i c'u tuai - I ran to the chapel lest I be late for the service.

The following patterns express the notion of "in order to," "so that," ('ina 'ia, 'ia) and "in order not to," "lest" ('ina ne'i, ne'i):

1. IC + \[
\begin{align*}
'ina 'ia \\
\text{ne'i} \\
'ina ne'i
\end{align*}
\] + DC

2. * \[
\begin{align*}
'ina 'ia \\
'ina ne'i
\end{align*}
\] + DC + IC

*NOTE: Pattern number 2 is a less-common variation used for emphasis or stylistic effect.

Examples:

Sa ou malaga i Amerika 'ina 'ia 'ou faigaluega. - I went to America in order to work.
E tatau ona 'e 'ai 'ina ne'i 'e oti i le fia'ai. - You must eat lest you die of hunger.
Ou te popole ne'i 'e pa'u. - I'm worried lest you fall.
'Ina 'ia maua la maloni e lelei pe'a tā tamomo'e i aso uma lava. - In order to be healthy, it would be good if we ran every day.

Mastery Check - Rule

Practice

1. Dictation. NEW WORD: leleau - to be blown (by the wind)

O Simi o se tama Samoa. Sa gli / Simi i le sami i ce tasi aso e ta'ele. / Sa ia tatala muamua lona 'ofu tino 'ina ne'i susu. / Sa talai fo'i ona se'vase ma lona ofu vae. / Sa ia suig lona 'ie ta'ele ina ne'i telefau 'o ia. / Sa ia oso i le vai, ae / sa ia fa'aeteete ne'i pa'u o ia i luga o se ma'a. / Sa agi mai le savili ma sa leleau ofu o Simi / i le sami. Sa tago Simi i ona lavalava / ma sa tautau i le la'au 'ina 'is fa'amanago. / Sa ia tautau fo'i lona 'ie ta'ele i le la'au / 'ina 'ia fa'amanago le 'ie i le savili.
2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Questions

a. O le ʻa le mea 'e te a'oa'ai le fa'a Samoa?
b. O le ʻa le mea te faita ai i tuisuiga pa'ia?
c. O le ʻa le mea 'e te musu ai i e faiteina?
d. O le ʻa le mea 'e te 'aina ai i le mea'ai i le faile'aiga?
e. O le ʻa le mea na 'e sau ai i le MTC?
f. O le ʻa le mea 'e te fia alu ai i Samoa?
g. O le ʻa le mea 'e te fa'aogaina ai le fusial pa'iu?
h. O le ʻa le mea 'e te 'ofu ai se 'ofu tino pa'avapa'e?
i. O le ʻa le mea 'e te le tautala ai i le fa'apalagi?
j. O le ʻa le mea 'e te le alu ai i se tifaga?

Mastery Check

Give a brief extemporaneous talk on one of the following topics to your companion. Do not use the same topic s/he uses. You don't need to make it long, but be sure to cover the topic adequately. Teacher: Monitor the missionaries' performance and provide help with vocabulary. Mastery level is achieved when the missionaries are able to communicate their ideas effectively.

a. The requirements of exaltation.
b. How to check into the MTC.
c. The necessary steps to obtaining a temple recommend.
d. How to prevent a particular sickness.
e. How to stay out of trouble and still have fun on a mission.

WHEN AND WHILE

When the particle ina is combined with certain tense markers, the resulting expression is equivalent to the English conjunctions when and while, except that the Samoan expressions refer only to past time:

ina 'ua = when (something happened)
ina 'o lo'o = when/while (something was happening)
ina 'o le'a = when (something was going to happen or was about to happen)

Ina 'ua is the most common of these expressions. Ina 'o lo'o is often shortened to ina 'o. Ina 'o le'a, on the other hand, is rarely shortened, although ina 'a does appear in the Samoan Bible (as in Luke 9:34).

The clause containing these expressions usually occurs last in the sentence, unless the speaker want to emphasize it by placing it first:

Sa tagi le tina ina 'ua ma'i lana tama. - The mother cried when her child became ill.
Ina 'ua ta le fitu, sa amata le fono. - When seven o'clock came, the meeting began.
(emphasis is placed on the time)
Sa pa'u le tama ina 'o savali 'o ia i le ausia. - The boy fell while he was walking on the road.
Ina 'o le'a alu le teina, sa taumu'ui vai lona tuagane. - When the girl was about to go, her brother arrived. (emphasis on her departing at that time)

Another, perhaps more common, way to express 'while' is with the word 'a'o. Unlike the above constructions, 'a'o can refer to any time—past, present, or future. The time is indicated by the tense marker in the independent clause:

'O le'a ou saumia le mea'ai 'a'o 'e faigaiga. - I will prepare the food while you work.
Sa a'a'o malosi le fafe'au 'a'o moe lana soa. - The missionary studied hard while his companion slept.
The following patterns express the notions of "when" (in the past) (ina 'ua, 'ina 'o, ina 'o le'a) and "while" (ina 'c, 'a'o):

1. IC + \( \begin{align*}
\text{ins 'ua} \\
\text{'ina 'o} \\
\text{'ina 'o le'a} \\
\text{'a'o}
\end{align*} \) + DC

2.* \( \begin{align*}
\text{Ins 'ua} \\
\text{'ina 'o} \\
\text{'ina 'o le'a} \\
\text{'a'o}
\end{align*} \) + DC + IC

*Pattern number 2 above is a less-common variation used for emphasis or stylistic effect.

Examples:

Ina 'ua fa'ataunu'uina e le tama ana sin'i, sa ia maus los le fiafia. - When the boy achieved his goals, he became very happy right away.
Sa oti le tamailoa ina 'o moe o ia. - The man died while he was sleeping.
Ou te alu le fale'olona 'a'o e saunia le mea'a'i. - I'll go to the store while you prepare the food.

Mastery Check - Rule

Practice

1. Dictation

NEW WORDS: 'o lea - therefore, so
leo tele - loudly
se'e - to slip

Sa nofo P'ai i le MTC. / Sa ala 'o ia i le tā o le ono. / Sa ta'ele 'o ia 'a'o faitaue lana soa tuitusiga pa'i'a. / Ina 'ua ta'ele lana soa, sa faitaue P'ai / i le Tusi a Mamona. Sa lā o atu / i le fale'aiga ina 'ua tā le fitu. / Ina 'o le'a 'ai P'ai, sa pa'u lana tui. / O lea, sa alu atu lana soa e toe aumai se isi tui. / Ina 'o alu atu lana soa, sa pa'u fo'i le sipuni a P'ai. / O lea sa vala'au atu P'ai i lana son / e toe aumai se isi sipuni. Ina 'ua fo'i mai lana soa, / sa 'amata e P'ai ona 'ai lana mea'a'i. / Peita'a, sa se'e le naifi ma sa pa'u foi' le naifi. / Ina 'ua pa'u le naifi, sa fa'apea P'ai o le'i lana soa. / Peita'a, sa le lana lana soa, 'ae sa ia 'ata lea tele.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Directed Questions

Fesili 'iā Sister/Elder _____:

a. pe sa fiafia 'o ia ina 'ua avea 'o ia ia sa se faife'au.
b. pe sa fa'amoana 'o ia ina 'ua le fa'ataunu'uina ona sin'i i lenei vaiaso.
c. pe sa pa'u lana sipuni ina 'ua ia 'ai i le fale'aiga ana'lēa.
d. pe sa alu lona 'ia ina 'o ta'ele 'o ia anana'fī.
e. pe sa fa fiafina tuisitusiga pa'i'a 'a'o moe lana soa anapo.
f. pe sa tiptipi lana mea'ai i le naifi ina 'ua ia 'ai i le fale'aiga anataso.
g. pe sa fa'ia'a'i Elder _______ ma se tama'ita'i ina un ia alu i le potu ta'ele anana'fī.
h. pe masani ona tu'u ana penitala i le taga a longa ofu va e ina 'o fai ona lavalava.
i. pe sa ia telefus 1 le potu moe ina 'o le'a ia clu e ta'ele.

4. Please close your books. Have the missionaries tell their companions about their reactions to the Missionary Training Center. Have them tell how they felt when they first entered, when they stood in line, when they went to their first meeting, etc. Monitor their performance and provide help where needed.

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Mastery Check

Please close your books. Teacher: Instruct the missionaries to prepare a brief autobiographical talk in which they describe events at important junctures in their lives (e.g., when they first started walking, when they first went to school, their first dates, etc.) Give them a few minutes to prepare, then have them make their presentations to the class using only brief notes. Monitor and evaluate their performance. Mastery level is achieved when the missionaries are able to communicate effectively using the expressions presented in this segment.

**BEFORE**

The notion of "before" is usually expressed in Samoan by phrases which mean "while not" or "while not yet." The clauses in which these expressions occur often have no tense marker and usually come last. Such clauses may occur first, however, to emphasize that clause or for stylistic effect. Study the following examples:

'A'o le'f i o mai tamaiti, sa ou tapenaina le fa' fale. - Before the children came, I cleaned the house.
0 le'a te'a le'a lau le sona 'ae le'f i se' sa le fa'ia'oga. - They will memorize the lesson before the teacher comes back.
Sa ou faitauina le tui le'a le'a lus o i le fa'fale sa. - I read the book before you (2) went to the chapel.

The non-past tense (te) does occur in one of these constructions where descriptive pronouns are used:

Na fa'anoana le teineitiiti 'ae ou te le'i avatau se me'amai. - The girl was sad before I brought (her) some food.
0 le'a te'a le'a lau le sona 'ae leatou te le'i o i le lotu. - Those guys will bathe before they go to church.

In English, "before" may come before a noun, thereby acting as a preposition. An equivalent expression in Samoan is 'ae/a'o le'i o'o i (lit. "while not come to"). Study the following examples:

Sa se'a la'u 'a e le'i o'o i le fono. - I shaved my beard before the meeting (came).
'A'o le'i o'o i le aso lema sa fanau le faino. - Before that day came, the woman gave birth.
0 le'a ou toe malaga mai 'a'o le'i o'o 'i 'a - I will come back before December.

The following patterns express the notion of "before":

1. a. IC + {\[a'o le'i \]
\[\ae le'i \]
\[\ae \] + DESCRIPTIVE PRONOUN + te le'i + DC

b.* \{'A'o le'i \}
\{'\ae le'i \}
\{'\ae \} + DESCRIPTIVE + te le'i + DC + IC

2. a. IC + {\[\ae \]
\[\a'o \] + le'i o'o i + NP

b.* \{'\ae \}
\{'\a'o \} + le'i o'o i + NP + IC

*Pattern "b" in each case above represents a less-common variation for emphasis or stylistic effect.

Examples:

Ou te fia alu i le fa'ale 'a'o le'i uma le mea'amai. - I want to go home before the food is all gone.
E le'ai pe'a le malagoloe 'ae e te le'i malaga i 'o. - It would be good for you to rest before you go over there.
O le'a ati le faino 'ae le'i o'o i le masina fou. - The woman will die before next month.
Mastery Check - Rule

Practice

1. Substitution - Class

Model: O le'a ou fa'ataumatuina a'u sinif 'a'o le'i 'a sau.
Substitute: le Aso sa, 'ou oni, 'e te ahu, le musia fou, uma lau galuega, ou te alu 'ese, lua te momoe, goto le la, le tasmaga a sau, le vaiaso lea, tou te o, 'ou moe

2. Substitution - Individuals

Model: Sa la fa'amamaina le potu 'ae le'i la momoe.
Substitute: 'e te mea, laofie, le Aso Lua, timu, le marina lea, ia te momoe, ta le tolu, lua te o, le taimi o le fono, po, le po, ou te alu.

3. Fill in the Blanks

NEW WORDS: malae va'a'ele - airport
fa'amavae - to bid farewell

O Lafai 'o se ________ Samoa. O lo'o nofo 'o ia ________ Amerika. ________ le'i ia sau 'i Amerika, sa ________ nofo i Samoa ________ Stiifo. 'A 'o ________ mafai ona malaga 'o ia 'i Amerika, sa tatua ________ ia fai ana pepe malaga. Sa ia fa'atumu pepe malaga, ona ________ ia fa'atafi lea i ________ avanoa e malaga ai. 'A'o le'i ________ i lena aso, sa fa'satau mai ________ Lafai ni 'ofu fou ________ 'ia 'asulelel 'o ia pe'a ia malaga atu ________ Amerika. ________ ua o'o mai ________ aso e malaga ai, ________ alu Lafai ________ le malae va'a'ele. Peita'i, 'ae na ________ le'i tu'uua lona ________ fale, sa fa'amavae Ioane ma ________ 'aiga.

4. Relate to you companion the sequence of things you did on preparation day, but relate them in reverse order, starting with the last thing you did, and then telling what you did before that, and before that, etc. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Have the missionaries take turns standing before the class and relate the sequence of events that led up to their coming on missions. Have them relate this sequence of events in reverse order, with the last event first, as in the exercise above. Monitor and evaluate their performance. Mastery level is achieved when missionaries can communicate effectively using "before" constructions.

AFTER

The notion of "after" is expressed in Samoan by phrases which mean "when finished" - ina 'ua 'uma for past time and 'i'a uma (and pe'a uma) for future time.

These expressions may come before noun phrases, or can be used with ona to precede a clause with no tense marker. Study the following examples:

Sa o atu tagata i o latou fale ina 'ua 'uma le ta'aloga. - The people went to their homes after the game (lit. when the game was finished).
O le'a faia la tatou mea'ai pe'a uma le lotu. - We'll have our meal after church (lit. when church is finished).
Ina 'ua uma ona taulotojina e le faife'eau ana lesona, sa ia malolo i le potu vasega. - After the missionary memorized his lessons (lit. When the missionary finished memorizing his lessons), he rested in the classroom.
'A uma ona 'e tapena le fale, 'ia 'e vele le vao i tua. - After you clean the house (lit. When you finish cleaning the house), cut the weeds/tall grass in back.
The following patterns express the notion of "after":

1. \[ \text{ina 'ua 'uma} \] + \[ \text{NP ona + DC} \] + \[ \text{IC} \]

2. \[ \text{IC} \] + \[ \text{ina 'ua 'uma} \] + \[ \text{NP ona + DC} \]

Examples:
- 'A 'uma lagalaga, 'ia 'e sau i lo'u fale. - After your work, come to my house.
- O le'a ta o pe'a 'uma ona 'e tusa la na tusi. - We'll go after you write that letter.
- Ina 'us uma ona lalaga la fala, sa alu atu - After the mat was woven, the mother went to the store.
- Sa 'ou alu 'i le fale'aiga ina 'ua 'uma le - I went to the cafeteria after church.
- lotu.

Mastery Check - Rule

Practice.

1. Substitution - Class
   a. Model: O le'a ou alu 'i le fale pe'a 'uma le galuga.
      Substitute: le sauniga, moe lona tinã, ragi lona uso, lana galuga, fai lana mea a'oga, le ta'alaga
   b. Model: Sa moe le tuma ina 'ua 'uma ona ia faia le mea'ai.
      Substitute: le sauniga, moe lona tinã, tagi lona uso, lana galuga, fai lana mea a'oga, le ta'alaga
   c. Model: O le'a tatou faiga le mea'ai pe'a uma le tifaga.
      Substitute: Sa, E, Na, O le'a, E, Sa
   d. Model: Sa ma'ou talalo i le fale sa ina 'ua 'uma ona o 'ese tagata.
      Substitute: O le'a, Na, E, O le'a, Sa

2. Please close your books. Teacher: Repeat the above exercise, this time calling on individuals to respond instead of the entire class.

3. Questions
   a. 'I te ta'alalo i le fale ta'alalo pe'a uma le vasega?
   b. Sa savele le na ina 'ua 'uma ona te ta'alalo anana'i?
   c. Sa susu ou ofu ta'alalo ina 'ua 'uma ona te ta'alalo anaileli'i?
   d. E unita'i i lau soa pe'a 'e tau nutu'ia Samoa?
   e. 'A 'uma ona faia au mea a'oga, o le'a 'e fesoasemo i lau soa?
   f. Sa lua 'a'ai i le fale'aiga ina 'ua 'uma le lotu i le Aso Sa?
   g. Sa faia ai pea lau soa ina 'ua 'uma le mea'ai anaileli'i?
   h. O le'a tou momoe i le potu moe pe'a 'uma sauniga i le Aso Sa?

4. Directed Free-Response Questions

Pesi'i 'iia Elder/Sister _________:
   a. po'o le a lana mea o le'a fa'i pe'a 'uma le vasega.
   b. po'o le a le mea o le'a tupu pe'a 'uma lenaflolaga.
   c. po'o le a lana mea sa fa'i ina 'ua 'uma le lotu i le po o le Aso Lua.
   d. po'o le a lana mea sa fa'i ina 'ua 'uma lana ta'alega anana'i.
   e. po'o le a lana mea sa fa'i ina 'ua 'uma ona faia le taga'ema i le aso malolo.
   f. po'o le a lana mea o le'a fa'i pe'a 'uma ona ia ta'alalo taeao.
Mastery Check

(A) Pretend your companion is the branch president. He has been concerned that you don't use your time wisely, especially on preparation day. Therefore, he has called you in to list for him the sequence of things you plan to do on your next preparation day. List at least five things you plan to do. Then let your companion perform the following role-play.

(B) Pretend your companion is the branch president. He has been concerned about you and your companion breaking the Sabbath and so has called you in to list the things you did last Sunday. Tell him at least five things you and your companion did during that day.

Teacher: Encourage the missionaries to use expressions for "after" in their role-plays. Evaluate their performance. Mastery level is achieved when the missionaries are able to communicate effectively using "after" constructions.

BECAUSES

In Unit Three, Lesson One, you learned some ways to say "because" using the words aua and leaga. The word 'ona is also used to express this concept.

When connecting two clauses, 'ona most often occurs before the determinate present tense ('ua). The clause containing this particle usually comes last in the sentence. Nevertheless, the 'ona clause may be placed first for emphasis or stylistic effect. Study the following examples:

'E le sau le tama 'ona 'ua otì lona tama. - The boy isn't coming because his father died.
'ona 'ua faigata le su'ega, sa tagi le teine. - Because the test was hard, the girl cried.

'OAna may also occur before the indeterminate past (sa) and non-past (e, te) tenses:

Sa ma'ì le tama 'ona sa 'ai 'o ia 'i ni mea - The boy was sick because he ate some bad food.
E faigata, 'ona 'ou te le ila le aia. - It's hard, because I don't know the way.

When 'ona is followed by the particle 'o, the resulting expression precedes noun phrases and may be translated "because of" or "on account of." For example:

'OAna 'o le timu, sa le fai le ta'aloga. - Because of the rain, the game was not held.
O lea'a fa'amamusiina tagata 'uma ona 'o le - All people will be blessed owing to the love of alofa o le Atua.

The particle 'ona may be used in the following ways to express:

1. because
   a. [IC] + [ona] + [IC*]
   b. **[ona] + [IC*] + [IC]

2. because of, on account of
   a. [IC] + [ona 'o] + [NP]
   b. **[ona 'o] + [NP] + [IC]

*This clause can only have the indeterminate past (sa), determinate present ('ua), or non past (e/te) tense.

**In each case, "b" represents a less-common variation for emphasis or stylistic effect.

Examples:

E fa'anoanaa le 'ailga 'ona 'ua ma'i le tinā. - The family is saddened because the mother is ill.
Sa le fa'ataumu'u e le tama ona tiute, 'ona sa ia tafaio i le fale o'iana wo teine. - The boy didn't complete his duties, because he wandered over to his girlfriend's house.
Sa fe'atai tama 'ita'i talavou 'ona 'o lana tala valea. - The young ladies laughed on account of his foolish story.
Practice

1. Dictation

NEW WORDS: 'o lea - therefore, so
olaga - life

Na sau Mele i le MTC i le masina o Okotopa. / 'Ona sa fia 'avea Mele ma se fa'afe'au lelei, / 'o lea sa ia fa'alofo lelei 'i le faia'oga. / Sa masani oia atu le faia'oga i faife'au, / 'E tatau ona tou faia ni sini 'ina 'ia 'avea 'outru / ma ni faife'au malosli i le galuega a le Atua." / 'O lea sa fia e Mele ni sini e telu, / 'ona 'ua la fia usita'i i lona faia'oga. / Sa taumafai malosli Mele e fa'ataumu'uina ana tute i le vasega / atoa fo'i ma ana sini e tele. / 'Eita'i, sa le fa'ataumu'uina se tasi o ana sini. / 'Ona 'o iena mea sa fa'ananoa Mele. / 'O lea na ia toe faia ni sini faigofie. / 'Ona sa fa'ataumu'uina e Mele nei sini faigofie, / sa ia toe maka le fiafia i lona olaga.

2. Please close your books. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Questions

a. O le a le mea na 'e tua'i a i le vaeaga analaita?  
   b. O le a le mea 'e te le fiafia a'i 'i lau soa?  
   c. O le a le mea 'e te fiafa'ai a'i tuitutisi nga pa'iia?  
   d. O le a le mea 'e te tamo'a a'i i le fale ta'alou i aso 'uma lava?  
   e. O le a le mea 'e te le fiafia a'i i le mea'a'i i le fale'aiga i le MTC?  
   f. O le a le mea 'e te ugu ai pese i le fale sa i Aso Sa 'uma lava?  
   g. O le a le mea 'e te le usita'i ai 'i le faia'oga?

4. Please close your books. Teacher: Read the first question in each pair, pause, and select a missionary to answer. Then ask her/him the second question and have the missionary respond with two or three sentences.

a. O le a le mea na 'e faia i le ta o le ______? 'Aisea?  
   b. O le a le mea na 'e faia i le ta o le ______ anana'asi? 'Aisea?  
   c. O le a le mea na 'e faia i le fale sa i le Aso Sa 'ua te'a? 'Aisea?  
   d. Po'ula 'e taulotoina 'uma au lesona? 'Aisea?  
   e. O le a le mea na 'e aina i le fale'aiga anana'asi? 'Aisea?  
   f. O le a le mea o le a faia pe'a 'uma lau misiona? 'Aisea?

Mastery Check

Pretend your companion is a reporter who is skeptical of the value of the regimented schedule of the MTC. Try to explain to him the reasons for various activities in which you participate. Explain at least four activities. Then reverse roles and begin again. Teacher: Evaluate the missionaries' performance. Mastery level is achieved when missionaries are able to communicate effectively using 'ona to mean "because."

PERFORMANCE ACTIVITIES

TEST

1. Dictation. Possible Points: 12

NEW WORDS: 'o lea - therefore, so
tali - to take off (of clothing)
t'e'i - surprised, shocked

'O Simi ma Pili 'o ni tama Samoa. / I se tasi aso, sa la o atu i le sami / e ta'e'ele a'i,  
'A'o le'i la ta'e'ele, / sa la talat o la ofu 'ina ne'i susu. / Ina 'ua uma ona 'ave 'eselina  
o la'ua 'ofu, / sa la feesof i le sami. / Na sau fo'i se tama'ita'i e ta'e'ele i lena  
mea. / O lona igao o Mele. Sa la iolo o Mele / sa i ai Simi ma Pili i le vai. / Sa sulu  
e-Mele lona 'i le ma sa osa i le vai. / Sa ia te'i ia na 'ua ia va'ai atu 'ia Pili ma Simi. / Sa  
a ma lava Mele 'ona tasi loko'osa Simi ma Pili. / Sa 'amanio lona ana atu tese Mele, / ma sa fe'atai  
Simi ma Pili. / 'Ona o lena mea, sa ita lona Mele / ma sa la goai 'ofu uma o Pili ma Simi. /  
Ina o le'a toe fo'i atu na tama / i o la fale, sa la iloa atu / 'ua 'avea e Mele o la'ua  
lavaiana.

NOTE: This story is continued in the next exercise.
2. Fill in the Blanks

NEW WORD: tete'i - surprised (plural)

Sa mā tele Simi _______ Pili, sa sa 'amata poa una la savavali atu i _______ fale. Sa la tete'i lava _______ 'ua sau se isi tagata i _______ 'aula. _______ 'ua telefufua i la'ua, o lea, sa la feosofi _______ tua 'o se la'au. Sa fa'apena _______ la faia ina _______ o ane isi tagata i le _______. Ina 'ua toefiti i _______ la tau'u atu i le fale _______ Pili, sa va'aia _______ i la'ua e se matai. _______ la toe feosofi i tua _______ se la'au. Peita'i, 'ua 'uma _______ va'aia i la'ua _______ le matai. Sa fai atu le _______ 'ia te 'i la'ua, "O le a le mea 'ua _______ telefufua ai? O le'a fa'asalaina 'oulua!" Ina _______ fa'alogo Pili _______ Simi i lonei mea, _______ la fa'amatala atu le mea na tupu i _______ matai 'ina _______ fa'asalaina i la'ua e matai o _______ nu'u. _______ 'ua fa'alogo _______ le matai i lo la talai, sa _______ 'ata leo tele ma sa fai atu, "A toe ta'e'ele oulua, ia _______ ui o oulua 'ie ta'ele!"

ACTIVITY

Teacher: Designate a missionary to be "it." That missionary will ask questions using the expressions learned in this lesson to another class member, who will have 15 seconds to respond correctly with a complete sentence. If s/he can't do it, then s/he's "it." (Suggested time limit: 10 minutes.)

Example:  
Missionary A: O lea lau mea o le'a fai pe'a 'uma le vasaga?  
Missionary B: O le'a 'ou ta'ele pe'a 'uma le vasaga.  
Missionary A: O le a lau mea sa fai ina 'ua mea lea anapo?  
Missionary C: Sa 'ou . . . uh . . . fiu!

(Missionary C is now "it.")

RETENTION HOMEWORK

1. With your companion, work through the following exercises:
   
   page 254, exercise 3  
   page 255, exercise 3  
   page 258, exercise 3  
   page 260, exercise 3

2. Take turns with your companion translating the sentences of the paragraph in exercise , page 9 until you have translated the entire passage.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Express the notion of "until."
2. Express the notion of "except for" or "unless."
3. Express the notion of "since."
4. Express the notion of "although" or "in spite of."

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ato</td>
<td>basket, luggage, baggage</td>
</tr>
<tr>
<td>'ato pa'u</td>
<td>suitcase</td>
</tr>
<tr>
<td>fa'afitāli</td>
<td>contentious, problematic</td>
</tr>
<tr>
<td>fa'aiopopo</td>
<td>to marry, to get married</td>
</tr>
<tr>
<td>fa'ai'u</td>
<td>to finish, to end</td>
</tr>
<tr>
<td>fua$fuga</td>
<td>to plan</td>
</tr>
<tr>
<td>i'u</td>
<td>to be finished</td>
</tr>
<tr>
<td>i'uga</td>
<td>conclusion</td>
</tr>
<tr>
<td>lā'au pu'e</td>
<td>tape recorder</td>
</tr>
<tr>
<td>le'o</td>
<td>tragedy, disaster</td>
</tr>
<tr>
<td>mālaia</td>
<td>(1) unlucky, ill-fated, damned (2) to be dead (honorific)</td>
</tr>
<tr>
<td>malamalama</td>
<td>light, daylight, sunshine</td>
</tr>
<tr>
<td>mea pu'e ata</td>
<td>camera</td>
</tr>
<tr>
<td>o lea</td>
<td>therefore, so</td>
</tr>
<tr>
<td>pu'e</td>
<td>to capture, to catch; to take (a photograph)</td>
</tr>
<tr>
<td>se'i/se'ia</td>
<td>until</td>
</tr>
<tr>
<td>se'ila</td>
<td>unless</td>
</tr>
<tr>
<td>telo/telo</td>
<td>big, large, great</td>
</tr>
<tr>
<td>tūgā</td>
<td>painful, pain</td>
</tr>
<tr>
<td>vagānā</td>
<td>except, excepting, unless</td>
</tr>
</tbody>
</table>

GRAMMAR

UNTIL: SE'i/SE'IA

The deferential imperative marker se'i (and its alternate form se'ia) is used in a number of contexts to convey the notion of "until." In this sense, it takes on a number of different forms. Se'i or se'ia, for example, may introduce a clause with no tense marker:

Fa'atali se'i 'uma le ta'alaga. - Wait until the game is over.
Ou te le alu se'ia tā le iva. - I'm not going until nine.

When followed by o'o (to come to, to arrive), these participles may precede an adjective of time (such as analean or tano) or certain prepositional phrases:

Ou te faagaluega se'i o'o nanai. - I work until tonight/later today.
E fea'a tama'itse'i o'o i le iva. - The children stay awake until nine.
E tatau ona nono fato se'ia o'o 'i le i'uga o le fono. - We must sit until the end of the meeting.

Tu'a atu penitala e 'amata ma'i i'ia Simi se'ia o'io Ioane. - Pass out the pencils, starting with Jim until John.

When followed by ina, the same expression can also introduce clauses with no tense marker:

Sa a'oga'o le tama se'ia o'io ina tui lona - The boy studied until his family came.

In certain contexts, se'i and se'ia partake somewhat of the meaning "wait until." When used in this sense, no additional clause is required:

Se'i 'uma lana galuega. - (Wait) until he's through working (lit. until his work is done).
Se'i suga lo tāmā. - (Wait) until the father comes.
Se'i tā le ono. - (Wait) until it's six o'clock.
The following patterns express the notion of "until."

1. IC + \[ \text{se'i / se'ia} \]
   \[ \text{se'i / se'ia o'o ina} \] + DC

2. IC + se'i / se'ia o'o + \[ \text{ADV time} \]
   \[ \text{'i / 'ia + NP} \]

The following pattern can be used to express "wait until":

3. se'i/se'ia + DC

Examples:

Se ia 'ai pea lava se'ia o'o ina oti. - He kept on eating continually until he died.
Savai pe'a se'i'a 'e va'aia se fale'o'loa - Keep walking until (you) see a really big store.
\[ \text{tele lava.} \]
O lea, sa ia savali atu se'ia o'o 'i le pō. - So he kept walking until nightfall.
Se'i 'uma la'u galeuga. - Wait until my work is done.

Mastery Check - Rule

Practice

1. Substitution - Class
   Model: Latou te fa'ialuega se'ia sau le fa'atonu stii.
   Substitute: leiva, nanei, 'uma le fono, sau le latou tama, taeao i le taeao, le lua

2. Substitution - Individuals
   Model: Sa moe le tama se'ia o'o i le tolu.
   Substitute: vala'au mai lona tinā, analiea, le taeao, pia mai lona uso, anaataeo, fa

3. Fill in the Blanks
   NEW WORD: fa'alelei - to improve
   Sa fia'ia Mele _________ le Tusi a Mamona. Peita'i, sa fa'alelei lana faitau tusi. O lea,
   _________ ia saunia se aualu _________ fa'alelei ai lana faitau tusi. Sa ia 'amata
   _________ faitau le Tusi a Mamona i _________ ta o le valu _________ le taeao ma sa faitau
   pea _________ o'o i le _________ o le oefulu i le pō. _________ se tasi pō, sa ia faitauina
   _________ le tusi _________ malamanaua mai le taeao. _________ 'amata ona tīga
   _________ ulu. O lea, sa taumāfai ona ia savali _________ 'i le foma'i, 'ae sa toetiti
   pa'ū _________ lalo. O lea, sa ia taga _________ se la'aau se'ia _________ ina toe maua
   lona malosi. Sa fai atu le foma'i 'iia te ia, "E tatau ona e malolo _________ o'o taeao."
   Sa toe fo'i Mele i lona _________ ma sa usita'i _________ fa'atonuga _________ le foma'i.
   Sa lē toe faitau _________ ia se tusi se'ia o'o _________ toe maua _________ malosi 'atoa.

4. Discussion Questions
   a. O le a le mea na ma'ai Mele?
   b. Pe fa'ai ona ma'ai se tasi i le faitauina o le Tusi a Mamona?
   c. O le a le itu'aiga o tagata e ia a Mele? O a ni ona uiga lelei? O a ni ona uiga leaga?
   d. Pe 'e te fia'ia 'iia Mele? 'Ataia?

5. Draw up an outline of what you would like to do during your next retention study period and then tell your plan to your companion telling how long you plan to spend on each activity (that is, up until what or when you plan to do each thing). Then listen to his plan. Teacher: Monitor the missionaries' performance and provide help where needed.
Mastery Check

Please close your books. Teacher: Direct the missionaries to give a brief biography of someone they know well (preferably someone famous) in which they outline major periods of that person’s life and the length of each (that is, tell until when or until what s/he did certain things). Have them make these extemporaneous presentations to the class. Evaluate the missionaries’ performance. Mastery level is achieved when missionaries can communicate effectively.

UNLESS, EXCEPT FOR: se’iloaga, VAGANA

The Samoan words se’iloaga (sometimes written se’i iloaga) and VAGANA are used to convey the ideas of "unless" and "except for." Se’iloaga (or se’i iloaga) usually introduces an independent clause. Clauses containing se’iloaga usually occur last. Examples follow:

Out le la alu ‘i le foma’i, se’iloaga ta te o fa’atasi. together. – I’m not going to the doctor, unless we go

Out te musu e alu i le fono se’iloaga e maua se mea’ai lelei. – I refuse to go to the meeting unless (we) get some food.

The word VAGANA (unless, except for), sometimes followed by ai, can introduce an independent clause or a noun phrase, as in the examples below:

Sa fiafia tagata ’uma vaga’ana Sale. – Everyone was happy except for Charlie.

E lelei lava la matou itu vaga’ana ai la’u soa. – Our district is really good except for my companion.

Out le fia a’oa’o vaga’ana ta te a’oa’o fa’atasi. – I don’t want to study unless we study together.

The clause containing se’iloaga or VAGANA may only use the non-past (e/te) or determine present (‘ua) tenses. For example:

Sa le mafai ona ‘ou sau i le vasega vaga’ana ‘ua ‘uma la lotu. – I couldn’t come to class unless the service was finished.

Sa ‘ou le fia malaga i Amerika se’iloaga ‘ua ta o fa’atasi. – I didn’t want to travel to America unless we went together.

The following patterns express the ideas of "unless" and "except for":

1. IC + vagana (ai) + [NP

2. IC + se’iloaga + IC*

*This clause can only use the determinate present (‘ua) or non-past (e/te) tenses.

Examples:

Out te le pu’eina le ata vaga’ana ai ‘e te ‘ata. – I won’t take the picture unless you smile.

’Aua ‘e te sau ‘i le vasega se’iloaga ‘e te sauma’u tusi.

Out te fiafia ‘i ‘ofu ‘uma vaga’ana ai ‘ofu ullulii.

Mastery Check – Rule
Practice

1. Dictation

"O Pai ma Lafai o ni faife'au palagi. / Na sauia e o la faispoga se mea'ai fa'aSamoa mo 'i la'u'a. Sa musu Pai e 'ai le mea'ai / se iloga e 'i lana soa. / Sa fai atu Pai 'iq Lafai, / Se'i 'ai Lavu mea'ai." / Sa talai Lafai, "Nuamu 'oe." Sa fai atu Pai. / "Ou te le 'ai vagana e te 'ai nuamu." / Oa talai Lafai, "Aua e te sefa." / Oa ia 'ai loa lea 'i le mea'ai. / Ina 'ua iloa atu e Pai 'ua faifia Lafai 'i le mea'ai, / sa amata log ong ia 'ai. / Ina 'ua 'uma le mea'ai, sa fai atu Pai, / "Ou te faifia 'i mea'ai Samoa 'uma vagana ai lena mea 'ena'ena." / Sa 'ata Lafai ona ia fai atu lea, / "Sole! 'O lemei mea 'o le koko palagia!"

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Questions

a. 'E te musu e tahale i fago se iloga e ia ma sou 'ie tahale?
b. 'E te musu e tapanu luga 'ato pa'u vagana e fesorasomai lavu soa 'ia te 'oe?
c. Pe e te massig o le'a malala se tagata se iloga e fa'aiopo?
d. Fa'amata o le'a 'e faasia lavu soa vagana va ia fa'aiago 'ia te 'oe?
e. 'E te le sou se iloga va ou avatu se ma alofa sale?
f. Pe e te faifia 'i faifia'au uma vagana Elder/Sister _______?
g. Pe faifia lavu soa 'i faia'oga 'uma vagana Elder/Sister _______?
h. Pe e te musu e fa'aua au mea a'oga vagana 'ou te fesorasomai atu 'ia te 'oe?
i. 'E te fgefe e alui 'i Samoa se iloga luga te o faaata'ai ma lavu tina?
j. 'E te le fia 'ai se iloga va vela le alofa?

4. Pick one of the subjects below and tell your companion what exceptions you see in it. Use at least four sentences. Then listen as s/he does the same for another topic. Teacher: Monitor the missionaries' performance and provide help where needed.

a. the high quality of food in the MTC cafeteria
b. mission rules
c. the singing ability of member of your district
d. the teaching ability of your teachers

Mastery Check

All of us know of things we would rather not do, or would do only under certain conditions. Pick such a fear or task in your own life and tell your companion under what conditions you might be persuaded to perform that task. Use at least five sentences. Then listen as s/he does the same. If you can't think of a topic, select one from the list below. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is achieved when the missionaries are able to communicate effectively using se iloga and vagana.

a. marry an unattractive person.
b. serve a 20-year mission in Eureka, Utah
c. remain celibate
d. decide to eat only MTC food for the rest of your life.
e. put in a 14-hour day 6 days a week
f. sacrifice one of your limbs

TALU: SINCE

The notion of the English word "since" is conveyed in Samoan with the word talu. When followed by the particle ona, it can introduce clauses with no tense marker:

'Ua matou fa'aonoanoa talu ona 'e alu 'ese. - We have been sad since you went away.
Talu ona 'oti le fa'ataro'ola, e le'i 'auna sa matou penini'i. - Since the storekeeper died, we haven't gotten any gasoline.

Talu may precede time expressions and sometimes appears as talu mai. For example:

E le'i fiafia 'o ia talu mai anangfi. - He hasn't been happy since yesterday.
Sa ma'i 'o ia talu mai le soa lena. - He was sick since that day.
Na ia nofo i le fale talu le Aso Lua. - He has stayed in the house since Tuesday.

As with the English word "since," talu may convey the meaning of "because" or "on account of," in these instances, it is usually followed by the particle ati. Talu ati can also be combined
with 'ona (because) to introduce complete sentences. Independent clauses containing talu ai usually use only the determinate present ('ua) or non-past (e/te) tense. Study the following examples:

'Ua 'ou ma'i talu ai lo'u inu pia. - I'm sick because of my beer drinking.
'Ua mimita le tama talu lona poto. - The boy is conceited because of his intelligence.
Sa javea le tama talu ai lona valesa. - The boy was injured on account of his foolishness.
E le mafai ona ou tautal f'aSamoa talu ai ou te le'i a'a'o malosi i le MTC. - I can't speak Samoan because I didn't study hard at the MTC.
O lo'o tauto le tama'ilai talu ai 'ona 'ua le malosi.

The phrase or clause containing talu may come either first or last in the sentence. When talu is used with two independent clauses (as in the last example above), the talu clause usually comes last but may occur first for emphasis or stylistic effect.

<table>
<thead>
<tr>
<th>The following patterns convey the idea of &quot;from,&quot; &quot;since,&quot; &quot;because,&quot; or &quot;on account of&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> IC + talu + {(mat) + TIME EXPRESSION}</td>
</tr>
</tbody>
</table>
| \{ai + NF \}
| \{ai ('ona) + IC\} |
| \{ona + DC\} |
| **2.** Talu + \{(mat) + TIME EXPRESSION\} |
| \{ai + NF \} |
| \{ai ('ona) + IC\} |
| \{ona + DC\} |
| IC |

*This clause usually uses the determinate present ('ua) or the non-past (e/te) tense.

**Pattern 2 is a less-common variation for emphasis or stylistic effect.

'Ua fiafia Male talu ona 'e sau. - Mary has been happy since you came.
'Ua fa'ananoa 'o ia talu ai lena mala. - He is sad on account of that tragedy.
'Ua timu tele talu mai Teasema. - It has rained a lot since December.
Sa oti le tamaloa talu ai 'ona e le'i 'asia e ia sa mea'ai. - The man died because he didn't eat any food.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'Ua 'ou fa'ananoa talu ona 'e agalesa 'ia te a'u.
Substitute: ou te ma'i, lou agalesa, oti la'u'uo, lo'u'aulesa, 'e te valea, ananesi, tiga lo'u ulu

2. Please close your books. Teacher: Repeat the above exercise, this time calling on individual missionaries instead of the entire class.

3. Fill in the Blanks

NEW WORDS: nusipepa - newspaper
Paleolo - (name of a village)

Sa maua e Simi se avanoa __________ faigaluega ai __________ se fale sai nusipepa. Talu ai __________ 'ua i ai __________ Simi se maua pu'e ata, o lea sa fai 'o ia __________ tagata pu'e ata __________ le nusipepa. I se tasi aso, sa maua __________ Simi se fa'atonuga __________
alu atu 'i le nu'u __________ Paleolo ma pu'e ai ni __________ 'o se fa'alavelave. Ina __________ taumu'u atu Simi i lea mea, __________ ia va'aia se fa'alavelave tele 'ua tupu.

lulu le mafui'e __________ lena nu'u ma na pa'u'u le tele o fale __________ ai e

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le'i fa'aitale i se tuilaga lelei i leina. 'Ua feeti fo'i le to'atela 'o le leina.
Sa 'amata pu'e e Simi ni mo le. E le'i leva 'ae sa ma'i Simi, aia ona e le'i va'aia aia ia se mea mata'utia fa'a'apea muamua. aia i lona ma'i, sa fo'i atu Simi aia lona faile, ma e le'i faiga'uega 'o ia le
le nusipepa le aso lea.

4. Discussion Questions

a. O le le ma ga le toe faiga'uega ai Simi?
b. O le a le itu'aiga o tagata e i ai Simi? O a ni ona uiga?
c. 'Ana fa'a'ape 'o oe 'o Simi, 'ua 'e fa'amavae mai iau galauga lona 'o se mea fa'a'apea?
d. 'Ia 'e va'aia muamua se safiti e po'o se mea mata'utia fa'a'apea?
'O a ni lagona na 'e maui i lena mea?

Mastery Check

Relate to your companions what changes have come into your life or what new things have happened to
you since coming into the MTC. Also discuss some causes for these changes. Then listen as s/he
does the same. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is
achieved when the missionaries are able to communicate effectively using talu.

UI: ALTHOUGH

The particle ui is used in a number of expressions in Samoan to convey the notion of "although," "though," and "even though." In such expressions, ui is usually preceded by the non-past tense marker e and may be followed by lava for emphasis. When this expression is followed by the particle ina, it can precede independent clauses. For example:

E ui ina sa lelei lena tifaga, 'ae ou te le'i au 'i ai.
0 le'a ou alofa pea 'ia te 'oe e ui lava ina o le'a ou malaga i America.

When e ui (lava) ina is used in the past and future tenses, tense markers are used in both clauses, as in the examples above. But when referring to the present tense, no tense marker is used in the clause containing e ui ina.

E ui lava ina fijia lo'u 'aiga i le teine, 'ae ou te le fia fa'aipoipo ia te ia.
Fai pea lau galauga, e ui ina faiga tea.

When e ui (lava) precedes the preposition i, the resulting expression is equivalent to "despite" or "in spite of." The phrase 'ae/e ui (lava) i lea means "nevertheless" or "in spite of that." Phrases containing these expressions usually begin the sentence. For example:

E ui i lona ma'i, sa ia faia mea e tele.
Ae ui i lea, ou te le fiafa i lela faafuaga. - Nevertheless, I don't like that plan.

It will be noted from the various examples presented here that when e ui (lava) begins a sentence, the conjunction but ('aie or 'a) is sometimes used to introduce the clause following.

The following patterns express the notion of "though," "although," "in spite of," or "nevertheless":

1. E ui (lava) + \{ i lea \} + \{ i + NP \} + IC
   - Even though the movie was good, I didn't go to it.

2. IC + \{ e \} + \{ (a) \} + ui (lava) ina + DC
   - I will still love you, even though I'm going to America.

**Normally, this clause will use any of the present tenses for its tense marker.**
Examples:

E ui ina aasoao le tama, 'ae sili lava ona
saoogo Simi.

E ui i na mea 'uma, ou te la fa'ananoa.
Ou te fia fa'amisiona, e ui ina o le'a faigata.

- Even though the boy is fast, Jim is faster.
- In spite of all those things, I'm not sad.
- I want to serve a mission, even though it will be hard.

Mastery Check - Rule

Practice

1. Dictation

NEW WORDS: oge - famine
olaga - life

O lo'u igoa o Mareko. / O lo'o noonofo lo matou 'aiga i Samoa. / E ui lava ina matou matitiva, 'ae matou te fiafia pe'a. / E faigata le olaga i 'inei Samoa, / talu ai 'ona 'uga o matou nu'u. / Ae ui i lea, o lo'o matou galule malori / 'ina 'ia mea u lea mea'ai mo le 'aiga. / Matou te galule i aiso 'uma lava, / eui lava ina 'a'asa le la. / O lo'o mama'i 'uma tagata o lo matou 'aiga / talu ai 'ona 'uga le lava mea'ai. / Ae ui i nei mea faigata, matou te fa'amoepea / i le alofa o le Atua e fesaoao mai 'ia i matou.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Directed Questions

Fesili 'i'ata Sister/Elder:________:

a. pe fiafia 'o ia 'i le MTC e ui ina leaga le mea'ai.
b. pe fia alu 'o ia i le fale e ui ina i ai lana galuega i 'inei.
c. pe lelei le fa'a-Samoa o lana soa e ui lava ina paie 'o ia.
d. pe fiafia 'o ia i le vasaga e ui lava ina leaga le fia'oga.
e. pe o le'a ia to'aga i le mistona e ui lava ina o le'a faigata le galuega.
f. pe o le'a ia 'ai i mea'ai Samoa e ui ina o le'a ma'i 'o ia.
g. pe o le'a ia fa'etou mai se la'au pu'e leo tele e ui ina taugata (expensive).
h. pe sa ia noe e ui ina sa pisa tele lana soa anapo.

4. Everyone going to a new culture has to make adjustments. Write a letter to your mission president telling him your intentions of success no matter what difficulties you may encounter. The list of potential difficulties listed below may be of some help. Then have your companion correct your work. Teacher: Monitor the missionaries' performance and provide help where needed. When they are finished, collect the letters and correct them, reading one or two good ones to the class.

food  weather  new ways of thinking
money  remembering all the customs  language
housing  companion relations  tropical diseases

Mastery Check

Pretend your class is a brand-new district entering the MTC. Prepare a brief pep talk for them on how you made it here and have succeeded at the MTC in spite of difficulties. Then present your talk to the class as the teacher directs. Teacher: Evaluate the missionaries' performance. Mastery level is achieved when missionaries are able to communicate effectively using constructions containing ui.

PERFORMANCE ACTIVITIES

TEST

1. Dictation Possible Points: 18

NEW EXPRESSION: le aso na soso'o a i - the next day
Ina ua o'o mai le aso e malaga ai faife'au palagi i Samoa, / sa latou tapena a latou 'ato pa'u / ma na saunia mea 'uma mo le malaga. / Sa faia a lo latou district se lgtu molima'i i le potu vasesi i lena po. Sa 'amgta la saumiga i le ta o le fitu e o'o i le ta o le sefulu tasi. / Sa fetaigisi 'uma tagata vaga na i le fa'a'oga. / Te aso na soso'o ai, sa latou malaga 'i Samoa. / Ina 'ua taunu'u i latou i Samoa i Sisifo, / sa latou felfoa'i ma nasi tagata Samoa. / Sa musu Elder Jones e taulata fa'a-Samoas / se'iloga e fenesoani lana soa ia te ia. / Sa fai atu lana soa, "Aua 'e te popole! / Pat aau tala i tagata." / Sa fai atu Elder Jones 'i tagata Samog. / "E leaga la'u fa'a-Samoas talu ai 'ona / 'ou te le'i a'oa'o malosi." / Sa tali te tasi tamaloa Samoa, / "E le'ai e vave tele lau fa'a-Samoas!" / Sa fa'i atu Elder Jones, "Fa'aferai lava. / O le'a 'ou tamafai pea o na taulata fa'a-Samoas e ui lava ina faigata." / Sa latou talanoa i sina taimi, ona e atu lea o le 'au faife'au i le fale misiona 'ina 'ia feifo'ai ma le peresitene o le misiona.

2. Fill in the Blanks

NEW WORD: i'u ina

O Elder Jones __________ se faife'au palagi. Ina __________ taunu'u Elder Jones ________

Iona nu'u, sa le feifo'ai __________ Iona soa o Povi. E __________ leva ona la nono fa'ataasi, 'a 'ua ilo __________ Elder Jones e le'o __________ faife'au malosi Povi. ________

masani __________ tafa'o Povi se'ia __________ le lua i le vave ao. __________ ilo e

Elder Jones 'o Povi 'o se faife'au fa'a'atiaui. __________ musu Povi e tala'i __________

'ua la o i le fale __________ se teine 'aleilei. Sa ia le faa'aulina __________ ni tusi __________ a i tua leaga. __________ a i nei mea, sa fa'anamanua __________ Jones. Ae __________ i lea, sa ia onoa'i tele __________ le amio fa'a'itia a __________ soa. Sa ia alofa atu __________ lana soa ma sa taumafai __________ ma'u le fiafia. __________

'o nei mea 'uma sa fa'anamanuaina __________ Elder Jones e le Atua ma sa i'u ina ma'a __________ ia le fiafia.

activity

Teacher: Designate a missionary to be "it." That missionary will say a complete Samoan sentence, and then point to another class member, who will have 15 seconds to add on to the sentence, using one of the expressions presented in this lesson. The addition must complete the sentence in a grammatical and logical manner. If that class member fails, then s/he's "it."

Example: Missionary A: Ou te le fiafia 'ia te 'oe--(points to Missionary B)
Missionary B: tala'ia lou 'ameleaga!
Missionary A: Ou te alofa 'ia te 'oe--(points to Missionary C)
Missionary C: e ui lava ia lo'u, . . . uh . . . flu!

(Missionary C is now "it").

Retention Homework

1. Take turns with your companion translating the passage in exercise 3, page 263.
2. With your companion, work through exercise 3, page 265.
3. Take turns with your companion translating the sentences of the passage in exercise 3, pages 266-267.
4. Write out the mastery check on page 268.
5. Take turns with your companion translating the paragraph in text exercise 1, pages 268-269.
6. Review with your companion the various phrase-structure rules (enclosed in boxes in the lessons) presented in Unit Six.
7. Conduct an extensive review of vocabulary from the beginning of the book up to this lesson.

Teacher: Assign the vocabulary and common phrases from the lessons that will be covered during the next class period.
8. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
UNIT SIX
REVIEW MODULE

VOCABULARY

1. Multiple Choice. Teacher: Mastery level is 90% accuracy by each missionary.

1. Na savaii le teine i le ... .
   a. lulelela
   b. vaega
   c. se'ifoa
   d. sini
   e. 'auala

2. Sa 'ou alu i le fale'oloa, 'se sa... la'u soa.
   a. feololo
   b. ta'u
   c. lauleleli
   d. fa'amuli
   e. tago

3. Ou te... 'i lena tagata leaga.
   a. tulaga
   b. lauleleli
   c. 'ino'ino
   d. oti
   e. 'auala

4. "E te iloa Maria?" "Ice, sa ma... ananafi."
   a. fasilga'i
   b. feololo
   c. fa'avave
   d. fa'asala
   e. laguna

5. E manaia lava leinae laulau; e... tele
   a. fa'alealeleli
   b. lauleleli
   c. laulele
   d. fa'aaleaga
   e. tulaga

6. ... lani galuega, ne'i tuai tatou.
   a. Fa'asala
   b. Fa'avave
   c. Fa'sepa
   d. Fa'aiapoipo
   e. Fa'aftsauli

7. Na... e le fa'amosaino tama leaga.
   a. loto maualuga
   b. taga
   c. fa'asala
   d. talapepea
   e. misa

8. O le'a fa'amauisina 'i tatou pe'afa'i tatou te... 'i le Atua.
   a. 'otegia
   b. loto tele
   c. loto maualalo
   d. laguna
   e. usita'i

9. Sa tu'u e le tama le penitala i lana ... .
   a. Lagona
   b. tulaga
   c. vaega
   d. taga
   e. misa

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10. Sa . . . e le fais'oga le teine lena.
   a. uita'i
   b. musumusu
   c. talapepelo
   d. ulavale
   e. 'otegia.

11. 'Ua . . . le mea mata'utia.
   a. tupu
   b. lai
   c. masalo
   d. pgu
   e. vaega

12. Sa . . . le mea'ai auā sa le fia'ai le teine.
   a. se'ifoaga
   b. mg'asi
   c. lapisi
   d. motu
   e. gau

13. 'Ua . . . le vae o le tama.
   a. lai
   b. lae
   c. gau
   d. tupu
   e. kea

14. "O le a sou manatu i le mea'ai lenei?" "Ou te lē . . . .".
   a. motu
   b. mago
   c. tuī
   d. pu'e
   e. kea

15. E le mafai ona 'ou fa'atau le mea lea auā 'ua ou . . .
   a. ma'imau
   b. mativa
   c. mata'utia
   d. misaloo
   e. ma'ia

16. E le'i . . . le sinī o le teine.
   a. fa'amago
   b. fa'atsunu'u
   c. fa'asala
   d. fa'amuli
   e. fa'aloipo

17. 'Ua . . . le tama auā sa ia osō i le vai.
   a. susu
   b. talavou
   c. tautau
   d. tipi
   e. lae

18. Tapena le potu ma . . . 'ou 'ofu.
   a. tiute
   b. tuī
   c. talavou
   d. tautau
   e. tupu

19. E alofa le tama i le . . .
   a. fufulu
   b. sipmi
   c. pa'u
   d. tautau
   e. tama'ita'i

20. Sa . . . le fasipovi i le naifi.
   a. susu
   b. sulu
   c. tipi
   d. 'ato
   e. mala
21. . . . mai sa'u ata!
   a. Fa'gipoipo
   b. Tiga
   c. Pu'e
   d. I'u
   e. 'Ato

22. 'Ua tagi le tama aua 'ua . . . lona ulu.
   a. matamoe
   b. mala
   c. pu'e
   d. tiga
   e. i'u

23. Ia teu 'ou lavalava i totonu o le . . .
   a. mea pu'a ata
   b. 'o lea
   c. 'ato pa'u
   d. la'au pu'e leo
   e. fuafiaga

24. 'Ou te fia fa'alogo 'i le . . .
   a. 'ato pa'u
   b. loto maulalo
   c. mea pu'e ata
   d. tau tulemoe
   e. la'au pu'e leo

25. "'Ua . . . lou uso?" "Ioe, 'ua oti 'o ia."
   a. malamalama
   b. malaiga
   c. vagana
   d. telefua
   e. mago

2. Teacher: Place your pencil somewhere in the room and ask, "O fee la'au penitela?" Pause, and select a missionary to answer the question by describing the pencil's location in relationship to some other object in the room, using some preposition of location (i lalo o, i tua o, etc.).

**Grammar**

The following grammar principles and SYL expressions were taught in this unit:

<table>
<thead>
<tr>
<th>Uses of pe and po</th>
<th>Combining Sentences Without Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;And's&quot; and &quot;But's&quot;</td>
<td>&quot;And's&quot; and &quot;But's&quot;</td>
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<tr>
<td>Then</td>
<td>Then</td>
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<td>If</td>
<td>If</td>
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<td>When (future and past)</td>
<td>When (future and past)</td>
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<td>Like / As</td>
<td>Like / As</td>
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<tr>
<td>Common Conversational Expressions</td>
<td>Common Conversational Expressions</td>
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<tr>
<td>In Order To</td>
<td>In Order To</td>
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<td>Since</td>
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<tr>
<td>Although / In Spite Of</td>
<td>Although / In Spite Of</td>
</tr>
</tbody>
</table>

1. Fill in the blanks. Teacher: Mastery level is 80% accuracy by all missionaries.

**NEW WORDS:**
- fa'anoi - to ask permission
- malie - willing, agreeable
- tupe - money
- vao - jungle
2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. Tago i lona ulu ... fiva.
   a. pe
   b. po
   c. 'ina 'ia
   d. 'ona 'o
   e. pei

2. 'E te fia moe ... 'e te fia alu i le tifaga?
   a. pe
   b. po
   c. pe'o
   d. po'o
   e. no word needed

3. Sa moe Mele i le fale. ... moe pea 'o ia?
   a. Po'ua
   b. Pe
   c. Po'o
   d. Pe'ia
   e. no word needed

4. Ou te fa'amemoe ... e mafai ona 'ou fa'amisiona i Samoa.
   a. pe
   b. po
   c. pe'o
   d. po'o
   e. no word needed

5. Ou te fia'iai, ... 'ua 'uma le mea'ai.
   a. atoa fo'i ma
   b. atoa ma
   c. atoa
   d. 'a
   e. 'sena'a

6. Ou te fia alu, ... lei mafai.
   a. 'ae
   b. e
   c. 'ua
   d. 'a'o
   e. ai

7. Ou te mana'o 'i ni penitala ... ni peni.
   a. 'sena'a
   b. atoa ma
   c. peita'i
   d. 'ae peita'i
   e. 'ae
8. Sa 'ou alu e fa'atasi, ... 'i le fale.
   a. ona 'ou lea
   b. 'ou alu lea
   c. ona 'ou alu loa
   d. ona 'ou lea alu
   e. ona 'ou alu lea

9. Sa 'ou nofo i lalo ona . . .
   a. faitaunina lea o a'u o le tusi
   b. 'ou lea faitaunina le tusi
   c. 'ou faitaunina le tusi lea
   d. 'o lea 'ou faitaunina le tusi
   e. 'ou faitaunina lea 'o le tusi

10. Sa ia ta'oto i le moega ona . . .
    a. ia lea moe
    b. ia moe lea ai
    c. moe ai 'o ia lea
    d. ia moe ai lea
    e. moe lea ai 'o ia

11. . . 'e sau, 'aumas le peni.
    a. 'Aenaise
    b. 'Ae
    c. 'A
    d. 'Afa'i
    e. Ins 'ua

12. 'O le'ai 'e poto . . . 'a te a'oa'o malosi.
    a. 'a
    b. 'Afa'i
    c. 'ina 'ia
    d. pe'Afa'i
    e. 'ana

13. 'Usa 'ou fiafia . . . lelei la'u soa.
    a. 'a
    b. 'Afa'i
    c. 'ana
    d. po'o
    e. pe'ana

14. . . 'e te alu i le fale o Ioane, avatu le tusi lelei.
    a. 'A
    b. 'Ana
    c. 'Afa'i
    d. A'o
    e. all of the above

15. Sa mativa le tama e . . . mativa la'u uo.
    a. pei lava sa
    b. pei ona sa
    c. pei ona
    d. fa'apei ona
    e. all of the above

16. E aulele'i 'o ia e . . . Sikoki.
    a. pei lava
    b. pei lava ona
    c. pei lava 'o
    d. pei lava o lo'o
    e. fa'apei 'ua

17. O le'ai ou faitaunina lerei tusi . . . maua le poto.
    a. ne'i
    b. 'ina ne'i
    c. 'ina 'ia
    d. ina 'o le'ai
    e. ina 'ua

18. . . lavae 'oe, e tatau ona 'e fa'ateete.
    a. 'Ina 'ia
    b. 'Ina ne'i
    c. 'Ia
    d. Ne'i
    e. E ne'i

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19. O le'a 'ou alu i le fa'aloa ... 'e saunia le mes'ai.
   a. ina 'ua
   b. ina 'o
   c. ina o le'a
   d. ina sa
   e. a'o

20. Sa ou fa'aonoanoa ... oti lo'u tīna,
   a. 'ina 'ia
   b. ina ne'i
   c. ina 'ua
   d. ina sa
   e. ina le'i

21. Sa la alu ... sau le pasi.
   (He went when the bus came.)
   a. 'ina 'ia
   b. ina 'o
   c. pe'afoai
   d. ina 'ua
   e. pe'a

22. E tatau ona 'e sui 'ou ofu ... 'ave le ta'avele.
   a. a'o 'e le'i te
   b. a'o 'e te le'i
   c. 'ae 'e te le'i
   d. 'ae le'i o'o 'e te
   e. 'ae le'i o'o i le

23. E tatau ona 'ou saunia la'u lauga ... taimi o le sauniga.
   a. 'ae ou te le'i
   b. a'o le'i
   c. 'ae le'i o'o ina
   d. 'ae ou te le'i o'o i le
   e. 'ae le'i o'o i le

24. O le'a ta o ... 'e tusia lena tusi.
   a. ina 'ua 'uma
   b. pe'a 'uma
   c. 'a 'uma
   d. pe'a uma ona
   e. ina 'ua 'uma ona

25. Sa le faia le ta'aloga ... le tipa.
   a. 'ona 'o
   b. 'ona sa
   c. 'ona 'ua
   d. 'opa aua
   e. nua 'ona 'ua

26. 'Ua 'ou faia ... 'ou te fa'afoa i ai.
   a. 'ona
   b. ina 'ia
   c. 'ona 'o
   d. 'ona 'ua
   e. ina 'ua

27. E a'oga tamaiti ... le lima.
   a. se'i
   b. se'i o'o
   c. se'i o'o ina
   d. se'i o'o i
   e. all of the above

28. Fa'atafi i 'inesi ... sau le fa'atoa.
   a. se'i a
   b. se'i
   c. se'i o'o ina
   d. se'i o'o i
   e. all of the above

29. Sa le mafa ona 'ou alu i le vasoga se'iloga ... ta o fa'atafi.
   a. ia
   b. 'ua
   c. o le'a
   d. sa
   e. no word needed
30. E fiafia Mele i le mea'ai ... le fasi poví.
   a. vagana ai
   b. se'iloga
   c. se'ia o'o i
   d. talu mai
   e. 'ona 'ua

31. E le'i malosi le tama talu ... le Aso Lua.
   a. ai
   b. ai 'ona 'o
   c. ona
   d. mai
   e. uso

32. Talu ... lo'u ma'i, sa 'ou le alu i le a'oga.
   a. mai
   b. ona
   c. 'ona 'o
   d. ai 'ona 'o
   e. ai

33. E u'i lava ... saossa sa le tama, 'ae sili ona vave Ioane.
   a. i le
   b. i lea
   c. ina 'ua
   d. ina 'o
   e. ina

34. E u'i lava ... lona valea, 'ae sa taumafai malosi le tama.
   a. i
   b. i lea
   c. ina 'ua
   d. ina 'o
   e. ina

35. Sa le mafai ona tamo'e Simi ... sa ma'i 'o ia.
   a. se'iloga
   b. e u'i lava ina
   c. 'ona 'o
   d. tlu ai 'ona
   e. vagana ai

36. Se'iloga le mea ... 
   a. ona pau lea
   b. ma o mai ai
   c. so'u va'ai
   d. mata'utiga le mea
   e. 'ou te le kea

37. Fiu le mea ... a'oa'o, 'ae le tuitui ona 'ou malamalama i ai.
   a. se'i
   b. 'ia
   c. e
   d. ina 'ia
   e. ona 'ua

38. Ou te ... e timu le aso.
   a. atonu
   b. fa'apea a'u
   c. ma'imau pe
   d. masalo
   e. fa'amata

39. O āfe a sau a'i le ... ?
   a. 'au vaega lale
   b. 'au a'i'i lae
   c. 'au ihoa lae
   d. vaega lale
   e. igoa lale

40. "O le a le mea na 'e fai na'i i lena tusi?" "... ."
   a. Tafe'i
   b. Pau lava
   c. E a'i
   d. O la'u tala ma le mo'i
   e. 'Ua 'e laki
PRONUNCIATION

Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary. Continue for approximately fifteen minutes.

FLUENCY

Teacher: Direct each missionary to think for a minute about one of the situations below. Then call on the missionary to take one or two minutes describing in Samoan such an event in their lives. Mastery level is achieved when 90% of the missionaries are able to communicate their ideas effectively.

1. The most embarrassing incident of my life.
2. The hardest task I have completed.
3. The worst day I can think of.
4. The most fun I ever had.

COMPREHENSION

Please close your books. Teacher: Read the following paragraph, then ask the questions below to test the missionaries' comprehension.

'O lo' u iuga o Sikoki. Ou te nofo i le nu'u o Provo. I ni tausaga 'ua te'a sa fai mai lo'u tama i le a'u, "Sikoki, 'Afi ai e te fia 'avea pea ma se tagata o lelei 'ai'iga, e tatau ona 'e fa'amisiona. Sa 'ou le fia fa'amisiona 'ona 'ua 'ou iela 'o se mea faigata lava le misiona. 'Ae ui i lea, sa 'ou uusita'i i lo'u tama, ase fo'i ma lo'u tina ma sa 'ou saunia atu i le misiona. Sa 'ou fiafia ina 'ua vala'aiuina a'u e fa'amisiona i Samoa. A'o le'i 'amata la'u misiona, sa 'ou fiafia ina ni tusi e tele u iuga i Samoa. Sa 'ou tamaofa fo'i ona a'oa'o le gagana, e ui ina sa faigata. Sa 'amata la'u misiona i daula. Sa 'ou a'oa'o le fa'a Samoa i le a'oga o le ekalesia se'i a' o lo o Setena ona 'ou malaga loa lea i Samoa. Sa ou fiafia i le mea'ai vaga i a ni mea. Sa 'ou ma'i i ni nai valaso talu ai sa 'ou le masani i le mea'ai. O le taimi lelei, 'ua ou fiafia lava i la'u misiona sa fai i Samoa.

Comprehension Questions

1. O a'i le ioga o le tama i lelei tala?
2. O le a le mea na fa'amisiona a'i le tama?
3. Sa fia fa'amisiona Sikoki i le 'amata? Aisea?
4. O fia le mea na vala'aiuina a'i Sikoki? Sa fiafia 'o ia i lelei mea?
5. O a ni mea a Sikoki sa fia a' o le'i 'amata lava misiona?
6. Sa fa'atofa' ('for the first time') a'oa'o Sikoki i le fa'a-Samoa i le a'oga o le ekalesia?
7. O le a le masina na 'amata a'i le misiona o Sikoki?
8. O le a le manatu a Sikoki e iuga i mea'ai Samoa?
9. O le a le mea na tupu i a Sikoki ina 'ua i a'aina mea'ai Samoa?
10. O le a le manatu a Sikoki e iuga i lona misiona i le taimi lelei?
LESSON THREE

Before presenting this lesson, you may wish to review information in the book *Culture for Missionaries: Samoa* on honorific roles and titles (pp. 79-84; 117-119; 159-161) and invitations along the road (pp. 154-171).

LESSON FOUR

In the class before presenting this lesson, ask the missionaries to bring to class photographs of their family and friends. You may also want to bring some picture out of magazines which the missionaries can use for practice.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use expressions relevant to bathing and sleeping facilities in Samoan.
2. Engage in "small talk.
3. List various parts of the human body.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Sikoki: 2 i ai se tatou paipa ta'ele?
Elder Auva'a: Lea'ai na pe'a, na'ou le vai lepa i i tua.
Elder Sikoki: Ia, se'i ta'o lea ta'o'ele, leaga 'ua leva fo'i ia aso.
Elder Auva'a: Ia, so'u suiu lo'u 'ie ta'o'ele, ona ta o ai lea.
Elder Sikoki: 'Ua sua lua le vai ta'ele?
Elder Auva'a: E leai, e magaalo lelei lava. Ia, ta o loa.

TRANSLATION

Elder Scott: Do we have a pipe (faucet) for bathing?
Elder Auva'a: There's no pipe, only the pool way out back.
Elder Scott: Well, let's go and bathe; it's been a long day.
Elder Auva'a: Okay, let me put on my bathing waistcloth then we'll go.
Elder Scott: Is the bathing water brackish?
Elder Auva'a: No, it's nice and fresh. Well, let's go.
The following patterns will help you converse about the bathing and sleeping accommodations in Samoa.

Since certain topics (such as bathroom facilities and many parts of the body) are taboo in polite conversation, one must excuse her/himself before mentioning such things. An example of such a polite excuse is found in item 1.

A tufu (choice D in item 3) is a pool or spring of water near the seashore which is least brackish when the tide is out (see choice D in item 4).

The s5 mentioned in choice B, item 4, is the regular evening prayer time which many Samoan villages observe. In many places, it is forbidden to bathe or move through the village during such times. The beginning and end of prayer time (which usually lasts about 20 minutes) is often signalled by the ringing of a bell or some other sound.

1. Vae atu lau susuga ma le lē lioa tautala: fa'amolemole, 'o fea 'o i ai le fale 'ese?
   a. vai tafe
   b. vai lepa
   c. vai tūloto
   d. tufu
   e. kalone

2. E i ai se tatou paipa ta'ele?
   1. Excuse me sir for my ignorance: please, where is the latrine?
      a. stream/river
      b. ( stagnant) ppol
      c. lake
      d. seaside spring
      e. rain barrel

3. E leai se paipa; na'o le _____ la e i tua.
   a. vai tafe
   b. vai lepa
   c. vai tūloto
   d. tufu
   e. kalone
   2. Do we have a pipe (faucet) for bathing?

4. Se'i fa'i se tā ta'elega, leaga ua _____.
   a. toētītī tumu le vai i tagata ta'ele.
   b. toētītī tā le sā
   c. toētītī po
   d. toētītī su'a le tai
   e. leva le aso
   3. There's no pipe; only the _____ out in back.
      a. soon the water will be full of people.
      b. prayer time will soon sound
      c. ( it will) soon ( be) night
      d. the tide will soon come in
      e. it's been a long day

5. 'Ia sulu lou 'ie ta'ele.
   4. Let's take our bath, because _____.
      a. malu
      b. malulu
      c. sua lu'a
      d. magalo

6. 'Ua _____ le vai lenei.
   5. Put on your bathing waistcloth
      a. cool and refreshing
      b. cold
      c. brackish
      d. fresh, not salty
SPATTERNS without using mastery check forget your performance and
75 questions 20 que
task
SMALL TALK
PATTERNS
you below parents other

Practice
1. Memorization Exercise
2. Questions
a. Fa'amanata e te fiafia e ta'ele i se vai lepa?
b. 'Ana e nofo i Samoa, 'e te fia ta'ele i se paipa po'o se vai tafe?
c. 'Ana e nofo i Samoa i Sisifo, 'e te fia ta'ele i se vai tulo to po'o se vai tafe?
d. Pe 'e te manatu e i ai i a i se vai lepa?
e. Pe 'e te fia ta'ele fa'atasai ma ni i'a i se tufu?
f. Lenua ta'ele a i le tami na ta ai le sa o le nu'u, o le a le lua mea a fai?
g. Pe 'e te fia moe i totonu o se ta'iamu? Aiona?
h. O fea le mea e teu ai ta'iamu pe'a malama mai le taeao?
i. Pe 'e te fia moe i se fala nini'i po'o se moega?
3. With your companion, write a skit based on one of the following situations or one of your own invention. Use as many of the patterns as you can. You will have only ten minutes to prepare, so work quickly. Teacher: Monitor the missionaries' performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.
   a. You and your companion are trying to sleep, and are having difficulty hanging up the mosquito nets.
   b. You and your companion are trying to find a place to bathe, but the usual bathing spots are full of people.
   c. You need to find an outhouse and you ask directions from a person who is nearly deaf.

Mastery Check
Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by ad libbing. Teacher: Direct the order of the performance and evaluate each. Mastery level is achieved when each pair of missionaries can use 75% of the new phrases without difficulty.

PATTERNS - SMALL TALK
When you visit with Samoans for the first time, many of them will ask questions about your parents. Other "small talk" topics among missionaries, members, and investigators are included below.

1. 'O soifua pea ou matua?
2. ____ lo'u tamă ma lo'u tina.
   a. Leai, 'ua malai
   b. 'O lea lava, o lo'o ola pea
   c. Leai, 'ua malifua
3. 'Un fia ____ tausaga?
   a. ou
   b. ona
4. 'Un lua sefulu ____
   a. o'u tausaga
   b. ona tausaga
   c. tausaga le matua o le tama
5. ____ the mosquito nets.
   a. Hang
   b. Put down (for a net already hanging)
   c. Put up (fold on top)
   d. Take down, untie
   e. Roll up in the mats
6. ____ the sleeping mats, please.
   a. Spread out
   b. Roll up
   c. Put away
7. Are your parents still living?
8. ____ my father and my mother ____.
   a. No . . . are deceased
   b. Yes . . . are still living
   c. No . . . have passed on
   a. are you (lit. "your")
   b. is he/she (lit. "his/her")
10. ____ twenty.
    a. I am (lit. "my years are")
    b. He/She is (lit. "his/her years are")
    c. The boy's age is
5. 'E te toe fo'i afe'a 'i _____?
   a. Amelika
   b. Kanata
   c. Samoa
   d. (other) ________

6. 'O se fea _____?
   a. le ai'i
   b. lea tagata
   c. lau susuga
   d. le tama'ita'i/le fafine

7. Toe _____ masina (./?)
   a. fia ou
   b. sefulu ono o'u
   c. lima o'u
   d. lua ona

5. When you are returning to _____?
   a. America
   b. Canada
   c. Samoa
   d. (other)

6. Where is/are _____ from?
   a. that guy, that gentleman
   b. that person
   c. your honor, you sir
   d. the lady/the woman

7. ______ months left (./?)
   a. How many ("How many months do you have left?")
   b. I have sixteen
   c. I have five
   d. He/She has two

Practice

1. Memorization Exercise

2. Questions
   a. 'Usa fia tausaga o lau soa?
   b. 'O sofua pe'a ou matua?
   c. 'E te toe fo'i afe'a i lou 'aiga?
   d. 'O se fea lena faife'a'au?
   e. Toe fia ou masina?
   f. 'O se fea lau susuga?

3. Directed Questions

   Fesili 'iā Elder/Sister ________:
   a. pe fia ona tausaga.
   b. po'o sofua ona matua.
   c. pe toe fo'i afe'a 'o ia i lona 'aiga.
   d. pe toe fia ona masina.
   e. po'o se fea 'o ia.
   f. pe fia tausaga o lau soa.

4. Teacher: Direct each missionary to make up imaginary identification for herself including a new name, how long she's been on a mission, age, where she's from, and some basic information about her family. Then instruct each missionary to pretend that she is the new mission secretary and has been assigned to update mission records by getting information on all missionaries. Direct the missionaries to question each other until they have each filled out the form below.

<table>
<thead>
<tr>
<th>Missionary's Name</th>
<th>Age</th>
<th>Home Town</th>
<th>Date Mission Begins</th>
<th>Date Mission Ends</th>
<th>Parents Living?</th>
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Mastery Check

Please close your books. Teacher: Direct each missionary to make up imaginary identification as in the exercise above. Then direct the missionaries to work in pairs, pretending they have just been assigned to this "new" companion. Instruct them to try to get to know each other. Then collect the fake "I.D." and quiz their companions to check the accuracy of their communication. Mastery level is achieved when missionaries are able to communicate effectively.
Normally, it is considered inappropriate to mention most parts of the body in polite conversation. When you need to do so, you can express yourself with the pattern found on page 282 of this lesson: "Vae atu _______ (insert person’s title) ma ia la loa tautale, ..." and then follow this with the topic you had in mind. The various polite titles with which you should address people are discussed in Lesson Three of this unit.

When using possessive constructions, remember that parts of the body are ___-class, except for 'ava (beard).
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Ask a missionary where a part of his body is. After a correct response, have him ask someone else a similar question.

Example: Teacher: 'O fea lou ulu?
Missionary A: (points to his head:) 'O lo'u ulu lenei.
Teacher: 'O fea lou gutu?
Missionary B: (points to his mouth:) 'O lo'u gutu lenei, etc.

3. Work with your companion, quizzing each other by pointing to parts of your body and having your companion respond with the Samoan equivalent.

4. You have just been in a horrible auto accident. Pretend your companion is a doctor as you tell him which parts of your body have been injured. Then reverse roles and begin again. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Point to a part of your body, pause, and select a missionary to give the Samoan equivalent. Mastery level is achieved when the missionaries respond with 90% accuracy.

PERFORMANCE ACTIVITY

The class will play "Simon Says" (Fai mai Simona). The teacher acts as "Simona" and gives commands like those in the example below. Missionaries will obey only those commands that begin with "Fai mai Simona." If someone does otherwise, they are excluded from the rest of the game. The last one remaining becomes the new Simona, and the game begins again. Suggested time limit: 15 minutes.

NEW WORD: pa'i - touch

Example:

Teacher: Fai mai Simona, "Tago i o tou mata."
(All touch their eyes.)
Fai mai Simona, "Tago i o tou tapuvae."
(All grab their ankles.)
Tago i o tou taliga.
(All who touch their ears are out; the last one left is the new "Simona.")

RETENTION HOMEWORK

1. Write out the answers to the questions in exercise 2, page 283.
2. Write out the answers to the questions in exercise 2, page 284.
3. Take a blank sheet of paper and cover up the words which label the picture on page 285. Then write in the Samoan words next to the arrows which point to the various parts of the picture.

4. Practice bathing while wearing an 'ie ta'ie. If you have a ta'inamu try sleeping in it.

Be sure that you and your fellow missionaries speak only in Samoan as you do these things and talk about them.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use diminutive determiners.
2. Use determiners with both mass and count nouns
3. Use a number of different demonstratives.
4. Use ai and i ai as pro-prepositional phrases.

VOCABULARY

fale o'o - Samoan house; small Samoan house behind the main one
fasi - to bear
kuka - to cook
laulau - coconut-leaf platter (for serving food), to serve (food)
lo'matua - old woman
mafu'a - to originate from, to be the reason for
maga'a - to be split
musika - music

namu - mosquito, mosquitoes
pepa - baby
piga - beer, alcoholic drink
pola - coconut-leaf wall screen
sasa'a - to pour out, to empty
sise - food-safe
tei - affectionate term for one's small brother or sister, younger brother or sister, older brother or sister, older

GRAMMAR

DIMINUTIVE DETERMINERS SI, NAI

In addition to the definite (le, 0), and indefinite (ge, ni) articles you have already learned (see Unit Two, Lesson One), there are other articles in Samoan which are neither definite or indefinite but diminutive. In other words they convey sympathy, endearment, affection or a small measure or amount of. They are translated variously as "the," "the dear," "the little," "the poor."

The diminutive article for singular nouns is si. Nai, the plural diminutive, is often preceded by the plural definite, ni. For example:

'Ua ma'i si toea'ina. - The (dear) old man is ill.
Pala'uma le galuega 'a'o i ai si malamalama. - Finish the work while there is a little light left.
Sa o mai nei tagata 'i le lotu. - Some people came to the meeting.
Aumai ni nai penitala. - Give me a few pencils.

The diminutive articles can also replace the "article particle" in possessive pronouns. Study the following examples:

'O Sina 'o si g'u tei. - Sina is my (dear little) sister.
E afoa le tina i nai ana fanau. - The mother loves her children.

The diminutive articles are:

<table>
<thead>
<tr>
<th>si</th>
<th>- the, the dear, a/the little</th>
</tr>
</thead>
<tbody>
<tr>
<td>nai, ni nai</td>
<td>- some, a few, the dear, the little</td>
</tr>
</tbody>
</table>

(singular) (plural)

Examples:

Talofo e i nai faise'au! - Those poor (sweet) missionaries!
Si j'u afoa! - Hello! (lit. "My love [to you]")
Sa i ai nai tasi i le laulau. - There were a few books on the table.
Practice

1. Please close your books. Teacher: Draw different figures on the board to represent the following: a lone old man, some old women, a baby, and several babies. Then point to one of the figures (or some of the figures) and have the missionaries respond appropriately.

Example: Teacher: (points to old man)
Class: 'O si toea'ina
Teacher: (points to a few of the babies)
Class: 'O ni nai pepe etc.

2. Substitution - Individuals

Model: 'Ou te alofa i si pepe.
Substitue: (Point to different pictures on the blackboard as in the above exercise.)

3. Fill in the Blanks

NEW WORD: asiasi = to visit

0 lo'o igoa _______ Fill. Ou te nofo i se _______ Samoa fa'atas i ma _______ o'u matua ma nai _______ tei. 'O le igoa 'o _______ o'u tamā _______ Alo. 'O lo'o nofo fo'i _______ ona tamā i 'inei. Ou _______ fiasia tele 'i _______ toea'ina. E nofo _______ tuafafine 'o si toea'ina i _______ fale e iataata ana i _______
fale sa. 'Usa matou fa'amonoa _______ 'us ma'i _______ lo'omataua. I le isī aso, na o mai _______ tagata e to'svalu e asiasi _______ lo'omataua, 'as ou _______
le'ioa le ma'aua. Atonu _______ te alolofa 'isa te ia e pei lava _______ a'u.

4. Discussion Questions

a. I lou java manatu, 'o ai nai tagata e to'svalu sa asiasi 'i si lo'omatu'a?
b. 'O le a le pogi na asiasi a'i na tagata 'ia te ia?
c. O le a le uiga 'o Pili? Pe iia 'o ia i lona 'aiga?
d. Po 'ua 'a asiasi se tagata matua muamaus? 'O a ni lagona na 'e maua i lena mea?

Mastery Check

Teacher: Have the missionaries write a letter to you, their teacher, describing their families and their feelings for various members of their families. Then read and evaluate the letters. Mastery level is achieved when each missionary is able to use diminutive articles correctly.

5. DETERMINERS WITH COUNT AND MASS NOUNS

Nouns in both English and Samoan should be classified as count nouns and non-count or mass nouns. Count nouns are nouns that are thought of as separate entities and can be counted. The word tree, for example is a count noun because it is a distinct unit which can be counted ("one tree, two trees, several trees . . .").

Mass nouns are nouns that cannot be counted. Music is an example of a mass noun. We cannot say "one music, two musics, several musics . . ." Instead, we say "a little bit of music" or "some music." In Samoan, words that refer to liquids and powders are the most common types of mass nouns.
The diminutive articles *sina* and *nai* require special attention with regard to these two classes of nouns. *Sina* means "a little bit of" and can only be used before mass nouns. *Nai* means "a few," "some," "the dear" and tends to precede plural count nouns.

The definite and indefinite articles can be used either with count or mass nouns. When used with mass nouns, however, the meaning shifts slightly. The singular articles connote "a small measure or amount of." The plural articles imply a larger amount.

<table>
<thead>
<tr>
<th>SINGULAR or small measure or amount</th>
<th>DEFINITE</th>
<th>INDEFINITE</th>
<th>DIMINUTIVE</th>
<th>SINA (mass nouns only)</th>
<th>NAI (count nouns only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL or a larger amount</td>
<td>ni</td>
<td>ni nai</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Examples:

Ou te fia fa'alogoa i sina musika.
Aumai ni nai vai mo 'i tatou.
Asu mai se vai, fa'amolemole.
Ligi mai ni vai, fa'amolemole.
Sa momoe nai faife'au i le lotu?

- I want to listen to some music.
- Bring us some water.
- Bring some water (i.e., one cup or measure), please.
- Pour (me/us) some water (more than one measure), please.
- Did those (poor) missionaries sleep in church?

Mastery Check - Rule

Practice

1. Dictation

   NEW WORDS: Laki - (a boy's name)
              tā - to play (of instrument or tune)

   Sa alu Laki 'i le fale'oloa / e fai se fa'atau mo lona tinā. / Sa fa'atouina Laki e fa'atau mai sina suka ma ni sueu. / Peita'i, ina 'ua ia va'ai atu 'i le tele 'o mea / i totonu o le fale'oloa, sa galo 'i le te ia / le fa'a'au a lona tinā. / Sa ia fa'atau mai nā nāi fagu pia / ona alu lea 'o ia i le fale o ana us. / Se feinau nai tama i sina pia / ma sa ta nai sina musika. / Sa latou fai se mea'ai ma sa faia ni ta'alogoa. / Ina 'ua fo'i atu Laki i lona tinā, / sa ita tele si lo'omatu a 'ia ia te ia.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Directed Questions

   Fa'asili i'i Elder/Sister ________:
   a. pe sa inu 'o ia i sina pia i se taimi i lona olaaga.
   b. pe masani ona ia tu'u se suka i lana mea'ai 'o le taeao.
   c. pe sa masa'a ni mea 'ai le luaiau anapo.
   d. pe flafia 'o ia i nai faife'au (with gesture).
   e. pe o le'a ia asu mai se vai mo 'oe.
   f. pe o le'a ia liti mai ni koko mo taton.
   g. pe poto 'o ia e kuka mea'ai.

*NOTE: In English, mass nouns can be counted when they are used to mean "kinds of." For example, we can say "I tasted four foods," meaning "four kinds of food." Nevertheless, this does not change the fact that food is still considered a mass noun.
4. Free-Response Questions

a. 'O a ni ituaiga (kinds) o musika 'e te fiafia 'i ai?
b. I lugu lava manatu, 'o a ni mea e masani ona teu e tagata Samoa i totonu o le sefe?
c. 'O a ni mea'ai 'e te fiafia 'i ai? 'O a ni mea'gi 'e te le fiafia i ai?
d. O le a se mea inu 'e te matusa fiafia i ai? Aisea?
e. O le a le pogai e le fiafia ai tagata i isi musika 'ae fiafia i isi musika?
f. Ta'u mai ni mea e mafa'i ona teu i totonu 'o se fagu.
g. Pe sa 'e inu_pis musuau? Aisea?
h. 'O le a le mafuaga 'e te musu ai e inu_pis?

Mastery Check

Have your companion close his book. Pretend you are in a restaurant and your companion is the water/waitress. Order the items listed in "a" below. Then have your companion open the book and check your work by seeing if he was able to understand your order. Then reverse roles while he orders the items listed under "b." Teacher: Evaluate the missionaries' performance. Mastery level is achieved when the missionaries are able to communicate effectively.

a. chicken, rice, cocoa, bread, a little tomato juice, and some butter
b. a few pancakes, some eggs, milk, ham, and some salt

**DEMONSTRATIVES**

You may recall from Unit Two, Lesson One that such words as lene'i (this), lena (that), nei (these), and na (those) are known as demonstratives. Listed below are a number of commonly used demonstratives and their plurals. You will note that, like articles, many demonstratives are made plural by removing the form le. The demonstrative lene'i tends to be more formal in its usage then its near-synonym lea.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Location Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>lene'i</td>
<td>nei</td>
<td>close to the speaker</td>
</tr>
<tr>
<td>lea</td>
<td>la</td>
<td>in general area near the speaker</td>
</tr>
<tr>
<td>lena</td>
<td>na</td>
<td>away from the speaker but not distant</td>
</tr>
<tr>
<td>lelea</td>
<td>le</td>
<td>away from both the speaker and one spoken to; usually distant</td>
</tr>
</tbody>
</table>

The above demonstratives may precede nouns (thereby functioning as determiners) or follow them. When demonstratives follow nouns, they normally follow any adjectives that might be present.

Study the following examples:

- Ou te fiafia i lena'i tusi. - I like this book.
- Ou te fiea i le tusi lenae. - I like this book.
- Ou te fiafia i le tusi la'ititi lenae. - I like this little book.

In addition, these demonstratives can also be used without any accompanying noun phrase; that is, they can take the place of nouns. For example:

- 'O lene'i lea! - This is it!
- E leaga lena. - That (one)'s bad.
- 'O a lea? - Who is that (over there)?
- A lea? - What about this? / Is this it?

In addition to the demonstratives presented above, there are many other demonstratives which are in common use but whose usage and plural forms are subject to regional variation. Among these are the following:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Location Referred to</th>
</tr>
</thead>
<tbody>
<tr>
<td>lenale</td>
<td>nae</td>
<td>near one spoke to</td>
</tr>
<tr>
<td>lele</td>
<td>le</td>
<td>away from speaker and one spoken to but not distant</td>
</tr>
<tr>
<td>leale</td>
<td>lae</td>
<td>away from speaker and one spoken to; usually distant</td>
</tr>
</tbody>
</table>
The plural form of lele differs from one locale to another and is given variously as lai, laie, lela, or lele. The student should be aware that the use of plurals for lemalie and lele may also vary with location.

While some Samoans use these demonstratives as determiners, many will only place them after some noun, as in the following examples:

'0 le a le mea lemalie?                      - What's that thing?
'Aumai le fa'i lele.                        - Hand (me) that banana (there).
Ou te fia malaga i le pasi lela.            - I want to go on that bus (over there).
0 lo'o ta'a'alo le 'au all'i lae?           - Are those guys (over there) playing?

The following demonstratives can come before or after nouns or stand alone:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>lemalie - this</td>
<td>me - these</td>
</tr>
<tr>
<td>lea - this, that</td>
<td>fa - these, those</td>
</tr>
<tr>
<td>lela - that</td>
<td>na - that</td>
</tr>
<tr>
<td>lela - that (over there)</td>
<td>la - those (over there)</td>
</tr>
</tbody>
</table>

The following demonstratives are subject to regional variation and generally follow nouns:

| lemalie - that | me - those |
| lea - that (there) | fa - those |
| lela - that (over there) | la - those |

Examples:

Pe 'e te mana'o i lemalie tuasi? - Do you want this letter?
E mana la le lai lela!           - That's a nice house (over there)!
Aumai le mea lela, fa'amolemole. - Hand (me) that thing (there), please.
'O a mea ia?                    - What are these things?
'Tu'a 'e faiataina le tuasi lemalie? - Have you read that book?
Ou te le mana'o i 'ofu tino na. - I don't want those shirts.

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Point to various objects in the room and signal for the class to respond by saying what each is, using the appropriate demonstrative. If you point to something out of sight, give them a verbal cue to indicate what you are pointing to.

Example: Teacher: (points to pen in pocket)
Class: '0 le peni lemalie (or lemalie).
Teacher: (points to books near the missionaries)
Class: 'O rusi la (or net).
Teacher: (points to trash can)
Class: 'O le lapisi lela.
Teacher: (points out the window): faifea'u
Class: 'O le fafe'a'u lela (or lela).

2. Teacher: Repeat the above exercise, this time calling on individuals instead of the entire class to respond.

3. Questions (gestures required)

   a. 'O le a le mea lela?
   b. 'O le a lea mea?
   c. 'O le a mea lae?
   d. 'O le a nga mea?
   e. 'O le a lemei mea?
   f. 'O le a lemei mea?
   g. 'O le a le mea lemalie?
   h. 'O le rusi a ai lai lela?
   i. 'O le a le ta'u o lela fale?
   j. 'O le a le mea lea?
   k. 'O le a nga mea?
   l. 'O le a lemei mea?
   m. 'O le a lemei mea?

4. Turn to the picture on page 62. Make up a story about two or three of the characters in the picture and relate your story to your companion. Your story should fit the events in the picture.
and you should use demonstratives where appropriate. Then listen while your companion makes up a story about other items in the picture. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: In a separate room or hallway, interview the missionaries one at a time and ask them to describe where various things in the environment are in relationship to one another. Mastery level is achieved when 80% of the missionaries can use demonstratives correctly.

AI, 'i ai: Pro-Prepositional Phrase

The expressions ai and 'i ai might be called "pro-prepositional phrases" since they can stand for or take the place of certain prepositions and their objects which have already been mentioned or which are obvious from context. In this use, ai and 'i ai might be thought of as meaning "to it," "to her," "to them," "in it," "with [instrumental] it," etc. Generally, ai takes the place of prepositional phrases of location or instrumentality, while 'i ai represent prepositional phrases which show the direction of some action, sound feeling, etc. Ai and 'i ai come right after the predicate. Study the following examples:

Lu a te o 'i le tifaga? Leai, 'ua 'uma ona ma o 'i ai. - Are you (2) going to the movie? No, we've already gone to it.
Sa tou talanoa e uiga 'i le Tusi Pa'ia? - Did you talk about the Bible? Yes, we talked about it.
Ioe, sa matou talanoa 'i ai.
Pe nofo Mele 'i lo tou fa'ia? Leai, e le toe nofo ai.
- Does Mary live in your house? No, (she) doesn't live in it anymore.
E a le lotu anaenëa? Ta'ilou; ou te le'i alu 'i ai.
- How was church this morning? I don't know; I didn't go to it.
E lelei le 'aiga lala? Ioe, matou te aloaloa tele 'i ai.
- Is that family (over there) good? Yes, we really love them (lit. "to them").
Pe i ai sau tupe? Leai, 'ua 'uma ona totogi ai le pasea.
- Do you have any money? No, I already paid the fare with it.

The expressions ai or 'i ai may take the place of certain prepositional phrases (usually with the prepositions 'i or i or their other forms). Ai usually stand for phrases of location or instrumentality and may be translated:

in it  in him  in her  in them
at it  at him  at her  at them
with it (instrumental)  with them (instrumental)

'i ai stands for phrases of direction and may be translated:

to it  to him  to her  to them
into it  into him  into her  into them
about it  about him  about her  about them

Examples:
Na 'e moe 'i a Ioane anapō? Leai, ou te le toe moe ai. - Did you sleep at John's last night? No, I don't sleep there anymore.
E a lena tusi? E fa'alelele; ou te le fiafia 'i ai. - How is that book? Not so good; I don't like it (lit. "to it").
E manaia le mea'ai, 'ae ou te le mana'o ai. - The food is nice, but I don't want it.
Sa alofa Mele 'i a Simi, 'ae sa ia musu ai. - Mary loved Jim, but he wasn't interested in her.

Mastery Check - Rule

292
1. **Diction**

**NEW WORDS:**
- olaga = life
- tupe = money
- Asau = names of villages
- Papa

'O se tama Samoa Simi. O lo'o nofo 'o la i se fale o'o / i le nu'u o Asau, 'ae la fiafia i ai. / I se tasi sa, sau le toea'ing o lona aiga / 'ina ia la talanoa. Sa fesili atu le toea'ina / pe sa fiafia Simi i lena nu'u. Sa tali Simi, / "E leai, ou te le fiafia i ai. Ou te fia nofo / se fia nu'u ma naua se fale fou." / Sa fai atu le toea'ina, "E mafai ona 'e nofo / i lo'u fale pālāi i Papa pe'a'iga i te fa'aipoipo / i le afafine o Samita. Sa tali Simi, / "E 'anoaaga lena teine! Ou te la fia fa'aipoipo i ai!" / Sa fai atu le toea'ina, "Atou ma fa itaute i le toea i na sa i tupe mai ti na i te fa'aiga." / Sa mafai fia Simi ona ia fa atu lea, / "Tae, ou te mana'o tele i ai. Masalo / o le'a ou alu taega i le fale o Simita ma lona afafine." / Sa fai atu le toea'ina, "Ia ua lelei la. / Ou te le mano'o 'ia o'o ia te 'oe se mala mata'utia."

2. **Teacher:** Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. **Please close your books. Teacher:** Ask one of the following questions, pause, and select a missionary to answer. Then have the missionary ask for the same information from another missionary.

**Example:**
- **Teacher:** Pe 'e te fia 'ai i se fala?
- **Missionary A:** Io, ou te fia 'ai ai. Pe 'e te fia 'ai ai?
- **Missionary B:** Io, ou te fia 'ai ai.

4. **Discussion Questions (refer to exercise 1)**

a. O le a le mafiuga o le'a alu ai Simi i le fale o Simita?
   b. Fa'amata o le'a fa'aipoipo Simi ma le afafine o Samita? Aisea? E alofa Simi ia te ia?
   c. Pe 'e te fiafia 'i le toea'ina? Aisea?
   d. O le a le tu'aiga o tagata e i ai le toea'ina? O a ni ona uiga?
   e. Ae a Simi?--e te fiafia 'i ai? Aisea?
   f. O le a le uiga o Simi?

**Mastery Check**

Give each missionary 15 minutes to write a continuation to the story related in exercise 1. Then have them relate it to the class. Mastery level is achieved when the missionaries use ai, 'ai and 'i ai correctly.

**PERFORMANCE ACTIVITIES**

**TEST**

1. **Dictation. Points Possible: 15**

'O Mele ma Lafa'i 'o ni tagata Samoa. / Sa fa'aipoipo i la'ua i le tausaga e afe iha se pau fa sefulu. / 'Ia lea la ola ona nofo mo le fiafia i Samoa. / Peita'i, i se tasi afo, sa tupu aia se fa'a'alaveave. / O atali'i o Lafa'i sa saunia le mea'ai / i leumu kuka ina 'us anu mai le a. / Na ia 'amata le mea'ai / ona matua / sa sa lauau atu le mea'ai i o la'ua luma. / Sa 'amata ona agi mai se aia i lena talai. / Sa fai atu Mele 'i la na tamatama, "Sole, alu atu / i le umu kuka ile i asai sina masina no a./ / Sa ise la tama e toe fo'atu i ai / 'ona o le afa. / Peita'i, i le a le fiafia i leumu kuka / sa sa oti si atali'i o Lafa'i. "Oia o le mea lea, / le'ei toe fiafia Lafa'i ma Mele, e o'o i aoe nei.
2. Fill in the Blanks

NEW WORDS: fa'apitoa - special
tofo - to taste, to sample

'O Sala ma Lave 'o faife'au tala'i. 'O le aso luasefulu Me o le aso fansau Lave. Ina 'ua o'o mai le aso, na saunia Sala sina mea'ai fa'apitoa mo ona soa. Sa ia saunia sua moa ma sa. atu le sua moa i luma Lave i le taseo o lana aso. Sa tofo Lave i sua, ona ia sasa'a lea le sua i fao. Sa fai atu Lave, "E leaga lana suso moa! Aumai ia te a'u le fa'i ma panikeke. Sa ita tele Sala i mea ma sa ia fai. 'Ia 'e 'ai le sua lenale." Peita'i 'ua uma ona mas'a suso moa. O lea, sa le toe e Sala se mea'ai lana soa.

ACTIVITY

Teacher: Instruct missionaries to draw a many-runged ladder on blank sheet of paper. Then name a category (such as those listed below) and give the class one minute to write as many words which represent that category as they can. One word is to be written on each rung. Words must be spelled correctly. Each missionary who gets a specified number of words correct (for example, eight) scores one point. Extra credit points can be given for words beyond the specified number. If desired, you can give some kind of prize instead of points. Possible categories:

a. demonstratives (10 words required for the first point)
b. articles (5 words required for the first point)
c. parts of the body (15 words required for the first point)

RETENTION HOMEWORK

1. With your companion, take turns translating the sentences in the passage on page 288.

2. Take turns with your companion asking each other the questions in exercise 4 on page 290.

3. Go outside with your companion and point to objects at various distances, asking him/her for the Samoan equivalent of each. Use demonstratives. Since in Samo it is impolite to point with the arm, practice pointing with your face.

4. Give your companion the story you wrote for the Mastery Check on page 293 and have her/him translate it for you.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE ACTIVITIES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use common honorific titles for individuals of various rank.
2. Use polite greetings along the road.

DIALOGUE

Elder Sikoki: 'A fa'afefea lau afioga?
Matai: Vae one luma susaga, ou te emлага ату і 1е1е pitomu'u. 'A lus 5 і tai?
Elder Sikoki: E fa'apena lava, vae ату лау аfioga.
Matai: La, susu la.
Elder Sikoki: La, tofa soifua.
Matai: Soifua lava.

TRANSLATION

Elder Scott: Where are you going, your lordship?
Chief: Excuse me, sir, I'm going to that part of the village. Are you two going to the shore?
Elder Scott: That is correct, saving your lordship's presence.
Chief: Well, go ahead.
Elder Scott: Farewell.
Chief: Goodbye.

SPEAK YOUR LANGUAGE MODEL
### Vocabularly

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'ai</td>
<td>- village, town, city</td>
<td>- beach, shore</td>
</tr>
<tr>
<td>aga'i</td>
<td>- to go towards (honorific)</td>
<td>- to dry off after a bath (honorific)</td>
</tr>
<tr>
<td>amo</td>
<td>- yoke (stick which rests on the shoulder for carrying a load on each end)</td>
<td>- suburb, section or extremity of a village</td>
</tr>
<tr>
<td>fa'amo</td>
<td>- to press on, to keep going, to force</td>
<td>- to beat, to thrash, to slash</td>
</tr>
<tr>
<td>fa'amalosi</td>
<td>- farm, garden, plantation</td>
<td>- to go, to come (honorific)</td>
</tr>
<tr>
<td>fa'ato'aga</td>
<td>- to steer, to drive, steering, driving</td>
<td>- to return from fishing (honorific), master fisherman</td>
</tr>
<tr>
<td>fa'iga</td>
<td>- fishing trip or party</td>
<td>vae_stu/ - (polite acknowledgement)</td>
</tr>
<tr>
<td>itu</td>
<td>- side, district</td>
<td>vae_an</td>
</tr>
<tr>
<td>itu'iga</td>
<td>- kind, sort, type</td>
<td>vao  - forest, jungle, weeds, tall grass</td>
</tr>
<tr>
<td>manava</td>
<td>- to breathe, to rest or break from work</td>
<td>vele/ - to weed (by hand)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>'u'u  - to hold, to grip, to clutch</td>
</tr>
</tbody>
</table>

### Tools

**Vocabulary Builder - Honorific Roles and Titles**

In many places in Samoa (especially Western Samoa), it is proper and polite to address people by recognizing the role they hold in their society. The following words will help you address people with the proper honorific expressions.

The first column lists the English equivalent of the title. The second column lists the various roles to which these titles apply. Note the these are expressions which one would use in the third person; that is, in speaking about these roles or about the people in these roles.

The third column, entitled "Term of Address," refers to the titles which are used to address people of various rank. In other words, these terms take the place of the word "you" in conversation. An English approximation is found to the right of each word.

The "term of address" for an Orator can either be lau tofa ("your highness") or the longer (and therefore more formal) lau tofa a le failauga ("your highness the Talking Chief").

For more information on each of the following roles in Samoan society, see Culture for Missionaries: Samoa (Provo, Utah: Missionary Training Center, 1982), pp. 79-84; 117-119.

<table>
<thead>
<tr>
<th>Name of Title</th>
<th>Name of Title</th>
<th>Term of Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief</td>
<td>ali'ia</td>
<td>lau afoa</td>
</tr>
<tr>
<td>Wife of a Chief</td>
<td>faletua</td>
<td>'oe le faletua</td>
</tr>
<tr>
<td>Orator</td>
<td>tulafale</td>
<td>lau tofa (a le failauga)</td>
</tr>
<tr>
<td>Wife of an Orator</td>
<td>tausi</td>
<td>'oe le tausi</td>
</tr>
<tr>
<td>Untitled man</td>
<td>taule'a'e'a</td>
<td>lau susuga</td>
</tr>
<tr>
<td>Wife of an untitled man</td>
<td>faletua</td>
<td>'oe le faletua</td>
</tr>
<tr>
<td>Children</td>
<td>(1) ngao a alo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) 'aiga ali'ia</td>
<td></td>
</tr>
</tbody>
</table>

Practice

1. Memorization Exercise
2. Dictation

NEW WORDS: pule fa'amalumalu - to preside
fa'atatau - to pertain, to apply

NEW SENTENCE STRUCTURE:
E ta'u'a X o Y. - X is called Y.

E ta'ita'ina nu'u o Samoa e tagata e ta'u'a o matai. E ta'u'a le isilitu'aiga o matai. E ta'u'a le isi
itu'aiga / 'o afia'i, a'ole le isi itu'aiga / o le tulafale. E pule fa'amalumalu a'iga i fono o le nu'u. / 'o tulafale e fa'i lauga i fono. / E ta'u'a le to'alua o le a'i'i i 'o le fatetua. / E ta'u'a le to'alua o le tulafale 'o le tausti. / 'Afia' i leal i se ioga matai o se tamalao, e
ta'u'a lea tamalao 'o le taule'ale'a. / E ta'u'a le ava e le taule'ale'a o le fatetua. / E fa'atatau le 'upu "nofo a alo" i fanau o le 'aiga. / A'o le 'upu "aiga a'iga i" e fa'atatau i le 'aiga atoa.

3. Comprehension Questions

a. 'O a itu'aiga 'o matai e lua?
b. 'O le a la galuega a le a'i'i?
c. 'O le a le galuega a le tulafale?
d. Fa i a'i se ioga matai o le a'i'i?
e. Fa i a'i se ioga matai o le tulafale?
f. Fa i a'i se ioga matai o le taule'ale'a?

4. Questions

a. 'O le a le 'upu e 'ave i le ava a le a'i'i?
b. 'O le a le 'upu e 'ave i le to'alua o le tulafale?
c. 'O ai le tagata e fa'atatau i ai le 'upu "lau afioa"?
d. 'O le a le 'upu e 'ave i le matai e fa'i lauga i fono o le nu'u?
e. 'O le a le 'upu e 'ave i le 'aiga atoa?
f. 'O ai le tagata e fa'atatau i ai le 'upu "faletua"?
g. 'O le a le 'upu e 'ave i le tamalao e lea'i ioga matai?
h. 'O ai le tagata e fa'atatau i ai le 'upu "lau tofa"?
i. 'O le a le 'upu e 'ave i fanau a le matai?
j. 'O le a le 'upu e 'ave i le to'alua o le taule'ale'a?
k. 'O ai le tagata 'ua fa'ipoipo i le taua?

Mastery Check

Please close your books. Teacher: Greet one of the missionaries and tell him your role in Samoan society. Then have him respond appropriately. Continue until all missionaries have had a chance to participate. Mastery level is achieved when missionaries use the correct term of address for each role.

Example: Teacher: Talofa. 'O a'u 'p le tulafale.
Missionary A: Malo lava lau tofa.
Teacher: Talofa lava. 'O a'u 'o le taule'ale'a.
Missionary B: Malo lava lau susuga.

X PATTERNS - POLITE GREETINGS ALONG THE ROAD

When meeting someone in the road or on a trail, it is customary for Samoans to greet each other. These greetings usually consist of complimenting people on what they are doing or asking them where they are going. The following patterns will help you formulate a number of these greetings.

1. 'A 'e a'aga i 'i ______?
   a. tai
   b. uta
   c. 'ila
   d. le fa'ato'aaga

1. Are you going ______?
   a. to the shore
   b. inland
   c. over there
   d. the farm/plantation

2. E fa'i ______?
   a. se ta'aiga
   b. se tagasima
   c. sau faiva
   d. se galuega

2. Are you going ______?
   a. to have a game
   b. to do some laundry
   c. fishing
   d. to do some work

3. E fa'a'apena lava vae atu ______.
   a. lau susuga
   b. lau afioa
   c. lau tofa
   d. 'oe le fa'lfgua
   e. 'oe le tina

3. Just as you say, If I may say so, ______.
   a. sir
   b. your lordship
   c. your highness
   d. ma'am
   e. mother (polite way to address and elderly woman)
4. 'A fa'afsefa ________?
   a. 'oulu
   b. Lau susuga
   c. lua susuga/tou susuga
   d. luā faigamalaga
   e. Iena itu

5. Vae ane ______, ma te malaga 'i lalā pitonu'u.
   a. Lau susuga
   b. Lau afiga
   c. Lau tofa
   d. 'oe le satea
   e. 'oe le taula

6. Ia, o lea ma sosola ______.
   a. 'i lena itu
   b. 'i uta
   c. 'i le matou fale
   d. -

7. Malo le ______.
   a. galue
   b. fa'amalosi
   c. vaelevalu vao
   d. amo
   e. fa'arua

8. Ia, ______.
   a. matu mai vai
   b. manava ali'i
   c. tauai a'e
   d. susu la

Practice

1. Memorization Exercise

2. Questions
   a. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'ua fo'i mai sana ta'aleaga?
   b. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata o alu 'i le fa'amaga?
   c. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata o savali i le matafaga?
   d. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'o sasa le vao?
   e. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'o 'ave se 'aveaga?
   f. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'o 'u'u se poli?
   g. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata to'alua 'o le tulafale 'o savali i le 'uala?
   h. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'o savali i le 'a'ai i tai?
   i. 'O le a sau 'upu e fai 'i se 'ave ta'avai?
   j. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se tagata 'o 'u'u ni i'a?
   k. 'O le a sau 'upu e fai 'i se tagata 'ua uma lana galuaga?
   l. 'O le a sau 'upu e fai pe'a feilao'i oulu ma se matai 'o savali i le aual?
   m. 'O le a sau 'upu e fai 'i se tagata 'ua 'u'u le fasi moli?
   n. 'O le a sau 'upu e fai pe'a feilao'i oulu ma ni taule'a e to'alua.

3. Please close your books. Teacher: Have one missionary in each pair make up flash cards out of index cards or scraps of paper and writing one of the items below on each card. Instruct the other missionaries in each pair to pretend they have met the person described on the card and have them give the proper response each time their companions hold up a card. Once a card is presented, the other missionary has only 10 seconds to react. If that missionary asks a question, the companion holding the flash cards should respond and participate appropriately. Continue until each pair has gone through the deck of cards once. Then have them reverse roles and begin again. Monitor their performance and provide help where needed.

<table>
<thead>
<tr>
<th>ali'i</th>
<th>woman with laundry</th>
<th>faletua</th>
<th>tugafale</th>
<th>boy with fishing pole</th>
<th>faulafala</th>
<th>man with fishing pole</th>
<th>fa'afafene</th>
<th>man with fish</th>
<th>fa'afafene</th>
</tr>
</thead>
</table>

*Fa'aafsefa is an alternate pronunciation of fa'aapese (how). This is an idiomatic way of asking people where they are going.
Mastery Check

Have the missionaries walk slowly in an elongated circle either in the hall or outside on the sidewalk. The circle should be so narrow that opposite sides nearly meet, as in the following diagram:

Each time they approach another missionary, have them hold up one of the flash cards from the previous exercise and give the appropriate greeting or question. Monitor and evaluate their performance. Mastery level is achieved when missionaries can give appropriate, intelligible greetings to people on the road.

PERFORMANCE ACTIVITIES

The teacher will select a missionary to come to the front of the class and pantomime an action. Missions who think they know what the action is may raise their hands. Call on them in order and have them guess what the mime is doing. If the guess is correct, the questioner takes the place of the mime and performs an action of his or her own. If there are three wrong guesses in a row, the missionary will explain his action, and the teacher selects another missionary to be the mime.

Example: Missionary A: (Pantomimes walking along bouncing a ball)
Missionary B: E fai se taga'ame?
Missionary A: Leai, ou te le fai se taga'ame!
Missionary C: E fai se ta'a'ologa?
Missionary A: Toe, e fai se ta'a'ologa.
(Missionary C becomes the mime.)

RETENTION HOMEWORK

1. Work with your companion, asking each other the questions in exercise 4, page 297.

2. Write out a translation of the passage on page 297. Then have your teacher go over your work.

3. Work with your companion, asking each other the questions in exercise 2 on page 298.

4. Have a conversation with your teacher in Samoan in which you ask him to explain the various customs associated with positions of rank in Samoa.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use special "fronting" constructions for emphasis.
2. Form and use relative clauses in Samoan.

VOCABULARY

asiasi/asisiga - to visit/visit
(fv. asia)
fagu isu - soft drink in a bottle
ili - fan
logo - bell, wooden gong
lgle - candy
manatua - to remember
nju - coconut tree, young coconut
pasese - passengers, fare
pili - bill

sone - zone (LDS mission term)
tapili - to fan, to wave
taugofia - inexpensive, cheap
tautalaititi - insolent, sassy
te'i - to startle, to surprise, to happen suddenly, surprise
tilitilo - to look, to glance, to watch
totogi - to pay, wage, salary, pay
tupe - money
uia - to make fun of, to make a joke of

GRAMMAR

DOER AND DONE-TO FRONTING

In Samoan, a number of different items can occur first in sentences in order to give them special emphasis. We shall refer to the practice of putting certain words at the front of sentences as "fronting."

Different grammatical structures are used depending on whether the fronted item is a doer or done-to, an adverb of time or reason, or the object of a prepositional phrase. In almost all instances where some expression is fronted, the presentative particle 'o begins the sentence.

To emphasize doers or done-tos, simply begin the sentence with 'o, followed by the doer or the done-to. The rest of the sentence stays the same, with one exception: When the doer of a transitive verb is fronted, the doer marker e is no longer needed. Study the following examples:

<table>
<thead>
<tr>
<th>Normal Word Order</th>
<th>Doer or Done-To Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa alu atu le tama 'i le fale</td>
<td>'O le tama sa alu atu 'i le fale.</td>
</tr>
<tr>
<td>- The boy went to the house.</td>
<td>- The boy went to the house. (doer fronting)</td>
</tr>
<tr>
<td>Sa tapuni e Mele le fai toto'a.</td>
<td>'O Mele sa tapuni le fai toto'a.</td>
</tr>
<tr>
<td>- Mary opened the door.</td>
<td>- Mary opened the door. (doer fronting)</td>
</tr>
<tr>
<td>Sa tapuni e Mele le fai toto'a.</td>
<td>'O le fai toto'a sa tapuni e Mele.</td>
</tr>
<tr>
<td>- Mary opened the door.</td>
<td>- Mary opened the door. (done-to fronting)</td>
</tr>
<tr>
<td>Ou te tu'uina atu le tusi 'ia te 'oe.</td>
<td>'O le tusi ou te tu'uina atu 'ia te 'oe.</td>
</tr>
<tr>
<td>- I'll give the book to you.</td>
<td>- I'll give the book to you. (done-to fronting)</td>
</tr>
</tbody>
</table>

This fronting rule is also often applied to equative sentences:

'O se tama lelei Sikoki.
- Scott is a good boy.
'O Simi lo'u igoa.
- My name is Jim.

'O se tama lelei Sikoki.
- Scott is a good boy.
'O Simi lo'u igoa.
- My name is Jim.
Questions in which 'o a'i (who) is the door frequently make use of this construction:

'Sa tapuni e a'i le fa'aitoto'a?
- Who shut the door?

In exception to this rule, a few verbs which commonly occur with a directional adverb and no perfective suffix (such as fa'i atu and fa'i mai) require the particle a'i to be placed after the verb when the done-to is fronted:

'Na ou fa'i atu le 'upu.
- I said the word.

The following pattern places doers or done-tos at the beginning of the sentence for special emphasis:

\[ 'o \quad + \quad \begin{cases} \text{NP doer} \\ \text{NP done-to} \end{cases} \quad + \quad \text{rest of sentence} \]

**EXCEPTION:** a'i follows the predicate when the done-to is of some verbs, such as fa'i atu and fa'i mai, are fronted.

Examples:

'0 le a'i I sa ta'ita'iina le fono.
- A chief conducted the meeting.

'0 le vaega lea e nonofo i le matafaga.
- Those folks live at the beach.

'0 le pilii na totogi e Mele, a'o le pasea na totogi e a'u.
- The bill was paid by Mary, but the fare was paid by me.

'0 lo'u uso sa lavesia i le ta'avale.
- My brother was injured by a car.

**Mastery Check - Rule**

**Practice**

1. **Dictation**

'Na sau le fa'aoga i le potu vaega i le taeno. / 'Sa tatala uma fa'amalama ma 'ua pe moli. / Na tusia fa'i ni 'upu leaga 'i le laupapa. / Na fa'i atu le fa'aoga, "O a'i sa tatalaina fa'amalama?" / 'Sa talii se teine la'itiiti, "O Sala na tatalaina fa'amalama." / 'Sa feesili atu le fa'aoga, "A'o a'i na tapena moli?" / 'Sa talii le teine la'itiiti, "O Simi sa tapena moli." / 'Sa toe feesili atu le fa'aoga, "O a'i / na tusia nel 'upu leaga?" / 'Sa talii le teine, / "O Mele sa tusia na mea i le laupapa." / 'Sa toe feesili atu le fa'aoga, "A'o a'i 'oe?" / 'Sa talii le teine, "O a'u 'o le afafine o le pulaa'oga."

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following items. Then read the underlined portion, pause, and select a missionary to repeat the sentence, placing the underlined item at the beginning.

   a. 'Sa ta'ina e Simi le logo.
   b. 'Sa tapili e le lo'metua lona ili.
   c. O le'a 'ou totogi le pilii taeno.
   d. Sa ia 'aumai le tupe 'ia te 'i matau.
   e. Na tu'u e le ioga lea le tupe i le pusa.
   f. Sa 'ai e le tama ni lole.
   g. O le'a tautau e le tina ta'inamu na.
   h. E taufaala'iiti le teine I lana fa'a'oga.
   i. Sa fa'asa e le ta'ita'i sone le fa'afe'aue.
   j. E ula le ta'ita'i itu i le perei'tene o le misiona.

4. Direct one missionary to leave the room. Then make certain changes in the room such as turning out the lights, opening certain books, opening the window, writing on the board, etc. Then have the missionary come back in and guess what changes were made and by whom. The missionary will get 3 points for each change noticed and 1 point for guessing who did it. Repeat until everyone has had a chance to participate.
TIME AND REASON FRONTING

The second fronting rule allows expressions of time or reason to be placed first in the sentence when special emphasis is desired. The particle 'o begins the sentence, followed by the expression of time or reason, followed by the rest of the sentence. The particle ai follows the predicate. For example:

**Normal Word Order**

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Time or Reason Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa ou faiataina lelei tusi anasafi.</td>
<td>'O anasafi sa ou faiataina lelei tusi.</td>
</tr>
<tr>
<td>Matou te malaga taeao.</td>
<td>'O taeao matou te malaga ai.</td>
</tr>
</tbody>
</table>

Even though time expressions may require a preposition in normal word order (as in i le aso, i le tausaga fou, etc.), the preposition is often omitted when the expression is fronted. Similarly, expressions of reason or cause which would normally be expressed with 'ona 'o omit this construction when the "reason expression" is fronted. Some ideas are expressed in fronted form only. Study the following examples:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Time or Reason Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa ou taunu'u mai i lena aso.</td>
<td>'O lena aso sa ou taunu'u mai ai.</td>
</tr>
<tr>
<td>Na oti lo'u tama'i le masina 'ua te'a.</td>
<td>'O le masina 'ua te'a na oti ai lo'u tama.</td>
</tr>
<tr>
<td>Ou te le alu 'ona 'o le mea lea.</td>
<td>'O le mea lea ou te le alu ai.</td>
</tr>
</tbody>
</table>

Questions of time and reason (when and why) usually have the question adverb fronted. 'Aisea is an exception in that it does not require the particle 'o:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Time or Reason Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Na 'e sau anafea?</td>
<td>'O anafea na 'e sau ai?</td>
</tr>
<tr>
<td>Tou te alo'afea?</td>
<td>'O alo'afea tou te alo ai?</td>
</tr>
<tr>
<td>'E te musu i se a?</td>
<td>'Aisea 'e te musu ai?</td>
</tr>
</tbody>
</table>

Sometimes with time fronting, the particle ai is not needed, especially if there are other modifiers (usually prepositional phrases) following the predicate. For example:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Time or Reason Fronting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ou te alu i le a'oga taeao.</td>
<td>'O taeao ou te alu i le a'oga.</td>
</tr>
</tbody>
</table>

The following pattern places expressions of time or reason at the beginning of the sentence for special emphasis:

'0 + \[
\text{TIME EXPRESSION} \begin{cases} \text{REASON EXPRESSION} \end{cases} + \ldots + \text{PRED} + \text{ai} + \text{rest of sentence}
\]

Exception: Sometimes with time fronting, ai is omitted if other modifiers, especially prepositional phrases, follow the predicate.

NOTE: The three periods ( . . . ) in the rule above represent other information which may occur in that space: for example, a tense marker and possibly a descriptive pronoun.
Examples:
'O tesa o e'amata ai le tifaga. - Tomorrow the movie begins.
'O le poga lea sa la taina ai le logo. - (That's) the reason they rang the bell.
'O afe aou tou o atu ai? - When are you going?
'O le a le mea 'ua leaga ai le la'au pu'a lea? - Why is the tape recorder broken?

Mastery Check - Rule

Practice

1. Dictation

NEW WORD: Epikopo - Bishop

'O le tausaga 'ua te'a sa leaga ai Simi. / Sa ia solitulafono ma sa fai teine. 'O le poga lea / sa mana'o ai le epikopo e talanoa ma Simi. / 'O le taimi lenei, ua lelei le anio a Simi. / O le masina 'ua te'a na 'amata ai le misiona a Simi. / 'O anana'i na ia taulotoina ai ni lesona e tolu. / O le vaiaso lea o le'au la malaga atu ai 'i Samoa. / 'O le mea lea e fiafia ai le epikopo o Simi.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following items. Then read the underlined portion, pause, and select a missionary to repeat the sentence, placing the underlined portion at the beginning and making and necessary changes.

   a. Sa matou taumu'u i le masina 'ua te'a.
   b. O lo'o fa'amanoaoa 'o ta ona 'o lona matavas.
   c. Sa fa'amisiona anafoa lou tama?
   d. Sa 'ou totoi lea pili i le tausaga 'ua te'a.
   e. E fai le sauniga taeao.
   f. Sa ma'i le tama anapo.
   g. Ou te le fiafia 'I le taine 'ona 'o lona mata taulaga.
   h. O le'au 'e vele afe le vao i tua?
   i. O le'au oti le tomai 'i le tausaga lenei.
   j. O le'au ou ai i le fale'oics fa'atau mai ni fagu inu taeao.
   k. Sa te'i le tama ananei.
   l. Sa ita tele te ta'ita'ione i le vaiaso 'ua te'a.

4. Teacher: Divide the missionaries into pairs so that each missionary is working with someone other than his companion. Then read them the following instructions.

Think back to the last fight you had with your companion. Then relate it to another missionary. Explain each thing your companion did or said, following it with an explanation of what you did. Where possible, express what your companion did as being the reason for what you did (or vice-versa). Then listen as another missionary relates his/her similar experience to you.

Mastery Check

Your mission president thinks you have been wasting your time and so he hauls you in for an interview. Pretend your companion is the mission president and recount to him/her everything you have done in the past four or five days, emphasizing when you did those things. Answer any questions s/he may have. Then reverse roles and begin again. Teacher: Mastery level is achieved when missionaries are able to communicate effectively using time/reason fronting.

**OBJECT OF PREPOSITION FRONTING**

The objects of the prepositions i, ia, ia, ia, ia, te, and ia te can also be placed first in the sentence for emphasis. 'O comes before the fronted object, and ai or i ai follow the predicate. The preposition whose object is fronted is omitted. Where the preposition of the fronted object is one of location or instrumentality, ai follows the predicate. 'I ai follows the predicate in sentences where the objects of prepositions of direction have been fronted. For example:
Normal Word Order

Ou te alu 'i le fale lea.
- I'm going to that house.

Ou te tu'uina atu le tusi 'ia te 'oe.
- I'm giving the book to you.

Sa nofo Simi i le potu lela.
- Jim stayed in that room.

Sa ia fasia lona uso 'i le la'au.
- He beat his brother with a stick.

The question word fea (where) is often fronted:

'E te alu 'i fea?
- You're going where?

Sa lua momoe i fea?
- You (2) slept where?

Object of Preposition Fronting

'O le fale lea ou te alu 'i ai.
- I'm going to that house. (or, That's the house I'm going to.)

'O te tu'uina atu le tusi 'ia te 'oe.
- I'm giving the book to you. (or, It's you I'm giving the book to.)

'O le potu lela sa nofo ai Simi.
- Jim stayed in that room. (or, That's the room Jim stayed in.)

'O le la'au sa ia fasia ai lona uso.
- He beat his brother with a stick.

The following pattern places objects of the prepositions 'i, i, 'ia, 'ia, 'ia te and ia te at the beginning of the sentence for special emphasis:

'0 + NP object of preposition + . . . + PRED + \( \{ 'i ai \} + \) rest of sentence

\( 'i ai \) is used when the objects of direction prepositions are fronted, ai when objects of location or instrumentality prepositions are fronted.

Examples:

'O le moega lale sa ou ta'oto ai.
- (That's) the bed I lay in.

O Samoa o le'a matou fa'amisions ai.
- (In) Samoa we will serve our missions.

O fea lua te malaga atu 'i ai?
- Where are you (2) going?

Mastery Check - Rule

Practice

1. Substitution - Class

a. Model: 'O le fale lea 'e te alu 'i ai.
   Substitute: taeao, le pogai lea, fale ta'aalo, anosafi, potu moe, le mafiuga lea, umu kuka, sefe

b. Model: 'O Simi ou te alofa 'i ai.
   Substitute: sa ou fa'asalaina, o le'a moe i le potu, ou te fa'alogof, o lo'o latou fa'alogoaina, na ia va'ai, sa tame'e

2. Substitution - Individual

3. Please close your books. Teacher: Read one of the following items. Then read the underlined portion, pause, and select a missionary to repeat the sentence, placing the underlined portion at the beginning and making any necessary changes.

a. Sa alu Elder/Sister [le fale uila.

b. O lo'o alofa Elder/Sister [la Elder/Sister.

c. Sa ou fa'amamsina le fale i le salu.

d. Sa ou ta'oto i le moega analofa.

e. Sa ula le tama i le pulea'oga.

f. Na lua o i fea?
4. On your last preparation day, all of your companion's belongings were stolen. You are the police's prime suspect! Pretend your companion is the police detective as you give a detailed accounting of every place you went on your last preparation day, so that your whereabouts can be established. This is important information, so use emphatic word order where appropriate. Answer any questions s/he might have. Then reverse roles and begin again.

Mastery Check

The police (see preceding exercise) have finished interrogating you and other suspects on your whereabouts. Now they are looking for a motive. Pretend you are the police detective as you tell him how you feel about the other members of the district and other missionaries in your dorm (that is, whom you like, whom you love, whom you don't like, whom you hate, etc.). The detective wants to be sure to get the names right, so be sure the emphasize the people about whom you are talking. The detective may ask you about some individuals if you don't mention them. Afterwards, reverse roles and begin again. Teacher: Mastery level is achieved when missionaries communicate effectively using object of preposition fronting.

RELATIVE CLAUSES

In English, clauses which modify certain sentence elements (usually nouns) are called relative clauses. Relative clauses are usually introduced by special words (such as "which," "that," "who," "whom") known as relatives which refer back to the element modified by the clause. In the examples below, relatives have been circled, and the relative clauses have been underscored.

I found that book which was lost.
The house that I live in has a red roof.
A girl who loves microbiology will always be popular in school.
We talked to the boy whom Johnny beat in the race.
Mike told us the reason why he came.
Jane was married on the day when her brother was drafted.

Within its clause (the underlined portion in the examples above), each relative also serves a particular grammatical function. For instance, in the first example above, "which" is a doer. In the second example, "that" is the object of the preposition "in." In the third, "who" is a doer. In the fourth, "whom" is a done-to. In the fifth, "why" is an expression of reason, and in the sixth, "when" is a time modifier.

A relative clause is a clause which modified a certain element in a sentence, usually a noun. It is usually introduced by a relative (which, who, whom, etc.), which refers back to the element being modified.

Mastery Check - Rule

Practice

For each of the following sentences, underline the relative clause and draw a circle around the relative. Then in the blank to the side, write the function of the relative in its clause (doer, done-to, object of preposition, time expression, reason expression).

1. Boys who can cook will always have girlfriends.

2. Claire, whom Jeff recently hired, is an excellent typist.

3. Barbara works as an editor even on days when she feels rotten.
4. Douglas read through the lesson which Scott left on his desk.
5. Mary Ann opened the box which the dress came in.
6. Mark, who is an excellent teacher, also proofreads on the side.
7. The house which Richard lives in is located near my home.
8. He refused to tell us the reason why he acted so cold.
9. He came on the week when my wife was ill.
10. The woman whom I dated had lived in South America.
11. The guy who writes this stuff works at home.
12. His grandfather passed away in the year when my son was born.
13. Mr. Campbell read the material which Scott had written.
14. Janece explained the thing which made her irritated.
15. Elder Holt laughed at the very moment when he read this sentence.
16. The reason why he would not give us a raise left us unsatisfied.
17. The building which I am looking for has seven stories.
18. The book which Mark used on Sunday nights was inadequate.

Mastery Check

For each of the following sentences, underline the relative clause and draw a circle around the relative. Then in the blank to the side, write the function of the relative in its clause (doer, done-to, object of preposition, time expression, reason expression).

1. Barbara relaxed during the time when Doug was on vacation.
2. Doug ran the eggs which his wife had boiled through the shredder.
3. Richard, who otherwise was a fine evening teacher, led a wild night life.
4. I simply cannot trust the man whom I have been working for.
5. Ray explained the reason why he could not accept the thesis.

RELATIVE CLAUSES IN SAMOAN

Like English, Samoan uses clauses to modify certain sentence elements, usually nouns. But unlike English, Samoan relative clauses are not introduced by relatives. Samoan relative clauses more closely resemble those English sentences which omit the relative. Study the following examples in which the relative clauses have been underlined:

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the note which you wrote?</td>
<td>Where is the note you wrote?</td>
</tr>
<tr>
<td>She came on the day when you were working.</td>
<td>She came on the day you were working.</td>
</tr>
<tr>
<td>The reason why he quit is a secret.</td>
<td>The reason he quit is a secret.</td>
</tr>
<tr>
<td>I met the man whom you sued.</td>
<td>I met the man you sued.</td>
</tr>
</tbody>
</table>

As in the examples in the above right column, Samoan relative clauses are sentences which are complete except for the part of speech or word which in English would be represented by a relative. In instances where the relative is the object of a preposition, Samoan omits the entire prepositional phrase from the relative clause. Study the following examples:

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary is the girl whom I sent flowers to.</td>
<td>Mary is the girl I sent flowers.</td>
</tr>
<tr>
<td>I met the boy to whom you gave the present.</td>
<td>I met the boy you gave the present.</td>
</tr>
<tr>
<td>He lost the hammer with which his brother</td>
<td>He lost the hammer his brother had fixed the roof.</td>
</tr>
<tr>
<td>had fixed the roof.</td>
<td></td>
</tr>
</tbody>
</table>
The function (doer, done-to, etc.) of the omitted word(s) in the relative clause determines certain grammatical features of such clauses. These grammatical features exactly parallel those you have already learned as "fronting rules" in the last three sections of this lesson.

For example, if the omitted word (which in English would be a relative) acts as a modifier of time or reason in its clause, then the particle ai follows the predicate of the relative clause.

Relative clauses in the following examples have been underscored for your convenience:

"Sa ia oti i le aso na 'e sau ai."
- He died on the day you came.

"Sa fanau le pepe i le masina na agi ai le afa."
- The baby was born in the month the hurricane struck.

"Ou te fia iloa le poga'i na 'e le rotogi ai le pilii."
- I want to know the reason you didn't pay the bill.

"Sa ou le malamalama i le 'afuaga na pa'u ai le fale."
- I didn't understand the reason the house fell.

If the omitted words act as a prepositional phrase of location or instrumentality in the relative clause (which in English would correspond to "in which," "at which," or "with [instruments] which"), then the particle ai follows the predicate of the relative clause. If the omitted words act as a prepositional phrase of direction in the relative clause (in English, "to which," "to whom," etc.), then 'i ai follows the predicate of the relative clause. For example:

"E mumu le ta'availe ou te mana'o 'i ai."
- The car I want is red.

"O fea le tama na 'e tu'agina atu 'i ai le tusi?"
- Where is the boy you gave the book (to)?

"Aumai se naif ai te ese ai le vao."
- Bring a knife (with which) I can cut the grass.

"'Usa gaona le ta'availe na momoa ai o 'u uso."
- The car my brothers were sleeping (in) has been stolen.

If the omitted word is a doer of a done-to in its clause, then no special particle follows the predicate of the relative clause:

"'O fea le tama na nofo i 'u'ina?
- Where is the boy (who) was sitting here?

"O la'o le ta'agaga na 'ou fasia anapo."
- He is the person I best up last night.

"O le fia faitauina le tusi fou na fa'atau e Male."
- I want to read the new book Mary bought.

Remember, placement of the particle ai or 'i ai in relative clauses depends on the function of the omitted word(s) in the relative clause, not in the main sentence.

The exceptions described for fronting rules in the first three sections of this lesson also apply to relative clauses.

Relative clauses are sentences which are complete except for the word or words which in English would be a relative or a preposition and a relative. Relative clauses follow the word(s) they modify. If in its clause, the omitted word(s) function as a:

1. **DOER or DONE-TO**, then no special particles are needed.
2. **EXPRESSION OF TIME OR REASON**, then ai follows the predicate of the relative clause.
3. **PREPOSITIONAL PHRASE**
   - (a) **OF DIRECTION**, then 'i ai follows the predicate of the relative clause.
   - (b) **OF LOCATION OR INSTRUMENT**, then ai follows the predicate of the relative clause.

Examples:

"Na faiseoi'i Ioane na le tagata na gaona lana tupe."
- John met the person who stole his money.

"E tausofie le tusi lea o lo'o 'u'u e Lafia."
- That book Lafia is holding is inexpensive.

"E le mafa'i ona galo ia te a'u le aso na 'e sau ai."
- I can't forget the day you came.

"E lelei le lūaga na 'e fa'alo'go 'i ai?"
- Was the talk you listened to good?

"Fa'amolemole, aumai se tupe e totogi ai le passe."
- Please give me some money with which to pay the fare.
Practice

1. Dictation. NEW WORD: laki - lucky, to be lucky

'O lo'u igoa 'o Pita. / Ou te nofo i se fale e masano lava mai le a'oga. / O le ala lea e masanì ai ona 'ou malaga i le pasi. / I se tasi aso, a'ou fa'atali i le pasi, / sa ma feiloa'i ma se tama e igoa 'ia Simi. / 'O ia 'o le tagata sa fa'amisa so'o i le g'oga. / Na sau Simi 'ia te a'u ma fai mai. / "Aumai le tupe o lo'o ia te 'oe." Sa ou fai atu / "E le mafai, leaga e fa'aoga le tupe leni / e totogi ai lo'u pasene." Sa ita loa Simi. / Sa ou fa'apea o le'a fasi a'u e pei / 'o le isi tema sa fasia e Simi i le isi aso. / Peita'i, o le minute lava lena sa tama'u yai ai le pasi. / Sa ou osi i le pasi ona alu loa lea o le pasi. / Sa laki tele a'u i lena aso.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate. Continue until the class has translated the entire passage.

3. Teacher: Read the sentences in one of the items below, pause, and select a missionary to repeat the sentences, making the second one a relative clause of the first. Then repeat the item and have the class repeat the missionary's answer.

Example: Teacher: Sa matou feiloa'i ma le tama. E masanì ona moe le tama i le vasega. Missionary: Sa matou feiloa'i ma le tama e masanì ona moe i le vasega.

a. Ou te alofa i le teine lea. Na ou tu'uina i le teine se ma aaloa.
b. Pe 'e te manataua le aso lena? Na 'ou sau i le aso lena.
c. E potu tele le ta'ita'i itu. Sa matou fa'alogo 'i le ta'ita'i itu.
d. O lo'e ma tala'i i le sone lena. E i le sone lena Asau, Sataua, ma Papa.
e. Sa uala le 'au ali'i i le tama. Sa moe le tama i le pasi.
f. Fa'amoleole, 'auamai se tupe. Ou te fa'tau se fagau iinu i se tupe.
g. Sa latou fa'amogaina le logo lea. Sa ou 'auamia le logo mai Niu Sila.
h. Fa'amoleole, 'auamai se niu. Ou te inu i le niu.
i. Sa fa'amatala mai le pogai. Sa ou tautala'iiti 'i le fale'oga.
j. Sa matou tilitolilo 'i le teine. Sa ta'ele le teine i le vae lepa.
k. Sa tapilil e mele le ilia lea. Sa auamia e lona tuagane le ilia mai Niu Sila.
l. Pe 'e te manaula le taimi lena? Sa pa'u Sale i le fale utla i lena taimi.
m. Sa tete'i tama'iota'i ina 'ua latou va'ai atu i le 'au ali'i. Sa ta'e'ele le telefufua le 'au ali'i.
a. E tautua le lole. Sa ou fa'gauina le lole ananafi.
b. Ou te fia loa le pogai. Na ta le logo i le vaveao.

4. Turn to the picture on page 62 or use a picture which the teacher will provide you. Make up a story about some of the people in the picture, using relative clauses where appropriate to give added information about the people as you introduce them into your story. Tell your story to your companion, then listen as s/he does the same. Teacher: Provide help where needed. If desired, pick one or two of the best stories and have the missionaries present them to the class.

Mastery Check

Teacher: Instruct the missionaries to bring to class any photographs they might have. Have them each prepare and present to the class a brief talk in which they introduce and describe the personalities or lives of the individuals in the photographs. Encourage them to use relative clauses where appropriate. Mastery level is achieved when missionaries are able to communicate effectively.

PERFORMANCE ACTIVITIES

TEST

1. Dictation. Possible Points: 15

'O Simi 'o se tama Samoa o lo'o fa'igalaeuga t se fale 'oti ulu. / Sa fiafa lava Simi ina 'ua o'o mai / le aso na muau ai lana tupe. / Sa ia fia muau se mea e 'ai. / O lea, sa alu e Simi i le tauaga e fa'atalu se mea 'ai. / Sa ia alu i le fale'oloa e le masano mai le fale 'oti ulu. / Sa ia alu i le tamaloa na pule i le fale'oloa. / Sa fai atu Simi. "Ou te fia fa'atam se fagau iinu taugofie." / Ae sa taali le fa'atalu'oloa, "Ta leai ni a matou fagau iinu. / Ae a se lole?" / Ae sa muau Simi. O lea sa alu Simi 'i se fale'aiga. / Ina ua fa alu atu i
2. Fill in the Blanks

NEW WORD: 'Olaga - life

O Mika o se _________ ulavale tele. Sa mesani _________ ia tautala'ititi i isi tagata _________ nonofo i lona fale. _________ ia uia fo'i i isi tama'i _________ latou s'o'aga fa'atas. 'O _________ poga'i lea sa 'avuina ai 'o ia _________ le fai'a'oga i le tamalo sa pule _________ i le s'og. Sa fa'i mai le pule'a'oga, "E tatau _________ 'e usita'i i _________ o lo'o ta'ita'ina ia _________ lenai." Peita'i, sa _________ fa'alogo Mika i le mea na fa'i mai _________ le pule'a'oga. Sa ia alu _________ fafo ma sa nofo i lalo _________ le la'au. _________ Le tai'imi lena na sau _________ se teine e malosi _________ tele. Sa 'amata _________ Mika ona tautala'ititi i le teine. Peita'i, _________ tago loa le teine _________ Mika ma sa ia fasia lena tama sa ula _________ ia te ia. O le _________ lea sa tagi ai Mika. Sa le toe ulavale _________ i lona 'Olaga ato'a.

ACTIVITY

Teacher: Draw a tic-tac-toe grid on the board and number the squares from one to nine (as shown below). Divide the class into two teams, one "X" and the other "O." The team to begin selects one box (by number). Read one of the sentences below and then reread the underlined word. One member of the team must reorder the sentence, placing that word at the sentence's beginning. If the answer is correct, that team's symbol (0 or X) is placed in the box. If it is incorrect, the other team's symbol is placed in the box. The other team then takes a turn. If the answer to an item constitutes "game point" (that is, the point which will determine the winner), then a wrong answer does not result in the opposing team's symbol occupying that square. Instead the square remains empty for the next team to try.

Tic-Tac-Toe patterns:

```
1 | 2 | 3
4 | 5 | 6
7 | 8 | 9
```

Game Items:

a. 'Ta mesa'ala pia.
b. O le'a malaga le lo'omatua i Api i le va'aana lea.
c. Ou te fia fa'alogo 'a sine musika.
d. Sa ou fai'aimina ni mai mea i le fuzione asanafl.
e. Sa stsi e Mele pola anataeao.
f. Na ta'e'ele telefuina le lau igoa iae i le vai tafe.
g. Sa moe le pepe i le fale o'o.
h. Sa tatale e a'i le fa'amalama?
i. Tou te avatu afei le kalone i lo tou fale?
j. E fasia ona fasia e le persiteene faife'auta'a'i.

RETENTION HOMEWORK

1. Rewrite the following sentences, placing the underscored element at the beginning of the sentence. Have the teacher check your work.

a. O le'a kuka e Mele sina mea'ai i le lua kuka.
b. Ou te le fia'isia'ia Elder Jones 'ona o lona 'aulaaga.
c. Na tu'u e le lo'omatu o le mea'ai i le sefe.
d. Na tu'u e le toea'ina o mea'ai i le sefe.
e. Matou te O i Samoa i le masina fou.
f. Le te malaga i Niu Sia I le tautaga fou.
g. Sa laulaui mai e le tama'ite'i le la mea'ai.
h. O lo'o tagi le tama'ona 'o lo tou a'aulaaga.
2. Rewrite the following pairs of sentences so that the second sentence is a relative clause within the first. Have the teacher check your work.

   a. Ua galo ia te 'oe leme aso? Sa fa'aipoipo Sale ma Mele i leme aso.
   b. O lea 'a'ai e le vaega lea faia nili'i. Na faatau e le tina faia nili'i i Apia ananafi.
   c. Ou te le malamalama i le ma'ufa'a. Na tupu se fa'alavelave ananafi.
   d. Sa tagi le tama lea. Sa fasia le tama e iona uso.
   e. O lo'o o atu le 'au ali'i i le vai tuloto. E maua lo tatou vai mai le vai tuloto.
   f. Sa ou tilotilo i le tama. Sa a'oga le tama i Apia.

3. Take turns with your companion translating the sentences in the passage in item 1 of the test.

4. Take turns with your companion translating the sentences in the passage in item 2 of the test.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

E&M There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Form relative clauses that express the notion of "whose" and "with whom."
2. Use relative clauses with emphatic antecedents.
3. Use verbs as nouns.
4. Form sentences without doers.

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>Meaning</th>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'aauau</td>
<td>to continue, to proceed</td>
<td>potopoto</td>
<td>to assemble, to be assembled</td>
</tr>
<tr>
<td>fa'a'ailoa</td>
<td>to make known, to show</td>
<td>sikareti/</td>
<td>cigarette</td>
</tr>
<tr>
<td>fa'a'ali/ fa'aali</td>
<td>to show, to reveal</td>
<td>sikaleti</td>
<td></td>
</tr>
<tr>
<td>fa'amasinol</td>
<td>to judge, to try (before a</td>
<td>sui</td>
<td>to change, to act as a representative,</td>
</tr>
<tr>
<td></td>
<td>judge), to inquire (as to)</td>
<td></td>
<td>representative</td>
</tr>
<tr>
<td>fa'apotopoto</td>
<td>to gather together</td>
<td>tapa'a</td>
<td>tobacco</td>
</tr>
<tr>
<td>lafo</td>
<td>to throw (with forearm), to</td>
<td>tia'i</td>
<td>to discard, to get rid of</td>
</tr>
<tr>
<td></td>
<td>mail, to contribute</td>
<td>fieti'e</td>
<td>to ride, to sit (on something)</td>
</tr>
<tr>
<td>lē iloa</td>
<td>to lose, to be lost</td>
<td>tuietsu'ave</td>
<td>responsibility</td>
</tr>
<tr>
<td>lauititi</td>
<td>narrow</td>
<td>tonu</td>
<td>(1) to be exact, correct, just, to be</td>
</tr>
<tr>
<td>lautele</td>
<td>wide</td>
<td></td>
<td>agreed, resolved, decided; squarely,</td>
</tr>
<tr>
<td>ma'ta'upu</td>
<td>subject, topic, affair, chapter</td>
<td>ulaula</td>
<td>exactly (2) arrangement, plan</td>
</tr>
<tr>
<td>pāpatiiso</td>
<td>to baptize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR

RELATIVE CLAUSES: WHOSE, WITH WHOM

In the last lesson, it was observed that Samoan relative clauses are complete sentences except for the omission of a word which in English would correspond to a relative (which, that, who, whom, etc.). Nevertheless, many times a complete sentence can act as a relative clause. For example:

Na taunu'u mai faife'au fou latou te lē' i iloa le fa'a Samoa.  - New missionaries arrived who didn't know Samoan. (lit. "New missionaries arrived they didn't know Samoan.")
'Ua leai se tasi na te manatua lenei mes.  - There was no one who remembered this thing. (lit. "There is no one he remembered this thing.")

This practice of using complete sentences as relative clauses is most often used to express the notion of "whose" and "with whom" (accompaniment). Study the following examples:

'O Mele 'o le teine 'ua leaga lana uati.  - Mary is the girl whose watch is broken. (lit. "Mary is the girl her watch is broken.")
Tatou 5 fa'atasi ma le tamāloa e vave lana ta'avale.  - Let's go with the man whose car is fast. (lit. "Let's go with the man his car is fast.")
Sa tagi le fafine 'ua ma'i lana tama.  - The woman whose daughter is sick cried. (lit. "The woman cried her daughter is sick.")
'o ai lua te o i le tifaga?  - Who are you going to the movie with? (lit. "Who you [2] are going to the movie?")
'o Pāi 'o le tagata ma te o i le fono.  - Pāi is the person with whom I'm going to the meeting. (lit. "Pāi is the person we [2] go to the meeting.")
Sa matou feliao'ai ma le tama sa tou pepeva 1 le fale sô anapō.  - We met the boy with whom you sang in the chapel last night. (lit. "We met the boy you [3] sang in the chapel last night.")
In Samoan, complete sentences may be used as relative clauses, especially when conveying the notions of "whose" and "with whom."

Examples:

E tatasou ona 'e alofa 'i le tagata lua te soa. - You should love the person with whom you are companions.

Ou te tafiafi i le teine e maku lona ofu. - I like the girl whose dress is red.

Matou te alofono 'i le fafine 'ua oti lana tane.

'O fea le teine sa tou nonofo fa'atasai i le va'a? - Where is the girl with whom you sat on the boat?

Mastery Check - Rule

Practice

1. Dictation

NEW WORDS: Maori - natives of New Zealand

NEW NAMES: Fatu Samita

'O Elder Samita 'o se faife'aautala'i e lamu 'ena'ena lona tino. / Peita'i, e le'o se Samoa 'o ia. / Na ia malaga mai Niu Sila fa'atasai ma / se isi alii'i o lo'lo' o soa i le misiona Samoa. / O ni tama Maori i la'ua. O lo'o la tala'i / i se mu'u e i ai le vai tuloto / e ta'elele aia tagata o le su'u. / Sa o atu i le vai tuloto Elder Samita / ma lamu soa, o lamu igoa o Elder Fatu. / Ina 'ua la tama'u au i le vai, sa ia va'ai atu / i le to'atele o tagata sa latou loelotu fa'atasai i le Aso Sa. / O Elder Samita e le'i sulu muamua se 'ie ta'ele. / A'o Elder Fatu sa masangi ona i a sule se 'ie ta'ele. / 'O le fa'afae'au 'ua uma ona sulu lona 'ie / sa oso i le vai, 'ae sa taumatafai pea Elder Samita / ona sulu lelei lona 'ie. / Ina 'ua uma ona sulu lona 'ie, sa ia oso i le vai. / Peita'i, sa pa'u le 'ie o Elder Samita / ma sa ia le lilo le 'ie i le vai. / Sa fe'atasai le 'au lotu 'i le faife'a'au ua pa'u lona 'ia. / Sa 'ata fo'i Elder Fatu. Sa fa'atasai Elder Samita / i le vai se'ia o'o ina toe 'aumai se isi 'ie / e le tamaio o lo'o latou nonofo fa'atasai.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Teacher: Read one of the following sentences, pause, and then select a missionary to expand the sentence, giving new information in the blank provided by using either a "with whom" or "whose" clause.

    a. Sa 'ou alofa 'i le tama'ita'i
    b. E lelei le faife'a'au
    c. Sa papati'siona le toes'ina
    d. Sa ti'et'et le fafine
    e. Sa te'i le ta'ita'i
    f. 0 lo'o tapili le i'i e le lo'matu
    g. Sa fa'ailoa atu le fa'alavelave e le fa'amastino
    h. 'E te manastus le fa'a'oga
    i. 0 le tama lea
    j. 0 le tahao
    k. Na fa'aapotopo fafe'a'au
    l. Sa tagi le teine

4. Discussion Questions (refer to exercise 1)

    a. Fa'amata o a ni lagona na o'o 'iia Elder Samita i lana mea?
    b. O le a le mea na 'ata ai Elder Fatu?
    c. 'Ua tupu mua fa'apena ia te 'o o muamua? O a ni lagona na 'e mua i lana mea?
    d. 'Aga tupu se mea fa'apena ia te 'oe, po'o le a lau mea e fa'i?
    e. O a ni ou fa'amoe a e tusa ma le faife'a'au o le'a luia soa i Samoa?

Mastery Check

Please close your books. Teacher: Have the missionaries prepare talks in which they tell about the other missionaries in their district. The missionaries are not allowed to mention names in

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LE, SE, E: EMPHATIC ANTECEDENTS

The element of a sentence which a relative refers back to is called an antecedent. Antecedents in the following examples have been underscored.

The woman who does my hair is very efficient.

I hit the ball which Johnny threw to me.

We met the boy whom you like so much.

Mary is the girl whose dress caught on fire.

The man with whom you work is a liberal.

In Samoan, special emphasis can be placed on the predicate of the relative clause by inserting a special pronoun -- 'o le, 'o se, or 'o e -- which acts as an additional antecedent. For convenience's sake, we can translate these pronouns as "who" or "whom." Nevertheless, they are not relatives, and are more correctly translated "he," "she," "they."

'O le is the definite singular, 'o se is the indefinite singular, and 'o e the plural. This extra antecedent follows the regular antecedent for which it stand and precedes the relative clause. Study the following examples:

'0 Ioane 'o le tagata 'o le na ula i le  fa'ia'oga.

'0 Mareko o le fa'ia'oga 'o le matou te ususita'i i sa.

'Sa tagi le pepe 'o le 'ua ma'i lona tina.

'0 loto ia asiasi i le teine 'o le o le'a la fa'aipoipo.

'O le, 'o se, and 'o e can precede relative clauses in which the omitted word acts as doer, done-to, or object of a preposition, as well as introducing "with whom" or "whose" clauses. For example:

Ou te alofa i le teine 'o le sa ta'ta'ina i le pese.

Sa fa'ta gis i le teine 'o le na ia fa'a'amanualina.

'Sa tagi le pepe 'o le 'ua ma'i lona tina.

O loto ia asiasi i le teine 'o le o le'a la fa'aipoipo.

When the particle 'o is omitted from these pronouns, they can be used in sentences much like normal emphatic pronouns except that they still precede relative clauses. In this use, they convey the meaning of "the one," "anyone," or "the ones." (Or, more conveniently but less correctly, "the one who," "anyone who," or "the ones who.") Like their other form, they still precede relative clauses, but no longer follow antecedent nouns. Study the examples on the following page.

Sa 'ou tiotilo atu 'i le na tamoe i le 'auila.

E tatau ona 'e fa'a'amalia atu 'i se 'ua alofa 'ia te 'oe.

'O le'a fa'asalaina 'e na solia poloa'iga a le Atua.

O le'a fiapia se tausia tulafono o le misiona.- (Any)one who keep the mission rules will be happy.

When the tense marker following these pronouns is the non-past tense marker e, the two are spelled as one word as in the last example above. (In other words, le + e = le; se + e = se; e + e = e.)

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The following pronouns precede relative clauses and place special emphasis on the predicate of the relative clause:

**DEFINITE SINGULAR:**

- 'o le - (who) le - the one (who)
  (whom) the one (whom)

**INDEFINITE SINGULAR:**

- 'o se - (who) se - anyone (who)
  (whom) anyone (whom)

**PLURAL:**

- 'o e - (who) e - the ones (who)
  (whom) the ones (whom)

Examples:

Sa ou avatua le ili i le teine 'o le na ma'i. - I took the fan to the girl who was sick.
Sa latou ula i le tamaoa 'o le 'ua leaga - They made fun of the man whose car was defective.
I ana ta'avele.
Avatu le niu 'i se 'ua fia fumu.
E masani ona asiasi atu fai'apeau 'i e 'ua mama'i.

Mastery Check - Rule

Practice

1. Double Slot Substitution - Class

**Model:** E malosi le tama 'o le o lo'o tamo'e i le fale ta'alo.

**Substitute:** le ali'i / o lo'o ta'alo
le teine / o lo'o tamo'e
Ø / sa ta'alo
le tama'ita'i / sa galue
Ø / e tamo'e
teine / sa ulula
le ali'i / Ø
Ø / 'ua moe
le 'au ali'i / Ø

2. Double Slot Substitution - Individuals

**Model:** o lo'o galue le toea'ina 'o le 'ua fou lona 'ie.

**Substitute:** le teine / e suilei lona uo
le tama / sa malaga mai analaia
le tama'ita'i / ma te nonofo fa'atasii
Ø / sa nofo i lou fale
Ø / sa o atu i le matafaga
le tama / 'ua oti lona tina
le ali'i / e mami ona 'ie
le ali'i / e lauititi o latou 'ie
Ø / e fou o latou 'ie
Ø / e tua lona 'ie
lo'omatu / sa ti'eti'e i le pasi

3. Teacher: Read the sentences in one of the items below, pause, and select a missionary to repeat the sentences, making the second one a relative clause of the first and inserting an emphatic antecedent. Then repeat the item and have the class repeat the missionary's answer.

Example: Teacher: Sa faile le tonu e le toea'ina. E lanu meamata lona 'ie.
Missionary: Sa faile le tonu e le toea'ina 'o le lanu meamata lona 'ie.

a. 'O Simi 'o le faifie'au. Sa ulula le faife'au i le potu ta'ele ananafi.
b. 'O lo le loomalta sa totogi le pasene. E lautele lona 'ie.
c. 'O le tama'ita'i sa fa'auloa atu lona manatu. E ulilii lona ulu.
d. Ona te fiafia 'i le faifie'au. Ma te soa i le misiona Samoa.
e. Sa matou talotilo i le tama'ita'i. O lo'o sut e le tama'ita'i ona 'ofu.
f. Sa potopoto faife'au i le fale sa. E taisi faife'au i le soge lala.
g. Ona te le fiafia i le taita'i itu. Sa taisi e le taita'i itu lo'u fusii ua foun.
h. 'O tagata 'uma e mafai ona ti'eti'e i le pasi. E fia malaga tagata 'uma i le matafaga.
i. 'O le tamaoa e ula tapa'a. Sa laupa le tamaoa i le matou lotu i le Aso Sā.
j. Le'a e papatisone le teine. E lauititi le 'ie o le teine.
4. Free-Response Questions

a. E tatau ona tatou alofa i le na maiu mo i tatou 'uma? Aisea?

b. E tatau ona fa'asalaina i latou 'o e le fina o i le tatau (war)? Aisea?
c. E tatau ona fa'asalaina faife'au i le MTC 'o e le ususita'i i tufafono uma lava? Aisea?
Fa'amata o le a se fa'asalaga tonu?
d. E tatau ona fa'asalaina (fa'amanuaina) i le mo le selaselesta (celestial kingdom) pepe 'o e 'uga oti 'ae ia atoa le valu tausaga? Pe tatau ona mua mua tofotofotina (test) i latou? Aisea?
e. E tatau ona 'e alofa i se agalega so'o ia te 'oe? E taga ona fasia se tagata fa'apena? Aisea?

Mastery Check

Please close your books. Teacher: For large classes, divide the missionaries into two groups. Otherwise, the class may participate in this activity as a whole. Tell the missionaries that they have been aboard an ocean liner which has just sunk. They are now sitting in a lifeboat, but there are too many people aboard, and the boat is in danger of sinking. Assign various roles to the missionaries such as first mate, nursing mother and baby (fa'ilele), doctor working on a cancer (kanesa) cure, mother of three children in another country, small but very intelligent child, or other roles at your discretion. The first mate says that two people should volunteer to jump off. Give each member of the class a chance to explain how he feels about his own life and then tell which two people should volunteer. Before beginning, write any vocabulary they might need on the board. Mastery level is achieved when missionaries are able to communicate effectively, or when two people drown, whichever comes first.

2. USING VERBS AS NOUNS

In English, we often use verbs as nouns. Note in the following examples how the underlined verb acts as a noun.

I didn't like his talking.
He left his work at home.
We enjoy the teachings of the Bible.
Mary's seeing was impaired.
The program came to its finish.

Similarly, verbs are often used as nouns in Samoan. One common way to make verbs into noun is to add the suffix -ga on to the verb. For example:

'tamata - to begin
fa'ai - to show, to reveal
fa'ali'u - to end
fa'amanaia - to bless
fa'amatala - to explain
fa'apotopo - to gather together
fa'asa - to punish
fa'ataunu'u - to accomplish
fa'i - to do, to make
fialoa'i - to meet
fuafua - to plan
gaoi - to steal
galue - to work
papatiso - to baptize
pu'e - to capture
sofia - to live (honorific)
su'e - to look for, to test
su'emau'e - to examine, to study
talanoa - to discuss, converse
ti'tetie - to ride
timu - to rain

Sometimes the suffix causes the meaning of some verbs to shift slightly:

'tai - to eat
'tave - to carry, to take
fa'anoanoa - to be unhappy
fiafia - to be happy
mo'oe - to sleep
taunu'u - to arrive, to come true

'aga - meal, feast
'avaga - burden, load
fa'anoanoaga - (cause of) unhappiness
fiafia - entertainment, amusement
mo'aga - bed
Taunu'u - end, destination, effect, result
In addition to adding the suffix -ga, some verbs also lengthen the first vowel, which sometimes shifts the word's meaning. For example:

<table>
<thead>
<tr>
<th>VERT</th>
<th>MEANING</th>
<th>FUTA VERT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta'alao</td>
<td>to play</td>
<td>ta'aloga</td>
<td>- game</td>
</tr>
<tr>
<td>tafoa</td>
<td>to roam, to wander about</td>
<td>tafoaga</td>
<td>- excursion, trip, tour</td>
</tr>
<tr>
<td>ola</td>
<td>to live, to be alive</td>
<td>olaaga</td>
<td>- life, existence</td>
</tr>
<tr>
<td>a'o</td>
<td>to learn, to teach</td>
<td>a'oga</td>
<td>- school</td>
</tr>
<tr>
<td>lafo</td>
<td>to throw, to contribute</td>
<td>lafoaga</td>
<td>(native game)</td>
</tr>
<tr>
<td>toso</td>
<td>to pull</td>
<td>tosoaga</td>
<td>- pulling, drawing</td>
</tr>
<tr>
<td>tusi</td>
<td>to write</td>
<td>tusiga</td>
<td>- writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tüsiga</td>
<td>- registration (or marriage)</td>
</tr>
</tbody>
</table>

In a few cases, the suffix for making nouns out of verbs is not -ga but -'aga or some other similar suffix:

<table>
<thead>
<tr>
<th>VERT</th>
<th>MEANING</th>
<th>FUTA VERT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>alofa</td>
<td>to love, to express' sympathy</td>
<td>alofa'aga</td>
<td>- compassion, mercy</td>
</tr>
<tr>
<td>gata</td>
<td>to come to an end, to terminate</td>
<td>gata'aga</td>
<td>- end</td>
</tr>
<tr>
<td>misa</td>
<td>to quarrel, to fight</td>
<td>misa'aga</td>
<td>- fight, fighting</td>
</tr>
<tr>
<td>nofo</td>
<td>to sit, to dwell</td>
<td>nofoaga</td>
<td>- dwelling, residence</td>
</tr>
<tr>
<td>tala</td>
<td>to tell</td>
<td>tala'aga</td>
<td>- history</td>
</tr>
<tr>
<td>inu</td>
<td>to drink</td>
<td>inuaga</td>
<td>- ceremonial, kava party</td>
</tr>
<tr>
<td>si'i</td>
<td>to raise, to lift</td>
<td>si'iaga</td>
<td>- move, removal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>si'itaga</td>
<td>- lifting, raising</td>
</tr>
</tbody>
</table>

Very often, verbs can be used as nouns without changing the form of the verb at all. For example:

<table>
<thead>
<tr>
<th>VERT</th>
<th>MEANING</th>
<th>FUTA VERT</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ats</td>
<td>to laugh</td>
<td>'o 'ats</td>
<td>- his laugh, his laughter</td>
</tr>
<tr>
<td>fa'eteete</td>
<td>to be careful</td>
<td>'o fa'eteete</td>
<td>- care</td>
</tr>
<tr>
<td>fa'alogo</td>
<td>to hear, to feel</td>
<td>'o fa'alogo</td>
<td>- his hearing, the way he hears it</td>
</tr>
<tr>
<td>faiatu</td>
<td>to read</td>
<td>'o faiatu</td>
<td>- her reading</td>
</tr>
<tr>
<td>festil</td>
<td>to ask</td>
<td>'o festil</td>
<td>- the question</td>
</tr>
<tr>
<td>fesosoani</td>
<td>to help</td>
<td>'o fesosoani ia</td>
<td>- her help to me</td>
</tr>
<tr>
<td></td>
<td></td>
<td>te a'u</td>
<td></td>
</tr>
<tr>
<td>fo'i mai/</td>
<td>to return</td>
<td>'o 'afo'i mai/atu</td>
<td>- his return</td>
</tr>
<tr>
<td>fo'atu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>goto</td>
<td>to set (of sun)</td>
<td>'o goto</td>
<td>- the setting of the sun</td>
</tr>
<tr>
<td>i ai</td>
<td>to exist</td>
<td>'o i ai</td>
<td>- the existence of this thing</td>
</tr>
<tr>
<td>i'oa</td>
<td>to know</td>
<td>'o i'oa</td>
<td>- my knowledge/understanding</td>
</tr>
<tr>
<td>le lava</td>
<td>to be tired</td>
<td>'o le lava</td>
<td>- his fatigue, his tiredness</td>
</tr>
<tr>
<td>ligi</td>
<td>to pour</td>
<td>'o ligi</td>
<td>- the pouring of the cocoa</td>
</tr>
<tr>
<td>ma</td>
<td>to be ashamed, embarrassed</td>
<td>'o ma</td>
<td>- shame, embarrassment</td>
</tr>
<tr>
<td>mū</td>
<td>to burn, to be in flames</td>
<td>'o mū</td>
<td>- the burning of the house</td>
</tr>
<tr>
<td>musu</td>
<td>to be uncooperative</td>
<td>'o musu</td>
<td>- unwillingness</td>
</tr>
<tr>
<td>sau</td>
<td>to come</td>
<td>'o sau</td>
<td>- his coming</td>
</tr>
<tr>
<td>soli</td>
<td>to trample, to break (a rule)</td>
<td>'o soli</td>
<td>- his treading on the grass</td>
</tr>
<tr>
<td>tō'otuli</td>
<td>to kneel</td>
<td>'o tō'otuli</td>
<td>- his rule-breaking</td>
</tr>
<tr>
<td>tū</td>
<td>to stand</td>
<td>'o tū</td>
<td>- your posture (as a noun, tū always means &quot;customs, ways&quot;)</td>
</tr>
<tr>
<td>useita'i</td>
<td>to obey</td>
<td>'o useita'i</td>
<td>- obedience</td>
</tr>
<tr>
<td>va'ai</td>
<td>to see</td>
<td>'o va'ai</td>
<td>- his view, the way he sees it</td>
</tr>
</tbody>
</table>

In many instances, verbs can become nouns by either method (adding the suffix -ga, or merely by treating them as nouns). Study the following examples:

<table>
<thead>
<tr>
<th>VERB</th>
<th>MEANING</th>
<th>FUTA VERB</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>to eat</td>
<td>'aiga</td>
<td>- meal, feast</td>
</tr>
<tr>
<td>'a'o'a'o</td>
<td>to teach, to learn</td>
<td>a'oa'o'aga</td>
<td>- teaching, education</td>
</tr>
<tr>
<td>fa'amasesino</td>
<td>to judge, to try, to inquire</td>
<td>fa'amasesino</td>
<td>- court case, judgment</td>
</tr>
<tr>
<td>fa'amoea</td>
<td>to hope</td>
<td>fa'amoea</td>
<td>- hope</td>
</tr>
<tr>
<td>fa'atua</td>
<td>to sell, to buy</td>
<td>fa'atua</td>
<td>- selling, sale</td>
</tr>
<tr>
<td>fa'atou</td>
<td>to instruct, to command, to direct</td>
<td>fa'atou</td>
<td>- instructions, command, order</td>
</tr>
<tr>
<td>galua</td>
<td>to work</td>
<td>galua</td>
<td>- work, job</td>
</tr>
<tr>
<td>mafaufau</td>
<td>to think out, reflect</td>
<td>mafaufau</td>
<td>- thought, daydream, memories</td>
</tr>
</tbody>
</table>

VERB WITH SUFFIX

<table>
<thead>
<tr>
<th>VERB</th>
<th>MEANING</th>
<th>FUTA VERB</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>to eat</td>
<td>'aiga</td>
<td>- meal, feast</td>
</tr>
<tr>
<td>'a'o'a'o</td>
<td>to teach, to learn</td>
<td>a'oa'o'aga</td>
<td>- teaching, education</td>
</tr>
<tr>
<td>fa'amasesino</td>
<td>to judge, to try, to inquire</td>
<td>fa'amasesino</td>
<td>- court case, judgment</td>
</tr>
<tr>
<td>fa'amoea</td>
<td>to hope</td>
<td>fa'amoea</td>
<td>- hope</td>
</tr>
<tr>
<td>fa'atua</td>
<td>to sell, to buy</td>
<td>fa'atua</td>
<td>- selling, sale</td>
</tr>
<tr>
<td>fa'atou</td>
<td>to instruct, to command, to direct</td>
<td>fa'atou</td>
<td>- instructions, command, order</td>
</tr>
<tr>
<td>galua</td>
<td>to work</td>
<td>galua</td>
<td>- work, job</td>
</tr>
<tr>
<td>mafaufau</td>
<td>to think out, reflect</td>
<td>mafaufau</td>
<td>- thought, daydream, memories</td>
</tr>
<tr>
<td>malamalama</td>
<td>to understand, to be enlightened</td>
<td>light, sunshine</td>
<td>malamalamaga</td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>malolo</td>
<td>to rest, to adjourn</td>
<td>pause, break</td>
<td>malologa</td>
</tr>
<tr>
<td>mana'o</td>
<td>to want, to desire</td>
<td>wish, desire</td>
<td>mana'oga</td>
</tr>
<tr>
<td>masani</td>
<td>to be used to, acquainted with</td>
<td>custom, habit, practice</td>
<td>masaniga</td>
</tr>
<tr>
<td>misa</td>
<td>to quarrel, to fight</td>
<td>quarrel, fight</td>
<td>misa'aga</td>
</tr>
<tr>
<td>ola</td>
<td>to live, to be alive</td>
<td>life, living</td>
<td>ola</td>
</tr>
<tr>
<td>pese</td>
<td>to sing</td>
<td>song, music</td>
<td>pasega</td>
</tr>
<tr>
<td>saveli</td>
<td>to walk</td>
<td>walk, march</td>
<td>saveliga</td>
</tr>
<tr>
<td>sui</td>
<td>to change, to represent</td>
<td>representatives</td>
<td>sui</td>
</tr>
<tr>
<td>tali</td>
<td>to reply, to receive or welcome guests</td>
<td>reply, answer, welcome, reception</td>
<td>taliga</td>
</tr>
<tr>
<td>ta'alo</td>
<td>to play</td>
<td>playing, play</td>
<td>ta'aloga</td>
</tr>
<tr>
<td>taumafai</td>
<td>to try, to attempt</td>
<td>try, attempt</td>
<td>taumafaga</td>
</tr>
<tr>
<td>tautala</td>
<td>to talk</td>
<td>speech, talking</td>
<td>tautala</td>
</tr>
<tr>
<td>tusi</td>
<td>to write</td>
<td>book, letter, ledger</td>
<td>tusiga</td>
</tr>
<tr>
<td>va'ai</td>
<td>to see</td>
<td>sight, seeing</td>
<td>va'aiga</td>
</tr>
</tbody>
</table>

Some verbs are seldom used as nouns.

Remember:

1. Many verbs can be made into nouns by adding the suffix -ga. (Some exceptions lengthen the first vowel and/or use the suffix -aga).
2. Many verbs can act as nouns without changing form.
3. Many verbs can act as nouns by either of the above methods.

Examples:

Mālo je taumafai.
O le a sau iao i le mea lea?
E fai la'u tautalaga i le Aso Sa.
Na tupu le misa i le papasītoga.
O le a le talaga o lenei mofoaga?
E lelei lau faitau?

- Compliments on the attempt ("Nice try").
- What's your understanding on this thing?
- (I'm) giving my talk on Sunday.
- A fight broke out at the baptism.
- What's the history of this dwelling?
- Is your reading (ability) good?

Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'O se mea lelei le 'ai?
Substitute: va'ai, tautala, papatisoga, galuega, wai'tai, fa'amau, fa'alogo, mā, 'ata, misa, misa'aga, tafao

2. Double-Slot Substitution

Model: Sa ala Ioane i t'ai e ta'ele.
Substitute: e fai se / Ø
Ø ta'alo
Ø / tafao
e fai se / Ø
e /imu
ile / Ø
Ø / fiafiaga
e maua le / Ø
3. Teacher: Read the sentences in one of the items below. Then read the underlined word, pause, and select a missionary to repeat the sentence, changing the underlined verb to a noun and making any necessary changes. Repeat the sentence and have the class repeat the missionary's response.

Example: Teacher: E lelei pe'ā usita'i i le fais'oga.  
Missionary: E lelei le usita'i i le fais'oga.

a. Ou te fiafia e galue.  
b. 'Ua sa ona ula tapa'a.  
c. E taga ona ta'alo i 'inei?  
d. E poto le tama e fai sikaleti?  
e. E sa ona lafo tusi i lena atunu'u.  
f. E le tatau ona fa'amisinina se isi.  
g. 'Ua taga ona t'ari'i i lena laulau?  
h. E muamua ona fa'atau a tatou mea'ai.  
i. Sa vave ona su'i ona 'ofo.  
j. E lemu ona alu le va'a.

4. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to tell you to continue to do the action mentioned in the sentence you read, using the pattern "Fa'aavae le [____]". Read the sentence again, and have the class repeat the missionary's response.

Example: Teacher: Sa matou talatalana.  
Missionary: Ta, fa'aavae le talanoaga.

a. Sa ou fa'amatala atu le mata'upu.  
b. Sa misa 'i ma's.  
c. Sa matou galule.  
d. Sa ou malolo anaei.  
e. Sa matou feinu i le 'ava.  
f. 0 lo'o o'u ta'alo.  

5. Free-Response Questions

a. 'O le a sau va'a'i e lelei le polokalama o le SYL? Aiseā?  
b. 'O le a sou fioa—a lelei le a'oa'ina o le fa'a-Samoas i aso una lava? Aiseā?  
c. 'O le a sou fa'asalaga to'u pe'afai e moe 'umī se faife'au?  
d. I lou lava manatu, o le a le taunu'uaga e o'o mai pe'a le alolofa faife'au 'i a latou soa?  
e. 'O le a sou manatu: e aoga le to'o'utui i le taimi e fai at le tataho? Aiseā? 0 le a lona aoga?  
f. 'O le a sau fa'alogo—a lelei le tautala a lau soa i le fa'a-Samoas?  
g. 'O le a sou manatu—a lelei le tu'uina atu o le perisituia i fafine? Aiseā?  
h. Fa'amata e aoga le a'oa'ina o le tais'aga o Samoa? Aiseā?

Mastery Check

You are a census-taker interested in recording the likes and dislikes of LDS missionaries. Interview your companion and find out her/his likes and dislikes on one of the subjects following. Then reverse roles and begin again. Teacher: Mastery level is achieved when the missionaries are able to communicate effectively using verbs as nouns.

a. various MTC activities (branch meetings, cafeteria food, physical education class, etc.)  
b. companion's personal habits  
c. things people do in Church  
d. habits some people have

**DOER OMISSION**

Many times, the doer of a sentence will be omitted, especially in informal speech. There are three occasions in which this is commonly done.

The third-person singular pronoun ia or 'o ia (he, she, it) is often omitted once it has been introduced into a conversation. For example:

'Ua ia fia moe? Io e, 'ua fia moe. — Is he sleepy? Yes, (he) is sleepy.
0 lo'o moe Ioane? Io e, 0 lo'o moe. — Is John sleeping? Yes, (he)'s asleep.
0 lo'o i le fale Mele? Leaf, ua alu. — Is Mary in the house? No, (she)'s gone.
E poto ia. E aulelei fo'i. — He's smart. Good-looking, too.
Doers are also frequently omitted from sentences in which the doer is implied by some possessive pronoun or possessive construction in the sentence. In many instances, it is more common to use some possessive to imply the doer than it is to use an ordinary doer. Notice that these constructions usually contain a transitive verb, with the done-to being possessed by the implied doer.

<table>
<thead>
<tr>
<th>'Ua lē fioa la'u peni.</th>
<th>(I) lost my pen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>O le a le mea Mika 'o fai?</td>
<td>What is Mike doing? (lit. &quot;What is the thing of Mike [that's] doing?&quot;)</td>
</tr>
<tr>
<td>O lo'o fai la latou mea'ai.</td>
<td>They are having a meal. (lit. &quot;Their meal is being done.&quot;)</td>
</tr>
<tr>
<td>O le'a saunia sau lauga?</td>
<td>Will you prepare a talk? (lit. &quot;Will your talk be prepared?&quot;)</td>
</tr>
<tr>
<td>O le'a lafo la'u tusi.</td>
<td>(I) will mail my letter.</td>
</tr>
<tr>
<td>Usa gal o latou fusiua.</td>
<td>(They) forgot their ties.</td>
</tr>
</tbody>
</table>

In other instances, it is not necessary that the doer be known at all. Sentences with transitive verbs do not require a doer in order to be grammatically correct (although your listeners may require that information for clarity or out of curiosity). Such an omission is commonly made when the doer of the action is:

1. unknown: 'Ua lavea le tama. - The boy has been injured.
2. unimportant: E a'oa'o'ina matā upu e tele i le a'oga. - Many subjects are studied in school.
3. obvious: 'Ua tu'uina mai poloa'iga 'iā te 'i tatou. - Commandments have been given to us.

Doers may be omitted in the following circumstances:

1. The third person singular pronoun (ia, or 'o ia) is often omitted once it has been introduced in the conversation.
2. Doers are often omitted when they are implied by a possessive. The item possessed is usually a done-to.
3. Doers of transitive verbs may be omitted if the doer is unknown, unimportant, or obvious.

Examples:

E lē toe alu 'o ia i le lotu. E ulaula fo'i. - She doesn't go to church anymore. (She) smokes, too.
E fia fa'satau sa'u moli uila. - (I) want to buy a flashlight.
'Ua saunia le mea'ai. - The food is prepared.

Mastery Check - Rule

Practice

1. Dictation

'O Lafa'i 'o se tamāloa Samoa. / E masani ona fai lasona a faife'avatula'i i lona fala. / 'O ia le le fa'alavelave o Lafa'i. E man'oe tele i le peptisaga, / peita'ī e ulaula. Na fai atu fafe'au ia te ia / e tatau ona tia'ī ana sikalei. 'Ua 'uma ona ia / fa'alioa atu 'iā Lafa'i le ala e fai ai lena mea, / peita'ī, o lo'o faigata pea lena mea 'ia te ia. / 'Afa'e e talato Lafa'i ma le / loto fa'amongoi, / o le'a fa'aliala ia te ia le mea e tatau ona fai. / 'Afa'e e usita'i i le fa'aliga, o le'a mafai ona fai lona papatisaga.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.
3. Teacher: Read one of the following sentences, pause, and select a missionary to repeat the sentence, omitting the doer. Where necessary for clarity, the missionary should insert an appropriate possessive construction.

Example: Teacher: Sa ou tia'i le tusi.
Missionary: Sa tia'i la'u tusi.

a. 0 lo'o a'oa'o Simi i le mata'upu? Leai, e le toe a'oa'o 'o ia.
b. Sa la fa'atau mai ni sikaleti.
c. E fa'igloa mai e le Atua mea e tele i perforfeta.
d. O le'a lua lafo ni tusi?
e. Na fa'i le fa'amasino le fa'amasinga tonu.
f. E malosi 'o fa'? Leai, e vaivai 'o ia.
g. Sa ou le ihoa le sikaleti.
h. Sa latou fa'atau mai ni 'ie lautele.
i. Na fa'apotopoto e ta'ita'i o le miseona faife'aautalai'i i le misena.
j. 'O fea Ioane? 'Ua ia alu i le fono o faife'a.
k. Na fa'alía e leova ni tulafono 'iá Mose.
l. E sá ona tatou ula tapa'a.

4. Relate to your companion everything you did yesterday. Your companion will be listening and will give you a negative point each time you use the words 'ou or a'u. Of course, you will have to use these words sometimes (especially with intransitive verbs), but avoid using them where possible. Then reverse roles and begin again. The missionary with the lowest number of points wins.

Mastery Check
Write one or two paragraphs on one of the topics below. Teacher: Give the missionaries 10 minutes to write their essays. Then have one or two of them read them to the class. Mastery level is achieved when missionaries can communicate effectively while omitting doers.

a. Describe some of the great things that have been done for mankind by the Almighty. Avoid direct references to deity, except where appropriate.

b. Write about the accomplishments of a friend of yours. Don't use the third person pronoun except where necessary.

PERFORMANCE ACTIVITIES

TEST

1. Dictation. Possible Points: 18

Sa i ai se tamaloa ga leaga ona lavalava. / 'O lona igoa 'o Mika. / Sa ia fia fa'atau mai ni 'ie fou, / e se la iiga po'o fea se fale'oloa lelei / e fa'atau mai ai na mea. / Sa ia fesili atu / i se tasi o ana ou / sa la faigaugaga fa'atasii / po'o fea se fale'oloa lelei / e fa'atau mai ai lavalava. / Sa tali iana ou, / "Le lelei le faiga o 'ie lavalava / i le fale o Eveni. / 'O Eveni / o le tamaloa / / 'o le na ou fa'atau mai ai ou ouifu. / Sa fa'aftesai atu Mika i lana 'uo / ona alu atu lea / i le fale'oloa o Eveni / e fai lana fa'atau. / Sa lelei mea 'uma i lana va'ai. / Sa ia iho atu / se tasi tamaloa / e puta tela lona manava. / Sa ia va'alaa fai se isti ali'i / e pa'e leona tino. / Sa ia alu atu / i le tamaloa / ma sa fesili atu, / "O luo tumuga o Eveni? / Sa tali le tamaloa puta, / "Toe, e i ai se mea / / e te mana'o i ali" / Sa fa'aioloa atu / e Mika lona mana'oga. / Sa fa'aali atu / e tamaloa ni 'ie e tele / 'iá Mika. / Sa fai atu / Mika i / le na fesasoani / 'ia te ia, / / "O le'a fa'atau mai / 'ie uma. / E manaia lava."

NOTE: This story is continued in the following exercise.

2. Fill in the Blanks

NEW WORD: pi'o - crooked

Ina 'ua uma ona fa'atau __________ 'ie fou, / sa alu atu __________ i lona fale. / Sa sulu le isii __________ 'ie, / ona / ia ihoa ai lea / e lautiti tela le __________. __________ fa'apena fo'i / isii ni 'ie na __________ fa'atasina. / Na tumu loa Mika i __________ / ita i le tamaloa __________ / le na tu'unina mai na 'ie ia te __________. / Sa toe __________ / atu Mika / 'i le fale'oloa / ma na ia / su'e le __________ puta. / Peita'i, / sa leai __________ tamaloa fa'apena sa i ai.
ACTIVITY

Missionaries should close their books and have a blank sheet of paper to write on. The teacher will call out a verb. The missionaries then have twenty seconds to write a sentence using that verb as a noun. Missionaries should raise their hands as soon as they are finished. The first missionary to write a correct sentence gets a point. Play continues until one player reaches 10 points. If one player consistently earns all the points, s/he may be granted "honorary retirement" from the game while the rest continue.

RETENTION HOMEWORK

1. On a sheet of paper, write out the answers to the odd-numbered items of the following exercises:
   - page 312 exercise 3
   - page 314 exercise 3
   - page 318 exercises 3 and 4
   - page 320 exercise 3

2. Take turns with your companion translating the sentence in the dictation and fill-in-the-blank passage of the test on pages 320-321.

Teacher: Assign the common phrases and vocabulary that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
1. In the blanks below, write the word for each body part pictured.
23. "O lo'u to'aiua 'o le ali'i." "Malo lava, . . . ."
   a. lau afioga
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

24. "E fafauga la'u tane i fono o le nu'u." "Malo lava, . . . ."
   a. lau afioga
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

25. "E le'o se matai la'u tane." "Malo lava, . . . ."
   a. lau afioga
   b. 'oe le faletua
   c. lau tofa
   d. 'oe le tausi
   e. lau susuga

26. E . . . fafa'a'u i 'auga 'uma i le nu'u.
   a. sone
   b. itu
   c. fa'aauau
   d. pili
   e. asiari

27. E le lava la'u tupe e fa'atau ni lēa . . . .
   a. totoigi
   b. tilotilio
   c. taugofie
   d. tangaata
   e. tautalaititi

28. E tatau ona 'e . . . le pili.
   a. totoigi
   b. tilotilio
   c. taugofie
   d. tangaata
   e. tautalaititi

29. E tatau ona sesa tama sii . . .
   a. totoigi
   b. tilotilio
   c. taugofie
   d. tangaata
   e. tautalaititi

30. E masani ona tā le . . . i le afa o le ono.
   a. logo
   b. lolo
   c. tonu
   d. sone
   e. fala

31. Na . . . le teine ina 'ua pa'ū i le tusi.
   a. tapili
   b. asiasi
   c. manava
   d. te'i
   e. susu

32. Sa ao'e 'o le teine 'i le . . .
   a. mata'upu
   b. niu
   c. fagu
   d. ili
   e. tapā'a

33. 'Ua sa la . . . i le malamalu sa.
   a. tia'i
   b. potcopoto
   c. fa'afiloa
   d. ti'etti'e
   e. ulaula
34. Sa fia fa'ialoa Sala; peita'i, sa ia ... pea lana galuega.
   a. fa'ialoa
   b. fa'amasino
   c. fa'auau
   d. fa'auli
   e. fa'apotopoto

35. Sa ... faife'au 'uma i le fono o le paranesi.
   a. fa'ialoa
   b. fa'amasino
   c. fa'auau
   d. fa'auli
   e. fa'apotopoto

36. E ... mai e le Atua s'oa'oga i ana perofeta.
   a. fa'ialoa
   b. fa'amasino
   c. fa'auau
   d. fa'auli
   e. fa'apotopoto

37. E tatau ona ... le lapisi.
   a. tia'i
   b. fa'ali
   c. sui
   d. ula
   e. papatiso

GRAMMAR

The following grammar principles and SYL expressions were taught in this unit:

Bathing and Sleeping Facilities
Small Talk
Diminutive Determiners
Determiners with Mass and Count Nouns
Demonstratives
Pro-Prepositional Phrases
Polite Greetings Along the Road
Fronting Constructions
Relative Clauses
Emphatic Antecedents
Using Verbs as Nouns
Doer Omission

I. Fill in the Blanks

NEW WORDS: foliga - to appear
s'iitia - to transfer
solo - around

'O Simi 'o ______ faife'au 'ala'i i lo'o nofo ______ Samoa. ______ se tasi aso, na fa'atoniuna ai ta'iitia'one e s'i itia Simi 'i ______ isi nu'u. Peita'i, sa leaga le ta'avale ______ la masani ona fa'sogaina e s'i itia ______ faife'au. O lea na ______ lafo ve tusi ia Simi, 'ua fa'apea atu, "E tatau ona 'e pu'e ______ pasi e malaga i Sataoa. O le'a 'e nofo ______ Maika." O lea, sa pu'e e ______ faife'au ______ pasi lena, ona ia malaga lea 'i Sataoa. Ina ______ ia taunu'u 'i Sataoa, sa ia iloa ______ 'ua galo ______ ia le igoa o le tamåoa ______ le o le'a la ______ fa'atasi. O lea, sa ia savali solo se'ia o'o ina ______ maua se fale ______ foliga ma'i e nofo no ______ faife'au. Sa ia alu ______ 'i ai, ma sa tala 'esee ______ 'ofu ma sa tapena ______ mea. Sa ia ______ ta'inamu ma sa ______ faia ni'i'i. 'O Simi sa alu ______ fo'i e ta'ele i le kalone lea ______ i tua o ______ fale. Ina 'ua 'uma lana ta'elega, sa ______ Simi i le faia ni'i'i. ______ te'i Simi ina 'ua sau ______ isi ma fa'apea mai, "O ai 'oe? O le a lau mea ______ faa i 'inei?" Sa feala atu loa ______ faife'au, "O le fale lene'i e nofo ______ faife'au Mamona!" Sa tali loa le tamåoa 'o ______ na tu i luma o Simi, "E lea! ______ nofo faife'au Mamona i ______ fale iale!"

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2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. 'O Sala 'o . . . o'ut e i.
   a. se
   b. si
   c. ni
   d. nai
   e. ni nai

2. 'Aumai ni . . . tusi, fa'amolemale.
   a. se
   b. si
   c. ni
   d. nai
   e. all of the above

3. Ou te fia fa'aloge 'i . . . musika.
   a. le
   b. se
   c. ni nai
   d. sina
   e. all of the above

4. E alolofa . . . o'ut matua ia te a'u.
   a. le
   b. si
   c. sina
   d. nai
   e. all of the above

5. "E leaga le fale lenale ma le fale lenale." "Io, e leaga 'uma . . . fale."
   a. nei
   b. ia
   c. na
   d. la
   e. nae
   f. lae

6. "E manaia le teine lala ma le teine lala." "Io, e manaia 'uma . . . teine."
   a. nei
   b. ia
   c. na
   d. la
   e. nae
   f. lae

7. Ou te fia fa'atau le ta'inamu lelā ma le ta'inamu lelā. Peita'i, e le mafai ona 'ou fa'atau 'uma ta'inamu . . .
   a. nei
   b. ia
   c. na
   d. la
   e. nae
   f. lae

8. "Sa tou talanoa e uiga i le Tusi a Mamona?" "Io, sa matou talanoa . . . ."
   a. ia te ia
   b. e uiga 'i ai
   c. e uiga ai
   d. 'i ai
   e. ia te ai

9. "Sa 'e mea i le moega o Ioane?" "Lesi, sa 'ou le moa . . . ."
   a. ia te ia
   b. ia te ai
   c. 'i totonu ai
   d. 'i ai
   e. ai

10. "E manaia le mea'ai lena?" "Leai, ou te le fiafia . . . ."
    a. ia te ia
    b. ia te ai
    c. 'i ai
    d. i le manaia ai
    e. i le mea'ai ai
11. 'O Ioane sa alu . . . i le folo'oloa.
   a. ai
   b. 'i ai
   c. Ioane
   d. no word needed
   e. all of the above

12. 'O taeao ma te fa'aipoipo . . .
   a. ai
   b. 'i ai
   c. ia te 'i ma'ua
   d. no word needed
   e. all of the above

13. 'O le 'upu lena sa fai mai . . . le tama.
   a. ai
   b. 'i ai
   c. 'o ia
   d. no word needed
   e. all of the above

14. 'O le potu lena sa nofo . . . Simi.
   a. ai
   b. 'i ai
   c. i totonu ai
   d. no word needed
   e. all of the above

15. 'O le fa'itoto'a sa tapuni . . . e Mele.
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

16. 'O le po'ai lea sa 'ou tagi . . .
   a. ai
   b. 'i ai
   c. 'ona 'o
   d. no word needed
   e. all of the above

17. Sa matou talanoa ma le teine 'ua mogo . . . lona 'ofu.
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

18. Sa fansau le pepe i le masina na oti . . . lo'ulu tama.
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

19. 'O faa le teine sa tou noono fa'atasi . . . i le pasi?
   a. ai
   b. 'i ai
   c. ia te ia
   d. no word needed
   e. all of the above

20. 'O Mele 'o le teine . . . sa taina le piano.
   a. 'o e
   b. 'o ai
   c. 'o i'
   d. 'o se
   e. 'o ia

21. 'Avatu le tusi 'i so'o se tagata . . . o le'ata faitauina.
   a. 'o e
   b. 'o ai
   c. 'o i'
   d. 'o se
   e. 'o ia
22. E tatau ona tatou fa'a fetai atu i . . . na saunia mea 'uma mo 'i tatou.
   a. 'o 3
   b. 'o ia
   c. 'o ai
   d. a'i
   e. le

23. O le'a fa'amanuaina . . . alofoa i o latou uso.
   a. 'o e o lo'o
   b. 'o le sa
   c. le o le'a
   d. a'i 'ua
   e. e

24. Sa 'ou moe i le . . . o le lotu.
   a. 'amata
   b. 'gumata
   c. 'amata
   d. 'amata
   e. 'amata

25. Ou te le'i va'aia se mea fa'apena i lo'u . . . atoa.
   a. ola
   b. ola
   c. ola
   d. ola
   e. ola

26. O le'a ou alofa ia te 'oe se'ia o'o i le . . .
   a. gata
   b. gata
   c. gata
   d. gata
   e. gata

27. Pe 'e te fa'atahi lona . . .?
   a. fo'i mai
   b. fo'i maiga
   c. fo'i maiga
   d. fo'i maiga
   e. fo'i maiga

28. O le'a tatou maua ni . . . e tele pa'a fa'i e amiotunu i tatou.
   a. manuaina
   b. fa'amanuina
   c. fa'amanuiga
   d. manuiga
   e. fa'amanuaga

29. "A . . . lau susuga?" "Ou tu alu i 'o."
   a. aga'i
   b. fa'apena
   c. fa'a fea
   d. mana
   e. taua

30. "E fa' . . .?" "E fa'apena lava, 'ou te alu i le fa'ato'aga."
   a. se ta' alloa
   b. se tagamo
   c. sau faiva
   d. se galu nega
   e. se a'oa' oga

3. Teacher: Read one of the following items. Then read the underlined portion, pause, and select a missionary to repeat the sentence, placing the underlined portion at the beginning. Mastery level is achieved when 60% of the sentences are transformed correctly.

   a. O le'a saunia e Mele oina mea'ai i le taean.
   b. Ou te alofa 'ia Sina 'ona 'o lona 'aulengia.
   c. Na tu' u e le pulas' oga ni pena i le kapori.
   d. Na tu' u e le fa'a fa'o ni tasi i le kapori.
   e. Matau te o 'i Niu Siga i le tasaaga fou.
   f. Sa la maiga 'i Samoa i le vaiano 'ua te' o.
   g. Sa laulau mai e le tama'ita'i o ma'ua mea'ai.
   h. O lo'o tagi le tama 'ona 'o lona 'aulengia.
   i. Sa saunia e iakopo le mea'ai lemei.
   j. Sa la fufulu ona nifo i le puluma nifo lega.
4. Teacher: Read the sentences in one of the items below, pause, and select a missionary to repeat the sentences, making the second one a relative clause of the first. Mastery level is achieved when 60% of the items are transformed correctly.

   a. Sa orū lō'u uso i le aso lea. Na sau Simi i le aso lea.
   b. O le'a 'a'ai e le vaega lea fala nini'i. Na fa'atau e le ting fala nini'i ananafi.
   c. O u te le malamalama i le poga. Na mise le vaega lea anaelela.
   d. Sa tagi le tama lea. Sa lavea le tama lea i le fa'alavelave.
   e. Sa matou talanoa ma le tama'ita'i. 'O lea lea lana uati.
   f. Sa moe Ioane i le fale lea. I nofo lou tuafafine i le fale lea.
   g. Sa ou alofa 'i le teine. Sa a'oga le teine i Apia.
   h. Sa matou tilitoilo i le tama'ita'i. O lo'o su' e le tama'ita'i ona 'ofu.

**PRONUNCIATION**

Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary for comprehensibility. Continue for approximately fifteen minutes.

**FLUENCY**

Please close your books. Teacher: Write the following words on slips of paper and distribute the slips to the missionaries. Following the order below, the missionaries will then explain in Samoan what the word means without saying the word or pointing to anything. The first missionary to guess what the word is will receive a point.

a. fala nini'i  
   b. fa'atoaga  
   c. ta'a'i  
   d. magalo  
   e. sone  
   f. umu kuka  
   g. mata'upu  
   h. sikareti  
   i. ta'ina'au  
   j. sa'a'a

k. loga  
   l. musika  
   m. amo  
   n. pili  
   o. tonu  
   p. pitonu'u  
   q. folafola  
   r. faiva  
   s. pola  
   t. mafausa

**COMPREHENSION**

Please close your books. Teacher: Conduct the missionaries in "The Companion Game" as follow. One missionary from each companionship should go to an assigned place to work on an assignment and return at a specified time. After they have left, ask each remaining missionary the following questions about his or her companion. Easy questions are worth 5 points; difficult, 15 points; and more difficult, 20 points. A bonus question is worth 50 points.

(5 points) 1. E fia fausaga a lau soa?
(5 points) 2. 'O le a le mea'ai e fa'ia lona ma'oi (favorite)?
(15 points) 3. E sili ona vai vai lau soa i le taeo, i le soauli, i le afiafi, po'o le po?
(20 points) 4. 'O le a se tufafofo o le misiona 'ua solia e lau soa?
   (BONUS) 5. 'O le a le lana o lona 'i e afu?

Help the missionaries with new vocabulary (for example, ma'oi) by writing the words on the board. Have the missionaries record their answers on a sheet of paper. When the companions return, the teacher will ask them the same questions about themselves. If the companions' answers are the same, they receive the points allocated to that question. Record the points each team earns on the blackboard. Repeat the questioning, having the second missionary from each companionship leave.

(5 points) 1. E to'afia uso o lau soa?
(5 points) 2. 'Ua ia fainualua le Tusia Ma'mona atoa?
(15 points) 3. 'O le a le mau e sili ona fiafi a i ai lau soa?
(20 points) 4. 'O ai le tagata i taisitusiga pa'ia e sili ona fiafi a i ai lau soa?
   (BONUS) 5. 'O le lona aso fanau?

The companionship earning the most points wins.
LESSON ONE

Before presenting this lesson, you may wish to review information in the book *Culture For Missionaries: Samoa* on honorific language (pp. 157-242), and *susu mai* speeches (pp. 178-186).

LESSON THREE

You will need to prepare some cards with names of Samoan animals on them. You will need two cards for each animal. Write the name of an animal on each card so that each animal's name appears once in Samoan on one card, and once in Samoan but crossed out on another. You can use the animals listed in the vocabulary builder or the extra-mile vocabulary builder list. These cards will be used in the performance activity.

LESSON FIVE

You may wish to bring items from the vocabulary builder (cans, basket, bottle, cellophane package, box, sack, etc.) to assist in conducting the memorization exercise.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use a number of honorific words.
2. Give some basic replies to the suu ma'at speech.
3. Use a number of honorific expressions useful in visiting.

DIALOGUE

Matai: La, 'ua susu mai a lua susuga e alig'i faife'au.
Elder Sikoki: Afo lava lau afioga ma le faifua ma le 'aiga alig'i.
Matai: Malo lava ai'u:
Elder Sikoki: Malo fo'ito le soifau iau, A'o maunuia lo ouma 'aiga alig'i?
Matai: O lo'o maunia lava, fa'afo'ito.
Elder Sikoki: La, on te 'ile o pe malae iati afo iau, a le malaga nei, 'O le suafa o la'u soa o Auva'a. A'o lo'u iiga o Sikoki.
Matai: Pa'afo'ito lava.

TRANSLATION

Chief: Come in, your honors the missionaries.
Elder Scott: We acknowledge the welcome of your lordship, your wife and noble family.
Chief: It's good to see you're well. (lit. "Compliments on the Life.")
Elder Scott: It's good to see you're well, too. How is your family?
Chief: Fine, thank you.
Elder Scott: Well, I know that your lordship is unacquainted with us. My companion's name is Auva'a, and my name is Sikoki.
Chief: Thank you very much.
### Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Common Term</th>
<th>Honorific Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>aumai</td>
<td>fa'agasegase</td>
</tr>
<tr>
<td>come</td>
<td>sau, 0 mai</td>
<td>susu mai</td>
</tr>
<tr>
<td>daughter</td>
<td>afafine</td>
<td>afio mai</td>
</tr>
<tr>
<td>to die</td>
<td>oti</td>
<td>maliu mai</td>
</tr>
<tr>
<td>to drink</td>
<td>inu</td>
<td>alo</td>
</tr>
<tr>
<td>to eat</td>
<td>'ai</td>
<td>maliu, malaia</td>
</tr>
<tr>
<td>food</td>
<td>mea'ai</td>
<td>taumafa</td>
</tr>
<tr>
<td>to go</td>
<td>au, o atu</td>
<td>mea'taumafa, mea tausami</td>
</tr>
<tr>
<td>head</td>
<td>ulu</td>
<td>susu atu</td>
</tr>
<tr>
<td>house</td>
<td>fale</td>
<td>afio atu</td>
</tr>
<tr>
<td>to know</td>
<td>lioa</td>
<td>maliu atu</td>
</tr>
<tr>
<td>to listen</td>
<td>fa'alogo</td>
<td>(for Chiefs)</td>
</tr>
<tr>
<td>to live</td>
<td>ola</td>
<td>(for Orators)</td>
</tr>
<tr>
<td>name</td>
<td>igoa</td>
<td>alo</td>
</tr>
<tr>
<td>to say, speak, talk</td>
<td>fa atu, fa mai, tautala</td>
<td>saunoa (for Chiefs)</td>
</tr>
<tr>
<td>to see, to watch</td>
<td>va'ai, matamata</td>
<td>fetaai (for Orators)</td>
</tr>
<tr>
<td>to shower, to bathe</td>
<td>ta'eile</td>
<td>silaela, taga'i (pl. taga'i)</td>
</tr>
<tr>
<td>sick, ill</td>
<td>ma'i</td>
<td>fa'amalu</td>
</tr>
<tr>
<td>to sit, to stay</td>
<td>nofo</td>
<td>gasegase</td>
</tr>
<tr>
<td>to sleep</td>
<td>moe</td>
<td>afio (for Chiefs)</td>
</tr>
<tr>
<td>son</td>
<td>tauli'i</td>
<td>alaga (for Orators)</td>
</tr>
<tr>
<td>to want, to desire, will</td>
<td>mana'o, loto</td>
<td>tofa</td>
</tr>
<tr>
<td>yes</td>
<td>'ioe</td>
<td>alo</td>
</tr>
</tbody>
</table>

Samoans show respect to adults in their society, especially chiefs, by addressing them in what is often called the "chief's language" or "respect language." These terms are misleading, however, since Samoa's polite language is not a separate language at all, but mainly consists of a collection of honorific nouns and verbs which are substituted for regular nouns and verbs in order to show respect to the listener.

These honorific equivalents should be used in talking to and about other adults, especially in formats situations, but never in reference to oneself or one's own actions, possessions, words, feelings, etc. To do so would be considered self-praise and is entirely inappropriate.

In addition to the honorific words listed below, the "respect language" of Samoans also includes the titles included in Unit 7, Lesson 3, the proverbs found in Unit 10, Lesson 5, and the various speeches found in this lesson as well as in Unit 10, Lesson 5. For more detailed information on honorific language, see the book Culture for Missionaries: Samoa, pp. 157-242.
Practice

1. Memorization Exercise

2. Questions

a. 0 le a le 'upu fa'aaloalo mo afafine?
b. 0 le a le 'upu fa'aaloalo mo i'iga?
c. 0 le a le 'upu fa'aaloalo mo fa'alogo?
d. 0 le a le 'upu fa'aaloalo mo oti?
e. 0 le a le 'upu fa'aaloalo mo ola?
f. 0 le a sau mea e fai atu pe'a'ai e te fia lioa le mea e sa vai ati a le tufa'ale?
g. 0 le a sau mea e fai atu pe'a'ai 'o te fia lioa le mea e nofo a'i le ali'i?
h. 0 le a le 'upu fa'aaloalo mo va'a'i?
i. 0 le a le 'upu fa'aaloalo mo tautala?
j. 0 le a le 'upu fa'aaloalo mo a'ai?
k. 0 le a le 'upu fa'aaloalo mo sau?
l. 0 le a le 'upu fa'aaloalo mo 'umai?
m. 0 le a le 'upu fa'aaloalo mo ola?

3. On a separate sheet of paper, rewrite the following story, using respect language. Assume that Simi and Samita are ali'i and that Ioane is a tufa'ale.

Sa alu atu Simi i lana fa'a'to'aga. Ina 'ua fa sa vai atu i le 'aua, sa la feiloa'i ma Ioane. Sa fai atu Simi, "Talofa Ioane. O a mai 'oe?" Sa fai mai Ioane, "O lo'lo manuia lava, fa'a'afetai. 'A fa'a'afetai?" Sa fai atu Simi, "Ou te alu atu i la'u fa'a'to'aga. A e alu i le fale?" Sa fai mai Ioane, "E leai. Ou te alu atu i le fale o Samita. O lo'lo ma'i lona afafine. 'Oa oti fo'i le to'alia o Samita." Sa fai atu Simi, "Mata'uia le mea! Atonu sa 'a'ai le vaega ia le i ni mea'ai leaga." Sa fai mai Ioane, "Masalo. Ou te le lioa. Ia, e sili pe'a 'ou fa'a'auau le savalisa. Ia manuia le ao." Sa fai atu Simi, "Ia manuia fo'i le ao.

Mastery Check

Using respect language, write a brief story of your own on one of the topics below or one of your own creation. Be prepared to read your story to the class. Teacher: Give the missionaries 10 minutes to write their stories, then direct them to read their stories to the class. Mastery level is achieved when missionaries use honorific words correctly 80% of the time.

a. my companion's eating habits.
b. the family of some world rulers
c. how well my companion performs in class

COMMON PHRASES — REPLIES TO THE SUSU MAI SPEECH

In many places in Samoa, the entrance of a visitor into the home is acknowledged by a brief ceremonial speech known as the susu mai speech. Missionaries, for example, may be greeted with a speech such as the following:

Ia, 'ua susu maia a lua susuga a ali'i faafe'au. — Come in, sirs, gentlemen ministers. (or, [I see] you have come in your honors, the gentleman ministers.

Even though the literal meaning of such speech may ask the listener to come in, this speech is not given until the visitors are already inside the home and the host(s) are ready to acknowledge the visitors' presence.

Following are several possible replies to the susu mai speech, each of which acknowledges the welcome and addresses everyone present. For more information about such speeches, see Culture for Missionaries: Samoa, pp. 173-186.
For a Chief, His Wife and Family:
Afio lava lau afioga ma le faletaua ma le 'aiga ali'i.

- (I/We acknowledge the welcome of) your lordship, your wife, and noble family.

For an Orator, His Wife and Family:
Alaala lava lau tofa a le faaluga, fa'apea fo'i le tausi ma le nofo a alo.

- (I/We acknowledge the greeting of) your highness, the Talking Chief, as well as your wife and progeny.

For an Untitled Man, His Wife and Family:
Susū lava lau susuga ma le faletaua ma le 'aiga ali'i.

- (I/We acknowledge the welcome of) your honor, your wife, and family.

For a Woman and Children:
Susū lava 'oe le faletaua ma le nofo a alo.

- (I/We acknowledge the greeting of) you, the wife, and your children.

For a Branch President/Bishop, Wife & Family:
Susū lava lau susuga a le ali'i perseitene o le paranesi/epeikopo, fa'apea fo'i le faletaua ma le nofo a alo.

- (I/We acknowledge the greeting of) your honor the gentleman president of the branch/bishop, as well as your wife and children.

Practice
1. Memorization Exercise
2. Questions
   a. O le a asu mea e fai atu pe'asai 'e te fia taili le susu mai a le epikopo?
   b. 'Ta 'ums ona 'e ulu atu i totonu o le fale e i ai se fafine ma ana fanau. Pe fa'apefa ona 'e taila lana laga?
   c. O le a sau taili e fai pe'asai 'e te asiasi i le maota o se ali'i a'o i ai le ali'i ma lona faletaua ma le la fanau?
   d. O le a sau taili e fai atu i le susu mai a le tulafale?
   e. O le a sau lauga e fai atu pe'asai 'e te asiasi atu i le fale o le perseitene o le paranesi ma lona to'alua ma le la fanau?
   f. Pe fa'apefa ona 'e taila le lauga o le tauile'alas ma lona to'alua?
   g. O le a sau taili e fai atu i le susu mai a se tausi?
3. Please close your books. Teacher: Instruct the missionaries to make flashcards labelled with the titles of various individuals who might be in a house that the missionaries might visit.
   For example, one flashcard might say, "Branch President, His Wife and Family," while another might say, "Wife of an Orator and Children." Then have them work in pairs, quizzing each other by giving a suau mai speech to their companions and holding up a card to cue the companion, who will give the appropriate answer.

Mastery Check
Teacher: Divide the class in small "families" consisting of individuals of various rank. Then give each missionary a turn to visit each family and respond to their suau mai speeches. Monitor and evaluate their performance. Mastery level is achieved when the missionaries respond correctly 75% of the time.

COMMON PHRASES - VISITING A HOME
The following phrases will help you use polite (honorific) expressions as you visit people in their homes. Generally, it is considered courteous to learn a person's name and rank in the culture before you meet him, rather than asking him to give you his name. When this cannot be done, phrases 2 and 3 can be used to ask a person for his name and rank in a polite way.

In Samoa, it is customary for travelers to bring a gift of food to their host. For example, if you go on a shopping trip, you might bring back some food item for the family you stay with. Phrase 4 can be used to present this gift, or own.

It is considered polite to ask for permission before making a presentation to the people you are visiting. Phrase 5 is a brief, relatively informal way of doing this. The final item is
a speech which might be used for concluding a visit. The phrase 'ua vela le fala ("the mat is hot") is a figurative way of saying that you don't want to overstay your welcome.

1. Ia malie lou finagalo, e po' malae, e agatonou fioi Manua 'o le fesili. 'O 'o a'i 'es lau susuga?

2. Fa'amolemole, po'o lau susuga 'o le tulufale po'o le ai'i?

3. Ia, ou te lioa e po' malae (tiga) e tusa ma le malaga nei. 'O lea o le'a avea lo'u lea ma cut o i ma'ua nei 'i (tiga) fa 'apesa fioi ________

Ia, 'o le suafa o la'u soa 'o e malaga mai ________. A'lo lo'u igoa 'o ________

O lo'o ma fa'amau tu'i ________.  

4. Ia, o le oso fa'atuva'a lea mo le 'aiga, e le'o se mea tele. Ou te fa'amoe meo e tali ma le fiafia.

5. Ia, (tiga) fa'amata e i ai se avanoa tatou te talatalanoa ai i sina mat'ai upu fa'alelecutu?

6. Ia, (tiga) ________, o le'a fai le tonu. Fa'afetasi lava i le avanoa tatou talatalanoa ai i lo outou maota/laoa. 'A'ua vela le fala. E tatau fioi ona fa'asaua gi a ma asiasaga. Fa'amau tapu ato le Tama i le lagi 'ia te outou.

1. May it please you, because we are not acquainted, it is best to ask the question: Who are you, sir?

2. Please, is your honor an Orator or a Chief?

3. I know that (name) is unfamiliar with this traveling party. Therefore, my voice will act as representative for us to (name), as well as (other present). My companion's name is ________, s/he comes from ________. My name is ________. We are staying with ________.

4. Here is a modest gift for the family; it isn't anything big. I hope it will be received gladly.

5. (name) is it possible we might have an opportunity to discuss some religious topic?

6. (Name) (we need to) make plans. Thank you very much for the opportunity we've had to talk in your home (for a Chief/Orator). But we don't want to overstay our welcome. We also have to be continuing our visits. May Father in heaven bless you.

Practice

1. Memorization Exercise

2. Questions

a. E fa'agofea ona 'e fa'anoci i se isi po'afasi e fia fai i ai sau lesona?

b. O le a sau mea e fai atu pe'afasi 'e te fia lioa le igoa 'o se tagata?

c. Ua 'uma ona ulu ulua ma lau soa i le fale tele. Peita'i e lo' masani le tamale le 'aiga ia te ouia. O le a sau ta la e fai atu ai?

d. Ua talanoa outou ma le tamale i tonou o lona fale apoa. 'E te fia lioa po'o ia 'o le tulufale po'o le ai'i. O le a sau mea e fai atu ai?

e. Na'e malaga i Atau ananafa 'ina 'ia fai se fa'atua. O le a sau mea e fai pe'a 'e fo'i atu i lou 'aiga Samoa?

f. Ua 'e asiasi 'i le tulufale ma lona 'aiga. Ua leva le pō, ma e tatau ona 'e fo'i atu i lou 'aiga. O le a sau mea e fai atu i le tulufale?

3. Please close your books. Teacher: Have the missionaries arrange their desks in groups of four (or have them work in pairs for small classes.) Two missionaries in each group will be a Samoan family being visited by the other two missionaries, who will play themselves. Tell those acting as missionaries that they have already been welcomed into the home, but have not met their hosts before. Have them role-play an entire missionary visit, saying just what they would if they were trying to interest their hosts in the Church. After a few minutes, have the pairs reverse roles and begin again. Monitor their performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Divide the missionaries into groups as in the last exercise above, but make sure that the "missionaries" meet a new "family" this time. Have them repeat the above exercise, but do not give them any help. Monitor and evaluate their performances. Mastery level is achieved when the missionaries are able to use 80% of the phrases in a comprehensible manner.
by having the "family members" sit on the classroom floor while the "missionaries" go outside. Have the missionaries observe all appropriate customs (such as removing their shoes) and role-play an entire visit, including a susu mai speech and any other appropriate speeches, and perhaps a concept or two from a discussion. You may wish to give rewards to those giving the best performances. If desired, this activity may be repeated at a later time so as to give others an opportunity to take the role of missionaries. For large classes, you may want to have more than one simulation occur at a time.

**RETENTION HOMEWORK**

1. Take turns with your companion practicing the words on page 334 by saying the common Samoan word and having your companion respond with the honorific word.

2. Take turns with your companion translating the sentences in the story on page 335.

3. With your companion, work through exercises 2 and 3 on page 336.

4. Have your companion time you reciting each speech on page 337 until you can say each of them quickly and evenly.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

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There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use compound adjectives.
2. Use the plural forms of certain nouns.
3. Use compound noun phrases with nouns and pronouns.
4. Use amount markers.
5. Use a variety of number prefixes.

VOCABULARY

| 'ele'ele | - ground, soil, dirt | maulalo | - low |
| 'ele'elea | - dirty, soiled | moto | - green, unripe (of fruit & vegetables) |
| fonotaga | - a meeting, especially a large and important one | palapala | - soil, dirt, mud |
| *fa'afa'au | - fruit, pill, tablet | pula | - ripe |
| gaoa | - rocky, stony | tala | - dollar |
| ipu masofolofola | - plate (for eating from) | tipolo | - lemon, lime, lemon tree, lime shrub |
| ma'afiafa | - thick | toll | - to twist off and fetch down (of fruit) |
| ma'afolofolotai | - flat | 'ulu | - breadfruit, breadfruit tree |
| manifinifiti | - thin | vī | - Otahite apple, Otahite apple tree |
| mauauluga | - high, tall |

*The verb meaning "to take (a pill)" is inu (to drink).

GRAMMAR

**COMPOUND ADJECTIVES**

When two adjectives follow a noun, they are connected by ma le (and the), or toe (again), as in the following examples:

'O Sisi 'o se tagata fa'amono ma le lelei. - James is a sincere and good person.
'O Mele 'o se tama'ita'i 'anua lelei toe poto. - Mary is a good-looking and intelligent lady.
O ufo nofo i se fale laau moana ma le mumu. - I live in a blue and red house.

However, the above rule only applies when neither or both of the adjectives are colors. When only one adjective is a color, no word is needed to connect the two:

Na ou ti'eti'e i le ta'avale 'emua ema fou. - I rode in the new brown car.
O fea le va'a uliuli lapo'a? - Where is the big black ship?

The above pattern can also be used to describe a blend of two colors:

E nofo Sina i le fale maumu piniki.
O ufo tia fa'aatau se ta'aavale laau moana.

The missionary is contentious and presumptuous.
This test is easy and short.
The boy is muscular and handsome.
The road is muddy and rocky.
Two predicate adjectives can stand next to each other when one of them denotes a color. If two predicate adjectives of color are placed next to each other, a blend of colors is meant. For example:

E uiligi lapoa'a le tama. - The boy is big (and) black.
E muma la'ititi le tasi. - The book is little (and) red.
E lanu meamata samasama le va'a. - The boat is greenish yellow.
E lanu moli mumi le ta'aveale. - The car is orange-red.

1. The following rule applies where both or neither ADJ is a color:
   \[ \text{DET} + \text{N} + \{ \text{ADJ} + \{ \text{ma le toe} \} + \text{ADJ} \} \]

2. The following rule applies where only one ADJ is a color. Both adjectives can be colors where a blend of colors is meant.
   \[ \text{DET} + \text{N} + \{ \text{ADJ} + \text{ADJ} \} \]

3. In the following rule, the space marked by (...) can be filled by a doer, prepositional phrase, adverbs, etc. However, the number of items in this space is kept quite small.
   \[ \text{PRED} + \{ \text{ADJ} \} + \{ \text{ma le toe} \} + \text{PRED} \]

4. The following rule applies where only one PRED is a color. Both predicates can be colors where a blend of colors is meant.
   \[ \text{PRED} + \text{PRED} \]

**Examples:**

'O ia 'o se tama poto ma le malosi. - He is a strong and intelligent lad.
'O Mele 'o se teine 'aula'ela toe atamai. - Mary is a pretty and wise girl.
Ou te nofo i le fale lanu meamata ma le samasama. - I live in a green-yellow house.
E nofo Simi i le fale telē pa'epa'e. - Jim lives in a big white house.
E i ai lana ta'aveale lanu moli samasama. - He has an orange-yellow car.
E tutu'a Simi toe malosi. - Jim is muscular and strong.
E agalelei ma loto alofa le tama lena. - That boy is kind and generous.
E uliuli pa'epa'e le tama. - That boy is black (and) thin.
E muma piniki lona fale. - His house is reddish pink.

**Mastery Check - Rule**

**Practice**

1. **Substitution - Class**
   a. Model:  E tagatou ona tia'i le 'ofu tasi ma le palapala.
      Substitute: muma, 'ele'elea, samasama, la'ititi, lapo'a piniki
      Substitute: tauga'a, mafiafa, uliuli, manifinifi, lanu meamata, mafolafola

2. **Fill in the Blanks**
   NEW WORDS: a'e - to climb
   'O Simi 'o se tama Sāmoa _________ le tuta'u. I se tasi afo, sa savai Simi i le vao _________ tua o lona fale. Sa lagona e Simi le fia'ai. O lea, sa ia toli mai ni tipolo lāpo'a ma _________ pula. Sa lanu meamata _________ samasama na tipolo. Peita'i, ina 'us 'amata e Simi ona 'ai 'i ai, sa ia tloa 'ua 'o'ona na _________ lega na tipolo. O lea sa a'e Simi i se la'a'u lāpo'a _________ nsualuga 'ina 'ia toli mai ni vi. Sa ia va'ai i
3. Discussion Questions
a. 'O leā mea na leā 'gi ai Simi 'i ni tiipojo?
b. 'O leā le mea na leā 'ai ai Simi 'i ni vi?
c. I lou lava manatu, 'o se tagata paēa ma le vaïvai Simi? Fa'amatala mai le poga' o lau tali.
d. Na 'e 'aina se vī mua'ama? 'O leā sou manatu - e lelei?

4. You are a chef who is planning to make a big fruit salad. Pretend your companion is a fruit grocer who has all kinds and colors of fruits. Describe to him in detail at least four fruits which you want to buy from him. Then reverse roles and begin again.

Mastery Check
You are a teller at Bigtown Central Bank. A few minutes ago, someone came in, pointed a gun at you and took all the money at your desk. The police need to have a description of the robber so they can apprehend him/her. Pretend your companion is a police artist, and describe to him/her the appearance of the robber in detail. Your companion should attempt to draw the robber from your description. When you are finished, reverse roles and begin again. Teacher: Monitor and evaluate the missionaries' performance. Mastery level is effective communication.

PLURAL NOUNS
In Unit 2, Lesson 3 and 4, you learned that both verbs and adjectives have plural forms. A few nouns also have plural forms. These are listed in the following box. Technically, taimaiti and tamaiti should not be included in the list, since they are actually regular nouns (teina and tama) followed by the adjective ititi (little, small), whose plural form is iti.

You will recall that articles determine whether a noun is singular or plural. Among the few exceptions to this rule are fānau (child/children) and namu (mosquito/mosquitoes). These words can convey the plural even when singular articles are used. For example:

E to'a'ia lau fānau?                          - How many children do you have?
E tele le namu i lenei nu'u.                  - There are many mosquitoes in this village.

Plural particles can also be used with these nouns, in which instance they convey the plural.

Some nouns which have plural forms are:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>lo'omatu - old woman</td>
<td>lo'omātutau - old women</td>
</tr>
<tr>
<td>toea'ina - old man</td>
<td>toea'i'ina - old man</td>
</tr>
<tr>
<td>mātu - parent</td>
<td>mātu - parents</td>
</tr>
<tr>
<td>taimaiti - child, young person</td>
<td>taimaiti - child, young people</td>
</tr>
<tr>
<td>taitei - little girl</td>
<td>taitei - little girls</td>
</tr>
<tr>
<td>tamaloa - man</td>
<td>tamaloa - men</td>
</tr>
<tr>
<td>tau'ale'a - untitled man</td>
<td>tau'ale'a - untitled men</td>
</tr>
<tr>
<td>tuafafine - sister of a man</td>
<td>tuafafine - sister of a man/men</td>
</tr>
</tbody>
</table>

A few nouns, such as fānau and namu, can convey the plural even when preceded by singular articles.

Examples:

Saō atu taimaiti i le tifaga. - The young people went to the movie.
0 lo'oi galuite lo'omātutau i le fale. - The old women are working in the house.
E to'a'ele lana fānau. - She has many children.
E 0 atu tamaloa i uta. - The men are going to go inland.
Mastery Check - Rule

Practice

1. Double Slot Substitution - Individuals

Model: Sa alu le tamaititi i le fale.
Substitute: O atu / Ø
Ø / toea'ins
nonofo / Ø
nofo / Ø
Ø / lo'omatuva
nonofo / Ø
Ø / tamaloloa
alu / Ø
tea'ale'a
momoe / Ø
glu / tusafaine
c mai / Ø
galue / teineitiiti
galulue / Ø
nofo / matua
nonofo / Ø

2. Please close your books. Teacher: Read one of the items below, pause, and select a missionary to repeat the sentence, making all the nouns plural. Repeat the sentence and have the class repeat the missionary's response.

a. Sa alofa le lo'omatuva i lana fansau.

b. Sa ta'alo le teineitiiti i le maale.

c. E tele le namu i le fale o lo'u tusafaine.

d. Sa pa'ul e taule'ale'a i le palapala.

e. Sa tago le tamaititi i le ipu ma fololoa.

f. Ou te alofa i lo'u matua.

g. Sa nofo le toea'ina i le fala manifini.

h. Sa toli mai e le tamaloloa ni 'ulu mo lona tusafaine.

3. Teacher: Present information to the missionaries in Samoan concerning the different roles than men, women, and children have in Samoan society. Information on this topic may be found in Culture for Missionaries: Samoa, pp, 90, 117-119. Then ask one of the following questions, pause, and select a missionary to answer.

a. O le a la itu'āiga o galuega e masani ona fai e tamaloloa Samoa?

b. O a ni mua o toea'ina Samoa e masani ona fai fa'atasai?

c. O a ni galuega e masani ona fai e tamaititi i o latou 'āiga?

d. O a galuega a taulele'a e masani ona fai?

Mastery Check

Please close your books. Teacher: Have the missionaries prepare a short talk for the class concerning the last family reunion (or other similarly large group meeting) they attended. Have them discuss those present according to various groupings: old men, old women, small boys, small girls, men, women, parents, sisters, brothers. Give them five minutes to prepare, then call on them to make their presentations to the class. Mastery level is achieved when missionaries can communicate their ideas effectively using plural nouns.

COMPOUND NOUN PHRASES: PRONOUNS WITH NOUNS

When pronouns (he, she, it, they, you, us, etc.) occur in conjunction with other nouns (Bill, Mary, the boy, the woman, etc.), the number of the pronoun includes all of the individuals in question. Generally, the pronoun comes first in such compound noun phrases. Study the following examples:

'O ma'ua ma Ioane - John and I (lit. "we [2] and John")
'O matou ma Pili ma Ioane - Bill and John and I (lit. "we [3+] and Bill and John")
'O ouluu ma Ana - You (singular) and Ann (lit. "you [2] and Ann")
'O ouluu ma Ana - You (singular) and Sally and Ann (lit. "you [3+] and Sally and Ann")
'O outou ma Selii ma Ana ma Pili - You (singular) and Sally and Ann and Bill (lit. "you [3+] and Sally and Ann and Bill")
When a dependent pronoun acts as a doer, any other nouns included by that pronoun necessarily come after the predicate (unless, of course, some fronting rule is being applied). For example:

Lu’a te talanoa ma Peleti?
- Are you (singular) and Fred going to talk? (or, Are you going to talk with Fred?)

Toa te fa’agaluega na Sina?
- Do you (2) and Sina work (together)? (or, Do you work with Sina?)

Ma te o ma Sale i le tifaga.
- Charlie and I are going to the movie. (or, I am going to the movie with Charlie.)

Sometimes two pronouns are conjoined in this manner to emphasize all the individuals involved:

Pe lu’a te talanoa ma ia e uliga i le paptisoga?
- Are you (singular) and he going to talk about the baptism? (or, Are you going to talk with him about the baptism?)

Under most circumstances, the phrase ma ia in the sentence above would have been unnecessary. However, in this case the speaker wanted to emphasize the individual with whom the listener was going to speak about baptism.

The notion of "who else?" or "with whom?" is conveyed in a similar manner. "O ai (who) precedes the pronoun which includes all the individuals in question. For example:

O ai oula?
- You and who else? (lit. "Who are you [2]?")

O ai outou?
- You (2) and who else (singular or plural)? or You (singular) and who else (two or more)? (lit. "Who are you [3+]?")

O ai sa lua o i le lotu?

O ai tou te o?
- Who (singular or plural) are you (two or more) going with? or Who (two or more) are you (singular) going with?

O ai o lo’o la momoe?
- Who is s/he sleeping with? (lit. "Who they [2] who are sleeping?")

O ai ma te o?
- Who am I going with?

Remember:
1. When the conjunction ma (and, with) is used to combine nouns with pronouns, the pronoun occurs first and includes all of the nouns concerned.
2. The notion of "who else?" or "with whom?" is conveyed by o ai and some plural pronoun.

Examples:
Sa o atu latou ma Ioane ma Pili i le lotu. - He went with John and Bill to Church.
Sa ma feiloa’i ma lou faia’oga anaopo. - I met with your teacher last night.
O ai lua te toli vī nanei. - Who are you picking apples with later?

Mastery Check - Rule

Practice
1. Dictation
NEW WORD: voli polo - volley ball

Sa ma o ma Ioane i le vao ananasf. / Sa ma savava li le auala tua ma le gāna. / Ina’o savava li ma’ua, sa matou feiloa’i ma Mele. / Sa ma fesili atu ’ia Mele po’o fea / le mea e alu ’i ai. Sa tali Mele, / Ou te alu i tai e ta’alo voli polo. / Sa fesili atu Ioane ta te ia, “O ai tou te ta’alo?” / Sa tali Mele, “Matou te ta’alo ma le isi ‘au igoa / e maiaga mai Apia. ‘A uma la ta’aloga, / ma te o ma Sala i le tifaga.” / Na ou fesili atu, “O le a le
tifaga lua te ʻāi ai?" / Sa tali Mele, "Ma te ʻāi le ata lea / e faʻai le Tivoli. E ʻā? / Tatou te ʻō?" Sa tali loa Ioane ma le fiafia, / "Io, seʻi tatou ʻo faʻatasi. O leʻa tatou feiloaʻi / i luma o le fale tifaga i le tā o le fitu." / Sa faʻi atu Mele, "Ia ʻua lelei," / ona ia savai loa lea i lana taʻaloga.

2. Teacher: Read the first sentence of the previous passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following sentences and the word in the parentheses. Then pause and select a missionary to add the noun in parentheses to the doer noun phrases of the sentence. Then repeat the item and have the entire class repeat the missionary's response.

Example: Teacher: Ou te alu 'i le fale'oloa. (Ioane)
Missionary: Ma te ʻo ma Ioane i le fale'oloa.

a. Sa 'e fa'ataga taimaiti e ta'a'alo i le matafaga?
b. Sa maua e ia le fa'atagaga e ulu i le malumalu sa? (ona to'alua)
c. Sa ou alu i le fonotaga i le Aso Sa. (Lave)
d. 'Afai 'e te fia ulu i lenai fale, e tatau ona 'e fa'ano'i i lou tama. (lau uo)
e. Sa ou savaii atu i le 'auaia e tau atu i le fale afolau. (la'u soa)
f. Na fa'atasi e ia ni fia fou. (Ioane ma Pili)
g. Na 'e alu i fafo i lena faitooto'a? (Manu ma Sina ma Su'a)
h. O le'a ou fa'amautu 'iā Simi. ('oe ma Tavita)

4. Directed Questions

Fesili 'iā Elder/Sister ______?:

a. po'o ai la te soa.
b. po'o ai sa latou talanoa i le lotu i le Aso Sa.
c. po'o ai latou e le fiafia i le MTC.
d. po'o ai la te fia alopoipo pe'a uma lana misiona.
e. po'o ai sa la uo a'o le'i 'amata lana misiona.
f. po'o ai sa latou momoe i le fonotaga i le vaiaio talu ai.
g. po'o ai lua te a'o'a fa'atasi nanei.
h. po'o ai outou e alofa 'i ai 'o ia.

5. You are a psychologist doing a study on LDS missionary companion relations. Pretend your companion is one of the subjects of your study and ask him to tell you something he did with another missionary, and something he did with two or more missionaries (other than his companion). Be sure to ask him the names of the missionaries he associates with and take notes. Afterwards, reverse roles and begin again.

Mastery Check

Please close your books. Teacher: Interview each missionary and have them report to you the results of their study in the exercise above. Mastery level is achieved when 85% of the missionaries are able to communicate effectively, using compound noun phrases.

AMOUNT MARKERS E, SE

When indicating an amount or number of objects, the number, marked by e or se, generally follows the noun. E can be used to mark the amount or number of any noun, while se only marks the amount of indefinite nouns. Study the following examples:

Na ou faatau mai tusi e tolu. - I bought three books.
Na ou maua le lapi e tasi. - I received one book.
'Aumai le tusi e tasi. - Bring one book.
'Aumai se tusi e tasi. - Bring one book.
'Aumai ni tusi se lua. - Bring two books.
'Aumai tusi e lua. - Bring the two books.

If a noun and its number modifier are fronted, the number comes first, preceded by the amount marker e. For the number one (tasi), the singular article le precedes the fronted noun. Generally, the indefinite nouns are not fronted. The interrogative fia (how many) usually occurs in fronted position following the amount marker e.

e lua tusi ou te faiatuna nanei. - I'm going to read two books tonight.
etasi lava le mea na 'ou popole ai. - There was one thing I was worried about.
eto'atolu taimaiti o lo'o 'a'ai i le fasi povi. - Three children are eating the piece of beef.
e fia fagu iu na 'e 'aumaii? - How many bottles of soft drink did you bring?
Samoan grammar makes no distinction between such expressions as "thirty pages" (fitulau e tolusefulu) and "page thirty" (fitulau e tolusefulu). However, the meaning is usually clear from the context.

Numbers can also be used as predicates and nouns. In these uses they require no special markers. Numbers are commonly used as predicates in indicating possession, as in the following examples:

E lua a'u tusi. - I have two books. (lit. "My books [are] two.")
Sa tolu ana ta'avaale. - He had three cars. (lit. "His cars [were] three.")

Numbers are used as nouns only when context makes it clear what the number-nouns refer to. For example:

Pe 'e te mana'o 'i ni lole? Joe. 'Aumai - Do you want some candy? Yes. Give (me) two.
E fia fuaia'au e inu i le taimi lenei? Inu - How many pills (should I) take at this time? Take three.

Number of things can be expressed by the following patterns:

1. definite NP + $e$ + NUMBER
2. indefinite NP + $\{a se\}$ + NUMBER
3. $E$ + $\{fia NUMBER\}$ + definite NP + rest of sentence

Numbers can also function as predicates and nouns.

Examples:

Ou te mana'o 'i ni tipolotipolotipolote lima. - I want five lemons.
E lua vi na 'ai e le tama. - The boy ate two vi.
Na ou fa'atau mai le ipu mafolafola e tasi. - I bought one plate.
E lua ona fale. - She has two houses.
On te fia fia 'i le vi. 'Aumai le lua, fa'amolemo. - I like vi. Bring two, please.

Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'Aumai ni tusi se tolu.
Substitute: $\emptyset$, le, me, ni, le, $\emptyset$

2. Questions

a. E fia fusiua o lo'o i ni ia te 'oe?
b. E fia fusiua o lo'o i le laulanu?
c. E fia nofoa o lo'o i ni ia i lenei potu?
d. E fia ni moli na 'e aina i le vaiaso 'us te'a?
e. E fia 'ofu tino papae o lo'o i ni ia i lau sos?
f. E fia fa'atau mai lo'o i ni ia i lenei potu?
g. E fia le itulau o le pese ________?
h. E fia ni au peni?

3. Fill in the Blanks

NEW WORDS: tau - cost
aofa'i - total
tala - dollar

Sa alu atu Laki i le ________ e fa'atau mai ni penitala. Sa ________ fai atu 'i le fa'atau'oloa,
"_______, ou te fia fa'atau ni penitala ________ sefulu." Sa tali le fa'atau'oloa,
'Ta 'ua lelei. ________ lima a'u penitala m§u, ma ________ fitu ________ penitala
mastery check
explain
them comfortably please close discussion

4. Discussion Questions

a. E fia penitala na mana'0 i ai Laki? E fia penitala na ia fa'ataupuaga?
b. E fia le tau o le penitala e tasi? 'Aisea na 'avatu ai e Laki le tala i le fa'atau'oloa?
c. O le a sou manau -- e p'o' (crooked) le amio a le fa'atau'oloa?
d. O le a le itu'aiga a tagata e i ai Laki? Fa'amata e poto 'o ia?

Mastery Check

Please close your books. Teacher: Have the missionaries move their desks so that they can converse comfortably with each other. For large classes, divide the missionaries into two or three groups. Ask them to determine on their own how many squares (sikusa) are in the figure below. Then have them compare their answers with each other. If their answers do not agree, the missionaries should explain to the rest of the class how they arrived at their answers. All of this should be done in Samoan. Mastery level is effective communication.

NUMBER PREFIXES LONA, FA'A-, TO'A-, TA'I-

The cardinal numbers (one, two, three, etc.) can be made into ordinal numbers (first, second, third, etc.) by using the word lona. Lona followed by some number can be placed after the noun phrase. For example:

O Brigham Young o le perofeta lona lua o le — Brigham Young is the second prophet of this church.

Avatu le tusi i le faise'au lona tolu.
Faitau le matatupu lona sefulu.

An exception to this is tasi (one) whose ordinal equivalent is an entirely different word, muamua (first). Other ways of expressing the notion of "first" are found in Unit Nine, Lesson Two.

The prefix fa'a-, when applied to numbers, means "times." The resulting expression can be used as an adverb. The expression e fa'a'afa means "how many times" and can be placed at the beginning of complete sentences. Study the following examples:

Na matou malaga fa'afa'a i Miu Sila.
Na ma fetaui fa'atausi.
'Ta sola fa'asefulu le mana.
O le'a 'ou tua fa'asefalei lena' upu.
E fa'afa'a na 'e moe i le vasega?

We went to New Zealand twice.
We met once.
The boy has escaped ten times.
I will write that word one hundred times.
How many times did you sleep in class?

The prefix toa- is applied to any number that refers to people. In the case of compound numbers, it is appropriate in formal Samoan to prefix toa- to both numbers, as in tagata e toalasefulu ma le to'ala (twelve persons). Nevertheless, many people will express this simply as to'asefulu ma le lua or even to'asefulu. To'a is also prefixed to the interrogative fia (how many) when inquiring about numbers of people, and to ititi, ia'itiiti (little, few) and tele (many) in reference to small or large numbers of people. For example:

345
E to'atele tagata sa o mai i le lotu.  - Many people came to the service.
Sa momoe fa'ifu'a e to'atolu. - Three missionaries slept.
E to'afa faite sa i ai? - How many girls were there?

The prefix ta'i- may be translated "each." Numbers or the interrogative fina (how many) with this prefix can act as predicates, conveying the meaning of "to be/have __________ each."

E ta'ita'ia o fia? - How many are these books?
E ta'ita'ia i se - (They're) twenty cents each.
E ta'ita'ia va motou i pu koko i le taeao. - We have on cup of cocoa each in the morning.
E ta'ita'ia i faua χa e inu i le itulā? - How many pills (should I) take each hours? (lit. "How many pills each to take in the hour?")
E ta'ita'ia a fau a i faua'au. - Every three hours two pills (should be) taken.
E ta'ita'ia a fau a i faua'au - Give the hymn books to each missionary.

The word ta'ita'ia may be used as an adjective, meaning "each." The words ta'ito'atası (each person, individually, one at a time), ta'ito'ai te ai (two at a time), etc. can be used as adjectives or adverbs. The nouns modified by these adjectives are in plural form. For example:

Sa ou faiatūina tasi ta'ita'ia. - I read each book.
Sa o atu ta'ito'ai te ai le malumelu sa. - The missionaries went to the temple two at a time.
E ta'ito'ai te ai faite a mafai ona o atu e talanoa na le peresite ne? - How many missionaries each can go speak with the president? (or, "How many missionaries can speak with the president at a time?")

Avatu tasi pe e faite a'au. - Give the hymn books to each missionary.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>lona + NUMBER</td>
<td>(ordinal number: second, third, etc.)</td>
<td>(adjective)</td>
</tr>
<tr>
<td>fa'a + NUMBER</td>
<td>(number) _ times</td>
<td>(adverb)</td>
</tr>
<tr>
<td>fa'a</td>
<td>how many times</td>
<td>(adverb)</td>
</tr>
<tr>
<td>to'a + NUMBER</td>
<td>(number of people)</td>
<td>(number#)</td>
</tr>
<tr>
<td>to'a</td>
<td>how many (people)</td>
<td>(number#)</td>
</tr>
<tr>
<td>ta'i + NUMBER</td>
<td>each, to be each</td>
<td>(predicate)</td>
</tr>
<tr>
<td>ta'i</td>
<td>how much each, how many each</td>
<td>(predicate)</td>
</tr>
<tr>
<td>ta'ita'ia</td>
<td>each</td>
<td>(adjective)</td>
</tr>
<tr>
<td>ta'ito'a + NUMBER</td>
<td>(number) _ (people) at a time</td>
<td>(adjective, adverb)</td>
</tr>
<tr>
<td>ta'ito'ata'si</td>
<td>individually, each person</td>
<td>(adjective, adverb)</td>
</tr>
</tbody>
</table>

*For use of numbers, see the previous section entitled "Amount Markers e, e."*

Examples:

Na ou alu i le potu lona tolu. - I went to the third room.
Sa fa'amatara, fa'atolu le tasi. - He read the book three times.
E to'aiti e sa o mai i le fonotaga. - Few came to the meeting.
Sa fa'amama potu ta'ita'ia. - She cleaned each room.

Mastery Check - Rule
Practice

1. Dictation

NEW WORDS: a'oga pese - song practice
'tau fa'i pese - choir
fati - melody

When mastery check teacher direct if problem for 4
practice dictation.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Teacher: Read one of the following items, pause, and select a missionary to restate the ideas in the sentence so that it uses a numerical prefix, as in the examples below. Then read the item again and have the class repeat the missionary's response.

Example: Teacher: Sa ou alu 'i Miu Sila ia Mā. Sa ou toe alu 'i Miu Sila ia Tuni. Missionary: Sa ou alu fa'atolu i.Miu Sila. Teacher: Sa i ai Ioane ma Mele ma Simi ma Sina ma Lave i le fonotaga. Missionary: Sa i ai tagata e to'alima i le fonotaga.

a. E lusasefulu sene i le tipolo e tasi.
b. O Ioane o le tagata sa 'te'ele i lena vai lepa ina ua uma ona ta'e'ele ai isi tagata e to'alus. (hint: use lona)
c. Sa ou faitaunia le Tusi a Manoma i le tausaga 'us ta'ea ma sa toe faitaunia i le 'amataga o lelei tausaga.
d. Na alu faife'au i le malumalu sa; peita'i latou te le'i o fa'atasai.e. Sa no Ioane ma Pita ma Tapita ma Kanona ma Lui i le potu vasaeg.f. O le tau i lelei sa ou faitaunia i lenei vaia ao ina ua uma ona ou faitaunia isi tuasi e lima.g. Ou te tamo'e i le faile ta'alo i taeao 'uma.h. Sa alu Elder Holt i le faile uila i le tā o le sefulu, ma sa toe alu i le tā o le sefulutsa, ma sa toe alu i le ta o le sefulula ma sa toe alu i le ta o le tasi.i. E fa fuala'au e inu i aso 'uma.j. Na fa'amatala mai e faife'au 'uma o latou igoa; peita'i latou te le'i tautala fa'atasai.k. O le'a lāuga Mele ma Sina ma Sala ma Isapelā me Ruta i le lotu nanei.

4. Have your companion time to see how long it takes for you to complete all of the following tasks in Samoan. Your companion will add five seconds on to your time each time she cannot understand what you say. Afterwards, time her on the same tasks.

a. Tell your companion the names of all your brothers and sisters and the order in which they come in your family.
b. Tell your companion how many times you go to the cafeteria each day.
c. Tell your companion how many people you think are in your branch.
d. Tell your companion how much each you think flashlight batteries (ma'a moli uila) cost at the nearest store.

Mastery Check

Teacher: Direct the missionaries to work on the following problem. After a few minutes, talk to them individually and have them explain their answers to you. If there is disagreement, conduct a group discussion in Samoan on the problem and how to arrive at it solution.

Problem: If 125 people can go through the temple one at time in three hours, how long will it take for 75 people to go through one at a time? If the seventy-fifth person enters the temple at 9:00, when will she leave?
TEST

1. Dictation. Possible Points: 15
NEW WORDS: e moni - indeed, in fact
soafai - total

'O Sina 'o se taine 'aulelei ma le fiafa. / 0 lo'o nonefo latou ma ons matua ma ons uso mo
tuagane / i se faie tele. I se tasi ao sa 'ai e Sina / ni vi leaga o tolu, ma sa ma'i ai. / 0 lea sa ia alu e asiasi 'i le foma'i / i le aso lona tolu o lona ma'i. / Peita'i sa le iolo e
le foma'i / le pogs na ma'i ai Sina. / 'One 'o leai sa alu Sina 'i se isi foma'i. / E moni, sa
asiasi Sina i ni foma'i e to'asefululuu, / aga sa lo' elo e se tasi le fiafuaga o lona ma'i. / I se tasi ao, na sau ai se foma'i fou i lena nu'u, ma sa ia glu atu e asiasi 'ia Sina. / O
ia o se foma'i poto mo le atamai. / Sa ia avatu 'ia Sina ni fualalau ma na fa'atou atu / le
soafai o fualalau e imu i le aso. / Sa asiasi atu pea le foma'i 'ia Sina. / Sa ia asiasi fa'atolu
ia Sala i aso ta'tisai.

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks
NEW WORDS: fa'ataga - to pretend to
teva - to depart in anger
I le asiasiaga ________ lua sefulu ma le valu, sa fesili atu le ________ ia Sina po 'ua
malosi 'o ia. Sai 'ata Sina, ona ia sai atu ________ i le foma'i, "Ua lava ________ ou
le toesai ma'i. 'Ae ________ ou fa'ataga ma'i nau sa ________ fiafa i lou asiasi fa'atolu
mai i aso ta'i ________ . Ou te alofa tele ________ oe." Ina ________ ila e le foma'i
'ua toe malosi ________, sa ia fiafa lava. Sa fuafua ________ ma Sina e fa'aipoipo
_______ lena lava vaisao. Na o mai ________ le fa'aipoipoga toea'i 'ina ma lo'omotutua
_______ o la'ua 'aiga. ________ i ai fo'i o la'ua matua, atoa ________ le to'atele
o ________. Na sau fo'i ________ faife'a au toa ________ le ma'amau. Ina 'ua teetiti
_______ 'umata le fa'aipoipoga, sa tu'uina atu ________ le foma'i se papa lautitit
_______ manifii 'ia Sina. ________ fesili Sina 'ia te ________, "O le a leni
mesa?" Sa ________ le foma'i, "O le pili lena ________ a'u asiasiga ________ luaasefuluvalu."
Sa ita loa ________ ma sa teva los ________ ma lona 'aiga atoa. O lea, e le'i fa'aipoipo
_______ ma le foma'i ________ aso, ma e le'i maua ________ le foma'i lana tupe.

ACTIVITY

1. For a homework assignment, each missionary is to draw a Bingo card and place twenty-four numbers
from one to thirty in five columns and five rows in random order on the card. The center square
should be marked "free." However, unlike regular Bingo, each column should be labeled with one
of the following prefixes: lona, fa'a, to'a, ta'i, and ta'a. The teacher should prepare
slips of paper labeled from one to thirty and with the aforementioned prefixes. The slips labeled
with the prefixes should be put in one box and the slips with the numbers in another.

2. The teacher or a missionary draws a number from one to thirty from one box and from the other
one of the prefixes. The prefix and the number are read twice vocally. The caller should write
down the number and prefix so that no prefix-number combination is used more than once.

3. If the prefix and number called appears on a missionary's card, s/he crosses out that number.

4. Steps two and three are repeated until one missionary has five cross-outs in a row diagonally,
vertically, or horizontally. That missionary calls out "O a'u!"

5. The missionary who has said "O a'u!" must read his/her five prefixes and numbers, or four
prefixes and numbers and a free space, for verification. This missionary is the winner if all
the prefixes and numbers are correct.

6. If not all the numbers or prefixes are correct, play continues until a winner is determined.

7. The teacher may wish to collect the papers to see that the learners have identified the numbers
correctly.
RETENTION HOMEWORK

1. Take turns with your companion translating the sentences in the passage on pages 340-341.

2. Write out the answers to the following exercises:
   - page 342 exercise 2
   - page 344 exercise 3
   - page 345 exercise 2
   - page 348 exercise 3

3. Take turns with your companion translating the sentences in the passage on page 348.

4. Take turns with your companion translating the sentences in the test exercises on page 349.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

[EM] There is an extra-mile section associated with this lesson.
At the end of this lesson, you should be able to do the following in Samoan:

1. Use the courteous phrases of gratitude and praise.
2. Talk about travel.
3. Use the words for various animals.

DIALOGUE

Elder Sikoki: Tofi ia pasi lala 'ua sau.
Elder Aua'a: Fa'amolomole pe mua le na pasi 'i Mulifanna?
'Ave Pasii: E fa'aopene lava, vae atu lua susuiga.
Elder Aua'a: E fia la pacea?
'Ave Pasii: E tolousefulu seno le pacea.
Elder Aua'a: La 'ua lelei, fa'aafetai. Ta, tulou lava le pacea.
Elder Sikoki: Mālo le fa'aauli.

TRANSLATION

Elder Scott: Stop that bus that's coming.
Elder Aua'a: Could you please tell me whether this bus is going to Mulifanna?
Bus Driver: It does indeed, sir.
Elder Aua'a: How much is the fare?
Bus Driver: Thirty cents is the fare.
Elder Aua'a: Fine, thank you. [To the passengers!] Please excuse us.
Elder Scott: Nice driving there!
In Samoan, it is courteous to use expressions of gratitude and praise, such as those given below. When returning or responding to a compliment or expression of gratitude, it is common to repeat the expression (where logically appropriate), inserting the adverb fo'ilo (also).

The congratulatory word malo is used to compliment people after or during the event in question (pattern 4) while manuia is used to wish someone well in a yet future event or occasion (pattern 5).

1. Fa'afo (fo'ilo) le ____________.
   a. agalele
   b. fa'aloalo
   c. gase
   d. tapua'i
   e. asi Mai

2. Fa'afo (fo'ilo) i lo outou ____________.
   a. alofa
   b. agalele
   c. gase
   d. fa'aloalo

3. Fa'afo (fo'ilo) mo le ____________.
   a. mea alofa
   b. mea tauma
   c. avanoa
   d. asisiga

4. Malo (fo'ilo) le ____________.
   a. tauma
   b. fa'aui
   c. sofua
   d. saunoa
   e. fetai

5. (ia) manuia (fo'ilo) le ____________.
   a. Kilisimasi
   b. Tausaga Fou
   c. aso fanau
   d. fa'amulii
   e. malaga
   f. ago
   g. po

In Samos, it is courteous to use expressions of gratitude and praise, such as those given below. When returning or responding to a compliment or expression of gratitude, it is common to repeat the expression (where logically appropriate), inserting the adverb fo'ilo (also).

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1. Fa'afo (fo'ilo) le ____________.
   a. agalele
   b. fa'aloalo
   c. gase
   d. tapua'i
   e. asi Mai

2. Fa'afo (fo'ilo) i lo outou ____________.
   a. alofa
   b. agalele
   c. gase
   d. fa'aloalo

3. Fa'afo (fo'ilo) mo le ____________.
   a. mea alofa
   b. mea tauma
   c. avanoa
   d. asisiga

4. Malo (fo'ilo) le ____________.
   a. tauma
   b. fa'aui
   c. sofua
   d. saunoa
   e. fetai

5. (ia) manuia (fo'ilo) le ____________.
   a. Kilisimasi
   b. Tausaga Fou
   c. aso fanau
   d. fa'amulii
   e. malaga
   f. ago
   g. po

*This material was adapted from John F. Mayer, *Samoan Language: A Manual for Study and Teaching of the Samoan Language as Taught by Peace Corps Western Samoa* (n.p.: mimeographed, 1976), pp. 234-35.
Practice

1. Memorization Exercise

2. Questions

a. 0 le 3 se mea e fa atu pe'ana ou tu'uina atu ia te 'oe se mea alofa?
b. 0 le 3 sau mea e fa atu pe'ana tou fa'eloa'i ma nist o lo'o vale vao?
c. 0 le 3 sau mea e fa atu pe'ana tu'uina atu 'ia te 'oe ni mea'ai lelei?
d. 0 le 3 se mea e fa atu pe'ana fa'alalo se isi 'ia te 'oe?
e. 0 le 3 se mea e fa atu i se tagata e lelei i lana' ave ta'avale?
f. 0 le 3 se mea e fa atu pe'ana vala'auina 'oe e se isi e fa se mea'ai i lona fale?
g. 0 le 3 sau mea e fa atu pe'ana 'e fiafa tele i lau mea'ai?
h. 0 le 3 sau mea e fa atu pe'ana tu'uina atu 'ia te 'oe le avanoa e fa aie se lesona?
i. 0 le 3 se mea e fa atu i isi le masina o 'Olesama?
j. 0 le 3 se mea e fa atu i isi le 'amataga o 'Uanau?
k. 0 le 3 sau mea e fa atu i luo soa pe'ana 'e alu 'i le fale'alolo 'se nofo pea luo soa i le fale?
l. 0 le 3 sau mea e fa atu pe'ana fesosoa ni se isi 'ia te 'oe?

3. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to give a logical and natural response. Repeat the item and have the class repeat the missionary's answer.

Example: Teacher: Malo le soifu. Missionary: ia, malo fo'1 le soifu.
Teacher: Fa'afetai le gase. Missionary: Fa'afetai fo'1 le asi'ai mai.

Mastery Check

Please close your books. Teacher: Instruct the missionaries to make flash cards with one of the items below written on each card. Then have them use the cards to test one another's response to the situation. Monitor and evaluate their performance. Mastery level is achieved when missionaries give an appropriate response for each situation.

Someone gives you a meal. The driver does a good job.
Someone gives you a present. Your host treats you kindly.
You see some people working. It's December 24th.
It's December 31. It's my birthday.
Someone invites you in. You need a conversation opener.
The food is excellent. A Chief gives a fine speech.
Someone compliments you on your speech. An Orator gives a fine speech.
You get permission to give a lesson. Your friend is leaving on a trip.
You are leaving your companion behind. It's getting dark.

353 PATTERNS - TRAVELING

Buses are the chief source of public transportation in Samoa. Taxis are also available in some areas. Interisland transportation consists of boats and small planes. The following patterns will help you communicate on the subject of transportation in common situations.

Though not reflected in the translation, the expression given in item 5 is used to excuse oneself when finding one's seat on a bus.

The patterns include a few towns and villages in Samoa, including Apia, the capital of Western Samoa and a port city located on the island of Upolu. The village of Mulifanua is another Upolu village which contains a wharf where passenger boats dock. Asau and Saleologa are port villages located on the island of Savai'i, Western Samoa. Fagatogo is the capital of American Samoa.

1. 'Ua.vave le talii. i. The time is short.
2. Tā ʻū loa e fa'atali se ta 'auala 'i _____.
   a. le malae va'alele
   b. le uafu
   c. le maketi
   d. Apia

4. Fa'amolemole, pe alu lenei pasi 'i ____?
   a. Apia
   b. Mulifanua
   c. Salelologa
   d. Asau
   e. Fagatogo

5. Ia, tulou lava le pasese.

7. 'Anei ou te lē maua le ____.
   a. pasi
   b. va'alele
   c. va'a
   d. pasi usu
   e. pasi moe

9. E fia le pasese ____?
   a. ____
   b. e totogi
   c. i le malae va'alele
   d. i Fagatogo
   e. i le alu ma le sau

Practice
1. Memorization Exercise
2. Questions
   a. O le ʻā sau mea e fai atu i lau soa pe'ana lua fia malaga i se pasi i le uafu?
   b. Se'ī o tatou fa'apea o lo'o lua fia malaga i Apia. O le ʻā sau mea e fai atu i lau soa pe'ana 'e va'ai atu i se ta'avalu 'ua sau?
   c. E te fia malaga i le malae va'alele. Peita'i, 'e te le iлоa pe lava lau tupe. O le ʻā sau mea e fai atu i le 'ave ta'avale?
   d. 'Ua tuai oloa i le malae va'alele. O le ʻā sau mea e fai atu?
   e. E te fia iлоa po'o fea le mea e malaga i ai le pasi. O le ʻā sau mea e fai atu i le 'ave ta'avale?
   f. O le ʻā sau mea e fai atu i le 'ave ta'avale pe'ana 'e mana'o e taofi le pasi?
   g. O le ʻā sau mea e fai atu pe'afai 'e te fia malama la i le 'auala i Fagatogo?

3. Please close your books. Teacher: Direct each pair of missionaries to write a skit about two missionaries who are waiting for a bus. Encourage the missionaries to be creative, such as thinking of a surprise ending which explains why the bus never comes or why the bus won’t stop for them. Give them a few minutes to prepare, then have them present their skits to the class. Provide help while they are preparing their skits.

Mastery Check

Please close your books. Teacher: Direct each pair of missionaries to write a skit about two missionaries talking with a bus driver. Encourage them to be creative such as dramatizing some confusion over price or over destination (such as might result if they wanted to go to a village named Fag - "Where"). Give them a few minutes to prepare, then have them present their skits to the class. Monitor and evaluate their performance. Mastery level is effective communication.
The following words will help you talk about animal and insect life.

- atualoa - centipede
- 'tisumu - rat, mouse
- lago - fly
- lo'i - ant
- maile - dog
- manu - animal, cattle
- manulele, manu - bird
- moa - chicken
- mogamoga - cockroach
- pe'a - bat, flying fox
- pilu - lizard
- povì - cow, cattle
- pua'a - pāg
- pusi - cat
- solo'fanua - horse

Practice

1. Memorization Exercise

2. Questions
   a. 0 le a le itu'iga o manu e ma'ai ona ti'eti'ei ai le tagata?
   b. 0 le a le itu'iga o mea ola e lanu meamata lona pa'u?
   c. 0 le a le itu'iga o mea ola e uuiuli lisa lita?
   d. 0 le a le itu'iga o manu e pilipi'i (curly) ai le si'usi'ul?
   e. 0 le a le itu'iga o manu e lele ma e ma'a ai ona niho?
   f. 0 le a le itu'iga o manu e fia'iai le sisi?
   g. 0 le a le itu'iga o manu e telu lava ona va'e?
   h. 0 le a le 'upu fa'a-Samoa no manu e ma'ai ai ona lele?
   i. 0 le a le itu'iga o manu e fia'iai 'isumu?
   j. 0 le a le itu'iga o manu e ma'a ai le sumu?
   k. 0 le a le itu'iga o manulele e lalalei lona ile?
   l. 0 le a le itu'iga o manu e masani ona fa'i ma fagafoa?
   m. 0 le a le itu'iga o manu e masani ona 'aina e pusì?

3. Free-Response Questions
   a. Pe 'e te fia'iai mea ola laiiti (e pei o le atualoa, lo'i, mogamoga, etc.)? Aisea?
   b. 0 le a suau mea e tai pe'a na le nofo i se fale e tumu'i mea ola laiiti?
   c. 'A 'e alu i Samoa, o lea le fa'atou ni mea tulina'amu ma se ta'inalu? E a pe'ana taugata na mes?
   d. E soga le fefe i mea ola laiiti?

Mastery Check

Write a paragraph or two about the attitude you have toward insects and/or other kinds of animals. Have the teacher check your work. Teacher: Evaluate the missionaries' stories. Mastery level is achieved when the missionaries use the correct words for animals and insects 75% of the time.

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**PERFORMANCE ACTIVITY**

1. For this activity, the teacher will need to prepare a set of cards. For twenty cards you need ten animals. Each card has the name of an animal on it, with each animal's name appearing once in Samoan on one card and once in Samoan but crossed out on another. (If desired, the names of animals listed in the extra-mile section can be used.)

2. Each missionary receives one card. If there are an odd number of missionaries, the teacher should participate and have a card also.

3. The missionary who has the card with the name crossed out makes the sound that the animal makes.

4. The missionary who has the card with the name not crossed out is silent but hunts his/her partner by listening for the sound.

5. When a pair has been identified, they go to the teacher to record their success.
RETENTION HOMEWORK

1. Write out the answers to the following exercises:
   page 353 exercise 2
   page 354 exercise 2
   page 355 exercise 2

2. Work with your companion reviewing the vocabulary presented in the lessons from Unit Four, Lesson Three up to this point.
   Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

3. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use the verbs *tofu* and *ta'itasi*.
2. Use the auxiliary verbs *i'u*, *o'o*, and *tausu*.
3. Express the idea of "not only . . . but also."
4. Use the interrogative particle *'ea*.

VOCABULARY

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>afi</td>
<td>fire, engine</td>
</tr>
<tr>
<td>afitusi</td>
<td>match(es)</td>
</tr>
<tr>
<td>aoga</td>
<td>use, value, useful</td>
</tr>
<tr>
<td>fa'atemala</td>
<td>careless</td>
</tr>
<tr>
<td>fale ma'1</td>
<td>hospital</td>
</tr>
<tr>
<td>fale mali</td>
<td>post office</td>
</tr>
<tr>
<td>fale pulu</td>
<td>jail</td>
</tr>
<tr>
<td>fale talavai</td>
<td>dispensary, drugstore</td>
</tr>
<tr>
<td>fale tupe</td>
<td>bank</td>
</tr>
<tr>
<td>māite</td>
<td>funny</td>
</tr>
<tr>
<td>popo</td>
<td>ripe coconut</td>
</tr>
<tr>
<td>talo</td>
<td>taro</td>
</tr>
<tr>
<td>tausu</td>
<td>to be near to reaching a certain condition</td>
</tr>
<tr>
<td>to'e</td>
<td>to laugh (of several people)</td>
</tr>
<tr>
<td>tofo</td>
<td>to test, to sample, to taste</td>
</tr>
<tr>
<td>tofotofo</td>
<td>to test, to provoke</td>
</tr>
<tr>
<td>tofu</td>
<td>for each . . . to have</td>
</tr>
<tr>
<td>tufa</td>
<td>to portion out, to distribute</td>
</tr>
<tr>
<td>uila / uila</td>
<td>bicycle</td>
</tr>
<tr>
<td>vilivae</td>
<td></td>
</tr>
</tbody>
</table>

GRAMMAR

**TOFU: EACH . . . HAS/HAD**

The verb *tofu* means "(for each) to have (an equal and specified number share.)" As explained in this translation, the number of items possessed by each person is specified in the sentence. The doer (possessor) is usually given in singular form and the particle *ma* precedes the object(s) possessed. For example:

'Us tofu le tagata ma lana tusi. - Each person has his/her book.
E tofu le potu ma moega e lua. - Each room has two beds.

The word *ta'itasi* may be used in the same way as *tofu*:

E ta'itasi le faifae'au ma lana 'ato tala'i. - Each missionary has her/his briefcase.
E ta'itasi le tamaititi a'o'ga ma ana 'api e lua. - Each student has his/her two notebooks.

Remember:

1. The verbs *tofu* and *ta'itasi* mean "(for each) . . . to have" and imply that each person has an equal amount.
2. The doer (possessor) is usually given in singular form.
3. The number of possessions is specified.
4. The particle *ma* precedes the thing(s) possessed.
Examples:

E tofu le tusi ma ata e fitu.  — Each book has seven pictures.
E ta'itasi le faife'au ma lona fusiua.  — Each missionary has a necklace.
Sa tofu le fale ma'i ma foma'i e to'a'ono.  — Each hospital has six doctors.
Sa ta'itasi le tamaititi ma lana a'iffi.  — Each child had a package.

Mastery Check - Rule

Practice

1. Dicatation

NEW WORD:  fugālā'au  — flower blossom

'O Isapela 'o le fai'a'oga. E alofa tele Isapela i tamaiti a'oga. / I se tasi aso, na ia saumia ni keke / mo tamaiti a'oga i lana vasega. Sa ia 'aveina keke / 'i le fale a'oga i lena aso. / Sa tofu le tamaiti ma le tusi pese, / ma sa latou usu se pese. Sa fai le tatalo / e le isi teiteititi ona latou 'amania lea ona a'oa'o. / Ina 'ua 'uma le vasega, sa tufa atu e Isapela keke, / e ta'itasi le tamaititi ma keke e lua. / Sa tofo fo'i le tamaititi ma le mea a'iofa mo Isapela. / Sa latou tu'una atu 'ia te ia ni fugālā'au. / Sa fiafia tele Isapela i lena aso.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to restate the sentence using tofo or ta'itasi. Then repeat the item and have the class repeat the missionary's response.

a. O lo'o i ai penitaia e iua i faife'au ta'ito'atast.  

b. Ua i le tama lea ni afitusis e tolu. E fa'apena fo'i isi tama 'uma.  
c. Ta tufa atu nei uila i faife'autila'i 'uma.  
d. E i le taulēalea'alea lela popo e safulu. E fa'apena fo'i isi taulēalea.  
e. Sa ou tu'una atu tao ta'itasi i matai ta'ito'atast.  
f. 'O tagata 'uma i lenee mu'u e i ai latou ta'avale.  
g. E i le potu moe moega e fa. E fa'apena fo'i potu 'uma i lenee fea.

4. Please close your books and take out a sheet of paper. Teacher: Tell the missionaries they will have exactly 5 minutes to try to find out from each other how many possessions they have in common (that is, possessions or types of possessions which each missionary owns at least once). Tell them you will give a reward to the missionary with the longest accurate list. If a list contains an item which one or more missionaries in the class does not have, that list is disqualified as inaccurate. Call on them individually to report their list to the class. Any missionary speaking English will have five points deleted from the total number of items on his/her list.

Mastery Check

Are all people created equally? Try to think of any attributes, abilities or opportunities which are shared by all living people at birth and write them down in complete sentences. If you cannot think of any, write those items which most living people share at birth. Teacher: Give the missionaries time to think and write out their ideas. Then call on several of them to report their thoughts to the class. Mastery level is effective communication.

I'U, O'O, TAUAU

The verbs i'u, o'o, and tauau are auxiliary verbs which are connected to the main predicate of the sentence with the particle ina. A tense marker precedes each of these verbs, which are followed by ina and a sentence which is complete except for a tense marker.

When used as an auxiliary, i'u (to come to an end) takes on the meaning of "finally" or "turn out." For example:

Na galue le tama i le aso, 'ataoa ma na i'u ina moe i lalo o le lā'au.  — The boy worked the entire day and finally slept under the tree.
The old man has lost his strength; he will finally die.
Everything will turn out (end) fine.

O'o means "to happen that" or "to come to pass that." Examples:

0 le'a i'u ina lelei mea 'uma.
- It will happen that missionaries will no longer be permitted to proselyte in this village.

Tausau means "almost" or "to be on the point of reaching a certain condition":

'Tua tausau ina 'uma le vai.
- The water is almost gone.
'Tua tausau ina mu le fasi povi.
- The beef is nearly burned. (or, The beef is almost at the point of becoming burned.)

The following pattern can be used to express "finally," "turn out" (i'u), "happen that," "come to pass that" (o'o), or "almost," "nearly," (tausau):

<table>
<thead>
<tr>
<th>TENSE</th>
<th>i'u</th>
<th>o'o</th>
<th>ina</th>
<th>DC</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Examples:

'Tua tausau ina 'uma le ma'ai a le 'aiuga.
- The family's food is almost depleted.
Sa fa'amanoa Mele ma na i'u ina tagi 'o ia.
- Mary grew increasingly sad until she cried.
'Tua o'o ina momoe fa'ataga i lalo o le niu.
- It happened that the missionaries slept under the coconut tree.

Mastery Check - Rule

Practice

1. Double-Slot Substitution

Model: 'Ua o'o ina mu le fale tepe 'atao.
Substitute: 0 / fale meli
           tauau / 0
           0 / fale puipui
           0 / fale talavai
           i'u / 0
           0 / fale ma'i
           o'o / fale sa
           0 / fale auso
           i'u / 0
           0 / fale tele
           tauau / 0

2. Fill in the Blanks

NEW WORDS: fa'ata'ita'i - practice
            patipati - to applaud

'O Simi 'o __________ tamaititi Samoa. Na fa'atouina 'o ia e fa'i le siva i le fiafiaga __________ le nu'u. Na saunia e Simi lona siva ma na __________ fa'ata'ita'i le siva __________ aso 'uma lava. 'Ua o'o __________ lelei tele le siva __________ Simi. Ina __________ o'o mai le pō e fa'i __________ le siva, na sulu __________ Simi lona 'ie fou ma na selu fo'i lons __________. Peita'i __________ le iho lona fusi pa'u. Sa fua Simi e su'e __________ fusi pa'u, 'ae sa le naua. Na i'u __________ tosifiti tui Simi __________ le fiafia.
O lea, sa ia alu ai i __________ fiafiaga e auna __________ se fusi pa'u. Sa 'Tamaia __________ Simi ona siva ma sa fiafia 'uma __________ au sa poto tele 'o ia i le __________. Peita'i,
3. Discussion Questions
a. O le a le mea na le iola ai e Simi 'ua tauau ina pa'u lona 'ie i le 'amataga?
b. Fa'amata o a ni lagona 'us o'o 'ia Simi i lena mea?
c. Po'u tupu se mea malle fa'apenâ ia te 'ce mumaun? O a ni lagona na 'e maua i lena mea?
d. O le a le mea na tōe ai tagata 'ia Simi? Fa'amata e agaleaga nā tagata?
e. O le a sou manatu: o ni tagata fiafia tagata Samoa?

Mastery Check

Prepare a brief talk on one of the topics below. You will have five minutes to prepare and will be allowed to refer to brief notes only. Use the verbs tauau, e'a, and i'a where appropriate. Teacher: Direct the order of the presentations. You may wish to assign the topics below to avoid overlap. Mastery level is effective communication.

a. Describe the process you went through to break a certain habit.
b. Describe the process you went through to develop a certain habit.
c. Describe how you learned a musical number.
d. Describe how you memorized some poetry or other piece of writing.
e. Describe how you plan to get accustomed to the Samoan culture.
f. Describe how you got used to the Missionary Training Center.

LE GATA: NOT ONLY . . . BUT ALSO

The verb gata means "to come to an end" or "to terminate." Its negative form, le gata, means "not to be limited to" or "not only." It can be used to introduce clauses or phrases, much as the English expression, "not only . . . but also." Being a predicate, le gata is normally preceded by a tense marker. When le gata introduces a clause, it is followed by the particle ina and a sentence which is complete except for a tense marker. Clauses or phrases following the one containing le gata are usually introduced with 'ae or 'a (but) and frequently contain the adverb fo'i (also). For example:

E le gata ina valea le tama, 'ae 'aulieaga fo'i. - The boy is not only stupid, but (he is) ugly also.
Sa le gata ina vaivai le toea'ina, 'ae sa ma'i fo'i. - Not only was the old man weak, but (he was) sick, too.

Le gata (preceded by some tense, as before) may also introduce prepositional phrases which contain the prepositions 'i, 'ia, or 'ia te. The expression (TENSE) le gata 'i lea . . . means "not only that . . ." As before, 'ae or 'a (but) and fo'i (also) are often used in the clause or phrase following the one containing le gata. For example:

E le gata 'i te 'oe, a'o a'u fo'i, ou te fia malaga 'i Miu Sile. - Not only you, but I also want to go to New Zealand.
'Afaite tou te tautia poloa'iga a le Atua, o le'a tatou maua le fiafia e le gata i lenai olaga, 'a'o le olaga 'a sau. - If we keep the commandments of God, we will find happiness, not only in this life, but in the life to come.
'Usa ma'i Simi. E le gata i lea, 'a 'ua ma'i fo'i lona use. - James is ill. Not only that, but his brother is ill as well.
The phrase *le gata* means "not only" or "not limited to" and may be used in the following way:

\[
\text{TENSE} + \text{le gata} \{\begin{array}{c}
\text{t} \text{ lea} \\
\text{t} \text{ lea} \\
\text{t} \text{ lea} \\
\end{array}\} + \text{ IC}\]
\]

*This clause, which can be a presentative, equative, or predicate sentence, often contains the modifier *fo'i* (also).*

Examples:

E le gata ima teu e Loane lona moega, 'a 'ua - Not only did John make his bed, but he also put away his things.

E le gata 'ifao Sala, 'a'o Mele ma Sianini fo'i - Not only Sara, but Mary and Janene also are sick.

E leaga le fiafia'oga. E le gata i lea 'au - The teacher is lousy. Not only that, but I don't like this book.

Mastery Check - Rule

Practice

1. Substitution

Model:  E le gata ima auiclaega Simi, 'a 'o Mele fo'i e leai sana molimaau.

Substitute: Simi, lea, 'oe, la malosi Sala i le lotu, le epikepo, le talitonu Loane, 'oulua, vai vai 'oe i le lotu, Sina

2. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to respond. After his/her response, the missionary should give additional information using *le gata*.

Example:  Teacher:  E te fiafia i lau soa?

Missionary:  Ioe, ou te fiafia 'i ai, ma e le gata i lau soa, 'ae ou te fiafia i lo matou itu 'ataoa.

a. E tatau ona 'e astasi i le tale talavai i le aso malolo?
   b. E mafiafia lele matei?
   c. Sa 'e 'ua i le ta o le ono anataeo?
   d. Na 'e tofo musama 'i le popo?
   e. Na 'e ai musama 'i le popo?
   f. Na mu' lou lima i le a'ai?
   g. O le'a 'e taulotoina le lesona musama i la tesi lesona?
   h. Na 'e tofo musama i le talo?
   i. E ai'au lau soa?

3. Teacher: Read one of the pairs below, pause, and select a missionary to create a sentence which uses those words with *le gata*.

a. Tusia Pa'a ... Tusia a Mamona
   b. talitonu ... mautinoa
   c. vai vai ... ma'i
   d. la'u soa ... le itu 'ataoa
   e. le peresitene c le paranest ... le peresitene o le misiona
   f. le fale tupe ma le fale meli ... le fale ma'i
   g. le alofa ... 'ai'au
   h. aiga ... 'a'atu
   i. manifafia ... manifininifi
   j. ma'a fa'atavutavua ... mea taha

4. Please close your books. Teacher: Ask the missionaries some free-response questions which reflect your knowledge of their interests, dislikes, hobbies, difficulties, or plans. Encourage them to answer with three or four sentences and to expand their responses using *le gata.*
Mastery Check

Select one of the topics below and think about it for a few minutes. Then, without any written preparation, discuss your feelings on the topic with your companion. Use le gata where appropriate. Then listen to your companion as he does the same for a different topic. Teacher: Monitor and evaluate their performance. Mastery level is achieved when the missionaries communicate effectively using le gata.

a. What needs changing in my home country's government.
b. What needs changing at the Missionary Training Center.
c. Why I love _______ so much.
d. Why chastity/tithing/obedience/love is such an important principle.
e. Why I am so irritated by _______.
f. Why I seem to _______ all the time.

THE INTERROGATIVE PARTICLE 'EA

The interrogative particle 'ea is used to add emphasis to questions. This particle follows interrogative words (e.g., 'o ai, 'o fea, aina, etc.) or follows the predicate in questions where no interrogative word is present. 'EA can also follow the noun in presentative sentences and the predicate noun in equative sentences. For example:

O le a 'ea le mea 'e te mana'oi a? - What do you want?
O fea 'ea le mea na alu 'i ai le tamistiti? - Where did the younger go?
O le'a tou maiga 'ea i Miu Sila? - Are you going to travel to New Zealand?
E aoga 'ea lena mea? - Is that thing useful?
'O Simi 'ea? - Was it Simi?
'O lea 'ea? - Is that it?

The phrase 'a 'ea? (or 'a 'ea?) means "Is it not so?" or "Isn't that right?" and follows statements. 'A 'ea is said with a falling intonation and asks for a routine confirmation of what the speaker already believes. For example:

'E te alofa 'is Makenita, 'a 'ea? - You love Margaret, don't you?
Na o atu le vaega lea i le vai tuloto, 'a 'ea? - Those guys went to the lake, didn't they?

Where genuine doubt exists, a rising tone would be used, as it might with 'O lea 'ea? ("Is that right?")

As an adverb, 'ea can also be used to show doubt or supposition, such as when the person speaking is making a guess or is not quite sure of the accuracy of the information he or she is conveying. For example:

O ai lea e sau i lela ta'availe? 'O Loane 'ea. - Who's coming in that car? I think it's John. (Or, Perhaps it's John; or, Could it be John?)
C fea le mea na alu i ai Sina? Na alu 'ea i le fale. - Where did Sina go? (She) went to the house, I think/guess.

Remember:

1. The particle 'ea adds emphasis to questions and is placed after the interrogative word, or after the predicate when no interrogative word is used.

2. The phrase 'a 'ea? (or 'a 'ea?) ("Isn't that right?"): (a) follows statements, (b) is said with a falling intonation, and (c) asks for routine confirmation of what the speaker believes

3. 'EA can be used as an adverb to show doubt or supposition.

Examples:

O le a 'ea le mea na 'a alu ai i le fale tupe? - Why did you go to the bank?
Na maiga 'ea le tala a le fafine? - Was the woman's story funny?
Sa 'e tis'i la'u 'api, 'a 'ea? - You discarded by notebook, didn't you?
Practice

1. Dictation

NEW WORD: na sosoo' ai - following

'O Sala 'o se fainine nofo i Samoa / fa'ataasi ma lona to'alua o Sitivi. I se tasi aso, / sa popole Sala, aua sa le i ai lana tane i le fafe. / Sa fesili atu Sala i le uo a Sitivi, / "Pe e te sialia po'o faa 'eaa le mea / 'ua alu i ai Sitivi?" Sa tali le ai'i, / "Ono te masalo 'ua alu Sitivi i tai." / Sa fesili atu Sala, "O naafa 'eaa na alu a? / Sa tali le ai'i, "O anapo 'ea?" / Sa fa'afetai atu Sala i le ai'i; ona ia alu ai lea i tai. / Na in alu atu i le fafe'oloa i le matafaga / na na fesili atu i le fa'atau'oloa, / "Pe 'e te sialia 'ea le mea i ai lo'u to'alua?" / Sa tali le fa'atau'oloa. "Na o ma le isai ai' i 'inei anapo / fa'ataasi ma se tama'ita'i aulelei. Ou te masalo / o le igaa o le ai'i o Sitivi. / O le igaa lona o lo'u to'alua, 'a 'ea?" / Sa 'amanu ona tagi Sala aua sa fa'aapea 'o ia, / 'ua sosola Sitivi ma se isai tama'ita'i. / O lana taimi, sa lagona ai e Sala le leo 'ua fa'aapea mai, / 'O le 'ea le mea 'e te tagi ai?" / Sa va'ai atu Sala i le mea na sau ai le leo, / ona ia lioa atu ai lea o Sitivi ma lona tuaefine / 'ua turu i one luma. Sa fa'aapea mai Sitivi, / "'Ua gaio 'ea ia te 'oe na ou sau i 'inei / o aisa o 'u tefia'ou?" Ona lioa lea e Sala na sese lona manatu mmmua. 'O le taimi lenei, / ua lelei mea 'uma i le 'aiga o Sala na Sitivi.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to repeat the question, adding the interrogative particle 'ea. Repeat the question, and have the class repeat the missionary's response.

   a. 'E te alu 'i le fafe talava?
   b. 0 fea le aifitisi sa ou tu'u i 'inei?
   c. 0 ai sa tae i le saugaia?
   d. E tofo le fala'oga ma lona 'ofu tino pa'apa'e?
   e. 0 le a le mea na' a alu ai i le fafe'matai?
   f. Pe fa'afe'eo aou ou tata' lao lea'i affili?
   g. 0 l'afa le fale fa'aamutu ai'oulaa?
   h. se fa'afe'aou lelei lau sao?
   i. Pe 'e te fia'a'avea ma epipoko i se aso?
   j. 'O se tama maile Elder _________?

4. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer it in a way that indicates uncertainty about the answer. Repeat the question and have the class repeat the missionary's response.

   a. 0 le a le mea a Elder/Sister_________ na fa'af i le aso malo'o 'ua te'a?
   b. 0 le a le tassa ga na fanau ai Elder/Sister_________?
   c. 0 fea le mea na o atu 'i ai le vaega lea i le aso malo'o?
   d. 0 le a le mea na faa e Elder/Sister_________ na 'ua 'uma le mea'ai i le Aso Sa?
   e. 0 le a le mea na faa e Elder/Sister_________ na 'ua 'uma le mea'ai i le Aso Sa?
   f. 0 ai le mea na faa e Elder/Sister_________ na 'ua 'uma le mea'ai i le Aso Sa?
   g. 0 ai le mea na faa e Elder/Sister_________ na 'ua 'uma le mea'ai i le Aso Sa?
   h. 0 ai le mea na faa e Elder/Sister_________ na 'ua 'uma le mea'ai i le Aso Sa?

5. Turn to the picture on page 62 and take turns with your companion asking for confirmation of what you think various people in the picture are doing. Use the expression 'a 'ea and ask at least five questions.

Mastery Check

Please close your books. Teacher: Divide the class into groups of three. Tell the missionaries to turn to the picture on page 62 or provide them with a picture or pictures with which to work. The first missionary will ask a question about some event, state, or process in the picture, using 'ea. The second missionary will answer the question, indicating uncertainty with 'ea. The third missionary will say leai, and contradict this answer with another possibility, given in the form of an 'a 'ea question. Direct the missionaries to perform until they feel comfortable with the exercise. Monitor and evaluate their performance. Mastery level is achieved when the missionaries communicate effectively using 'ea.
TEST

1. Dictation. Possible Points: 15

NEW WORDS: lisi - list
faifai - somewhat

O Elder Simi ma Elder Patane o ni faife'au Mamona. / O le aso lenei o lo la'ua aso maloto. / Na tofo le faife'au ma lana lisi o mea e faia faia. / Na fesili atu Simi 'ia Patane, "O fea 'ea le mea/ 'e te fia alu i ai i lenei aaso?" / Na tali Patane, "Ou te fia alu i le fale 'otu ulu. / E le gata i ina, 'se ou te fia alu fo'i / i le fale mele. 'Ae fa'aspefa 'oae? / E te fia alu i le fale talavai. 'E 'eas" / Na tali Simi, "roe. E le gata i le fale tglavai, / 'se ou te fia alu fo'i le fale ma'i. / 'Usou lagona le tino ma'i." Na o'o ina la o atu ta'ito'ataasi / e fai a le'ua fe'au o le ago. / Na la fuafua e fetloa'i i luma o le fale o Nelesoni / i le tā o le tolo. Peita'i, ina 'ua tā le tolo, / na taunu'u mai Patane i lana mea, 'ae le'o i ai Simi.

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

Na fa'atali Patane _________ le itulā 'atoa, 'se le'o taunu'u mai _________ sos. Na i'u _________ alu atu Patane i _________ fale ma'i e su'e _________ lana sos. Ina 'ua ia _________ atu i ai, na ia va'asia le to'atele o tagata _________ luma o le fale _________.

Na mata fa'anoaoa uma tagata. Na fesili atu _________ 'ia i latou, O le a le mea _________ tupu?" Na tali mai _________ to'ataasi, "Usa lavae le faife'au Mamona _________ le 'atauale. ""Na fesili atu Patane, "O ai lona _________?" Na tali le tagata, "_______ Simi 'ea?" Na oso atu Patane _________ totonu o le _________ ma'i ma na va'asia lana sos 'o ta'oto i _________ moega. Na tsaua _________ oti si faife'au. _________ fesili atu Patane _________ ia, "Sole! O le a le mea 'ua _________?" Na talī Simī, "Na _________ vaivai lava 'ona _________ lo'u ma'i; 'uia i'u _________ ou pa'ia le 'aualu. O le taimi lea _________ lavae ai a'u i le 'atauale. Atonu e lelei pe'ana _________ o fa'ataasi, _________ "'ea?" Na o'o _________ oti Simī.
Na fa'anoaoa tele ai lana _________ o Patane. Na le to e alu Patane i _________ isi lava mea vagana 'ua _________ o fa'ataasi ma lana sos.

ACTIVITY

1. Teacher: Divide the class into groups of three.

2. Read one of the items below, and pause long enough for the missionaries to write down on separate sheets of paper an answer which grammatically completes the sentence.

3. After all the missionaries are through writing, they compare responses. If all three match, the group gets three points; if only two have matched, the group gets one point and if none have matched, no points are given.

4. Answers must be grammatically correct.

5. If desired, a reward may be given to the team with the highest total number of points.

Round 1

a. Sa ta'a alo Sina ma Ioane i le malae i le po; na i'u ina le iloa e Sina lona ______.
b. E lelei pe'ana ala tagata 'uma lava i le tā o le ______.
c. Ona 'ua faife'au teine faife'au e o i Samoa, sa tofo le teine ma lana ______.
d. Sa 'gi tele le tama; o lea, sa o'o ina ______ o ia.
e. Sa le faifia le faife'au e a oso'o. O lea, sa ia ______ i le vasaega.

Round 2

a. E le gata ina musu Elder Fifita e waita'i. 'Ae sa ia ______ fo'i i le faifia'oga.
b. E lelei pe'ana faia lo latou aso malo' i le aso ______, 'a 'ea?
c. E tatau ona ta'itasi le faife'au ma lana ______ a'o le'i amata le misiona.
d. E lelei pe'ana tua'atu ni ______ i faife'au ta'ito'ataasi i le 'amata e le misiona.
e. Ou te faifia i fual'a'au, 'aose ise le ______.
RETENTION HOMEWORK

1. With your companion, work through the following exercises:
   
   page 358 exercise 3
   page 361 exercise 2
   page 363 exercise 3

2. Take turns with your companion, translating the sentences in the passage on pages 359-360.

3. Take turns with your companion, translating the sentences in the test exercises.

   Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section associated with this lesson.
At the end of this lesson, you should be able to do the following in Samoan:

1. Ask and give directions.
2. Use common conversational expressions.
3. Use words for various kinds of containers.

DIALOGUE

Elder Sikoki: Ali'i Simi, pe fa'aspefaa ona ma mua le fa'ale o Eweni?
Simi: Alu sa'o se'ia o' o i le fa'ale sa Metotisi.
Elder Sikoki: Osa 'a lea?
Simi: Liliu i lou taumatau ona su lea se'ia o' o i le fa'ale tifaga. O le fa'ale o Eweni la e fa'atagai na le fa'ale tifaga.
Elder Sikoki: O lona uiga, ou te su le fa'ale tifaga ona sop'ia ai lea o le 'uala.
Simi: 'I.
Elder Sikoki: Fa'afetai lava. 'A ma o ma'ua.

TRANSLATION

Elder Scott: Say Jim, how do I get to Carruthers' Store?
Jim: Go straight until you come to the Methodist church.
Elder Scott: Then what?
Jim: Turn right then keep going until you get to the movie theater. Carruther's store faces the movie theater.
Elder Scott: In other words, I go to the movie theater and then cross the street.
Jim: Yep.
Elder Scott: Thanks. We'll be going now.
This is a page from a document containing vocabulary and instructions for directions. The text includes a list of prepositions and their meanings, followed by a series of exercises where the reader is asked to fill in missing words. The exercises involve understanding directions and using the prepositions to give instructions. The document is structured in a straightforward manner, with clear headings and subheadings.
7. O le fale sa iā e le fale meli
   (ma le fale tupe).
   a. i tafa'a o
   b. i le va o
   c. fa'a'asegai ma

8. Le e i uta.
   a. i le itu
   b. i le tulimanu
   c. pito lava

7. The chapel is the post office (and the bank).
   a. next to
   b. between
   c. facing

8. It's on the inland.
   a. side
   b. corner
   c. furthest point (furthest point inland)

Practice

1. Memorization Exercise

2. Teacher: Have the missionaries refer to the illustration of an imaginary Samoan town on page 368. Read the following directions, pause, and select a missionary to tell where these directions would take him/her. If there is disagreement among class members on the answer, take time to "walk through" the directions with them.

   a. Se'i o tatau fa'a'apea o lo'o 'e tū i le 'auala i luma o le fale tupe. Fa'asaga i sa'a. Alu sa'o se'ia o'o i le fale a'oga. Sopo'ia le malae ta'alo ona sopo'ia lea o le 'auala. O fea 'ua 'e i a'i?

   b. Se'i o tatau fa'a'apea a lo'o 'e tū i luma o le fale talavai. Fa'asaga i ma'ū. Savalì i tai se'a o'o i le magatolu. Liliu i lou tauagavale. Alu sa'o se'ia o'o i le isi magatolu. Liliu i lou tauagavale. Alu atu i le fale lona lua i lou tauagavale. O fea 'ua 'e i a'i?

   c. Se'i o tatau fa'a'apea o lo'o 'e tū i luma o le fale tifaga. Fa'asaga i sau'a'e. Sopo'ia le 'auala ma liliu i lou tauagavale. Savalì i tai se'a o'o i le magatolu. Liliu i lou tauamatau ona savali lea i le isi magatolu. Sopo'ia le 'auala. O fea 'ua 'e i a'i?

   d. Se'i o tatau fa'a'apea o lo'o 'e tū i le 'auala fou i le vā o le fale talimalo ma le fale sa Katoliko. Savali atu i le magatolu ma liliu i lou tauamatau. Alu sa'o se'ia o'o i le isi magatolu. Liliu i lou tauamatau. Alu atu i le fale lona lua i lou tauamatau. Sopo'ia le 'auala. O fea 'ua 'e i a'i?

   e. Se'i o tatau fa'a'apea o lo'o 'e tū i luma o le fale ma'i. Fa'asaga i tai. Sopo'ia le 'auala. Liliu i lou tauagavale. Savalì atu se'ia o'o i le magatolu. Liliu i lou tauamatau. Alu sa'o se'ia o'o i le magatolu. Sopo'ia le 'auala ma liliu i lou tauamatau. Alu sa'o se'ia o'o i le magatolu. Liliu i lou tauagavale. Savalì atu i le fale lona lua i sisifo. O fea 'ua 'e i a'i?

3. Please close your books. Teacher: Have the class sit in a circle and refer to the picture on page 368. Tell the class where they are standing in this imaginary town, and then tell them what their destination is. Then have each missionary in the circle give an instruction until the destination is obtained.

Example: Teacher: O lo'o tatau tu'ū i luma o le fale sa Metotisi. Pe fa'a'apefa ona tatau maua le fale tifaga?
   Missionary A: Savali i sisifo so'ia o'o i le 'auala fou.
   Missionary B: Liliu i lou tauagavale.
   Missionary C: Savali atu i le magatolu.
   Missionary D: Fa'asaga i sisifo ma sop'ia le 'auala.

Mastery Check

For each of the following locations, pretend that you and your companion are standing at the LDS chapel in the illustration on page 368. Take turns directing each other to the locations listed below. One missionary should do the even-numbered items, and his/her companion should do the odd-numbered items. Teacher: Monitor and evaluate their performance. Mastery level is effective communication.

a. hospital
b. post office
c. Parliament
d. library
e. Nelson's store
f. bank
g. Wesley's Bookstore
h. playing field
i. maketi
j. ice cream store
Following are a number of common conversational expressions, many of which are informal. The most informal expressions have been put last, while the expressions appropriate for formal (and other) occasions are listed first.

- le aumoa
- o lona uiga
- E le' i leva'/umie 'ae...
- 'A fa'amafea (la)?
- Paga/Paga lea!/Se paga!
- 'Ae a?
- Sili pe'a tu'u.
- Tu'u a'j pea.
- 'A ma o ma'ua.
- All'i/Al'i' (name)?

- Va'ai 'oe,...
- 'Ua?
- Ola!ola!
- 'Ori/'Ori'olei!
- No le a?

Practice

1. Memorization exercise
2. Questions

a. O le a mea e fa'i atu pe'a'ai 'e te fia fa'amaminoa se mea 'ua 'uma ona fa'amatalaina?
b. 'Usa 'uma ona 'e tu'uina atu se fa'atunga (advice) i lau soa. Po'ina fa'amata 'i la i lau fa'atunga. O le a le fia fia po'o le a soma fia'ata. O le a sau mea e fa'i atu?
c. O le a sau mea e fai atu pe'a'ai 'e te mana'o in fa'alogo mai le tagata 'ia i te 'oe?
d. O le a se isi mea e fa'i atu pe'a'ai 'e mana'o in fa'alogo se isi 'iia te 'oe?
e. O le a se fa'ai'upu e uiga fa'ata'i ma le fu'i'upu e fa'apea: "O le a le mea 'e te mana'o i ai?"
f. O le a sau mea e fai atu pe'a'ai 'e te 'i?
g. O le a sau mea e fai atu pe'a'ai 'e te 'i?
h. O le a se isi mea e fa'i atu pe'a'ai 'e te 'i?
i. O le a se fa'apugua e uiga fa'asitina le fa'apugua e fa'apea: "e le l'u?"
j. E mana'o lau soa e fa'atau se mea valea. O le a sau mea e fai atu i ai?
k. E mani'o lau wo i se sikaleti. O le a sau mea e fai atu i ai?
l. O le a se fa'apugua e uiga fa'asitina le fa'apugua e fa'apea: "Pe fa'apae'ea ma'i 'oe?"
m. O le a sau mea e fai atu pe'a'o ma'i le taimi lua te o ai?

3. With your companion, write a skit based on one of the ideas below or on an idea of your own. Use as many of the common phrases as you can. You will have only ten minutes to prepare, so work quickly. Teacher: You may wish to assign the topics below so as to avoid accidental overlap.

a. You are trying to get some information from your companion so you can plan your next preparation day. But your companion is in a bad mood and doesn't act cooperative.
b. You are on a diet and have just passed a store offering free ice cream. Your companion tries to hold you back from indulging.
c. You are trying to give directions to an old man who doesn't hear very well.

Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by adlibbing. Teacher: Direct the order of the performances and evaluate each. Mastery level is achieved when each pair of missionaries can use 75% of the new phrases without difficulty.
In English, the contents of containers are usually given as objects of the preposition of, as in the phrases "can of peas," "box of cans," "bottle of pop," etc. In Samoan, however, no preposition is used in these expression. The contents merely follow their containers as in the examples below.

<table>
<thead>
<tr>
<th>Container</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>'apa</td>
<td>- can</td>
<td>'apa t'a - can of fish</td>
</tr>
<tr>
<td>atigi</td>
<td>- (prefix denoting empty</td>
<td>atigi 'apa - (empty) can</td>
</tr>
<tr>
<td></td>
<td>container or shell)</td>
<td>atigi fagu - (empty) bottle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>atigi fua moa - (empty) egg shell</td>
</tr>
<tr>
<td>fagu</td>
<td>- bottle</td>
<td>fagu masima - bottle of salt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fagu inu - bottled soft drink</td>
</tr>
<tr>
<td>pepa</td>
<td>- package (usually</td>
<td>pepa sikaleti - package of</td>
</tr>
<tr>
<td></td>
<td>iopolio or paper)</td>
<td>cigarettes</td>
</tr>
<tr>
<td>pusu</td>
<td>- box</td>
<td>pusu keke - package of cookies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pusu fa'i - box of bananas</td>
</tr>
<tr>
<td>taga</td>
<td>- bag, sack</td>
<td>taga alaisa - sack of rice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>taga koko - bag of cocoa beans</td>
</tr>
<tr>
<td></td>
<td></td>
<td>taga 'aluga - pillowcase</td>
</tr>
</tbody>
</table>

Practice

1. Memorization Exercise

2. Double-Slot Substitution

Model: Ou te fia fa'atau se pusu fa'i.
Substitute: 0 / talo
             'ato / 0
             0 / popo
             fagu / masima
             0 / vai
             ipu / 0
             'apa / t'a
             0 / pisupo
             pusu / 'apa
             atiga / 0
             0 / pusu
             0 / fagu
             0 / fua moa
             taga / alaisa
             0 / koko
             pepe / sikaleti
             0 / koko

3. Your companion is an executive of a large exporting company and you are one of his employees. Pretend you are reporting to your boss just how many units of at least five different kinds of food you recently exported. Specify amounts in numbers. Then reverse roles and begin again.

Mastery Check

You have just injured your leg and have broken both your arms and therefore cannot go out shopping. Your companion must do all the shopping for both of you. Dictate to him a list of at least six items which you want. Then reverse roles and begin again. Teacher: Mastery level is achieved when the missionaries communicate effectively using words for containers.

PERFORMANCE ACTIVITY

Blindfold your companion and give directions to lead her/him to various locations in the building. Then switch roles and begin again. (Suggested time limit: 15 minutes.)
1. Using the map on page 55 or the picture on page 368, designate a certain place as a starting point and ask your companion how to get to another location. S/he will follow the map or picture and give you the proper directions. Then reverse roles and repeat the exercise, using a different goal and starting point. Continue the exercise until you have given directions three times each.

2. Take turns with your companion asking each other the questions in exercise 2, page 369.

3. Review the various common conversational expressions presented in this book by taking turns with your companion quizzing each other on the conversational expressions found in Unit Four Lesson Two; Unit Five, Lesson Four; Unit Six, Lesson Three; and this lesson.

4. Next time you are in a cafeteria or restaurant, see how many containers and contents you can identify in Samoan. You may wish to compete with your companion to see who can come up with the most.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

4. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
UNIT EIGHT REVIEW MODULE

VOCABULARY

Multiple Choice. Mastery level is 75% accuracy by all missionaries.

1. E musu Simi e avatu lana mea'ai i isi; e... tele 'o fa.
   a. fue
   b. oso
   c. 'ai'u
   d. fa'apitoa
   e. mamalu

2. 'O se mea... tele le malumalu sa.
   a. fa'amautu
   b. mamalu
   c. fa'atauv'a'a
   d. moto
   e. fa'ataagaga

3. E mafai ona tatou o pe'a'ai e... lo'u tamā.
   a. tāna
   b. fa'ano'i
   c. fa'ataagaga
   d. malie
   e. fa'apitoa

4. E le mafai ona tatou faa lē mea se'ilo ga e maua le...
   a. savaii
   b. fa'ano'i
   c. fa'ataagaga
   d. malie
   e. fa'amautu

5. E tatau ona 'e... i lou māta'ui pe'a'ai 'e fia maua se mea.
   a. fue
   b. fa'ano'i
   c. fa'ataagaga
   d. fa'apitoa
   e. malie

6. 'Ua... le 'ofu i lona tapuae.
   a. leo
   b. uiu
   c. 'ai'i
   d. tau
   e. toli

7. 'O fea le fa'ale 'e te... ni?
   a. fa'amautu
   b. fa'atauv'a'a
   c. fa'alē
   d. fa'afolau
   e. fa'ataagaga

8. "Ou te fia inu." "Ia... i le vai lea."
   a. fa'afofoga
   b. tūmaga
   c. susu mai
   d. fetaalai
   e. silafia

9. "Ou te fia va'aia se ata fou." "Ia... i le ata lea."
   a. silafia
   b. tausa'i
   c. fīnagāio
   d. alaala
   e. taga'i

10. E 'ona tele lē mea'ai. Fa'amalamole, ... mai le suka.
    a. fa'agasagase
    b. fa'afofoga
    c. silasila
    d. malie
    e. fetaalai
11. 'O fea le mea e ... ai lenā tulafale?
   a. sina
   b. afo
   c. susu
   d. maota
   e. mai

12. "'Ua ʻotī lo'u tamā?" "Leaī, o le ʻi ... o fa."
   a. tofa
   b. susa
   c. soifuga
   d. fa'amalu
   e. maliu

13. 'Ua vaivai tele le faife'a'u. E tatau ona . . .
   a. finagalo
   b. tofa
   c. alo
   d. afo
   e. ao

14. 'O Ioane 'o le matai. 'O Sara o lona . . .
   a. finagalo
   b. laoa
   c. maota
   d. alo
   e. ao

15. Na asiasi le foma'i 'i tagata . . .
   a. silafia
   b. finagalo
   c. gasegase
   d. tausamī
   e. silasila

16. E tatau ona 'e fa'amamā 'ou lavalava; laaga 'ua . . .
   a. maulalo
   b. palapalā
   c. fuāla'au
   d. gaoa
   e. mafolafola

17. Tu'u le fasi povi i le ipu . . .
   a. maualuga
   b. tipolo
   c. gaoa
   d. fonotaga
   e. mafolafola

18. . . mai se vi, fa'amo'mole.
   a. Moto
   b. Maualuga
   c. Pula
   d. Tolī
   e. Tipolo

19. 'O le'a tamā tafotopoto i le . . . i le tā o le sefulu.
   a. ma'afisia
   b. fuāla'au
   c. ulufale
   d. 'ele'ele
   e. fonotaga

20. 'Aua 'e te 'ai 'i lenā vi; laaga e le'i . . .
   a. pula
   b. tolī
   c. moto
   d. 'ulu
   e. uku
   f. 'anei
21. Na fai mai le foma'i, e tatau ona 'ou iou nei . . . 'ina 'ia toe maua le malosi.
   a. pglapala
   b. manifafia
   c. fusa'a'au
   d. fonotaga
   e. mafiafia

22. 'O le Tusi Fa'a 'o se tusi . . .
   a. mafiafia
   b. maulalo
   c. fa'amauu
   d. si'usi'u
   e. tipolo

23. Ou te_fia malaga i le . . . 'ina 'ia fa'atsau mai se mea'ai.
   a. fagafao
   b. vg'iale
   c. ggesega
   d. maketi
   e. tapua'i

24. 'O taeao i le vaveso ou te malaga 'i Apia i le . . .
   a. pasi usu
   b. pasi moe
   c. si'usi'u
   d. tatau
   e. affi

25. E to'aiititi tagata e mafi ona malaga 'i se . . .
   a. pasi usu
   b. pasi moe
   c. ta'avale la'u pasele
   d. vg'iale
   e. taofí

26. Sa laye lo'u lima i le naifi . . .
   a. taofí
   b. la'u
   c. mg'ai
   d. 'anei
   e. usu

27. O le'á 'ou moe i 'inei, 'ae . . . i le taeao.
   a. ma'ai
   b. se se
   c. sisí
   d. usu
   e. uafu

28. Sa tatau ona . . . le ta'avale 'ae le'i fetaui ma le lo'omatua.
   a. uafu
   b. usu
   c. sisí
   d. taofí
   e. fagafao

29. Sa tagi le tama 'ona 'ua pā lana . . .
   a. tapua'i
   b. tgi
   c. fagafao
   d. sisí
   e. tipolo

30. Tatou te o i le lotū 'ina 'ia . . . 'iā Iesu Kertso.
   a. taofí
   b. la'u
   c. la'asaga
   d. fa'atega
   e. tapua'i
31. Sa ti'eti'e le teine i le ...
   a. atualoa
   b. 'ismumu
   c. solofanua
   d. manulele
   e. loi

32. Na 'aina e le puli le ...
   a. pu'a
   b. maile
   c. 'ismumu
   d. solofanua
   e. pov'i

33. E mafai ona lele le ...
   a. loi
   b. maile
   c. pil'i
   d. pov'i
   e. pe'a

34. E tele vae o le ...
   a. atualoa
   b. pu'a
   c. moa
   d. manu
   e. pe'a

35. Tatou te maua le susu mai le ...
   a. mogamogs
   b. lago
   c. manulele
   d. moa
   e. pov'i

36. Na mu le 'api i le ...
   a. afit
   b. popo
   c. tofo
   d. afitusi
   e. affiti

37. E tatau ona 'ou maua ni fual'au mai le ...
   a. fale afolau
   b. fale puipui
   c. fale meli
   d. fale talavai
   e. fale tupe

38. E nonofo tagata leaga i le ...
   a. fale afolau
   b. fale puipui
   c. fale meli
   d. fale talavai
   e. fale tupe

39. E tatau ona 'ou lafo se tusi i le ...
   a. fale ma'i
   b. fale tele
   c. fale meli
   d. fale puipui
   e. fala talavai

40. E fa galaega foma'i i le ...
   a. fale tupe
   b. fale talavai
   c. fale puipui
   d. fale meli
   e. fale ma'i
41. Na ... atu e le tina le ma'a'ai i tagea o le 'aiga.
   a. tofo
   b. tufa
   c. tofu
   d. talo
   e. tauau

42. Na pa'u le tana 'ona 'au ... 'o ia.
   a. tofotofa
   b. fa'stamala
   c. u'a
   d. afi'i
   e. malie

43. E masani ona tu'u le mana fa'alopo i le lima . . .
   a. tausagaile
   b. tauatau
   c. tulimanu
   d. la'asaga
   e. magafa

44. E tatau ona afe le ta'avele i le ... isle.
   a. sopoa
   b. pa'aga
   c. la'a
   d. sopoa'
   e. magatolu

45. Na ... e le teine le 'aua. la.
   a. pito
   b. pa'aga
   c. la'a
   d. sopoa'
   e. afa

46. Na 'ou ... atu i le 'aua i tai.
   a. ui
   b. la'asaga
   c. pito
   d. sa'o
   e. afa

47. Tatou te muua talo mai le . . .
   a. magatolu
   b. magafa
   c. ma'umaga
   d. lotoa
   e. tulimanu

48. E le tatau ona i ai ni pu'a i le . . . o le fale a'ai.
   a. tauatau
   b. a'la laupapa
   c. lotoa
   d. a'oa
   e. pa'aga

49. 'Afai 'e te fia'inu, e tatau ona 'e fa'atau se ... inu.
   a. fagu
   b. taga
   c. pusa
   d. 'ato
   e. pepa

50. 'Afai 'e te fia fa'atau mai ni 'apa e tele, e tatau ona 'e fa'atau se . . . 'apa.
   a. fagu
   b. atigi
   c. fagu
   d. 'ato
   e. pusa
51. E leai se mea i totonu o lea'i ... pusa.
   a. fagu
   b. 'apa
   c. atigï
   d. 'ato
   e. taga

52. Ou te fia fa'atau se . . . aikaleti.
   a. fagu
   b. 'apa
   c. atigï
   d. taga
   e. pepa

**ACTIVITY**

Please close your books and take out a sheet of paper. Teacher: Write one of the following words on the board and allow the missionaries five minutes to write on their paper all of the Samoan words they can derive by using letters from the word on the board. After five minutes they will total their score for actual Samoan words (the words must be spelled correctly) as follows: 1 point for each word of less than four letters, two points for each words of four to seven letters, and three points for each word of more than seven letters. The activity may be repeated with another word from the list.

malamalamaga
tagata 'ave ta'avale
togalauapi
tagata folauva'a
'apogaleveleve

**GRAMMAR**

The following grammar principles and STL expressions were taught in this unit:

<table>
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<tr>
<th>Basic Replies to the Sue'i Mai Speech</th>
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<td>Plural Forms of Certain Nouns</td>
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<td>Giving Directions</td>
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<tr>
<td>Common Conversational Expressions</td>
</tr>
</tbody>
</table>

1. Fill in the Blanks.

'O Simi ma Ioane 'o ni faife'au Mamona ______ tala'i i Samoa. Na la ______ atu 'i ______ tasi faile ma se ulu atu ______ totonu. Loa 'ua uma ______ latou fa'atalofa ma ma lo'osãatucu, tamaiti ma ______, fafine ma ______ o le 'aiga, sa fai mai le tama, "Ta, 'ua ______ mata a luo susuga a al'i faife'au." ______ lai atu loa, "Ta, ______ lava lau tõga ______ le fallauga, ______ fofii a 'outou susuuga ma faleatua nei, ______ fofii lo 'outou 'aiga al'i." Na ______ atu loa le tulafaile i lona ______, "Ta 'suai se mea'ai mo nei faife'au ______ toaulu." Na fai atu loa Simi, "Fa'afetai lava ______ lava tosã, 'ae 'uaa ______ popole i lena itu. 'Ua 'uma fofii ______ mea'ai o ______ taoa." Ona feslii atu lea 'o Ioane, "Ta, lau tõga, ______ e i ai se avanoa ______ te talatalanoa i ______ mata'upu fa'alelotu?" Na fai mai le tulafaile, 'ua leai se avanoa aua ______ faia le fonotaga ______ latou ma le 'aiga atoa. E le gata i
2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.

1. E uliuli . . . lapo'a le tama.
   a. ma
   b. ma le
   c. toe
   d. toe le
   e. no word needed

2. E tutu'a le tama . . . 'aulelei.
   a. toe
   b. toe le
   c. ma le
   d. 'atoa fo'i ma
   e. no word needed

3. Ou te nofo i se fale telē . . . taugāta
   a. ma
   b. ma le
   c. 'atoa fo'i ma
   d. toe le
   e. no word needed

4. Sa ti'eti'e Sina i le pasi lau meamata . . . samasama
   a. ma
   b. 'atoa ma
   c. toe fo'i ma
   d. toe le
   e. no word needed

5. Ou te mana'o i se ta'valo pe'epa'e . . . piniki.
   a. ma
   b. ma le
   c. toe le
   d. 'atoa ma
   e. all of the above

6. O lo'o fai le fono a . . .
   a. taule'a le'a
   b. taulele'a le'a
   c. taulele'sa
   d. taule'a na'a
   e. taulele'a na'a

7. Sa matou talanoa ma o'u . . .
   a. tuafafine
   b. tuafafine
   c. tuafafine
   d. tuafafinefine
   e. tuafafine

8. Ou te alofa i o'u . . .
   a. ma'uta
   b. mātua
   c. ma'uta
   d. mātuta
   e. ma'tuma

9. O le'a . . . malaga ma Pili ma Toa na Samoa.
   a. 'ou
   b. ma
   c. matou
   d. ta
   e. none of the above
10. 'O . . . ma Sina sa fa'agalae le Apia.
   a. ia
   b. a'u
   c. 'oe
   d. la'ua
   e. none of the above

11. "O a'i . . . te ʻo i le tifaga?" "O ta'ua."
   a. 'ou
   b. 'e
   c. la
   d. ma
   e. none of the above

12. Ou te mana'o 'i ni . . .
   a. tipolo se lima
   b. e lima_tipolo
   c. lima tipolo
   d. tipolo lima
   e. se lima tipolo

13. . . . sa 'ou fa'atauina ananafi.
   a. 'O tusi lua
   b. E tusa lua
   c. 'O lua tusa
   d. E lua tusi
   e. 'O lua e tusi

   a. i a'i tolu
   b. i a'i e tolu
   c. e tolu
   d. tolu e
e. tolu

15. 'Aumai . . .
   a. tasi 'api
   b. 'api tasi
   c. le 'api e tasi
   d. le 'api se tasi
e. ta'ito'atolu le 'api

16. 'O Ioane Teila o le peresite . . . o le ekalesia.
   a. lona tolu
   b. fa'a'aloru
c. ta'ito'atolu
d. to'atolu
e. ta'ito'atolu

17. Na 'ou alu . . . 'I Samoa.
   a. e lua
   b. fa'a'alua
c. lona lua
d. ta'ilua
e. to'alua

18. Na o mai . . .
   a. tagata le fa'a'atolu
   b. e ta'itotolu
c. tagata e to'atolu
d. tagata lona tolu
e. e tolu tagata

19. Na o atu . . . i le laaloga.
   a. fa'afe'a'u e ta'ito'alua
   b. ta'ito'alua fa'afe'a'u
c. fa'afe'a'u e fa'ato'ni'aua
d. e lona to'alua fa'afe'a'u
e. fa'ata'ilua fa'afe'a'u

20. Sa ia fa'sauina . . .
   a. ta'itasi tusi
   b. fa'atasi tusi
c. tusi ta'itasi
d. to'atasi tusi
e. tusi lona tasi
21. 'Ua tofu . . .
   a. tagata ma ana tusi
   b. e le tagata lana tusi
   c. tagata ma lana tusi
   d. ma tagata lana tusi
   e. le tagata ma lana tusi

22. E ta'itasi . . .
   a. le tama ma lana lua 'ato
   b. tama ma ana 'ato lua
   c. e tama a lato ato e lua
   d. le tama ma ana 'ato e lua
   e. ma tama 'i 'ato e lua

23. 'Ua . . . moe i le vasega.
   a. 'ou o'o ona
   b. 'ou o'o ina
   c. o'o ina 'ou
   d. o'o ona 'ou
   e. o'o e a'u ina

24. 'Ua tauau . . . 'uma le vai.
   a. ona
   b. ina
   c. e
   d. 'i
   e. ia

25. 'Ua . . . maua la'u tupe.
   a. i'u e a'u ona
   b. 'ou i'u ona
   c. i'u ia te a'u ina
   d. i'u ona 'ou
   e. i'u ina

26. E le gata . . . ma'i le tama, 'a 'ua mana'i le 'aiga atoa.
   a. ina
   b. ona
   c. i
   d. ia
   e. i lea

27. E le gata . . . Simi, a'o Mele fo'i 'ua maua se ta'availe fou.
   a. ina
   b. ona
   c. i
   d. ia
   e. i lea

28. E le gata . . . , 'ae ou te le fiafia fo'i 'i le fa'alooga.
   a. ina
   b. ona
   c. i
   d. ia
   e. i lea

29. 'O le a . . . le mea 'e te mana'o ai?
   a. 'ia
   b. 'ea
   c. o'o
   d. le gata i
   e. i'u

30. Na tou ő i le tifaga, . . . ?
   a. 'ea
   b. 'ia
   c. 'a 'ea
   d. 'a 'ia
   e. pe 'ea

31. . . lava, lau afoi ma le faletua ma le 'aiga ali'i.
   a. Afio
   b. Alaala
   c. Susu
   d. Maliu
   e. Aga'i
32. lava, lau tofa a le fa'aluga.
   a. Afio
   b. Alagia
   c. Susu
   d. Malitua
   e. Aga'i

33. lava 'oe le faletua ma le nofo a alo.
   a. Afio
   b. Alagia
   c. Susu
   d. Malitua
   e. Aga'i

34. lava lau susuga a le ali'i epikopo, fa'apea fo'i le faletua ma le nofo a alo.
   a. Afio
   b. Alagia
   c. Susu
   d. Malitua
   e. Aga'i

35. Is, 'ou te iloa e . . . lau susuga e tusa ma le malaga nei.
   a. malaiia
   b. po malae
   c. oso fa'atauva'a
   d. agatonu fo'i
   e. vela le fala

36. Is, e . . . Manu'a 'o le fesili. 'O ai 'ea lau susuga?
   a. malaiia
   b. po malae
   c. oso fa'atauva'a
   d. agatonu fo'i
   e. vela le fala

37. Is, 'o le . . . lea mo le 'aiga; e le'o se mea tele.
   a. malaiia
   b. po malae
   c. oso fa'atauva'a
   d. agatonu fo'i
   e. vela le fala

38. Fa'afetai lava . . . lo 'outou agalelei
   a. 'i
   b. 'ia
   c. 'ia te
   d. mo
   e. le
   f. no word needed

39. Fa'afetai . . . alofa.
   a. 'i
   b. 'ia
   c. 'ia te
   d. mo
   e. le
   f. no word needed

40. Fa'afetai . . . le mea alofa
   a. 'i
   b. 'ia
   c. 'ia te
   d. mo
   e. le
   f. no word needed

41. . . . 'ou te le maua le pasi.
   a. La fa'atutu
   b. 'Anei
   c. La tulou le
   d. E_totogi
   e. Taofi
3. Teacher: Have the missionaries turn to the picture of the imaginary Samoan town on page 368. Tell them that you are standing in front of the fale uila facing south. Read one of the following locations, pause, and select a missionary to give you directions which will take you to that location from your present location. Mastery level is achieved when class members communicate effectively on 70% of the items.

42. E a le 'auala ... pau mai Api'a?
   a. atu i 'inei e
   b. e atu i 'inei
   c. e i 'inei atu
   d. atu e i 'inei
   e. i 'inei e atu

43. E fia le pasese ... ?
   a. e alu e sau
   b. i alu e sau
   c. i alu i sau
   d. i le alu ma le sau
   e. e alu i le sau

44. Alu sa'o se'ia o'o 'i le . . .
   a. tauagavale
   b. taumatau
   c. muamua
   d. pito lava
   e. magafa

45. 'O le fale meli lā e . . . le fale tupe.
   a. i le latalata 'o
   b. e tafatafa i
   c. e tua o
   d. fa'a'fengai ma

3. Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary for comprehensibility. Continue for approximately fifteen minutes.

42. E a le 'auala . . . pau mai Api'a?
   a. atu i 'inei e
   b. e atu i 'inei
   c. e i 'inei atu
   d. atu e i 'inei
   e. i 'inei e atu

43. E fia le pasese . . . ?
   a. e alu e sau
   b. i alu e sau
   c. i alu i sau
   d. i le alu ma le sau
   e. e alu i le sau

44. Alu sa'o se'ia o'o 'i le . . .
   a. tauagavale
   b. taumatau
   c. muamua
   d. pito lava
   e. magafa

45. 'O le fale meli lā e . . . le fale tupe.
   a. i le latalata 'o
   b. e tafatafa i
   c. e tua o
   d. fa'a'fengai ma

3. Teacher: Direct the missionaries to read aloud from the Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary for comprehensibility. Continue for approximately fifteen minutes.

Teacher: Read the names and biographical sketches below; help the missionaries with the new vocabulary introduced in the sketches. Then secretly assign each member of the class one of the names by handing each missionary a slip of paper with one of the names written on it. Each missionary will study the comments about the person he or she has been assigned and may ask for additional information. After they have had time to prepare, have one of the missionaries come to the front of the class. One at a time, class members will ask questions and try to discover the identity of the missionary. The missionary should respond as if he or she were the person whose identity he or she is assuming.

1. JOHN TAYLOR - Sa fana'u 'o ia i Peretainia. Sa 'avea 'o ia ma fa'afe'au Metotisi i Kanata. Sa fa'aililiuina ma papa'ia'ina 'o ia e Parley F. Pratt. Sa 'avea 'o ia ma se tasi o aposetolo musamua o le Ekaesia. Sa manu'a (lavea) 'o ia i le taimi ma fasistoi ai Josefa Samita. 'O ia 'o le peresitene lona tolu o le Ekaesia.

2. OLIVER COWDERY - Sa 'avea 'o ia ma fa'a'oga. Sa ia feso'asoani ia Josefa Samita i le fa'aililiuina o le Tusi a Namosa. Sa fa'atasai la'uas ma Josefa Samita i le taimi na toe 'sumaia le perisitua e ni agelu.

3. MANOA - 'O ia 'o se al'i Hava'i'. Na 'avea 'o ia ma se to'afasii 'o fa'afe'au muamua lava o le lotu Namosa i Samoa. Sa mulia 'o ia i Samoa ma sa tape lona iuga. Mulimuli ase, sa toe papatise 'o ia. Sa ia feso'asoani i fa'afe'au palagi iina 'ua latou tau'uni'u i Samoa.

4. SIDNEY RIGDON - Sa poto tele lenei ali'i e fa'i luaga. Sa ia feso'asoani ia Josefa Samita 'ina 'ia malamalama i mata'upu fa'ale-Tusi Pa'i'a. Sa 'avea 'o ia ma se to'atasi o le 'au peresitene
6. MARTIN HARRIS - Sa fesoasoini lenei ali'i in o Josefa Samita i le toto'iga o le Tusi a Manama. 'O ia lava na le fa'ounofo 'ua tusa i le Mata'upu e 16 o le Mata'upu Fa'avae ma Feagaiga. Sa ia alu 'ese mai le ekalesia 'ona 'o le teunonofo a Josefa Samita.

7. PARLEY P. PRATT - Sa 'avea lenei ali'i ma sa to'ataso aposetolo momua o le Ekalesia. Sa fa'amisiona 'o ia i Peretania ma sa ia faia se nusipepa 'ua ta'ua o le Milenial Star. Sa ia fa'amisiona fo'i i Kalifonia ma Amerika S. Sa tele tusa ma pese sa tusa i lenei ali'i.

8. ELIZA R. SNOW - Sa 'avea lenei fa'afine ma sa to'ataso o to'alua o Josefa Samita. Sa ia tusa le pese "Lo'ou Tama e, 'O i le Lagi (O My Father)." Sa avea fo'i 'o iiga ma se peresitene o le Au Alofa. 'O ia o se ta'ita'i mao'e o le ekalesia, 'aemaise i le itū o tuma'ita'i.

10. LORENZO SNOW - 'O ia o le tuagane e Eliza R. Snow. Na ia fa'amisiona i le arunu'u o Italia. Sa 'avea 'o ia ma se peresitene o le ekalesia.
UNIT 9
LEsson One

You will need a number of items such as those listed in the vocabulary builder (onion, canned fish, flashlight battery, razor blade, light bulb, chewing gum, etc.) as well as other items missionaries might buy on a shopping excursion. Where possible, bring these items from home or ask the missionaries to bring some of these items (such as neckties, notebooks, stationery, etc.) to the classroom. If you cannot do either of these, then make a few photocopies of the picture on page 389 and cut out the individual pictures. These can serve as the shopping items for the exercises under "Patterns - Shopping."

LEsson four

You will need several brown paper bags (one for each missionary), several pairs of scissors (one pair for each pair for each pair of missionaries), some envelopes and packages or empty boxes. These will be used as props in some of the exercises.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Talk about money and simple bank transactions.
2. Name a variety of common shopping items.
3. Make a purchase in a store.

DIALOGUE

Fa'atau'olos: E i ai sa ma 'e te mana'o si?
Elder Viliamu: Oa te mana'o 'i ni 'apa aile. E ta'i fia'i le 'apa?
Fa'atau'olos: E ta'i iasafulu sone.
Elder Viliamu: Ia, 'umai le ius, fa'amolemale.
Fa'atau'olos: S i ai se isi mea?
Elder Viliamu: Leci, 'us lava lea. E mava sau sui no le sefulu tasi?
Fa'atau'olos: E mava. O lau sui lea.

TRANSLATION

Clerk: May I help you? (lit. "Is there something you want?")
Elder Williams: I'd like to buy some canned mackerel. How much is each can?
Clerk: Twenty cents.
Elder Williams: Okay, give me two, please.
Clerk: Is there anything else?
Elder Williams: No, that's enough. Do you have change for ten dollars?
Clerk: Yes. Here's your change.
VOCABULARY

'afatala - (Western Samoan) twenty-cent piece; (American Samoan) half dollar
'mono - to borrow
'aftalafu - borrowing, debt, account, to borrow
'saini - to sign
'aofa'i - sum, total
'siliva - silver (coins)
'fa'aaitalafu - on credit
'siaki - check
'fa'tatusatusa - to compare, to match
taseni - dozen
'faatuasau - stone, rock
ta - to look for (and get), to withdraw (money)
'mutu - to cut off
've'ava'a'i - to see, to look, to attend to
'tu'one - to lend

TOOLS

COMMON PHRASES - MONEY

- What is the rate of exchange here in Samoa?

O le a le fa'atusatusaga o tupe i 'inei i Samoa?

- I want to exchange this money for Samoan money.

Ou te fia sui nei tupe 'i ni tupe Samoa.

- How much is ______ American dollars in Samoan money?

E fia le ______ tala Amerika i tupe Samoa?

- Do you have change for ______ dollars?

E maua sau sui mo le ______ tala?

- Please sign this check.

Se'i saini le siaki lea, fa'amolemole.

- Please cash my check.

Se'i tala mai la'u siaki, fa'amolemole.

- I would like to deposit this money in the bank.

Ou te fia tua nei tupe i le fale tupe.

- I would like to withdraw my money from the bank.

Ou te fia toina i tua la'u tupe mai le fale tupe.

Practice

1. Memorization Exercise

2. Questions

a. O le a sau fesili pe'afai 'e te fia tloa le fa'atusatusaga o tupe i Samoa?

b. O le a sau mea e fai pe'afai 'o i ai sau tupe i le fale tupe 'ae 'e te fia fa'atu se ta'a'aua fou?

c. E fa'apetaa ona tusi se siaki?

d. Se'i tatou fa'apeta e i ai lau tupe pepa, 'ae 'e te mana'o i le tupe siliva. O le a sau mea e fai?

e. Se'i tatou fa'apeta 'o lo'o i ai sau sefulu tala Amerika, 'ae 'e te fia suia 'i se tupe Samoa. O le a sau tala e fai?

f. Se'i tatou fa'apeta 'ua lafo mai e lau uo 'ia te 'oe le siaki. O le a sau mea e fai i leng siaki?

g. O le a sau mea e fai i lau tupe Samoa pe'a 'uma lau misiona?

3. You are a teller in a bank in Samoa. Your companion plays the role of a customer who comes to deposit a check, but you will not accept it unless you see four form of identification. Don't give in no matter what the customer threatens. Spend at least five minutes at this role-play. Teacher: Monitor the missionaries' performance and provide help where needed.

Mastery Check

Please close your books. Teacher: Tell the missionaries to assume that the rate of exchange is 90 seni Samoa = one American dollar and have one missionary in each pair ask his companion how much one Samoan Dollar is in American money, how much $3.50 American is in Samoan money, and how many Samoan twenty-cent pieces are in twelve American dollars. When they have finished, tell them to assume that
the rate of exchange is 60 Sene Samoan = one American dollar. This time have the missionaries who answered the above questions ask the same questions of their companions. Mastery level is effective communication.

Vocabulary Builder - Common Shopping Items

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'aisakulimi</td>
<td>ice cream</td>
</tr>
<tr>
<td>(or asiskulimi)</td>
<td></td>
</tr>
<tr>
<td>aniani</td>
<td>onion</td>
</tr>
<tr>
<td>'apa eleni</td>
<td>canned mackerel</td>
</tr>
<tr>
<td>'apa inu</td>
<td>canned soft drink</td>
</tr>
<tr>
<td>'api faiusi</td>
<td>stationery</td>
</tr>
<tr>
<td>kalasini</td>
<td>kerosene</td>
</tr>
<tr>
<td>ma'a moliuula</td>
<td>flashlight battery</td>
</tr>
<tr>
<td>ma'a uila</td>
<td>battery</td>
</tr>
<tr>
<td>ma'a</td>
<td></td>
</tr>
<tr>
<td>matatafi</td>
<td>razor blades</td>
</tr>
<tr>
<td>matauila</td>
<td>light bulb</td>
</tr>
<tr>
<td>mea fa'amananagi</td>
<td>deodorant, perfume</td>
</tr>
<tr>
<td>mea taulima</td>
<td>handicrafts</td>
</tr>
<tr>
<td>moif kalasini</td>
<td>kerosene lamp</td>
</tr>
<tr>
<td>moif matagi</td>
<td>storm lantern, hurricane lamp</td>
</tr>
<tr>
<td>moif penisini</td>
<td>gasoline lantern</td>
</tr>
<tr>
<td>moif uila</td>
<td>flashlight, electric lamp</td>
</tr>
<tr>
<td>penisini</td>
<td>gasoline, petrol</td>
</tr>
<tr>
<td>papa faleufila</td>
<td>toilet paper</td>
</tr>
<tr>
<td>pulu lole</td>
<td>chewing gum</td>
</tr>
<tr>
<td>solosolo</td>
<td>handkerchief</td>
</tr>
<tr>
<td>teutugi</td>
<td>envelope</td>
</tr>
<tr>
<td>vai la'eu</td>
<td>disinfectant, medicine, drugs</td>
</tr>
</tbody>
</table>

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Hold your book so all the class members can see the pictures on page 389. Point to one of the pictures and ask 0 le 'a lenei mea? Pause, and select a missionary to answer. Mastery level is effective communication.

3. Teacher: Direct the missionaries to work through the above exercise with their companions.

Mastery Check

Please close your books. Teacher: Hold you book so all the class members can see the pictures on page 389. Read one of the following questions and point to an item. Pause, and select a missionary to respond. Be sure to elicit both positive and negative responses.

Example: Teacher: (points to a picture of a kerosene lamp) 'O lenei mea o le solosolo? Missionary: Leai, 'o lenei mea 'o le moif kalasini.

1. 0 lenei mea 'o se 'apa inu?
2. 0 nei mea 'o ni ma'a moliuula?
3. 0 le pulu loli lenei mea?
4. 0 le moif matagi lenei mea?
5. 0 lenei mea 'o le faguf Penisini?
6. 0 lenei mea 'o le moif uila?
7. 0 lenei mea 'o le faguf kalasini?
8. 0 lenei mea 'o le tea tu'ai?
9. 0 nei mea o matatafi?
10. 0 le 'apa eleni lenei mea?
11. 0 le solosolo lenei mea?
12. 0 lenei mea 'o le mea tulimonu?
13. 0 le 'aisakulimi lenei mea?
14. 0 ni mea taulima nei mea?
15. 0 lenei mea 'o le papa faleufila?
16. 0 ni api faiusi nei mea?
17. 0 lenei mea 'o le aniani?
18. 0 le moif penisini lenei mea?
19. 0 le ma'a uila lenei mea?
20. 0 lenei mea 'o le moif kalasini?

Patterns - Shopping

The following patterns will help you as you go shopping in Samoa. Parentheses are used in the Samoan patterns to indicate optional elements. In the English translations, parentheses are used to indicate optional elements (as in pattern 5) or to indicate information which is implied but not literally found in the Samoan (as in pattern 4).

1. 'e to mana 'o si?
   a. E l ai se mea
   b. E l ai se isi mea
   c. 'o lea fa le fusi pa'u
   d. E fia ni 'apa eleni

2. 0 lea e tau va'ava 'ai __________.
   a. so'u 'ofu lima mumutu.
   b. sa'u mea fa'amanaogi
   c. sa'u moif uila.
   d. ni a'u ma'a moifuila

1. you want?
   a. Is there something
   b. Is there anything else
   c. Which belt do
   d. How many cans of mackerel do

2. I'm looking for __________.
   a. a short-sleeved shirt
   b. deodorant
   c. a flashlight
   d. some flashlight batteries

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3. E maua i le itu o _______. 3. It's/They're found in the _____ section.
   a. 'apa
   b. 'ofu / laovalava
   c. mea'a'i
   d. mea taulima

4. _______ maua.
   a. F
   b. E la
   c. E le toe
   d. Toetiiti

5. E ______ le tau (aofa'i) (o le falaos) (?) 5. _____ is the (total) cost (of the bread) (?)
   a. fia
   b. tala limeasefulu
   c. Tolu tala ma le fasefulu sene
   d. tasi le tala
   e. lima sene

6. E ta'i fia i le ____?
   a. tase
   b. mea tulinatu
   c. pepa faeula
   d. 'ofu lima 'u'umi
   e. 'aisakulimi

Practice

1. Memorization Exercise

2. Please close your books. Using pattern 1, ask the missionaries what they want to buy. Then point to one of the pictures on page 389 and select a missionary to respond, using the item indicated by the picture in his/her answer. Then using pattern 3, provide a rejoinder to their response.

3. Teacher: Direct the missionaries to work through the above exercise with their companions.

4. Please close your books. Teacher: Point to one of the items on page 389, pause, and select a missionary to ask how much that item costs. Write some price on the blackboard, pause, and select a missionary to answer the first missionary. Continue until all have had a chance to participate.

5. Please close your books. Teacher: Have the missionaries stand, and move most of the desks out of the way. A few of the desks may be used as checkstands. Designate half of the missionaries to be checkers or clerks and the other half to be customers. Have the customer missionaries leave the room while the clerks arrange various shopping items in the room. Then open your "store" for business by allowing two or more missionaries to come in and shop. If the missionaries are inhibited by the role-play, provide shopping lists to help them know what to buy. The clerks should help the missionaries find and decide what to buy and the checkers should accurately total and request the proper amount of money. Time limit: 10 minutes

Mastery Check

Repeat the above exercise, but this time have those who played clerks or checkers become customers, and vice-versa. Before allowing the customers in, rearrange the items in the classroom. Mastery level is effective communication.

PERFORMANCE ACTIVITY

1. Missionaries sit in a circle. One begins by saying Ou te alu i le fala'oloa 'ima 'ia fa'atau mai se outi fou.
2. The next missionary repeats this and adds another item.
3. Play continues until one learner fails to repeat accurately or to add an item.
4. Play starts again with a new sentence.
5. Points may be kept for the total number of items a learner repeats in the various sentences s/he gives.
6. Time limit: 10 minutes.
1. Without looking at the common phrases list, write out the answers to exercise 2 on page 388.

2. With your companion, work through the mastery check on page 390. If your companion started first the first time you did the mastery check, then you should start first this time.

3. Take turns with your companions, quizzing each other on the vocabulary and the vocabulary builder. Use the picture on page 389 and conduct your quiz entirely in Samoan.

4. As companions, work through exercise 4 on page 391. Make up any price for the answer to your companion's questions about cost.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use a number of preposed adverbs.
2. Express the notion of "only."
3. Express the notion of "any."
4. Use different "first's" and "last's."

VOCABULARY

- 'a'e - to climb
- fa'ataga - pretend to
- fa'atota - just, only, for the first time
- mutu'ai/ta'i - very, extremely
- saga - go on, continue, persist
- se'a - rarely, seldom
- so'ona - extremely, freely, excessively, indiscriminately
- tau - almost, nearly, to some extent, rather, more or less
- tau le - hardly, scarcely
- tauva - to compete for
- totoe - remaining, to remain, to be left
- ta'uuga - race
- ulua'i - first, early, primitive, original
- muli - to come last, to be last
- mua - to be first, to arrive first
- mua'i - first
- mua'i - very
- mua - to be first, to
- mua - to be first, to
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- mua'i - first
- mua - to be first, to
- mua - to be first, to
- mua'i - very
Examples:

'Ua tāi o'o?
'Aua e te so'ona 'ai tele.
Sa tave sa le fa'amasoni i lana galuega.
'Ua veitu moe le pepe.
Fa'amata e timu nanefi?
'Ua matua'i vevela le vai lea.
Pe mata e lelei le mae'ai i le fale'siga?

Na fa'ato'g taunu'u le tama i Samoa.
Sa fa'ataga moe le tamatiti?
'Ta tau 'uma le mea'ai?
'Ua tau le mae'ai ona 'ou tu i luga.
Sa ia saga fai pea lana tala.
'Ta i le alii'i i le talaoga.
E sesee'a momoe fai'i'au i le vasaga.

- Are we almost there?
- Don't eat excessively.
- The judge came to work early.
- The baby is almost asleep.
- Do you think it will rain later?
- That water is extremely hot.
- Would you guess that the food in the cafeteria is good?
- The boy just arrived in Samoa.
- The child pretended to sleep.
- The food is almost gone.
- I can hardly stand up.
- He kept on telling his story.
- The guy probably went to the game.
- The missionaries seldom sleep in class.

Mastery Check - Rule

Practice

1. Substitution

   a. Model: Na 'ata leotele le fa'afine.
      Substitute: so'ona, masalo, so'o, fa'ataga, tau, leitoiti, saga, fa'afuase'i, tau le, filemu, 'alioga lava

   b. Model: Sa moe pea le fafe'au i le vasaga.
      Substitute: fa'ato'a, 'ai lava, saesea, 'atou, a, toeitoiti, pea, vave, fa'amata, tāi

2. Teacher: Repeat the above exercise, this time calling on individual missionaries instead of the entire class to respond.

3. Please close your books. Teacher: Read one of the following sentences and the word following it. Pause, and select a missionary to repeat the sentence, inserting the word in parentheses in the appropriate position. Repeat the item and have the class repeat the missionary's response.

   a. Na ia fai pea lana amio leaga. (saga)
   b. 'Ua le fiafia lana ali'i i lou mata'auleaga. ('ai)
   c. Sa fale lele l'u faiga i le tautaga. (tau)
   d. 'E te fiafia i mea'ai Samoa. ('Alioga)
   e. E 'une atu ana mea i ana uo. (saesea)
   f. 'Ua taunu'u fafe'au i Apia? (ta'i)
   g. E fefa le teine lea i atualoa. (matu'iai)
   h. Na faitaue Sini le nofa'i o fafe'au i le misiona. (fa'ato'a)
   i. 'Ua lavai iou laveke fou. (ta'i)
   j. 'Ua 'aulelele tele la'u soa. (so'ona)
   k. Na oti le toea'i na le fia'ai. (tau)
   l. Na taunu'u mai le fa'amoga i le vasaga. (ave)
   m. E lele pe'a tautu feilo'a i le magsa. (masalo)
   n. O le'a 'e mono mai ia te ia se tupe? (fa'amata)

4. Free-Response Questions

   a. E so'ona fiafia lau soa i teine? Aisea?
   b. O le a sau mea e fai pe'a saga fai pea e lau soa ni mea leaga i te 'oe?
   c. Pe sa 'e fa'ataga ma'i i se taimi o lou olaga? Aisea?
   d. O le a sau mea e fai pe'a sesee'a galue lau soa? Aisea?
   e. O le a lau mea e fia fai pe'a 'e fa'ato'a taunu'u i Samoa?
   f. O le a sau mea e fai pe'a 'e tau le fiafia i mea'ai Samoa?
   g. 'Fa'amata e te toe sau i Amerika 'ne le'i uma iau misiona pe'a fai 'e te le fiafia 'e a? Aisea?

Mastery Check

You are an employee of KMTC television. The employee who is supposed to do the editorial broadcast has just phoned in sick and you have been asked to take his place. Pick one of the topics following and prepare an editorial of five or six sentences. You go on the air in only one minute, so you will not have much time to prepare.
Teacher: Encourage the missionaries to use proposed adverbs where appropriate. Give them one minute to prepare, then have them give their editorials to their companions. If possible, you may want to check out some videotape equipment, videotape their editorials, and then play them for the class. Mastery level is effective communication.

1. Comment on the extremes and excesses you see in some institution with which you are familiar.
2. Speculate on what might happen to missionary work in Samoa in the next couple of years.
3. Complain about things which are seldom done and/or are only done in pretense in some institution with which you are familiar.

ONLY

The notion of "only" is expressed in Samoan by the verb na'o (to be only), and occasionally by the verb tau 'o, which is generally used only in commands. Tau may be followed by lava for emphasis. Additional information in the sentence is usually given in the form of a relative clause modifying the doer noun phrase. Study the following examples:

E na'o Simi e mafai ona tatala le faittota'a. - Only Jim can open the door. (lit. "[It's] only Jim who can open the door.")
Sa na'o le faife'aun lea sa i al i le potu. - Only this missionary was in the room. (lit. "[It was] only this missionary who was in the room.")
La tau 'o 'oe ma a'u. - (Let it be) only you and me.

When numbers modify the doers of these constructions, they may assume the normal pattern of following the noun preceded by the particle e (as in na'o fafe'e tolo, "only three houses"), or the number may precede the noun, with the number itself preceded by the singular definite article le. Study the following examples:

Tau 'o le tolo tuisi e 'aumai. - Bring only three books. (lit. "[There are] only three books [for you] to bring.")
E na'o le tolo tuisi sa 'ou faitsauina. - I read only three books. (lit. "[There are] only three books which I read.")
Sa na'o le toatolu tagata sa i al i le sauniaga. - Only three people were in the meeting. (lit. "[There were] only three people who were in the meeting.")

Na'o can also act as an auxiliary verb, in which case it combines with the connective particle ona to form na'ona. This auxiliary verb may precede clauses which are complete except for the tense marker, which is omitted. If the verb following na'ona is transitive, then the particle o precedes the done-to. On the other hand, if the predicate following na'ona is intransitive and the doer is not a descriptive pronoun, the particle o precedes the doer. Study the following examples:

Sa na'ona o ato o Simi ma Sala i le faile'oloa ona toe o mai ai lea. - James and Sara only went to the store then came back. (intransitive)
E na'ona 'ou fia fa'alia lo'u manatu. - I only want to present my opinion. (transitive)
E na'ona fia momoe o le vaega lea. - Those guys only want to sleep. (intransitive)
'Ua na'ona 'ou fia faietsauina o le tuisi lea; ou to le fia fai se ist lava mea. - I only want to read that book; I don't want to do anything else. (transitive)

When tau (lava) acts as an auxiliary verb, it generally uses the connective ina instead of ona. This auxiliary verb also precedes clauses which are complete except for the tense marker:

Tau lava ina 'e sau. - You only (have to) come.
Tau ina faitsau lau tuisi. - Just read your book.

The notion of "this is the only. . ." or "there are all. . ." may be expressed with the verb pau (to be all) acting as a main verb or in connection with na'o. Pau or na'o le pau occurs in predicate position, followed by some demonstrative and then a noun phrase marked with o. Relative clauses may, and often do, modify the noun phrase. For example:

E na'o le pau lea o le tuisi sa i al i le faile'oloa. - This is the only book which was in the store.
E na'o le pau nei o pepa sa ou maua. - These were the only tickets that I got.
E pau lea o le fa'i 'ua longa. - This is the only banana that has gone bad.
Sa pau ia o penitala sa i al i le vaega. - These are all the pencils that were in the class.
Many times the demonstrative following pau will be singular, even though the noun phrase in question is plural:

Sa pau lea o tusi sa i af. — These were the only books there. (lit. "This is all the books which were there.")
E na'o le pau lenet o mea sa ou fa'ataunu. — These are all the things I bought. (lit. "This is all the things I bought.")

With all of the patterns presented so far, it is quite common to omit the tense marker, especially in informal speech. For example:

Na'o a'u sa fa'ataunu le tusi. — Only I read the book.
Tau lava ina a'oa'o ni au lesiona. — Just study your lessons.
Na'ona ou fia nofo i 'inei. — I only want to sit here.
Pau nei o pepe sa i ai i le ofisa. — These were the only papers in the office.
Na'o le pau ia o fala e lelei. — These are all the pineapples that were good.

The first two patterns below express the idea of "only." Tau (lava) ina and tau (lava) 'o are used mainly in commands. The last pattern expresses the idea of "This/these is/are all/the only. . . ."

\[
\begin{align*}
(1) & \quad (\text{TENSE}) \quad \{ \text{na'ona} \tauau (lava) 'o \} \quad + \quad \text{NP*} \\
(2) & \quad (\text{TENSE}) \quad \{ \text{na'ona} \tauau (lava) ina \} \quad + \quad \text{DC**} \\
(3) & \quad (\text{TENSE}) \quad \{ \text{na'o le pau} \} \quad \{ \text{lea la lenet; nei} \} \quad + \quad \text{O} \quad + \quad \text{NP*}
\end{align*}
\]

*This noun phrase is often modified by a relative clause.
**If this clause follows na'ona and contains a verb which is:

(a) transitive, then O marks the done-to.
(b) intransitive, then O marks the doer (unless the doer is a descriptive pronoun).

Examples:

E na'o a'u a sa le moe i le lotu. — I was the only one who didn't sleep in church.
Sa na'ona 'ou fia tamo'e i le tu'uga. — I only wanted to run in the race.
Tau lava ina e a'oa'o 'upu fou. — Study only the new words.
Na'o le pau lenet o ma'a mo liuila sa i ai i le faloe'loa. — These were the only batteries the store had.

Mastery Check — Rule

Practice

1. Dictation NEW WORD: ofo - to be amazed

Sa alu Simi 'ia Apia 'ina 'ia/ fa'atau ni mea no lona 'aiga. / Sa na'ona ia fia fa'ataunina o ni ma'a moli uila. / Sa fesili ma le fa'atau/o loa 'ia te ia, / "O a ni mea 'e te mana'o ai?" / Sa fai atu Simi, / "Tau lava 'o le fa ma'a moliuila e auai." / Sa fai mai le fa'atau/o loa, "Ia maite lou finagalo, / 'ia na'o le lua ma'a moli uila 'o totoe." / Sa ofo Simi, ma sa ia fai atu, "O lona uiga, / na'o le pau lenei o ma'a 'o i ai?" / Sa tali le fa'atau/o loa, "O lea lava. / Pe i ai se isi mea 'e te mana'o ai?" Sa fai atu Simi, "E leni. / E na'o ni ma'a moliuila ou te mana'o at." / Sa alu loa Simi i fafo.

Note: This story is continued in exercise number 3.

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Fill in the Blanks NEW WORD: fa'aola - to light

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4. Discussion Questions

a. O le 'a sou manatu: E telē lenē 'ale'ole'o le 'a 'itititi? Fa'amatala mai le poiga o lau tali.
b. Fa'amatala mai ni poiga 'atonu sa tauli lea ni ma'a ma ni fagau kalasini i le fa'ale'ole'a.
c. O le 'a sou manatu: E potopoto le fa'atau'ole'a i mea tau pisinis? Aisaa?
d. I lou lava manatu, e itafofo Simi? Fa'amatala mai le poiga o lau tali.
e. Sa 'e ita i se fa'atau'ole'a mamua? O le 'a mea na 'e ita ai?

5. Pick three or four occasions in the last two months in which you only did one or two things and relate them to your companion. Then listen as s/he does the same.

Mastery Check

Pretend your companion is your parent, who is concerned that you have been wasting money on your shopping days. S/he will ask you what you purchased. Relate everything you bought during your last shopping trip, using "only" constructions to emphasize how few items you bought or how inexpensive the things you bought were. Then reverse roles and begin again. Teacher: Mastery level is effective communication.

SO'O: ANY

The word so'o means "any" and is usually prefixed to a noun phrase using the indefinite singular article se. Study the following examples:

Aumai so'o se tusi.
O ai e mafai ona ulu i leni fa'ale'a?
So'o se isti lava.
E tatou ona tatou su'e i so'o se mea e
masani ona alu 'i ai le sili'i.

O le 'a le teima 'ou te sau ai?
So'o se itulā lava.

- Bring any book.
- Who can enter this chapel? Anyone at all.
- We must search wherever he usually goes.
(lit. "We must search at any place the man usually goes.")

The word so'o means "any" and usually occurs in the following pattern:

\[
\text{so'o se } + \ N + \ \left\{ (E) \right\} \ (lava) 
\]

Examples:

O te le mana' o i so'o se teina.
O fa'e 'e te fia alu 'i ai? So'o se mea.
E manie le matai i so'o se mea lava.
- I don't want just any girl.
- Where do you want to go? Anywhere.
- The chief is agreeable to anything at all.
1. Discussion

NEW WORDS - to plan, to say, to sit

- Did you ever smoke?

- Have you ever lived in New Zealand?

2. Teacher: Read the first sentence of the above passage and select missionary to translate it. Continue until the class has translated the entire passage.

3. Questions

a. What is the role of a missionary in the passage?

b. How do missionaries translate texts from one language to another?

c. What is the meaning of the words "missionary" and "language"?

4. Discussion questions (refer to the passage in exercise number 1)

a. Who are the main characters in the passage?

b. What is the purpose of the missionary's role?

c. How does the missionary's role affect the way they interact with the people they are serving?

5. Firsts and Lasts

The verb man and "man first" and "man last" are used in questions, nouns are used in sentences. For example:

- Last (adverb) 
- Last (adjective) 
- Last (adverb)

6. Missionary Check

Please lose your books!

Teach the rules described below and have each pair of missionaries act out a scene in which an army sergeant tries to see how far he can push a private. These roles play a crucial role in making the missionaries more effective in their work.

a. I love you, so how do you respond?

b. I love you, so how do you respond?

c. I love you, so how do you respond?

d. I love you, so how do you respond?

7. Words

- The words "missionary," "language," and "language" are used in the passage.

- The word "missionary" refers to a person who spreads the message of Christianity.

- The word "language" refers to the way in which we communicate with each other.

8. Practice

a. What is the role of a missionary in the passage?

b. How do missionaries translate texts from one language to another?

c. What is the meaning of the words "missionary" and "language"?

9. Teacher: Read the first sentence of the above passage and select missionary to translate it. Continue until the class has translated the entire passage.

10. Questions

a. What is the role of a missionary in the passage?

b. How do missionaries translate texts from one language to another?

c. What is the meaning of the words "missionary" and "language"?
As a verb, *mulimuli* can also mean "to follow." Unlike its English equivalent, this verb is intransitive. Study the following examples:

Sa ou mulimuli i le leolo. - I followed the police officer.
Mulimuli mai ia te a'u. - Follow me.

The phrase *mulimuli ane* means "later on" or "afterwards":

Mulimuli ane sa otu le toea'ina. - Later on, the old man passed away.
Sa fa'anonoa fa faifia'a, 'ae mulimuli ane sa fafia'a.

*Muamua* and *mulimuli* can also modify complete sentences, in which case they usually occur at the beginning or the end of such sentences. For example:

Mulimuli, e tatau ona tapena le potu. - Last of all, we must clean up the classroom.
Na 'e ula tapa'a muamua? - Did you smoke tobacco ever?

The expressions *ulu'a'i*, *mua'i* (first) and *mulia'i* (last) can modify either nouns or predicates. However, unlike normal adjectives and adverbs, these words come before the noun or predicate they modify. Study the following examples:

'O 'Atamu o le ulusa'i tagata. - Adam (was) the first person.
Ia mulia'i fai le mea lea. - Do that thing last.
Ia 'e mua'i tia'i le utupoto i lou lava mata. (3 Nifae 14:5) - First remove the beam that is in thine own eye. (3 Neph 14:5)

Remember:

1. *Mua* and *mau* are verbs meaning "to be first" and "to be last," respectively.
2. *Muamua* (first) and *mulimuli* (last) can function as adverbs, adjectives, predicates, and sentence modifiers.
3. As an adverb or sentence modifier in questions, *muamua* may convey the meaning of "Did . . . ever . . . ?" or "Have . . . ever . . . ?"
4. As a verb *mulimuli* may convey the meaning "to follow." As with *muamua*, *mulimuli* is an intransitive predicate.
5. *Mulimuli ane* means "afterwards" or "later on."
6. *Ulua'i*, *mua'i* (first) and *mulia'i* (last) can modify nouns or predicates, and precede the words they modify.

Examples:

Ia muamua la tatou 'aiga. - Let's have our meal first.
Faitau le fsai'upu mulimuli. - Read the last sentence.
Sa 'ou ahu muamua i le tifaga lea. - I went to that movie first.
Sa 'e tamo' e i se tu'uga muamua? - Have you ever run in a race?
'O Eva o le ulusa'i fafine. - Eve was the first woman.

Mastery Check - Rule

Practice

1. Substitution - Class
   a. Model: 'O Simi 'o le tagata *muamua* sa faiataina leni tusi.
      Substitute: *ulu'a'i, mulimuli, muamua*
   b. Model: Sa matou a'oa'o e uiga i lo tato' oliga *muamua*.
      Substitute: *ulu'a'i, mulimuli, mu'a'i, muamua*
   c. Model: Ia *mua'i* sa'ili e maua le aifo a le Atua.
      Substitute: *muamua, mua'a'i, mulimuli, mau'a'i.*
2. Teacher: Repeat the above exercise, this time calling on individual missionaries instead of the entire class to respond.

3. Questions
   a. Na 'e ula tāpe'a muamua?
   b. Na lūs oia ma lau soa muamua?
   c. 0 le a la mea mulimuli sa 'e fāi sa o le'i tu'ua le potu moe anaeila?
   d. 0 ai le fāfe'ai na taunu'u muamua i le vasega anaeila?
   e. 0 ai le fāfe'ai na taunu'u mulimuli i le vasega anaeila?
   f. 0 ai le fāfe'ai sa fāaua muamua?
   g. 0 ai le fāfe'ai sa fāaaua muliculiqué?
   h. 0 le a le tusi muamua o le Tusi a Namona?
   i. 0 le a le tusi mulimuli o le Faegaiga Tuai?
   j. 0 le a le tusi mulimuli o le Faegaiga Fou?
   k. 0 le a le tusi mulimuli o le Faegaiga Fou?

4. Assign the missionaries to select one of the following processes below and relate the process to their companions. Have them specify the order of the steps in the process.
   a. How to check into the MTC.
   b. How to get a meal at the MTC cafeteria.
   c. How to buy a pair of shoes.
   d. How to get a passport.
   e. How to set your watch/alarms clock.
   f. How to change clothes while wearing an 'ie.
   g. How to hang and use a mosquito net.
   h. How to direct singing.
   i. How to introduce someone.
   j. How to tie a necktie.

Mastery Check

Teacher: Repeat the above exercise, this time asking the missionaries to describe a process other than the one they described last time. Mastery level is effective communication.

PERFORMANCE ACTIVITIES

TEST

1. Dictation Possible points: 15
   NEW WORDS: pē - to die (of animals)
   O Pita ma Sina o ni tumitai Samoa. / O lo'o i ai lo la pusi, / Peita'i, sa leai se mea a le pusi e inu, / aua 'ua leva ona le timu, / O lea sa tau pe le pusi i le fia inu, / Sa fesili atu Pita ia Sina, "O le a se mea / e inu ai le pusi?" Sa tali Sina, "So'o se mea lava." / O lea na alu Pita e toli mai se niu. / Sa 1ai le tasi niu sa i ai i lena niu, / na e le'i 'a'e Pita i se niu muamua. / 'Ae u'i lea, sa 'a'e Pita i le niu / e toli mai le niu mo le pusi. / Ina 'ua iloa e Sina 'ua 'a'e Pita i le niu, / sa ia vaisa'au atua Pita 'i la toe sau i laio. / Sa ia fa'i atu, "Ou te fefe aua / 'ua 'e fa'afo'a 'a'e i se niu. 'Anei o le'ā 'e pa'ū!" / Peita'i, e le'i fa'a'alo Pita ia te ia, / 'ae sa ia saga i se pa'i le niu.

NOTE: This story is continued in the next exercise.

2. Fill in the blanks
   ___ toe vaisa'au atua Sina "'Alīoga e lelei uā ___! E na'o ___ lua niu 'o totoe ___ lena iā'au." Ina ___ toetiti o'Pita i ___ niu, sa ia tiitilo ifo ma 'ua i a loa 'ua ___ maualuga lava lena ____. Sa ___ matua'i fe'ce ma sa pa'ū ___. Sa oso atu Sina ___ ia ma sa fa'i ____, "Ua la! Sa lo tatau ___ 'a'e 'i le'ā ___ maualuga." Peita'i, ___ le talai Pita, aua 'ua tau ___ mafai ona maualuga. Mulimuli ___, sa toe malosi Pita, 'ae sa ia le toe __ i le pusi. Sa ia fa'i atu "O la'u faafa'ono mulimuli lava lena __!" E le'ata ___ lea, 'ae sa ia le'eto fia ___ i le niu i ___ olaga 'atoa.
ACTIVITY

Teacher: Tell the missionaries they are to pretend they are reporters and will be assigned to interview someone else about the first time they did various things in their lives. After the interviews, each missionary should write up a brief news story about this person. The stories are to be handed in and may be displayed on a bulletin board if desired.

RETENTION HOMEWORK

1. Write out the answers to exercise number 3 on page 394.
2. Take turns with your companion translating the sentences in exercise number 3 on page 397.
3. Write out the answers to the questions in exercise number 3 on page 398.
4. Take turns with your companion asking each other the questions in exercise number 3 on page 400.
5. Take turns with your companion translating the sentences in the test exercises on page 400.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

6. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Express the notion of "what."
2. Express the notion of "why" in a number of different ways.
3. Express reasons and causes.

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'su</td>
<td>to swim</td>
</tr>
</tbody>
</table>
| (pl. fa'a'su) | an grammatical number
| agsea    | sin, offence, sinful                         |
| ala      | to be the cause of                           |
| 'anapogi | to fast, fast                                |
| 'apefa'i | ladder                                       |
| 'a'a'ai  | to join, to take part in                     |
| fa'a'sooso| to tempt                                     |
| fa'a'pouli | illegitimate, to be out                     |
| fa'atua | to have faith, to trust in, faith           |
| fa'a'vee | foundation, fundamentals, basis              |

<table>
<thead>
<tr>
<th>Samoan</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>fautua</td>
<td>advisor, to advise</td>
</tr>
<tr>
<td>muliua</td>
<td>to commit adultery</td>
</tr>
<tr>
<td>masamasu</td>
<td>to whisper</td>
</tr>
<tr>
<td>oge</td>
<td>famine, to be scarce, to be short</td>
</tr>
<tr>
<td>pepele</td>
<td>lie(s), to lie, to be false</td>
</tr>
<tr>
<td>sa'o'lo</td>
<td>free, to be free</td>
</tr>
<tr>
<td>teva</td>
<td>to walk out in anger</td>
</tr>
<tr>
<td>tula</td>
<td>held, to be held</td>
</tr>
<tr>
<td>tumau</td>
<td>firm, permanent, everlasting, to stick to, to abide by</td>
</tr>
</tbody>
</table>

GRAMMAR

WHAT

As you learned in Unit One, the Samoan equivalent for the word "what" is ʻa. It is often used as a noun phrase at the beginning of the utterance: 'O le ʻa...?' (singular) or 'O ʻa...?' (plural).

ʻa can also be used as a predicate meaning "to be what?" or "to be like what?" In this use, descriptive pronouns cannot be used in the same clause as ʻa. Study the following examples:

'Ve ʻa ma'i 'oe? - How are you? (lit. "What are you like [now]?")
'Ve ʻa la? - How about it? (lit. "What then?")
'E te alu e ʻa? - Why are you going? (lit. "You are going to do what?")

In a few instances, ʻa can also be used as an adjective:

'E lanu ʻa le fale? - What color is the house? (lit. "The house is what color?")

As with most normal Samoan questions, all of the above examples use a falling intonation. But when using ʻa to ask someone to repeat something which wasn't heard the first time, a rising intonation is often used, as would be in the following examples. In these instances, ʻa usually takes the place of the predicate which wasn't heard clearly, and often everything following as well. In the first examples below, the sentence wasn't heard at all.

E ʻa? - What? (didn't hear what was said at all)
Sa ʻa? - What? (or, Someone did what?) (used to ask someone to repeat a statement just made about some past event)
O leʻa ʻa? - What? (or, Someone will do what?) (used to ask someone to repeat a statement just made about the future)
E leʻi ʻa? - Didn't what? (or, Someone didn't what?) (used to ask someone to repeat a negative statement just made about the past)
Fai mai e ʻa? - What did s/he say?
Fai mai e ʻa le ali'i? - What did that gentleman say? (said with a rising intonation if referring to something just said but not heard. Otherwise, this is said with a falling intonation.)
Remember:

1. The word 'ā can act as a noun, an adjective, or a predicate meaning "what?" or "to be" (like) what?" When used as a predicate, descriptive pronouns are not used.

2. When used to ask someone to repeat what wasn't understood:

(a) The statement is repeated, with 'ā taking the place of the predicate not heard (and often everything following as well).

(b) A rising intonation is used.

Examples:

'E te mana'o 1 se 'ā? - You want a what?
E 'ā lea? - What (about) that?
'E te musu e 'ā? - Why are you unwilling?
'O a na mea? - What are those things?

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Write the model sentence on the blackboard with the numbers under certain words as shown. Call out a number and indicate for the class to substitute 'ā for the corresponding word and omit everything following it. Make any other necessary changes.

a. Model: 'E te alu e 'a'au i le sami?  
   Substitute at position: 3, 1, 2, 1, 3, 2

b. Model: Sa 'auai Simi i le iotu 'ina 'ia fa'avae lona olae i mea lelei.  
   Substitute at position: 5, 4, 2, 3, 4, 1, 2, 5, 3, 1

2. Teacher: Repeat the above exercise, this time calling on individual missionaries instead of the entire class to respond.

3. Please close your books. Teacher: Read one of the following sentences, mumbling the underlined portion of the sentence so it cannot be understood. Then pause and select a missionary to respond appropriately by asking what was said. Then say the sentence clearly.

a. 'Ua tula le ulu o le toea 'ina auē sa 'ai ema'ai leaga.
   b. E tatau ona tatau tumau se'a o'o i le i'uga.
   c. 'Ua sa le muliua i lena'i nu'u.
   d. O lo'o nofo no fa'amuliuli le vae'a lea.
   e. E le tatau ona fautua fai'au i a ratou ona.
   f. Sa malosi le fa'atuatua o Paulo.

4. Please close your books. Teacher: Read one of the following items, mumbling all of the underlined portion. Pause and select a missionary to respond appropriately by asking what was said. Then read the item again, this time mumbling only the portion with double underscore, and let the same missionary react. Then answer the missionary clearly.

a. E tatau ona fa'asalaina tagata e nofo no fa'aopouliuli.
   b. E tatau 'a ona e fa'seteete pe'a e 'a'au i le sami.
   c. E lelei pe'ana fa'asalaina tagata pepele i le fa'a puipui.
   d. Sa teva la'u soa anana'i i le taeat na fai ai lo ma'ua talanoaga.
   e. Sa fa'asosiona 'a'u e Satau e 'auai i se isi eklelesia.
   f. Na pa'u Ioane ina 'ua ia 'a'e i le 'apesa'i.
5. Pretend you are a new missionary in Samoa with almost no background in the Samoan language and pretend your companion is a native Samoan. Walk around the room and other areas as directed by the teacher and ask what various objects and actions are. See how many different uses of a (what) you can come up with. Then reverse roles and begin again.

Mastery Check

Please close your books. Tell the missionaries to assume the roles described below and act out each of the situations described. After each pair has acted out the first situation, tell them to reverse roles and have them act out the second situation. Mastery level is effective communication.

Roles: Young Person: This person is excitable, impatient, and talkative. Old Person: This person is extremely hard of hearing and very slow in his/her reactions.

Situations: 1. A young person has witnessed an accident in which someone fell off a ladder and needs medical attention. S/he runs to the nearest person to explain the situation. The nearest person happens to be very old.

2. A young religious fanatic believes the world will end tomorrow and is trying to convince an old person to repent.

WHY

In Unit Three, Lesson One, you learned two ways of asking "why": aisea ... ai (why) and o le a le mea ... ai (what's the reason).

Other ways of asking "why" questions include using various words for "reason" or "cause." For example:

'0 le a le pogai o lana sau? - What's the reason for his coming?
'0 le a le mafuaga o le mafui'e? - What's the cause of the earthquake?
'0 le a le ala o lona ma'i? - What's the reason for her illness?

Another method involves using ala (to be the reason for, reason, cause) as an auxiliary verb. Study the following examples:

'0 le a le mafuaga 'us ala ai ona ma'i le tama? - Why is the boy ill? (lit. "What's the cause which has caused the boy to be sick?")
'0 le a le ala 'us ala ai ona sau le matali le bala na le nulai ma'a - Why has the chief come to this village? (lit. "Why is the reason which has caused the chief to come to this village?")
'0 le a le mea na ala ai ona tagi le pepe - Why did the baby cry? (lit. "What's the thing which caused the baby to cry?")
'0 le a le pogai e ala ai ona alu Siná i Niu Sila? - Why is Jim going to New Zealand? (lit. "What's the reason which will cause Jim to go to New Zealand?")

A similar pattern can be used with 'aisea:

Aisea na ala ai ona 'e le taumolotina le lesona? - Why didn't you memorize the lesson? (lit. "Why was it caused that you didn't study the lesson?")

While some of these patterns may appear to be redundant, they are nevertheless grammatically correct ways of asking "why" or about causes and reasons.
Examples:

'O le a le ma'afuga o lona le fia 'ai?
O le a le mea ua ala ai ona ita lau sau?
Aisea o ala ai ona oso le lā i le itū i sasa'e?

- What is the cause of his not wanting to eat?
- Why is your companion sad?
- Why does the sun rise in the east?

Mastery Check - Rule

Practice

1. Dictation

NEW WORD: pulie'a - lectern, podium

Sa o atu tagata o le nu'u o Segone / i le fale sa i le Aso Sa. / Sa latou fa'alogologo i le lauga a le faiffe'au. / Sa tere'i lava i latou ima 'us oso fa'afuase'i le faiffe'au / 'i luga o le pulie'a. Sa ia tu / i luga o le pule la'a ma sa sago fai pea lana lauga. / Sa musumusu atu le tasi o le 'au lotu i le isi. / "O lo a le a o lona oso 'i luga o ma pulele'a?" / Sa tali le isi. "Ta'iloo," ona musumusu atu lea / 'o le isi i le isi, "O le a le mea / na ala ai ona oso le faiffe'au 'i luga o le pulie'a?" / Ae sa le fioa o lena tagata le tali i lena fesili. / O lea, ina "ua 'uma le sauniga, sa alu atu se tasi / i le faiffe'au ma fesili atu, "O le a le ma'afuga / na ala ai ona 'e oso 'i luga o le pulie'a?" / Sa tali le faiffe'au, "Ane 'ou va'ai le atonaloe tele lavai" /

2. Directed Questions

Fesili 'iā Elder/Sister ________________:

a. po'o le a le ala o lona sau i le vanaga.
b. pe aisea na ala ai ona ia (le) ta'ale analo.
c. po'o le a le mea e ala ai ona 'mulele 'o ia.
d. po'o le a le ma'afuga na ala ai ona ia (le) fiafia 'i le mea'ai i le MTC.
e. po'o le a le pogai o lana tauafa o polotiga.
f. po'o le a le pogai 'ua ala ai ona 'ofu 'o ia i se 'ofu lima mumutu.
g. pe aisea e ala ai ona tula le ulu o lona tama.
h. po'o le a le ma'afuga o lona (le) fia goa.
i. po'o le a le ala 'ua ala ai ona ia (le) fiafia.
j. po'o le a le mea e ala ai ona pepele nisi tagata.

3. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to repeat the sentence, changing it into a "why" or cause/reason question. Repeat the item, and have the class repeat the missionary's response. Missionaries are not to use the same pattern as that used by the previous missionary.

a. 'Ua tagou i mai i lenei lalolagi.
b. 'Ua se le muliua.
c. Na teva Lau aoa iua 'us lua talatalaumo anafo.
d. Le te le fia ana popoga i le Aso Sa lea.
e. 'Ua tula le ulu o lenei fai'feasua'ilai.
f. E tatau ona 'outou salamo.
g. 'Ua oge le mu'u.
h. Na moe le fafina.
i. Lua te fia momoa.
j. E le mana o le fai'feasu lea i lau fauitoa.
k. E le tatau ona fe'ausi fai'feasu i le samo.
l. Na le tumau lenei alii i le fa'atutaua.

4. You are the Head of State of Western Samoa and have granted a television interview with Barbara Wawa (your companion) who will ask you at least five pointed questions about the reason for the current state of affairs in Samoa. Answer the questions as diplomatically as possible. Then reverse roles and begin again.

Mastery Check

Pretend your companion is the High Lama of Shangri-La. This is your chance to ask all the deepest questions that you have had. Ask at least four "why" or cause/reason questions about things that genuinely interest you, and listen for the responses, which will no doubt be very wise. Then reverse roles and begin again. Teacher: Mastery level is effective communication.
In Unit Three, Lesson One, you learned two ways to express the notion of "because": *aau* (because) and *leaga* (because - informal). Additional ways of expressing "because" were presented in Unit Six, Lesson Four (*'ona o*, *tona 'ua*, etc.).

Other ways of expressing reasons and causes for things involve using *ala* (to be the reason for, reason, cause) as an auxiliary verb. The pattern followed by the examples below may be translated "The reason ... is because ... ."

E ala lava ona alu SikoK i le lotu 'ona 'o le fa'amalinea o ona matau. - The reason Scott goes to church is to please his parents. (Lit. "Scott is caused to go to church because of the pleasing of his parents.")

'Ua ala ona usita'ia le tama 'ona 'ua agaleaga lona tama. - The reason the boy obeys is because his father is cruel.

The words *pogai*, *mafuoa*, and *ala* (to be reason for, to be the cause of) can also act as main verbs in clauses. Study the following examples:

Sa pogai mai lona valea 'ona sa - His slowness (stupidity) was caused because he hurt his head when he was little.

Na *mafuoa* mai lona ma'iti 'ona 'o lona imu pia. - His illness originated because of his beer-drinking.

The following patterns express causes and reasons ("X was caused because of Y" or "X originated because Y . . . . ."). In each case, the second box represents the reason for the first box.

1. **TENSE + ala (lava) ona + DC**
   - 'ona + \{ 'o + NP IC\}

2. **TENSE + \{ alu mafua pogai \} + mai + NP**
   - 'ona + \{ 'o + NP IC* \}

*This clause can only have the indeterminate past (as), determinate present ('ua) or non-past (a/te) tense. See Unit Six, Lesson Four.*

**Examples:**

'Ua ala lava ona vaival le aiti 'ona 'ua anapogi 'o ia. - The reason the boy is weak is because he is fasting.

'Ua pogai mai le fa'atuauga o le fa'afe'a 'ona 'o lona tatau so'o. - The faith of the missionary originates from his constant praying.

Na ala lava ona fa'asalaina le matasi 'ona 'o lona agaleaga i lona 'aiga. - The reason the chief was punished was because of his cruelty to his family.

Na ala mai le ita o le persitene 'ona 'ua fe'ausi faife'a. - The president's anger arose because the missionaries had been swimming.

**Mastery Check - Rule**

**Practice**

1. **Dictation**

   Sa popole Sina i lona to'alua o Sale / aau sa paie tele Sale. E le ga'ata i lea, / ae sa ma'iti fo'i lona manava ma sa tiga so'o lona ulu. / O isi fo'i taimi, sa tiga tele ona taliga. / O lea sa o atu Sina ma Sale i le fa'afe'a. / Ina 'ua la tamu'u, sa fesili atu Sina i le foma'i / po'o le a le mea na ala mai ai nei ma'i e tale. / Sa fa'alo go le foma'i i le fatafa'a o Sale ma sa ma'afausi / i sina taimi. Na 'u ia fa'ao mai le fomai', / "'Ua ala ona tiga le manava o Sale / 'ona 'ua 'ai mea'ai leaga. Usa ala lava ona tiga lona ulu / 'ona 'o le ma'afausi i mea valea." Sa fesili atu Sina, / "A'io le a le mea 'ua tigaina ai ona taliga?" / Sa talii le foma'i, "E ala mai le tiga o ona taliga / i le fa'alo go so'o ia te 'oe!"

2. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to restate the sentence according to one of the cause/reason patterns just presented. Repeat the item, and have the class repeat the missionary's response.
a. 'Ua tupu le ita o le fafine i lona to'alua 'ona 'o lona muliua.
b. Fa'amanoa tagata e manofo i fale upu'upu a lona sa'oloto i latou.
c. Ou te fia 'asu'asi i lona ekalesia 'ona 'o le 'asui e le fa'afasi.
d. Ou tupu le oge o le tu'u aua 'ua aga tele tagata.
e. Sa tu le faise'au i le tulimau aua sa ia fa'atafi i le seine.
f. Na te fia nonofo fa'apouliuli aua a tauga fa'aiapolpoga.
g. Sa tupu le fa'amanoa o le teine 'ona 'o aia aiga aia.
h. Na 'asu'asi Lave i le ekalesia aua o le ekalesia leaset e fa'avae i aposetolo ma perofeta.
i. Na fea'ausi faise'au i le simi 'ona 'ua veveia tele le aso.
j. Sa la 'alii le lona 'ong 'o lona 'ia aina.
k. Sa tava le tama'ita'i aua sa maolia le ualavale a le tama.
l. Sa tupu lo le muliua 'ona 'o le agaleaga o o la taito'alua.

3. Free-Response Questions

a. O le a le mea 'ua aia ona 'e fia fa'amisiona?
b. O le a le poga'i e aia ona 'e (Le) usita'i i tulafono o le misiona?
c. I lou lava manatu, o le a le mea a gia aia ona tatou tumau i le ekalesia?
d. O le a le sou manatu: e sogia le samo i tagata e le talitonu i le Atua? Aisea?
e. Fa'amata o se aiga aia pe'a'ai o nonofo fa'apouliuli tagata e le talitonu 'ia Iesu? Aisea?
f. I lou lava manatu, aisea e aia ona tatou anapopogi i masina ta'itasa?
g. I lou lava manatu, e sa'oloto i tatou pe'a'ai e lioa a le Atua 'uma o lea'ata tatou faia? Aisea?
h. I lou lava manatu, pe mafi e le peresitene o le ekalesia ona s'oa'aina atu se maata'upu fa'avae sese? Aisea?

Mastery Check

Please close your books. Teacher: Divide the class into pairs so that each missionary works with someone other than his/her companion. Have one missionary in each pair pretend s/he is a psychologist trying to understand the reasons for the other missionary's behavior. Have the psychologist missionaries ask a few questions about the other missionaries' interests and habits; then have them try to discover the reasons for these behaviors. After four or five minutes, have them reverse roles and begin again. Then have them report to the class their analysis of their subject's behavior. Mastery level is effective communication.

C2 CAUSES AND REASONS 2

Reasons and causes can also be expressed through equative sentence structures. When this is done, the first noun phrase in the sentence is usually modified by a relative clause and may translate "The reasons why ... is ... ." The diagram below symbolizes this pattern:

\[
\begin{array}{c}
0 + \text{NP} \\
\text{RELATIVE CLAUSE}
\end{array} + \begin{array}{c}
0 + \text{NP}
\end{array}
\]

If you need to review equative sentence structures or relative clauses, turn back to Unit Two, Lesson One or Unit Seven, Lesson Four, respectively.

In the examples below, the first noun phrase contains a relative clause in which aia (to be the reason for, reason, cause) acts as an auxiliary verb. For your convenience, the relative clauses have been underscored.

'0 le poga'i aia ona le fisiapatesi
le tama'otua 'o lona aia tapa'a.
- The reason why the man doesn't want to be baptized is his smoking.

'0 le mea na aia ona ita le seine
'ta te 'oe o lona 'ia te ia.
- The thing which caused the girl to be mad at you is your teasing her.

'0 le poga'i aia ona aia onia oti le
lo'itomatau 'o lona finu vai 'o'ona.
- The reason why the old woman died is that she drank some poison. (lit. "The reason which caused the old woman to die was her drinking poison.")

In the examples below, poga'i, maufa, and aia act as main verbs in the relative clause. As before, the relative clauses have been underscored.
The following pattern is an equative sentence structure which expresses causes or reason ("The reason which caused . . . is . . ."). The last box represents the cause of or reason for the first. The box within the first box represents a relative clause.

Examples:

'O le 'ua ala mai ai le fiafia
'o le le
le vaai o le tama; le fiafia le teine; le vaea o le alii'i; ta'oto
le fafe'au; le puta o le tama'itu'i; ia fa'aanoana.

-Mastery Check - Rule

Practice

1. Substitution - Class

Model: 'O le mea 'ua ala ala mea fiafia 'o lona ma'.

Substitute: le vaai o le tama; le fiafia le teine; le vaea o le alii'i; ta'oto
le fafe'au; le puta o le tama'itu'i; ia fa'aanoana.

2. Double-Slot Substitution - Individuals

Model: 'O le mea 'ua pogai ma'ia ai le malosi o le tama o lona ta'alo so'o.

Substitute: ala / pogai
mea / φ
mafuaga / ala
mea / φ
φ / mafua
pogai / φ
φ / pogai
φ / ala
φ / mafua
mea / φ

3. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to restate the sentence according to the pattern just presented. Repeat the item, and have the class repeat the missionary's response.

a. Sa le fiafia Simi i le teine 'ona 'o lona 'auleaga.
b. Se le mafai ona o le alii'i i le matumalu a ona 'o ana aqaga.
c. Na tupu le fa'aatuata o le teine 'ona 'o lona alofa 'ia lueu.
d. Sa la's atu le alii'i i lona fale 'ona 'o lona fia 'ai.
e. Sa teva le fafe'au 'ona 'o le la misa ma lana soa.
f. Na musu le tama 'ona 'o le la la misa ma lona tuaafaina.
g. Sa le 'auai le 'auga i le ekalesia 'ona 'o le amo leaga o le 'au lotu.
h. Na pogai ma'ia le pepe o le tama'ita'i 'ona 'o lona fa'aflapoto.
i. Sa la fa'aatali Ioane i lana u'a 'ona 'o lona le 'onosa'i.
j. Na oge le nu'u 'ona 'o le pala o tagata.
k. Na musu le alii'i e 'auai i le ekalesia 'ona 'o lona le talitony.
l. Na ala ma'ia le le fiafia o le teine 'ona 'o le agalesa o ona ma'ua.
4. Free-Response Questions

a. Fe 'a te fiafia e ta'ele i fa'afu? Aisea?

b. Pe 'a te fia fa'aipoipo? Aisea?

c. Pe 'a te fia a'oga pe'a 'uma lau misiona? Aisea?

d. O le a le mea e numusu ai isi tagata e 'auai i le ekalesia, a'o ni tagata amitoni ma le pupu i latou?

e. I lou lava manatu, o le a le mea e nonofo fa'apuluilui ai tagata 'ae le fa'aipoipo?

f. I lou lava manatu, o le a le mea e ulaula ai tagata?

g. O le a le galuega 'e te fia fa'i pe'a 'uma lau misiona? Aisea?

Mastery Check

Have each of the missionaries write a brief essay of a paragraph or two on the reasons why they chose to come on a mission. When they are finished, collect the essays and correct them. Take some time during the next retention period to talk with the missionaries individually and go over any mistakes in their essays. Mastery level is achieved when the essays effectively communicate their ideas.

PERFORMANCE OBJECTIVES

TEST

1. Dictation possible points: 18

NEW WORDS: kesi - gas
dauvao - leaf

'O Simi 'o se tamaititi a'oga, / E fiafia 'o ia e a'oe'o mea fou. / I se tasi aoa na ia fesili atu ai i le fia'a'oga, / "O le a le mea e ala ai ona pea lava pea le ia?" / Sa fai mai le fia'a'oga, "O le a le mea e ai?" / Sa toei fesili atu Simi, "O le a 'ma le mifunga e mea lava pea le ia?" / Sa tali le fia'a'oga, "E ala lava ona pea lava pea / le la 'ona o le tele o kesi e i ai." / Sa toei fesili atu le tamaititi, "Aisea e ala ai ona / le mafai ona 'ou lele le tagata?" / Sa ita le fia'a'oga i lena fesili valea, / na na la fai mai, "O le pogai na ala ai ona / le mafai ona tatou feteleti o lo tatou mafai." / Sa toei fesili atu Simi, "O le a le mea e pogai mai ai / lo lanu o lauvao?" Sa fai mai le fia'a'oga, / "E ala lava ona lanu meamata lauvao 'ona pau lava!" / Sa loa loa e Simi 'ua ita le fia'a'oga. /

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks

Ona fesili atu lea _____ Simi 'i le fia'a'oga, "O le a le _____ 'e te ita ai?" Na fai mai le _____, "E ala _____ ona 'ou ita 'o _____ fa'alo'go so'o i au fesili valea." _____ fai atu Simi, "Aua la le popole. _____ 'ou le toe faia se fesili i _____ aso. 'Ae o lo'o i ai le tele _____ isi a'u fesili _____ fai taeo." Na fai mai loa _____ fia'a'oga, "E le mafai ona tuifina _____ fesili taeo _____ ou te le toe fia'a'oga i _____ a'oga." Sa fesili atu Simi, "E le toe _____?" Sa fai mai le _____, "Ou te _____ faigaluaega i lenei _____" Sa fesili atu Simi i le fia'a'oga, "O le a le mea 'e te musu _____ e 'avea pea _____ lo matou faia'a'oga?" Sa _____ le fia'a'oga, "O le _____ 'us mafa mai _____ lo'u le fia faigaluaega i 'inei _____ au fesili valea." Ina _____ ia fai atu nei mea, sa _____ 'ese loa le fia'a'oga.

ACTIVITY

1. The missionaries will sit in a circle. The teacher begins by saying a sentence.

2. The first missionary must give a sentence which explains the cause of the action in the first sentence.

3. The next missionary says a sentence which explains the cause for the sentence last uttered.

4. Play continues until someone cannot think of a cause for the last mentioned cause or until someone makes a major language error.
5. The teacher judges what is and what is not a "major error."
6. Missionaries cannot use the same sentence structure as that used by the previous missionary.
7. Play begins again with a new sentence.
8. Points may be kept for the total number of consecutively correct sentences a missionary says.

RETENTION HOMEWORK

1. With your companion, work through exercise 4 on page 403.
2. Take turns with your companion translating the sentences in the passage in exercise 1 on page 405.
3. Write out the answers to exercise 3 on page 405.
4. Take turns with your companion translating the sentences in the passage in exercise 1 on page 406.
5. Write out the answers to exercise 2 on page 407.
6. Write out the answers to exercise 3 on page 408.
7. Take turns with your companion translating the sentences in the test exercises on page 409.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.
8. Memorize the assigned vocabulary and common phrases.
PERFORMANCE OBJECTIVES

At the end of this lesson you should be able to do the following in Samoan:

1. Use expressions useful in visiting a barber.
2. Use expressions useful at the post office.
3. Use a number of terms for bodily ailments.
4. Talk about physical health.

SIMI:

DIALOGUE

Simi: O lea le mea na lua 0 i sa i le aso?
Elder Sikoki: Sa na o e aue lau sos o le foma'ii. Pahi mai le foma'ii e tatau ona tai i think in. Na sa na sa ni fuela'au.
Simi: 'Ai lau lae lau sa i le fuel. E tatau ona sofo lena tua.
Elder Sikoki: Sa le fia le le foma'ii go'o le i lea lau 0 i le ali'i. Na ona mai 'i le tafa itula ma tana fuela'au e lua.
Simi: Na lua 0 fo'0 i le fale 'oti ulu, a 'e sa? Manasa lua sa.
Elder Sikoki: Fa'afetai. 'Ae on te le fia le le fale 'oti ulu. Latou te la'i 'oti leleiina o'0 talafa.
Simi: Leai, e mania pea. Le, 'e mo tumu: O lea ona lua loa, lava ou te fia fa'atau ni fa'aiologa a'o le'i tapuni le fale nei.

TRANSLATION

Jim: Where did you two go today?
Elder Scott: My companion visited the doctor. The doctor said he had to get a shot. He also gave him some pills.
Jim: I'll bet your companion's got the flu. He should have a massage.
Elder Scott: The doctor didn't know what he's got. He only said to take two pills every four hours.
Jim: You also went to the barber, didn't you? You both look nice.
Elder Scott: Thanks, but I don't like that barber shop. They didn't trim my sideburns.
Jim: No, it still looks nice. Well, I've got to go; I need to buy some stamps before the post office closes.
Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by ad-libbing. Teacher: Direct the order of the performances and evaluate each. Mastery level is achieved when each pair of missionaries can use the new phrases without difficulty.
__COMMON PHRASES - AT THE POST OFFICE__

E fia ia tau e lafo ai lenei a'ififi i America?
Fa'amelelelei, se'i fia ansa lava le a'ififi lea?
E (numele) pauna/s'amase le manana.
E tave i le va'alele po'o le va'aalalo?

'0 le a le 'umi e au ai le tusi i le va'aalalo?
E tusa ma le lua manina.
'Ia 'ave lai i le va'alele.
E i ai sa'u mele?
 Ou te fia fa'aatau ni fa'aiiloga e lafo ai nei tusi.

- How much does it cost to send this package to America?
- Please, would you weight this package for me?
- It weighs ______ pounds/ounces.
- (Do you want it) sent by airmail or surface?
(If: '[(Do you want it) sent by the airplane or the boat?]'
- How long will it take for the letter to get there by surface mail?
- Approximately two months.
- Then send it airmail.
- Is there any mail for me?
- I want to buy some stamps to mail these letters.

Practice

1. Memorization Exercise
2. Questions

a. 'Usa tawawu ma'ai tasi'i sone. O lo'o 'e fa'amomoe 'o i ai ni tusi mo 'oe. 'O le a sau tala e fa'i atu 'ia i la'au?
b. 'E te manao 'o la fa'e lau tusi i le va'aalalo peita'i 'e te le ioa po' o a'ifea e tawawu ata i le tusi. O le a sau mea e fa'i atu?
c. 'Usa faesi lau soa 'ia te 'o e fia le tao i la'a tasi e lafo i Niu Sila. 'O le a se mea e tatau ona 'e faesi atu ai 'ae le'i fai ona 'e talai a lea tasi?
d. Se'i o tatou fa'aapea 'e te fia lafo le a'ififi i America, 'ae 'e te le ioa po' o le a le manao o le a'ififi. O le a sau mea e fa'i atu?
e. 'O na ni mea e tatau ona 'e fa'aatau a'o le'i fai ona 'e lafo se tasi?
f. 'O le a sau tala e fa'i atu pe'a'ai 'e fae laa fai le manao 'ia va'e lea tusi i le va'alele?
g. Se'i o tatou fa'aapea 'e te fia lafo atu le a'ififi i America, 'ae 'e te le ioa po le lava lau tupe. O le a sau tala e fa'i atu i le taumu e fa'alea e fa'aluma e le fa'e fa'alei.

3. Teacher: Have one missionary in each pair close her book and play the part of a missionary trying to mail a letter. The other missionary in each pair should use the information below in her role as a postal worker. The missionary should have at least four items to mail and the role play should include imaginary weighing and a correct figuring of both item cost and total cost. Whether or not the missionary is able to complete the transaction should depend upon the amount of money the missionary actually has in her possession. After this role-play, have them reverse roles and use the information on mailing packages. Only the one playing the postal worker should have the book open.

Role-Play 1 (Missionary tries to mail at least four letters.)

<table>
<thead>
<tr>
<th>first letter</th>
<th>3 ounces</th>
<th>Price Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>first letter</td>
<td>3 ounces</td>
<td>1 ounce</td>
</tr>
<tr>
<td>second letter</td>
<td>2 ounces</td>
<td>2 ounces</td>
</tr>
<tr>
<td>third letter</td>
<td>1 ounce</td>
<td>3 ounces</td>
</tr>
<tr>
<td>fourth letter</td>
<td>6 ounces</td>
<td>4 ounces</td>
</tr>
</tbody>
</table>

Role-Play 2 (Missionary tries to mail at least three packages.)

<table>
<thead>
<tr>
<th>first package</th>
<th>1 lb. 10 oz.</th>
<th>Price Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>second package</td>
<td>9 lbs. 6 oz.</td>
<td>16-24 ounces</td>
</tr>
<tr>
<td>third package</td>
<td>4 lbs. 2 oz.</td>
<td>25-34 ounces</td>
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<td></td>
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<td>35-41 ounces</td>
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<td>42-50 ounces</td>
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<td>51-60 ounces</td>
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<td>61-72 ounces</td>
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<td>73-82 ounces</td>
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<td>83-91 ounces</td>
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<td>92-98 ounces</td>
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<td>99-105 ounces</td>
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<td>109-112 ounces</td>
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<td>113-121 ounces</td>
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<td>122-130 ounces</td>
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<td></td>
<td></td>
<td>131-142 ounces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>143-151 ounces</td>
</tr>
</tbody>
</table>

413
Mastery Check

You are a zone leader who is tired of mailing all your missionaries' packages and letters for them. So when a missionary (played by your companion) comes to you asking you to mail a letter and a package, you will give her a hard time by asking a lot of questions (such as how to mail it, how many stamps to get, etc.). Do your best to frustrate the missionary. After you have asked about four or five questions, reverse roles and begin again. Teacher: Mastery level is achieved when missionaries use mail expressions comprehensively.

VOCABULARY BUILDER - BODILY AILMENTS

'a'alā - to be sore, soreness (of throat or tonsils)  
'au'afe - worms  
fa'amā'i - epidemic  
fīva - fever  
fūlū - flu, influenza  
gasegase - sick, to be sick (honorific)  
gau - to break, to sprain, to strain  
gau le ma'i - to have a relapse  
isu mamafa - to have a cold  
isu tafe - to have a runny nose  
manava tatā - diarrhea  
mapa'ava - to be sprained  
mapuna - to be strained (of back)  
maseo mimigi - muscle cramp  
māsui - to be sore (of arms after prolonged exertion)  
niniva - to be dizzy, giddy  
pō'u - sore(s)  
tigaina - to suffer  
tale - cough, to cough  
tale'u - to have a hacking cough  
uea - to swim (of head), to be dizzy

Practice

1. Memorization Exercise

2. Please close your books. Teacher: Act out the symptoms of each illness (or as many as possible) while you say the name of each. Then have the missionaries stand and join you in the pantomime. Finally, call out the names of various ailments and let the class act them out without any prompting from you.

3. Please close your books. Teacher: Act out the symptoms of a particular ailment, and have the class call out the word which describes your behavior.

Mastery Check

Please close your books. Teacher: Act out the symptoms of an illness, pause, and select a missionary to tell you the Samoan word which describes your behavior. Mastery level is 80% accuracy.

PATTERNS - PHYSICAL HEALTH

The following patterns will help you talk about the physical condition of yourself and others. Patterns 7 and 8 make reference to the fact that massage is a traditional remedy for many illnesses.

1. 'Aa mai lou gasegase?

2. 'Aa mana 'oe i le ______?
   a. tale  
   b. isu mamafa  
   c. isu tafe  
   d. fulū

3. 'Aa ______ la'u soa.
   a. 'a'alā le fa'a'ī o 
   b. gasegase  
   c. niniva  
   d. ma'alili  
   e. uea le va'ai o

4. 'Aa lavea a'u i le ______.
   a. manava tatā  
   b. manava tīga  
   c.ulu tīga  
   d. fīva

1. How is your illness?

2. Do you have a / the ______?
   a. cough  
   b. cold  
   c. runny nose  
   d. flu

3. My companion ______.
   a. has a sore throat  
   b. is ill  
   c. is dizzy  
   d. is shivering/feels cold  
   e. 's head is swimming

4. I've got ______. (lit. "I'm affected with ____")
   a. diarrhea  
   b. a stomach ache  
   c. a headache  
   d. a fever
5. 'Ua lo'u vae. a. gau b. mapeva c. mımígì maso o 6. Ta'i itulā ma folo fuāla'au e lua. a. lua b. tolo c. fa d. lima 7. E fia a. fai_lo'u tui b. fofo lo'u tua. c. masanì a'u fuāla'au mai le fale talavai d. fogi lo'u isu 8. Na lo'u ma'i. a. fofo b. lelei c. tigina d. feoloolo 5. My leg . a. is broken b. is sprained c. has a muscle cramp 6. Take two pills every hours. a. two b. three c. four d. five 7. (I) need to . (lit. "want to") a. get a shot b. have my back massaged c. get some pills from the dispensary/drugstore d. blow my nose 8. My illness was . a. massaged b. cured c. painful d. fair, not too bad
1. Take turns with your companion asking each other the questions in exercise 2 on page 412.
2. Take turns with your companions asking each other the questions in exercise 2 on page 413.
3. Work with your companion, quizzing each other on the items in the vocabulary builder and the vocabulary list at the beginning of the lesson.
4. Write out the answers to the items in exercise 3 on page 415.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

[Extra-Mile] There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use various emphatic particles.
2. Use the verb fa'ese (to be different).
3. Use the first-person singular emotional pronoun.
4. Use appropriate tense markers in narratives.

VOCABULARY

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>amiotou</td>
<td>- to be just, righteous</td>
</tr>
<tr>
<td>fa'ai</td>
<td>- band, orchestra, whistle, mouth-organ, to blow (on a whistle, etc.)</td>
</tr>
<tr>
<td>fa'apea</td>
<td>- to say, to speak to someone as follows (used before a quotation)</td>
</tr>
<tr>
<td>foliga</td>
<td>- to appear, to look like, appearance, shape, form</td>
</tr>
<tr>
<td>gaga 'ese</td>
<td>- language</td>
</tr>
<tr>
<td>gase</td>
<td>- slow, to be slow (of movement)</td>
</tr>
</tbody>
</table>

KEY

- ki - key
- kitala - guitar
- la'au pese - musical instrument
- lipine - (recording) tape
- lototo - deep, to be deep
- kopa - lock, to lock
- 'okani - organ
- papa'u - shallow, to be shallow
- piano - piano
- pi'o - to be bent, crooked, crafty
- ta - to play (of musical instrument or tone)
- 'ukulele - ukulele
- vaogata - troublesome, unruly, unmanageable

*NOTE: When used as a noun, foliga is often expressed in the plural, even though such may not be apparent from the English translation.

GRAMMAR

EMPHASIS PARTICLES TA, 'EA

The particle 'ea is used to add emphasis to sentences. It usually follows the word it modifies. For example:

Sau 'ea!
'Aua 'ea 'e te faia lena mea. - Come on!
- Don't do that.

The particle ia functions as an adverb and adds emphasis to the predicate it modifies. For example:

Sau ia!
Ta igo ia! - Come on!; Come along!
- Let's go!

Ta can also precede nouns in order to draw attention to them or make them the focal point of an utterance. In this function, it normally operates only on the doers of intransitive verbs (but not descriptive pronouns) or the done-to of transitive verbs. This use of ia is commonly used to confirm or ask for confirmation of a noun phrase which the listener may not have heard correctly. Study the following examples:

'Ua oti le matalai. - The chief died.
Ta Afele? (You mean) Afele?
'ia. - Yes.

'Ua ma'ia si tosaina. - The old man is sick.
Ta ai? Who?
Ta Cisa. Cisa.

The expression ia'sia is another adverb which adds emphasis, especially to insistent commands. (Note: ia'sia may be a combination of the softening particle ia [then] and the insistent imperative marker ia.) Study the following examples:

417
Alu lā'ia! - Go!
Ia sau lā'ia. - Come.

Normally these emphasis adverbs ('ea, ia, and lā'ia) do not modify predicates preceded by the deferential imperative marker se'i.

Remember:
1. The particles 'ea, ia, and lā'ia add emphasis to sentences or parts of sentences.
2. 'Ea usually follows the word to be emphasized.
3. Ia and lā'ia follow the predicate.
4. Ia can precede noun phrases to draw attention to them, especially in questions and answers to clarify the doers of intransitive verbs (but not descriptive pronouns) and the done-tos of transitive verbs.

Examples:
Tapūni le fato'to'a. Ia a'u? Ia 'oe! - Shut the door. Me? (Yes,) you!
'Aua 'ea e te toe sau 'i 'iinei. - Don't come here again.
Tamo'e lā'ia! - Run!

Mastery Check - Rule

Practice

1. Dictation

'O Ioane ma Pili o le 'au uso. / O lo'o lā faigaʻalega i se fale'otu ulu. / O Ioane o le tagata 'otu ulu / a'o Pili e fa'amatuna le fale ma faiteau le tupe./ Ina 'ua i'uga le galuega a Ioane i le tasi aso, / na ia fa atu 'ia Pili, "Sa'u 'ea!" / E tatau ona 'e fa'amatuna le fale. / Sa fa'apea mai Pili, "Ta ai?" Sa tali Ioane, "Ta 'oe!" / Sa fa'apea mai Pili, "E le tatau ona 'ou fa'amatuna le fale / se'ai 'uma le galuega." Sa tali Ioane, / "A lea 'ua tā le ono? / 'O le taimi lea e 'uma ai la'u galuega." / O fa'apea mai lea 'o Pili, / "A fa'afefa le isti maka lea / o lo'o fa'atali i le isti itū o le fale 'otului?" / Sa fa atu loa Ioane 'ia te ia, / "Alu 'e se lā'ia! Ua tapūni lenei fale 'otului." / Sa tali le lea "Ta ai?" Sa fa al Ioane / "Ta 'oe!" / Sa ma loa lea tama ona ia alu 'ese lea. / Sa fa'apea mai loa Pili, "Sole! Aua 'ea e te fa'apenā / i tagata me'i te'i 'ua tā le loa mai mēsi 'i 'iinei." / Sa fa'apea atu Ioane, "Aua 'ea e te fia pule. / E na'onu tatau ona e fa'amatuna le fale. / O lea, sa le / toe fa atu e Pili se 'upu, / 'se sa fa loa lana galuega. /

2. Teacher: Read one of the following commands, pause, and select a missionary to ask for a clarification (using ia) of who should obey the command. After you clarify who should obey, that missionary should perform the assigned task.

a. Tula'i ia. e. Toe sau lā'ia.
b. Tula'i lā'ia. f. Tu i luga o le laulau 'ala.
c. Tatala ia le faiotō'a. g. 'Aua 'ea e to nofo i lao.
d. Tatala lā'ia le fa'amalama. h. Mo e i lā'ia.

3. Please close your books. Teacher: Read one of the following instructions, pause, and select a missionary to give the command. The missionary giving the command should insert some emphasis particle and the missionary who is given the command should obey.

Fai atu 'ia Elder/Sister ______ ia:

a. Tu i luga. f. Tu i luga o le laulau lale.
b. Nofo i lao. g. Ta'oto i lao o le nofos lao.
c. Alu i fafo. h. 'Aua 'ea te nofo i lao.
d. Nofo i le nofa laa. i. Tatala le faiotō'a.
e. Toe sau i totonu j. Tātātā le fa'amalama.
4. You are a foreman of an interior decorating firm. Your employees (the other class members) are lazy, so you have to be firm in telling them what to do. Direct them to rearrange things in the classroom to suit your artistic taste. Make sure you give at least one direction to each employee (or more if you only have a few employees). Teacher: Direct the order of this role-play, allowing each missionary to have a chance to play foreman.

Mastery Check

Relate to your companion the things you did the day before your mission began. The missionary listening to this story should "play dumb" and ask for a clarification of every character mentioned in the narrative. When you are finished, reverse roles and begin again. Teacher: Mastery level is correct use of the particles presented in this segment.

'ESE: DIFFERENT

The verb 'ese means "to be different," "unusual," "distinctive," "strange," "weird," or "foreign." For example:

E 'ese a le tama ia. - That boy is really strange/weird.
E 'ese lena mea. - That is a different thing.
E 'ese lava 'ofu o Sina. - Sina's dresses are really unusual.
E 'ese 'ese a fōlīga o le mea lea. - That thing has really strange features.

'Ese can also be used as an adjective:

'O se mea 'ese lena mea. - That thing is an unusual/different thing.
'O Simi 'o le tagata 'ese. - Jim is a foreigner.
Pa 'e te lioa se gagana 'ese? - Do you know a foreign language?

When pointing out that two items or qualities are different, the verb 'ese is repeated as in the examples below. Note that the particle ia sometimes follows the first noun phrase for emphasis.

E 'ese a'u, 'ese 'oe. - I am different from you. (lit. "I am different, you are different.")
E 'ese le lanu o lena fale, 'ese le lanu o lo'u fale. - The color of that house is different from the color of my house. (lit. "The color of that house is different, the color of my house is different.")
E 'ese Tomasī ia, 'ese Samasone. - Thomas is different from Samson. (lit. "Thomas is different, Samson is different.")

The repetition is not necessary when the plural form, 'ese'ese is used:

E 'ese'ese nu'u. - The villages are different (from one another).
E 'ese'ese i la'ua. - They (2) are different (from each other).
E 'ese'ese 'oe ma a'u. - You and I are different.

'Ese is commonly used to express an extreme or unusual degree of some quality or action. In this usage, the doer is usually an adjective or verb acting as a noun. Study the following examples:

E 'ese le mūaia o le mea'ai lenai. - This food is especially delicious. (lit. "The deliciousness of this food is unusual.")
E 'ese lou lelei! - You're so good! (lit. "Your goodness is unusual.")
E 'ese le pepe o lena tagata. - That person really lies a lot. (lit. "The lying of that person is extraordinary.")
E 'ese lo'u fiafiia i lena tama'ita'i. - I really like that lady. (lit. "My liking of that lady is unusual.")
'Ese acts as a verb or adjective meaning "to be different," "unusual," "strange," "foreign," or "distinctive." When pointing out that two items or qualities are different, the pattern below is used. This repeating pattern is not used with the plural form 'ese'ese. It is an optional emphasis particle.

\[
\text{TENSE} + '\text{ese} + \text{NP} + (\text{i}) + '\text{ese} + \text{NP}
\]

To express an extreme or unusual degree of some quality or action, the following pattern is used:

\[
\text{TENSE} + '\text{ese} + \text{NP}^* + (\text{rest of sentence})
\]

*This noun phrase is usually an adjective or verb acting as a noun, which expresses some quality belonging to some other noun.

Example:

E 'ese lava lena ali'i. - That guy is really strange.
E 'ese America, 'ese Samoa. - America is different from Samoa.
E 'ese'ese o ta'au fala. - Our houses are different.
E 'ese le loloto o lena vai tuloto. - That lake is really deep.

Mastery Check - Rule

Practice

1. Dictation  NEW WORDS: tagata tā lā'au - musician
na soso'o ai - following

'O Simi ma Laki ma Sala 'o ni tagata tā lā'au. / E 'ese le lalei o Simi e tā kitala. / 'O Laki e iloa tā piano. / E 'ese fo'i le lelei 'o ia e tā 'okeni. / 'O Sala e mafai ona tā le ukulele, / 'ae e sii ona poto 'o ia e usu pese. / E 'ese le malle o lona leo. / O lo'o fai le fa'ai i nei tagata. / Ina 'ua 'uma la latou galuenga i le isii po, / sa latou teu a latou lā'au pese i mea 'ese'ese. / Sa teu le kitala i le fale o Simi / ma sa teu le 'okeni a Lafi i le fale o Sala. / I le taeao na soso'o ai, / na ai Laki i le fale o Sala. / Sa te'i 'o ia ina 'ua ia iloa atu / 'ua le'o i ai lana 'okeni. / Sa sa ni atu Laki po'o fai 'o i ai le 'okeni. / 'ae sa fai mai Sala na 'ave le 'okeni / e nisa tagata o le 'aiga o Laki. / Sa fa'sapea atu loa Laki, "Suga! E 'ese lou vaiaea! / E le'o i ai nisa tagata o lo'u 'aiga i lelei n'u'u." / Sa fai atu Sala, "E 'ese lou popole! / E mafai ona e te la piano se'iia o'o ina toe maua lau 'okeni." / Sa ita Laki ma na fai atu, / "E 'ese le piano ia, 'ese le 'okeni." / I le'a lava aso sa ai Laki e fa'atau mai / se loka tele e loka ai lona fale. / Sa le toe teu lā'au pese i fale 'ese'ese, / 'ae sa teu i le fale o Laki. /

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following sentences, pause, and select a missionary to restate the sentence, using the singular form of the verb. Repeat the sentence and have the class repeat the missionary's response.

Example: Teacher: E 'ese'ese 'o'o ma a'u.
Missionary: E 'ese 'o'o, 'ese a'u.

a. E 'ese'ese le vai lepa ma le vai tuloto.
b. E 'ese'ese Elder/Sister _______ ma Elder/Sister _______.
c. E 'ese'ese le gagana Samoa ma isi gagana.
d. E 'ese'ese le fa'io'aga ma fa'io'aga.
e. E 'ese'ese le aiona ma le aiona fa'io'io'io'io'.
f. E 'ese'ese le locu Mutu Samoa ma isi locu.
g. E 'ese'ese le fa'io'aga ma le malau malau sa.
h. E 'ese'ese tupe Samoa ma tupe Amerika.
i. E 'ese'ese aganu'u Samoa ma aganu'u Hawaii'i.
j. E 'ese'ese le tautala ma le malamalama.

4. Please close your books. Teacher: Instruct the missionaries to take a couple of minutes to think of several things which they have noticed since the beginning of their missions, the quality or qualities of which have been unusual, extreme, or exceptional (such as certain qualities of their companions, their teachers, their environment, the food they have eaten, etc.) Then interview each missionary (or random missionaries for large classes) and have them tell you three or four of these exceptional things.
Mastery Check

Pretend your companion is a rich aunt of yours whom you are trying to impress. Your aunt doesn’t like your companion very well, so when she comes to visit you, you must try to point out as many differences between yourself and your companion as possible, such as in your clothing, possessions, personality, habits, etc. Make at least four such observations in the course of your conversation. Then reverse roles and begin again. Teacher: Mastery level is effective communication.

FIRST-PERSON SINGULAR EMOTIONAL PRONOUN

As you have already learned, the first-person singular pronouns (I, me) are 'i'a (descriptive) and a'iu (emphatic). In conversational Samoan, the pronouns ta (I), 'ita or ta'ita (I, me) are sometimes substituted for 'i'a and a'iu to balitile oneself or to appeal for sympathy or pity. These pronouns are called "emotional pronouns." Ta is a descriptive emotional pronoun (which, you recall, comes before the predicate), while 'ita is an emphatic emotional pronoun (which follows predicates and prepositions and is used in presentative, equative, and fronted structures). The pronoun ta'ita is occasionally used as a variation of 'ita. Study the following examples:

'Usa ta fia 'ai. - I'm hungry.
'Usa ta fefe! - I'm frightened!
E lea iloa e ta'ita le talii. - I don't know the answer.

When 'ita or ta'ita acts as an object of the prepositions 'i and i, these prepositions often take the forms 'i'a and a'iu, respectively. For example:

Alofa mai 'iaa ta'ita. - Have a little sympathy for me.

The root ta is also used to form the emotional possessive: lo ta, la ta, so ta, sa ta, o ta, ni o ta, ni a ta (all of which mean "my.") (If you need to review the information and use of possessive pronouns, turn back to Unit Four, Lesson Three.) Study the following examples:

'Usa tiga lo ta lima. - My hand hurts.
E leaga la ta ta'availe. - My car is lousy.

The first-person singular emotional pronouns (meaning "I" or "me") are used to express self-abasement or appeal for sympathy. They are:

<table>
<thead>
<tr>
<th>Descriptive</th>
<th>Emphatic</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta - I</td>
<td>'ita - I, me</td>
<td>lo ta so ta - my (singular)</td>
</tr>
<tr>
<td>ta'ita - I, me</td>
<td>la ta sa ta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o ta ni o ta - my (plural)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a ta ni a ta</td>
<td></td>
</tr>
</tbody>
</table>

The prepositions 'i and i often take the forms 'i'a and a'iu, respectively, before 'ita and ta'ita.

Examples:

'Usa tiga lo ta manava. - My stomach aches.
E leaga a lo ta faia. - My house is really in bad shape.
'Usa ta fia fo'i i le faia. - I want to go home.
'Usa fa'amonoa ta'ita. - I'm depressed.

Mastery Check - Rule

Practice

1. Please close your books. Teacher: Write the following model sentence on the board, marked with numbers as below. Then read one of the numbers and have the missionaries replace the corresponding word(s) with the first-person singular emotional pronoun.

   a. Model: Sa tu'uina atu e Mele lama tusi 'ia Maroko.

   Substitute at position: 3, 1, 2, 2, 3, 1, 3, 2, 1, 2, 3, 1
b. Model:  \[ \text{Sa ia fia tu'ufia atu ni ona lavalava 'ia te i la'ua i lona fale.} \]

          \[ \frac{1}{1} \quad \frac{2}{2} \quad \frac{3}{3} \quad \frac{4}{4} \]

Substitute at position:  3, 1, 3, 2, 4, 1, 3, 4, 2, 3, 2, 1, 4

2. Teacher: Repeat the above exercise, this time calling on individual missionaries to respond instead of the entire class.

3. Questions. Teacher: Have the missionaries use the first-person singular emotional pronoun in their answers.

   a. E manasa lou fusiua?
   b. 'E te tamo'e gese i le fale ta'alo?
   c. 'E te malosi?
   d. I lou lava manatu, e manasa ou foliga?
   e. E pi'o lou amio?
   f. 'E te poto e ta piano?
   g. E i ai sau lipo manasa fa'aologologo manaia?
   h. 0 lo'o soifua ou matua?
   i. E i ai sau 'api fou?
   j. 'E te fefe e alu i Samoa?

4. Describe to your companion your experiences the last time you were ill or injured. Tell your tale in such a way as to appeal for sympathy. Talk for at least three minutes, then listen to your companion's story.

Mastery Check

Please close your books. Teacher: Have each missionary prepare a brief talk about the possessions they have brought with them on their missions. Explain to them the importance of using self-abasement in talking about oneself or one's possessions. Give them a minute to prepare, then have them present their talks to the class using only brief notes. Mastery level is achieved when the missionaries use the first-person singular emotional pronoun correctly 90% of the time.

**TENSE MARKERS IN NARRATIVES**

As you have learned in previous lessons (Unit Two, Lesson Three and Unit Three, Lesson Two), particles called tense markers usually indicate the time of the state, process, or action denoted by the predicate. Below is a summary of review the tense markers presented in this book:

\[ 'o \le'\] - future
\[ e / te \] - non-past (future, repeated, or permanent states or actions)
\[ 'ua \]
\[ 'o lo'o \] - indeterminate present (state or action was previously and still is in effect)
\[ 'o \]
\[ na \] - determinate past
\[ sa \] - indeterminate past
\[ 'ia \] - insistent imperative
\[ se'i \] - deferential imperative
\[ fa'ato'\] - "just," "for the first time" (See the extra-mile lesson associated with Unit Nine, Lesson Two)

When narrating a story or some other series of events which happened in the past, these tense markers are used in a manner that is slightly different from that indicated in the above explanations. The past tense is used at the beginning of the narration to establish the time in which the story is set. Thereafter, the present tense markers are used as if the story were occurring in the present: The non-past tense (e / te) is used to indicate repeated or permanent actions or states, and the determinate present tense ("ua) is used to announce each newly-occurring event in the narrative. The past tense markers (sa and na) are used to indicate an event which occurred prior to the time in which the main action of the narrative is set. Study the following example:

\[ \text{Sa maliu atu Jesu 'i Kalilaia, 'ua ia tala'i atu le tala lelei. 'Ua o mai fo'i le motu o'tagata, 'ua latou fa'aologologo 'ia te ia.} \]

- Jesus went to Galilee, (where) he preaches the gospel. A multitude of people assemble and listen to him.
When relating past events, the past tense is established at the beginning of the narrative. Thereafter, the present tenses are used. 'Ua is commonly used to announce each new event or state. Sa and na are used in reference to events occurring previous to the main action of the narrative.

Example:

'O le lava tausaga ma o mai ai perofeta e to'aetele, 'ua vaavalo atu i le ma'a fa'atau i la'ou salamu. . . . 'Ua o'o ina tatalo [Late] i le Atua, 'ua o'o mai le afi fa'aniutu, ma 'ua nofo ai i luga o le papa i ona luma. . . . 'Ua o'o ina fo'i mai 'o ia i lona lava fa'ale i Jerusalem, ma 'ua ia fa'apau i o ia i lona moega ina 'ua vaivai 'o ia i le Agaga ma mea na ma va'ai. — l-Nifau 1:4, 6, 7

In that same year there came many prophets, propheying unto the people that they must repent . . . . And it came to pass that as [Lehi] prayed unto the Lord, there came a pillar of fire and dwelt on a rock before him . . . . and it came to pass that he returned to his own house at Jerusalem, and he cast himself upon his bed, being overcome with the Spirit and the things which he had seen. — l-Nephi 1:6, 7

Mastery Check - Rule

Practice

1. Dictation NEW WORD: feasogi - to kiss

Na ma o ma la'u uo teine i le vai tuloto ananafi. / Ina 'ua 'ou iloa atu 'ua manaia tele le vai, / 'ua osou lo'o fia 'a'au loa i le itu lolo. / Peita'i, 'ua fa'i mai la'u uo. 'A 'ou 'a'a ia i le lava fa'ale i Jerusalem, ma 'ua ia fa'apau i o ia i lona moega ina 'ua vaivai 'o ia i le Agaga ma mea na ia va'ai. — l-Nifau 1:4, 6, 7

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Fill in the Blanks

Ou te manatau le aso muamua ______ 'ou taunu'u ai i Samoa. ______ 'ou malaga 'i le 'aiiga o la'u uo o Sale. ______ 'ou 'ou 'ou i le lava fa'ana u i le mea ______ i ai le paipa. ______

4. Select one of the topics below and relate to your companion the sequence of actions and events that occurred the last time you have that particular experience. Talk for at least three minutes and be sure to use the appropriate tense markers. Then listen as your companion does the same.

   a. a visit to the post office
   b. a visit to the barbershop
   c. buying tickets (papa) for a concert (koneseti)
Mastery Check

Relate to your companion the events and actions that occurred during your last date (evage). Talk for at least three minutes and be sure to use the appropriate tense markers. Then listen as your companion does the same. Teacher: Mastery level is achieved when missionaries can relate past experiences with appropriate tense markers with 90% accuracy.

PERFORMANCE ACTIVITIES

TEST

1. Dictation NEW WORD: kanesa - cancer Possible Points: 16

'O lo'u igoa o Samita. Ma te nonono i Apia ma si o' tei o Ana. / 'O le 'ausaga 'ua te'a na fa'i mai ai Ana / 'ia te'a 'ua ma'i 'o ia. / 'Ua te'i lava 'ita i lena mea / ma 'ua ta fa'i atu loa. "O le a 'ealou ma'i" / "'Ua 'iga te'ilio lo tā manava." O lana tali lea. / 'O lea 'ua ou foi atu, "Suau 'ea. / Ta o loa la'iia i le fa'e ma'i." / 'Ua alu atu si o' tei i le 'ofisa o le foma'i / ma 'ua talai ona 'ofu. Ina 'ua navea le itula / 'ua o mai i fafo le foma'i ma si o' tei. / 'Ua fa'i mai loa le foma'i 'ua lavea Ana i le kanega. / 'Ua ou te'i lava na 'ua ou fa'apea atu, / "Atou e le'o le kanesa. Masalo e na'o le fulu lava. / 'Ua fa'apea mai le foma'i, "E 'esi le lo'a lele. E 'esi le fulu, 'esi le kanesa." / 'Ua ou le fiafa i lana talai; / o lea 'ua ma o ma Ana i le isi foma'i. / Ina 'ua alu atu Ana i le ofisa o le isi foma'i, / 'ua fa'atomyna loa Ana e 'ave 'esi 'ena 'ofu. / Na ou fa'atalitali i fafo se'ia o mai Ana ma le foma'i. / 

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks NEW WORDS: kanesa - cancer

TENSE + soso'o ai - following

____ fa'apea mai lena foma'i ___ le'o le kanesa _____ ma'i ai Ana s'o____
manava tata. _____ 'ou te'i lava aua ______ matua 'esi lava lona manatu, ______ le mea
____ fa'i mai le foma'i mutaua. 'One 'o lea, ______ ma fo'i atu i le fale. I le aso
____ soso'o ai, ______ ma o i le isi lo'omatua o lo matou aiga ______ poto lava i
____ 'esi'e.____ to'e te'i ta'ita ______ 'ua fa'i mai le lo'o matua ______ le'o
le kanesa po'o le manava tata, a'o le fulu ______ ma'i ai Ana. ______ fia iloa e le
lo'omatua, po'o ai isi foma'i ______ ma o i ai. ______ 'ou fa'i atu, ______ ma asiasi
i le foma'i ______ igoa ia 'Sima ma le isi ______ igoa ia Ioane. ______ fa'apea mai
ai lea o le lo'omatua, "____ isi sa?". 'One 'ou tafi atu lea, "____ isi foma'i____
faigaleua i le fale ma'i." ______ fa'apea mai loa lea ______ le lo'omatua, 'Aua____
' e te toe alu ______ lena fale ma'i. Latou te le malamalama i ma'i ______; e na'ona
latou fia va'aia ni tema'ita' ______ leai ni 'ofu." ______ oso loa lo'u ita____
na foma'i, peita'i ______ 'ou fiafa fo'i aua ______ maua le tonu sa'o ______ uiga i le
ma'i o ______ tei.

ACTIVITY

1. Teacher: Have the class member sit in a circle.
2. Each missionary should wear a blindfold.
3. Then pass around some object and allow each missionary to feel it with one finger only.
4. Then pass around a second object and ask each missionary whether it was the same or a different
   object. Be sure to ask them in random order each time.
5. The entire game must be conducted in Samoan.
6. Give one point for each missionary's correct response and keep track of scores. Prizes or
   rewards may be given for the highest score.
7. If desired, the class can be divided into teams.
1. Take turns with your companion translating the sentences in the passage in exercise 1 on page 418.

2. With your companion, work through exercise 2 on page 419.

3. Write out the answers to exercise 3 on page 420.

4. With your companion, work through exercise 3 on page 422.

5. Take turns with your companion translating the sentences in the passage in exercise 3 on page 423.

6. Take turns with your companion translating the sentences in the test exercises on page 424.

[EM] There is an extra-mile section associated with this lesson.
VOCABULARY

Multiple Choice. Mastery level is 70% accuracy by all missionaries.

1. Fe i gi sau tupe . . . ?
   a. taseni
   b. saini
   c. silava
   d. 'afatala
   e. mutu

2. 'Afa'i 'e te alu 'i Samoa, e tatau ona 'e iloa le . . . o tupe.
   a. fa'amalalo
   b. fa'ato'a
   c. fa'afuase'i
   d. fa'atusatusaga
   e. fa'ataga

3. Sa ia lafo le . . . i lana uō.
   a. 'une
   b. me'ata
   c. te
   d. tai
   e. fogi

4. E faia le . . . o lenei 'ofu?
   a. sijak
   b. taseini
   c. mutu
   d. nono
   e. tau

5. E lea sa'u tupe; o lea sa 'ou fa'atau . . . nei mea.
   a. va'ava'ai
   b. fa'atusatusa
   c. fa'a'aitalaflu
   d. 'afatala
   e. fa'a'ili

6. E lea mafi ona 'e fa'atau nei mea ae'i loga 'ua . . . lou igoa i le sijak.
   a. 'une
   b. aofa'
   c. faita
   d. saini
   e. folo

7. Ou te le fiafia 'i lenei fale tupe; o le'ā 'ou . . . i tua ia'u tupe.
   a. 'gioa
   b. tōina
   c. aofa'
   d. papau
   e. foliga

8. E manaia lava le . . . i aso vevela.
   a. kalasini
   b. penisini
   c. 'aiga'ulimi
   d. matauila
   e. teutusi

9. 'Afa'i 'e te alu i fafo i le afa, e tatau ona 'e 'avea le . . .
   a. moli kalasini
   b. moli matagi
   c. moli penisini
   d. matauila
   e. mea tulinamu
10. E lelei pe'a kuka le fasi poví fa'atasi ma le . . .
   a. ma'a moliuila
   b. pepa faleuila
   c. solosolo
   d. aniani
   e. teutusi

11. Ou te le'i ta'ele, peita'i e le afaina, aua 'ua 'ou fa'aogáina le . . .
   a. kala'ini
   b. pulu lole
   c. matatafi
   d. mea faitusi
   e. vai la'aup

12. 'Ua leva ona ta savali i lenei aso vevela. Se'i ta fa'atau mai ni . . .
   a. 'apa inu
   b. ma'a uila
   c. matguala
   d. moli uila
   e. mea tulinaum:

13. E le'i sele la'u 'ava, leaga 'ua leai ni a'u . . .
   a. mea faitusi
   b. moli' uila
   c. mea taulima
   d. matatafi
   e. mea tulinaum

14. E le' mafai ona 'ou lafo lenei tusi e aunoa ma se . . .
   a. mea faitusi
   b. pepa faleuila
   c. solosolo
   d. teutusi
   e. mea taulima

15. Maio . . . le fa'amalosí.
   a. tau
   b. t'ai
   c. a
   d. 'a'e
   e. mus

16. Sa le moe le tama, 'ae sa . . . moe.
   a. fa'ataga
   b. agasala
   c. pepelo
   d. fituva
   e. tumau

17. E i'ai se mea'si 'o lo'o . . .?
   a. tauva
   b. totoe
   c. so'ona
   d. mu'ai
   e. sea sea

18. 'O lo'o . . . le 'au lea ma le 'au lale.
   a. so'ona
   b. fa'atofa'
   c. tu'uga
   d. tauva
   e. uiua'i

19. O le'ata tamo'oe Ioane i le . . .
   a. totoe
   b. tugava
   c. tu'uga
   d. fa'ataga
   e. muli
20. Ou te fia . . . i le manuga lea.
   a. tū'uga
   b. 'a'e
   c. 'gi
   d. tāi
   e. fa'ato'a

21. Matou te fia . . . i le samo.
   a. fa'asaososo
   b. fa'avae
   c. fa'ausi
   d. fauta
   e. 'apesa'i

22. Ou te le talitonu 'i lena tagata; e . . . so'o 'o ia.
   a. 'anaapogi
   b. teva
   c. pepele
   d. 'apesa'i
   e. salamo

23. 'Afai 'e te talitonu i le Tusi a Manona, e tatau ona 'e . . . i le ekalesia.
   a. agasala
   b. mulilua
   c. fauta
   d. sa'o'oloto
   e. 'aual

24. Sa misa le fafine ma lana tane, ona . . . ai lea 'o le fafine.
   a. tula
   b. teva
   c. ala
   d. pele
   e. 'aual

25. 'Afai 'e te fia tsutala i totonu o le fale sa, e tatau ona 'e . . .
   a. mulilua
   b. fa'asaososo
   c. musumusu
   d. agasala
   e. 'ailoga

26. 'Ua . . . le ulu o le toea'ina.
   a. teva
   b. tūmsau
   c. saga
   d. togi
   e. tula

27. E le'ai so matou mea'ai 'ona 'o le . . . o le nu'u.
   a. oge
   b. fauta
   c. fa'avae
   d. ala
   e. 'a'au

28. E tatau ona . . . lou ulu; leaga e 'umē tele.
   a. fogi
   b. folo
   c. 'oti
   d. tu'i
   e. mei

29. E tatau ona 'e . . . nei fa'ala'au.
   a. folo
   b. oti
   c. fua
   d. pauna
   e. folo
30. E le aoga le fa'ala'au i lona ma'i; e tatasu ona fai sona . . .
   a. tusa
   b. 'auense
   c. 'autafa
   d. tui
   e. fua

31. Ta . . . le mamafa o le pepe.
   a. fua
   b. 'auense
   c. 'otiti
   d. selaulu
   e. pauna

32. E lua . . . le mamafa o le fai'iti.
   a. pauna
   b. tusa
   c. tui
   d. vaitale
   e. fa'a'iloga

33. O le'a . . . 'oe e le foma'i.
   a. 'autafa
   b. mapeva
   c. pf'o
   d. toga'fiti
   e. tusa

34. 'Afai 'e te fia 'avea ma se faife'autala'i, e tatasu ona 'e . . . 'ou talafa.
   a. musumusu
   b. 'otiti
   c. toga'fiti
   d. fa'a'iloga
   e. fa'a'malo'o

35. Talofa e! 'Ua . . . le fa'a'i o le tama'ita'i.
   a. 'anufe
   b. 'a'alai
   c. masui
   d. uea
   e. niniva

36. 'Ua vevela lona ulu 'ona 'o le . . .
   a. tale'u
   b. po'u
   c. mapuna
   d. gau
   e. fiva

37. E alu so'o le tama i le fale uila 'ona 'ua lavea 'o ia i le . . .
   a. isu miti
   b. maso mimigi
   c. tale
   d. tiga'ina
   e. manava tata

38. 'Ua . . . le ulu o le tama 'ona 'o lona isu pia.
   a. masui
   b. isu mamafa
   c. fa'amai
   d. 'a'alai
   e. niniva

39. E . . . le toea'ina 'ona 'o lona ulaula.
   a. maso mimigi
   b. isu tafe
   c. tale'u
   d. 'anufe
   e. gau le ma'i
40. Ou te malaga 'i Amerika i se . . .
   a. seleulu
   b. vaitale
   c. tagafiti
   d. va'a'alalo
   e. tauva

41. E tatsu ona . . . lou isu.
   a. tula
   b. ma'peva
   c. 'au
   d. fagi
   e. fiva

42. E tatu ona tatou . . . se'ia o'o i le l'uga.
   a. fa'alloga
   b. vaitale
   c. tumau
   d. loloto
   e. 'auai

43. 'Aua tou te ta'elele i le vai . . .
   a. 'okeni
   b. foliga
   c. lepine
   d. loloto
   e. kitaia

44. 'O Simi e tā piano i le . . .
   a. gagana
   b. vaogata
   c. amitonu
   d. gese
   e. fa'a'ili

45. E poto Simi e tautala i . . . o isi atumu'u.
   a. papa'u
   b. gagana
   c. kitaia
   d. lepine
   e. fautua

46. E tatsu ona . . . le fa'itoto'a, ne'i sau se isi i totonu.
   a. loka
   b. p'i'o
   c. ta
   d. loloto
   e. fa'a'ili

47. Ou te loa tā ukulele 'ae e lē mafai ona 'ou tā le . . .
   a. papa'u
   b. vaogata
   c. kitaia
   d. fōlīga
   e. 'ese'ese

48. E taulia e tagata . . . poloa'iga a le Atua.
   a. gagana
   b. 'okeni
   c. vaogata
   d. fōlīga
   e. amitonu

49. Ou te fiu e fa'atali iā Simi; e . . . tele 'o ia.
   a. gese
   b. oge
   c. teva
   d. masui
   e. tai

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50. Na 'avea 'uma la'utupe e lena tagata . . . na le leaga.
   a. ki
   b. loloto
   c. p1'o
   d. fofo
   e. fua

GRAMMAR

The following grammar principles and SYL expressions were taught in this unit:

Money Phrases
Making a Purchase in a Store
Preposited Adverbs
"Only"
"Any"
Firsts and Lasts
"What"
"Why"
Causes and Reasons
Visiting the Barber
Post Office Talk
Physical Health
Emphasis Particles
"Different"
First-Person Singular Emotional Pronoun
Tense Markers in Narratives

1. Fill in the Blanks

NEW WORDS: fua - free
Toga - Tonga
tupu - king

Na savali se tamaloa lapo'a i totonu ______ se fale mefi i Toga ______ se tasi aso. ______
   fesili mai le tama'ita'i ______ le se faigaluega i le faie mefi e fa'apea, "E ______ se
   mea 'e te mana'o ______?" Sa tali le tamaloa lapo'a, "I. Ou ______ fia fa'atau ______
   se fa'ailoa." ______ toe fesili mai ______ tama'ita'i, "E te fia ______ se tusi
   po'o se aifiti?" ______ tali le tamaloa, "Leai; a ______ 'ona 'ou fia fa'atau se fa'ailoa." ______
   fai mai ______ tama'ita'i, "Ita, e manasia lava ______ fa'ailoa lenei. 'O i ai le
   ata ______ le va'a." ______ tali le tamaloa, "Aua ______ 'e te 'asumai ______ fa'ailoa
   vaele. E 'ese lena fa'ailoa, 'ese le fa'ailoa ou te mana'o 'i ______." ______ tali le
   tama'ita'i, "Fa'amoleole, ______ 'aua 'e te ita 'ia ______. ______ 'ou fa'apea 'e te
   mana'o 'i ______ se itu'aiga o fa'ailoa lava." ______ fai atu le tamaloa, "Leai. Ou
   ______ mana'o ______ se fa'ailoa e i ai le ______ o le tupu o Toga." ______ le'i lagona
   e le tama'ita'i lama talai; o lea ______ ia fesili mai, "E te ______?" ______ toe fai atu
   ______ tamaloa, "Ou te mana'o 'i se ______ e i ai le ata o le tupu ______ Toga." ______
   fai mai loa le ______, "Ita, avatu ______ fa'ailoa lenei." E ______ se isi mea 'e te
   mana'o ______?" ______ fai atu le tamaloa, "E ______ sau mai i ______ seulu tala?"
   ______ tali le tama'ita'i, "______ leai. 'Ae 'aua ______ 'e te popole i lene mea; ia 'ave
   fua le fa'ailoa." Ina o le'a ______ 'ese le tamaloa, ______ fesili mai le tama'ita'i
   ______ ia, "O le a le mea na 'e mana'o ai i se fa'ailoa fa'apena?" ______
   tali le tamaloa, "______ ala lava one 'ou fia fa'atau lenei fa'ailoa ______ 'o a'u 'o le
   tupu o Toga!"

2. Multiple Choice. Teacher: Review any items which prove difficult for the missionaries.
1. E fia le sefulu tālā Amerika . . . tupe Samoa?
   a. i
   b. e
   c. mo
   d. i le
   e. i ni

2. E maua sau sui . . . toli tālā?
   a. i
   b. e
   c. mo
   d. i le
   e. i ni

3. Ou te fia . . . la'u tupe mai le fale tupe.
   a. toīna i luma
   b. toto
   c. toīna i fafo
   d. toto i fafo
   e. toīna i tua

4. 'O lea e . . . so'u tusi fou.
   a. va'ai tau
   b. va'ava'ai tau
   c. tau e va'ai
   d. tau va'ava'ai
   e. fia tau va'ai

5. E . . . o nei mea 'umā?
   a. tau fia sofa'i
   b. tau sofa'i fia
   c. tau le sofa'i fia
   d. fia le sofa'i tau
   e. fia le tau sofa'i

6. . . le tama ananafei.
   a. Sa ma'i 'atonu
   b. Sa 'atonu ma'i
   c. 'Atonu sa ma'i
   d. 'Atonu ma'i sa
   e. none of the above

7. . . le teine i le a'oga i le taeao.
   a. E alg seasea
   b. E geagea alu
   c. Seasea e alu
   d. Seasea alu e
   e. none of the above

8. . . le faife'au i le vasega.
   a. E moe so'o
   b. E so'o moe
   c. So'o e moe
   d. So'o moe e
   e. none of the above

9. . . le toea'ina.
   a. 'Ua oti 'ai lava
   b. 'Ua 'ai oti lava
   c. 'Ai lava 'ua oti
   d. 'Ai 'ua lava oti
   e. none of the above

10. . . tautala fa'a-Samo'a.
    a. 'Ua le ma'a tau e a'ua ona
    b. 'Ua tau le ma'a ona 'ou
    c. Tau 'ua le ma'a e a'ua ona
    d. Tau le ma'a ona 'ua 'ou
    e. none of the above

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11. le faife'au i le potu vasaga.
   a. Sa a'oa'o fa'ataga
   b. Sa fa'ataga a'oa'o
   c. Fa'ataga sa a'oa'o
   d. Fa'ataga a'oa'o sa
   e. none of the above

12. le pusi.
   a. Na oso fa'afusae'i
   b. Na fa'afusae'i oso
   c. Fa'afusae'i na oso
   d. Fa'afusae'i oso na
   e. none of the above

13. Lena tusi.
   a. E lelei 'ailoga
   b. E 'ailoga lelei
   c. 'Ailoga e lelei
   d. 'Ailoga lelei e
   e. none of the above

14. le maile i le potu moe.
   a. Na moe saga pea
   b. Na pea saga moe
   c. Na pea moe saga
   d. Saga na moe pea
   e. none of the above

15. ona 'ave lanei ta'avale.
   a. E na'ona Simi e mafai
   b. E mafai na'o Simi
   c. E na'o Simi e mafai
   d. E na'o mafai e Simi
   e. E na'ona mafai Simi

16. Tau ... e 'aumai.
   a. 'o le tolu tusi
   b. 'o le tusi e tolu
   c. 'o le tolu o tusi
   d. 'o le tolu tusi
   e. tolu 'o le tusi

17. Tau ... 'e sau.
   a. 'ina 'ia lava
   b. ina lava
   c. lava ina
   d. lava ona
   e. ona lava

18. fia ta'oto i lo'u moega.
   a. Ou te na'o
   b. Ou te na'ona
   c. E na'o 'ou ona
   d. E na'o a'u ona
   e. E na'ona 'cu

19. E ... 'o puasu sa 'ou maua mai le fale'o'loa.
   a. na'o pa'u lenei
   b. le na'o pau lenei
   c. le pau na'o lenei
   d. na'o le pau lenei
   e. pau le na'o lenei

20. 'Aumai ...
   a. se so'o tusi a
   b. se so'o a tusi
   c. se tugi so'o a
   d. so'o a se tugi
   e. so'o se tusi a
31. Fa'amolomole, 'ia 'otī lo'u ulu e pei ... le 'otiga muamua.
   a. ona 'o
   b. 'ua
   c. sa
   d. 'o
   e. i

32. ... fo'i o'u talafa.
   a. 'Otī'otī
   b. Oti
   c. Totogī
   d. Tu'u
   e. Tuī

33. E fia le tau 'o lenei afifī ... lafo i Amerika?
   a. pe'a 'uma
   b. ina 'ua
   c. e
   d. 'o le
   e. 'i le

34. 'O le ē le 'umī ... i le va'alaia?
   a. i le tusi e ālu
   b. o le tusi pe'a ālu
   c. e tusi a'i le ālu
   d. e ālu a'i le tusi
   e. o le tusi i le ālu

35. 'Ua ... le fulū?
   a. i a'i lou
   b. 'e i a'i
   c. ia te 'oe
   d. ma'i 'oe
   e. 'e fai

36. ... folo fuga'a'u e lua,
   a. Ta'i itūla se lua pe'a
   b. La lua itūla ta'itasi i le
   c. Ta'ilua itūla ma
   d. O itūla ta'ilga ona
   e. La lua ni itūla cui

37. "Tapuni le faitoto'a."
   a. "Ia a'u?" "'Oe la'ia!"
   b. "A'u 'ea?" "'Oe 'ea."
   c. "Ma a'u?" "Ma 'oe."
   d. "A'u ia?" "'Oe ia."
   e. "Ia a'u?" "Ia 'oe."

38. 'Aua ... 'e te pīsa i lenei fale.
   a. 'ea
   b. 'ua
   c. 'i
   d. La'ia
   e. none of the above

39. E 'ese lou nu'u ... .
   a. ma lo'u nu'u
   b. 'ese'ese lo'u nu'u ia
   c. ma 'ese'ese lo'u nu'u
   d. ma 'ese la lo'u nu'u
   e. ia, 'ese lo'u nu'u

40. E ... o ta'ua fale.
   a. 'esse
   b. 'e'ese
   c. 'esse'esse
   d. 'ese ia 'ese
   e. 'esse o
3. Please close your books. Teacher: Read one of the following items, mumbling all of the underlined portion. Pause, and select a missionary to respond appropriately by asking what was said. Then read the item again, this time mumbling only the portion with double underscore, and let the same missionary react. Then answer the missionary clearly. Mastery is achieved when 75% of the missionaries respond appropriately.

a. E tatau ona 'e so'a' o malosi 'ina 'tta malamalama i le gagana Samoa.

b. E le tatau ona ita i lau so'a pea' a fa'i ana mea valesa.

c. E le tatau ona 'e inu tua'a'u a isai tagata.

d. Na ita lo'u to'alua ia te a'u ananafi i le taimi sa fa' i ai lo ma mea'ai o le afe'ai.

e. E le tatau ona nwilua tagata, 'afaei/e faife'au.

f. Sa manai lava le mea'ai i le fa'e'aiga ananafi.

PRONUNCIATION

Teacher: Direct the missionaries to read aloud from the Samoa Book of Mormon, with each missionary reading two verses. Monitor their performance and provide help with pronunciation where necessary for comprehensibility. Continue for approximately fifteen minutes.

FLUENCY

1. Teacher: Bring Samoa scriptures to class. Have each missionary select a favorite scripture or passage of scripture. After a few minutes of preparation, call on the missionaries one at a time to read their passages to the class and briefly explain in Samoan why they like that scripture, what special significance it has for them, and how it can be applied in missionary work.

2. Teacher: Bring Samoan hymnbooks to class or have the missionaries turn to one of the songs in the appendix (Appendix ) in this book. Sing several songs in Samoan with the missionaries. Have them concentrate on the flow of the words more than on the meaning.
Below are sets of questions that could be asked in an Oral Language Proficiency Test (a kind of interview test developed by the Foreign Service Institute).

Teacher: Divide the class into pairs and have the missionaries ask their compatriots the first set of questions listed. The missionaries answering questions should have their books closed and should answer every question as well as they can in Samoan. After finishing the first set of questions, the missionaries will reverse roles for the second set. Do not correct any answer, but do provide help when it is asked for.

First Set of Sample Questions:

1. 'O fea e te sau ai?
2. E fia ni 'ou tuafaine?
3. E fa'apefeea ona 'ou maua le Marriot Center?
4. O le a le mea'ai e si'i ona e fiafia i ai?
5. 'O fea le mea na 'e a'oga ai?
6. O a ni mea e fa e tagata Manona i le Aso Sa?
7. E re fiafia i lenet vasega? Aisea?
8. 'O a ni mea 'e te fia fai i lou aso malo'o?
9. 'O le a le mea 'ua ta'ua o le perofeta?
10. Fa'amatala mai le na'u 'e te sau ai.

Second Set of Sample Questions:

1. E fia ni 'ou uso?
2. 'Ua ta le fia?
3. Pe fa'apefeea ona 'ou maua le fale'oloa?
4. O le a lau mea sa fa i le Aso Sa?
5. Pe ta'atau ona galue malosi tagata i le MTC? Aisea?
6. O le a mea na ala ai ona 'e sau i le misiona?
7. Pe 'e te fiafia i le mea'ai i le fale'aiaga i le MTC? Aisea?
8. Pe i ai sau fagafoa: 'E te fiafia i manu? Aisea?
9. 'Ana 'avea 'oe ma le peresitene o le sakesia, po'o le a ni mea 'ua 'e faia?
10. Fa'amatala mai fōliga o le fale e nofo ai lou 'aila.

Self-Evaluation

Teacher: When the missionaries have been tested, have them evaluate themselves according to each of the five elements of language by answering the self-evaluation questions below. These questions are intended to help the missionaries evaluate their own strengths and weaknesses in speaking the language. They do not correspond to the ratings of a real F.S.I. oral test. Missionaries should not attempt to assign themselves an F.S.I. rating on the basis of this evaluation.

A. Grammar
   - Did you feel secure in using tense markers?
   - Did you use the right word order with different classes of pronouns?
   - Were your sentences almost as long and complicated as those you formulate in your first language?

B. Vocabulary
   - Did communication sometimes break down because a certain word was lacking?
   - Did you find yourself at times groping for words?
   - Did you often have to rephrase your thoughts or say something in a round-about way for lack of a certain word?
   - Did you find yourself excessively using common words at the expense of more precise words?

C. Comprehension
   - Did you answer the question, although you were not sure of its content?
   - Did you get the gist of each question?
   - Did you understand each question thoroughly?

D. Fluency
   - Did you tend to speak in fragmented rather long pauses in between?
   - Was your speech halting and uneven, but without long pauses in the middle of sentences?
   - Aside from an occasional hesitation, was your speech generally smooth and even?

E. Pronunciation
   - Do you think your pronunciation would have sometimes made your speech unintelligible to a native listener?
   - Could you have been understood by a native speaker, albeit with difficulty and some irritation?
   - Did you make pronunciation mistakes that were only slightly different from the native sounds?
UNIT 10
bring to class some inexpensive items, such as pencils or small pieces of candy. Leave at least four such items. On two of the items attach the names of three missionaries. On two of the items attach the names of two missionaries. Instructions for using found in the lesson.

This lesson, you may wish to review the information in the book Culture for moa on invitations (pp. 171-178), thank-you speeches (pp. 198-204), and proverbial 212-238).

to hold class at some location where food can be served. If possible, prepare a location for missionaries. Instructions for accompanying activities are given in the performance
At the end of this lesson, you should be able to do the following in Samoan:

1. Use terms for various LDS meetings and programs.
2. Conduct LDS Church meetings.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Elder Mareko: Talofa uso ma tosafine.
Faife’au: Talofa lava.
Elder Mareko: Fa’afetai i le Atua ‘ona ‘ua tatou faiola’i i le manua.
Fa’afetai fo’i o le na’o na matagofie ‘ua tatou manu. ‘O lelei taimi
‘o Sister Toga o le’a ta’ita’i’ina la tatou pepe. ‘A mau ma lea,
‘o Elder Senisi o le’a faia la tatou tatalo ‘amata.
Sister Toga: Su’e ano a outou tusi i le itulau o omoseulu, fa’amoemole.

TRANSLATION

Elder Mark: Greetings, brothers and sisters.
Missionaries: Hello.
Elder Mark: Thanks be to God that we have met in such good fortune. We are also
thankful for this wonderful day we have received. At this time, Sister
Conger will lead our song. After that, Elder Senisi will say our
opening prayer.
Sister Conger: Open your books to page sixty, please.
VOCABULARY

agāga - soul, spirit
Arona - Aarona
'Au Alofa - Relief Society
'aufa'ipēga - choir
fa'aalea'gā - spiritual
fa'tatulaga - to organize
lesona - lesson
mē'ā - to be finished, to be done, complete
mētagofie - beautiful, wonderful
māvae - to part, to separate (of people), to be apart
Mekisateko - Melchizedek
pele - darling, favorite (noun), beloved, dear (adjective)
polokalama - program
pupuā - to be bright, luminous, to look, to stare, to be able to see, countenance, expression
sue'e - (of pages) to turn
ta'ape - to go in different directions, to disperse
talosaga - prayer (honorific), request, to entreat, to implore
togo'i - relationship, relations (between two things or people)
va fa'a'alesoa - companion relationship

TOOLS

VOCABULARY BUILDER - LDS CHURCH MEETINGS AND PROGRAMS

afi'afi fa'a'āliga - family home evening
a'ōga pesē - song practice
a'ōga sā - Sunday School
Galuuga Fa'alea'elefēa - Welfare Services
konafesi o le siteki - stake conference
konafesi o le uarota - ward conference
lotu fa'amatanuga, fa'amatanuga - sacrament meeting
lotu molimau - testimony meeting
lotu 'Au Alofa, 'Au Alofa - Relief Society meeting
lotu perisitua - priesthood meeting
perisitua Arona, perisitua fa'a-Arona - Aaronic Priesthood
perisitua Mekisateko - Melchizedek Priesthood

Practice

1. Memorization Exercise

2. Questions

   a. 0 le a le sauniga e 'auai aia tamaiti laiti?
   b. 0 le a le polokalama e 'auai ai aifai talavou?
   c. 0 le a le polokalama e aoga i tagata mutitava?
   d. 0 le a le sauniga e 'auai ai afaine?
   e. 0 le a le sauniga e a'oa'o ai tagata e uiga i mata'upu fa'avae o le ekaesia?
   f. 0 le a le polokalama e i ai fa'ifau e le talai?
   g. 0 le a le sauniga e 'auai a tagata mai uarota 'ese'e, e se'e?
   h. 0 le a le sauniga e fa'ia'ia ta'itasii o le ekaesia?
   i. 0 le a le sauniga e 'auai ai le 'aupiapese?
   j. 0 le a le sauniga e tutu ai tagata ma ta'u atu o latou laonga e uiga i le ekaesia?
   k. 0 le a le sauniga e 'auai ai aifai?
   l. 0 le a le sauniga e o mai ai ta'ita'iti o le siteki e asiasi le uarota?
   m. 0 le a le sauniga e 'auai ai aifaii matutusai?
   n. 0 le a le sauniga e 'ai ai tagata i le falaosa?

3. Free-Response Questions

   a. 0 le a le mea e le mafi a i ona 'auai tamaloioa i sauniga o le 'Au Alofa?
   b. 0 le a le pa'oi e le mafi a i ona 'auai fafatei i le lotu perisitua?
   c. 1 lou lava manatu, pe tatau ona tu'uina atu le perisitua i fafatei? Aisea?
   d. Sa 'e faafiia i le palama'ala'o o 'ilefaii? Aisea?
   e. 0 le a se mea e tatau ona fai 'ina 'ia fa'aleleina le safaii o tagata e 'auai i le lotu fa'amatanuga?
   f. I lou lava manatu, o le a le aoga o konafesi o le siteki?
   g. Pe 'e te fiafia i leseona e fai i le a'ōga sā? Aisea?
h. 'Ana 'avea 'oe me peresitene o le skasesia, po'oo le i sau ma e sui i le lotu molima? 

i. Pe sa 'e 'auai i sa 'a'oga pese mamas? (if yes) Sa 'e fiafia 'i ai? Aisea? (if not) Aisea? 

j. Fa'amatala mai le aoga ma le tāua o le fa'amatanaga.

Mastery Check

Select one of the topics below and express your feelings on that topic to your companion. Talk for at least two minutes. Then listen as s/he does the same. Teacher: Mastery level is achieved when missionaries communicate effectively using terms for LDS Church programs and meetings.

Why I like Sunday School
How I really feel about testimony meeting
The one Church program I would like to change
What Relief Society / Priesthood meeting does for me

PATTERNS - CONDUCTING MEETINGS

1. Talofa uso ma tuafafine.

2. Fa'afetai i le Atua 'ona 'ua tatou fefoa'i i le manu'a. Fa'afetai fo'i mo le nei ase matagofie 'ua tatou maua.

3. O le[e] na telmi, 'O (toga) 'o le'ā ta'ita'ina la tatou pese i le itūlau e______
   a. selau tolosefulu valu
   b. onosefulu
   c. luaselau fasefulu fitu

4. Su'e ane_____ tusi i le itūlau c selau ma le tasi.
   a. lau
   b. lua
   c. a outou / a tou

5. 'A mavae lenā, 'o (toga) o le'ā faia la tatou tatalo ________.
   a. 'amata
   b. fa'ā'aiu

6. O le'a tu'uina ato la le taimi 'īa (toga) ________
   a. mo le mafaufaga fa'aleaga
   b. mo le lesona
   c. e fa'alea se lauga (pu'upu'u)

7. 'A______ lenā, o le'ā tatou ta'ape'ape 7. ______ that, we will separate to our classes.
   a. mava
   b. 'uma
   c. mae'a

8. O le I le taimi e tu'ua ai le _______?
   a. lotu
   b. yasesa
   c. a'oga
   d. fono, fonotaga

9. Fa'afetai lava mo le ______ mafagofie. 9. Thank you for the beautiful _______.
   a. tālosaga
   b. lauga
   c. lesona
   d. molimau

Practice

1. Memorization Exercise
2. Questions. (For questions c - j, the missionaries should assume that they are in charge of conducting a meeting.)

a. Se'itatou fa'apea 'o 'oe 'o le ta'ita'i pese. O le â le mea muamua 'e te fai atu i le 'au lotu?
b. 0 le â sau tala e fai atu i lau sos pe'a'afai 'e te fiu e nofonofo i le lotu?
c. 0 le â sau tala e fai atu pe'a 'uma le lesona?
d. 0 le â sau tala e fai atu i le 'amata giga o le sauniga 'ina 'ia fa'afetai i le Atua mo ans fa'amanauga 'ua tu'una mai?
e. 0 le â sau tala e fai atu pe'a o'o mai le taimi o le pese?
f. 0 le â sau tala e fai atu pe'a o'o mai le taimi e fai ai vasega?
g. 0 le â sau tala e fai atu e 'smata ai le sauniga?
h. 0 le â sau tala e fai atu pe'a 'uma le tatalo?
i. 0 le â sau tala e fai atu pe'a o'o mai le taimi o le mafaufaga fa'aleagaga?
j. 0 le â sau tala e fai atu pe'a o'o mai le taimi o le tatalo fa'ai'u?

3. Please close your books. Teacher: Assign the following roles to members of the class and have them role-play a Sunday School situation with opening exercises followed by a class, performing the songs and all other parts (except the actual saying of the prayers) as might actually happen in Church. Tell the missionaries who are giving impromptu talks and lessons that their presentations need only be a few sentences long. Monitor their performance and provide help where needed.

Sunday School president
song leader
person giving opening prayer
person giving talk #1
person giving talk #2
Sunday School teacher (lesson: "Loving Your Companion")
person giving closing prayer

Mastery Check

Please close your books. Teacher: Repeat the above role-play, reassigning the parts so no one performs the same role he just had. Mastery level is effective communication.

PERFORMANCE ACTIVITY

Teacher: For the next several days, begin and end each class with a song and a prayer. Also have a missionary give a spiritual thought each morning. Assign a different missionary to be in charge of assigning the songs, prayers, and spiritual thought for each day. That missionary will also conduct the opening and closing of the class on his/her assigned day.

RETENTION HOMEWORK

1. Take turns with your companion asking each other the questions in exercise 2 on page 442.

2. Write out the answers to any four of the free-response questions in exercise 3 on pages 442-443. Have the teacher correct your work.

3. Take turns with your companion asking each other the questions in exercise 2 on page 444.

4. Write a paragraph which includes all of the new vocabulary listed at the beginning of this lesson.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use a number of reduplicated forms of words.
2. Use common affixes.
3. Use the reciprocal forms of verbs.
4. Express the Samoan equivalent of reflexive pronouns.

VOCABULARY

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'autu</td>
<td>- topic, main theme, to center around</td>
</tr>
<tr>
<td>eva</td>
<td>- to walk or sit about for pleasure</td>
</tr>
<tr>
<td>fa'afou</td>
<td>- to renew, to repair</td>
</tr>
<tr>
<td>fa'aililu</td>
<td>- to translate, to convert</td>
</tr>
<tr>
<td>finau</td>
<td>- to argue, to quarrel</td>
</tr>
<tr>
<td>galu</td>
<td>- wave, breaker, to be rough (of the sea)</td>
</tr>
<tr>
<td>lagolago</td>
<td>- to support, to back up, to lean against, to depend on</td>
</tr>
<tr>
<td>latu</td>
<td>- to be near, to be close to</td>
</tr>
<tr>
<td>ma'ai</td>
<td>- sharp, smart, clever</td>
</tr>
<tr>
<td>masini</td>
<td>- machine</td>
</tr>
<tr>
<td>mataga</td>
<td>- ugly, unsightly, indecent</td>
</tr>
<tr>
<td>mimuli</td>
<td>- to complain, to criticize someone</td>
</tr>
<tr>
<td>oso</td>
<td>- to cut in (conversation), to dash, to rush, to rush upon, to jump on</td>
</tr>
<tr>
<td>pa'il</td>
<td>- touch, to touch</td>
</tr>
<tr>
<td>pelu</td>
<td>- bush knife, sword</td>
</tr>
<tr>
<td>sogi (pl. feasogi)</td>
<td>- kiss, to kiss, to smell</td>
</tr>
<tr>
<td>solo</td>
<td>- (1) to move forward, to make progress</td>
</tr>
<tr>
<td>teta'e</td>
<td>- to reject, to deny, to oppose, to repulse</td>
</tr>
<tr>
<td>toleni</td>
<td>- training</td>
</tr>
<tr>
<td>ufi</td>
<td>- cover, lid, to cover, to put a cover over something</td>
</tr>
</tbody>
</table>

GRAMMAR

REDUPLICATION

The word reduplication describes a process by which certain syllables in a word are repeated. Words (especially verbs) are usually reduplicated to indicate greater intensity or increased frequency of the state or process denoted by the root word. For example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>mú</td>
<td>- to burn</td>
</tr>
<tr>
<td>nofo</td>
<td>- to sit</td>
</tr>
<tr>
<td>alu</td>
<td>- to go</td>
</tr>
<tr>
<td>tu</td>
<td>- to stand</td>
</tr>
<tr>
<td>fanau</td>
<td>- to give birth</td>
</tr>
<tr>
<td>mumu</td>
<td>- to burn away, to blaze</td>
</tr>
<tr>
<td>nofonofono</td>
<td>- to stay put, to keep on sitting</td>
</tr>
<tr>
<td>aluglu</td>
<td>- to run fast, to pursue</td>
</tr>
<tr>
<td>tutu</td>
<td>- to stand idly by</td>
</tr>
<tr>
<td>fanafanau</td>
<td>- to multiply, to proliferate</td>
</tr>
</tbody>
</table>

In a few instances, reduplication has the effect of making the action diminutive; that is, smaller or less intense. For example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>galu</td>
<td>- to be rough (of sea)</td>
</tr>
<tr>
<td>solo</td>
<td>- towel</td>
</tr>
<tr>
<td>galugalu</td>
<td>- to be rippled</td>
</tr>
<tr>
<td>solosolo</td>
<td>- handkerchief</td>
</tr>
</tbody>
</table>

Words of one or two syllables are reduplicated by repeating the entire word:

<table>
<thead>
<tr>
<th>Root</th>
<th>Reduplicated Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>tu</td>
<td>tutu</td>
</tr>
<tr>
<td>nofo</td>
<td>nofonofono</td>
</tr>
<tr>
<td>ula</td>
<td>ulaula</td>
</tr>
<tr>
<td>vele</td>
<td>velevele</td>
</tr>
<tr>
<td>oso</td>
<td>osooso</td>
</tr>
<tr>
<td>tusi</td>
<td>tusituasi</td>
</tr>
<tr>
<td>a'e</td>
<td>'a'a'a'e</td>
</tr>
</tbody>
</table>
Longer words are reduplicated by repeating the last two syllables:

<table>
<thead>
<tr>
<th>Root</th>
<th>Reduplicated Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>tāofí</td>
<td>tāofíofí</td>
</tr>
<tr>
<td>sauní</td>
<td>sauníuní</td>
</tr>
<tr>
<td>ta'oto</td>
<td>ta'oto'oto</td>
</tr>
<tr>
<td>toleni</td>
<td>tolenileni</td>
</tr>
</tbody>
</table>

There are, however, a number of exceptions:

<table>
<thead>
<tr>
<th>Root</th>
<th>Reduplicated Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta'ai</td>
<td>ta'ai'ata'ai</td>
</tr>
<tr>
<td>va'ai</td>
<td>va'ava'ai</td>
</tr>
<tr>
<td>ma'ai</td>
<td>ma'ma'ma'ai</td>
</tr>
<tr>
<td>tafao</td>
<td>tafatafao</td>
</tr>
<tr>
<td>fnau</td>
<td>fnafanau</td>
</tr>
<tr>
<td>finau</td>
<td>finafinau</td>
</tr>
</tbody>
</table>

Remember:

1. Syllables in certain words (especially verbs) may be repeated to add intensity or show increased frequency. In a few cases, reduplication indicates the diminutive.

2. In one- and two-syllable words, the entire word is repeated. In longer words, the last two syllables are repeated. There are exceptions to this rule that must be memorized.

Examples:

'Ua leva ona 'e sau? E le'i levaleva fo'i. - Has it been long since you came? It hasn't been too long.
'Ua alualu i luma le galuega. - The work is going forward / progressing.
0 lo'o solosolo lelei mea 'uma. - Things are going along well.
E tatau ona 'e tāofíofí lou loto ita. - You must restrain your anger.
E tatau ona 'e mānatunatu e uiga i leni tusi. - You must ponder about this book.

Mastery Check – Rule

Practice

1. Teacher: Conduct a memorization exercise with the examples listed on pages 1 and 2.
2. Directed Questions

Fesili 'iā Sister/Elder _____:

a. pe fiafa 'o ia e nofonofo i le potu moe.
b. pe sa ta'alalo 1o i la'ua ma lana soa i le aso mālōiō.
c. pe i ai sona solosolo.
d. pe ulaula ge_isi i lona 'aiga.
e. pe sa ia tuti i fafo o le faile'aiga analeila.
f. pe maseni ona ia va'va'ai solo 1 le faile'oloa.
g. pe osososo lana soa i le fale ta'alot.
3. Please close your books. Teacher: Read one of the following items, pause and read the underlined word in the sentence. Then select a missionary to repeat the sentence, changing the underlined word to its reduplicated form. Repeat the item and have the class repeat the missionary’s response.

a. Sa ou nofo i le fale.
b. E le'i lava le toieni a faife'au.
c. Sa tu le tama i fafo o le ofisa.
d. O le'a ona le tamaitit.
  e. O lo'o eva la'ua ma le teine.
f. E ma'i le fafine.
g. Na poloa'ilina Atamu ma Eva 'ia fanau.
h. Se 'ata le teine.
i. Na fa'asalaina le tama 'ona o lona taso solo i lana uō teine.

4. Free-Response Questions

a. Pe 'e te fiafia e nofonofono i le fale 'ae le fai se mes? Aisea?
b. Pe sa masoni ona 'e eavaea 'ae le'i amata lau misiona? Aisea?
c. Fa'amata 'o se agasala pa'afoi e ulaula le tagata? Aisea?
d. Pe 'e te fiafia e tusitusi i au uō? Aisea?
e. Pe 'e te fiafia e ta'oto'oto 'ae le fai se galuega? Aisea?
f. Pe 'e te masalosalo e uiga i le skalesia?

Mastery Check

You are a tense, overbearing, bossy stepfather. Pretend your companions is an easy-going stepchild with a lot of free time. Act out a scene in which you command him to stop doing all the things that he does frequently or repeatedly. Each time a command is given, the "stepchild" should switch to a new activity. React as honestly and creatively as you can within the given roles. Then reverse roles and begin again. Teacher: Mastery level is effective communication.

**COMMON AFFIXES**

Many Samoan words are formed by adding some kind of affix to a root word. There are two kinds of affixes: prefixes, which are attached to the beginning of words, and suffixes, which are attached to the end of words.

The prefix *'au-* refers to a cluster or group of things or people:

<table>
<thead>
<tr>
<th>Root</th>
<th>Prefixes Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'i</td>
<td>'au fa'i - bunch of bananas</td>
</tr>
<tr>
<td>ivi</td>
<td>'au ivi - skeleton</td>
</tr>
<tr>
<td>lakapli</td>
<td>'au lakapli - rugby team</td>
</tr>
<tr>
<td>pa'a</td>
<td>'au pa'a - saints</td>
</tr>
<tr>
<td>alofa</td>
<td>'Au Alofa - Relief Society</td>
</tr>
</tbody>
</table>

The prefix *fa'a-* is very common and has many meanings, two of which will be discussed here. *Fa'a-* can act as a "causitive" prefix. That is, it may be translated as "to cause (something or someone) to." It will be noted that this prefix very often creates transitive verbs out of intransitive ones. Study the examples below:

<table>
<thead>
<tr>
<th>Root</th>
<th>Prefixes Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>manua - blessed, fortunate</td>
<td>fa'amanaua - to bless</td>
</tr>
<tr>
<td>fiafia - happy</td>
<td>fa'afiafia - to make (someone) happy</td>
</tr>
<tr>
<td>fou - new</td>
<td>fa'afou - to make new, to repair</td>
</tr>
<tr>
<td>tupu - to grow</td>
<td>fa'atupu - to cause to grow, to promote</td>
</tr>
<tr>
<td>pa'ū - to fall</td>
<td>fa'apa'ū - to cause to fall</td>
</tr>
<tr>
<td>iloa - to know</td>
<td>fa'aiola - to make known</td>
</tr>
<tr>
<td>'uma - finished, completed</td>
<td>fa'a'uma - to finish, to complete</td>
</tr>
<tr>
<td>suka - sugar</td>
<td>fa'a'suka - to sugar, to sweeten</td>
</tr>
<tr>
<td>mai - to agree, to approve</td>
<td>fa'amai - to soothe, to placate, to appease</td>
</tr>
<tr>
<td>liiliu - to turn</td>
<td>fa'aliliu - to translate, to convert</td>
</tr>
<tr>
<td>mavae - to be apart, separate</td>
<td>fa'amavae - to part</td>
</tr>
</tbody>
</table>

*Fa'a-* is also used to denote a characteristic of, as with the word *fa'a-* Samoan, meaning the language and customs which are characteristic of Samoa. In this use, *fa'a-* is very often combined with the definite article *le* (the), especially preceding common nouns. The resulting prefix, *fa'aле-*, might be translated "pertaining to" or "concerning." The resulting word is usually an adjective. For example:
When **fa'a-** is combined with the negative adverb *le* (not), the result is a prefix, **fa'ale-**, which might be translated "somewhat not" or "hardly." It is often used to soften a negative in situations where a full or direct negative might give offense. Thus, instead of saying, *E leaga Simi* ("Simi is bad"), a polite person might say, *E fa'alesumanui Simi* or *E fa'alalelele Simi* ("Simi is not too good"). Study the following examples:

<table>
<thead>
<tr>
<th>Root</th>
<th>Prefix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>laolagi</td>
<td>fa'alelaolagi - worldly</td>
</tr>
<tr>
<td>lotu</td>
<td>fa'alelotu - religious, pertaining to a church service</td>
</tr>
<tr>
<td>agaga</td>
<td>fa'aleagaga - spiritual</td>
</tr>
<tr>
<td>tino</td>
<td>fa'alateino - bodily, pertaining to the body</td>
</tr>
<tr>
<td>atunu'u</td>
<td>fa'aleatunu'u - national</td>
</tr>
<tr>
<td>'aiga</td>
<td>fa'ale'aiga - pertaining to the family</td>
</tr>
</tbody>
</table>

Like the prefix **fa'ale-**, the preposition **tau** can also mean "pertaining to" or "concerning," as in the following examples:

<table>
<thead>
<tr>
<th>Root</th>
<th>Preffixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>'o mea tau masini</td>
<td>- matters regarding machines</td>
</tr>
<tr>
<td>'o mea tau tupe</td>
<td>- financial matters (lit. &quot;things pertaining to money&quot;)</td>
</tr>
<tr>
<td>'o mea tau le lagi</td>
<td>- heavenly bodias (lit. &quot;things pertaining to the heavens&quot;)</td>
</tr>
</tbody>
</table>

The suffix **-e** is commonly called the vocative particle and is used when calling or addressing a person or persons, or attempting to get someone's attention. It comes immediately after the name or term of address of the person spoken to. Even though it is usually spelled as a separate word, it is pronounced as if it were part of the word to which it is attached. Study the following examples:

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Le Atua e</td>
<td>0 God (used at the beginning of some prayers)</td>
</tr>
<tr>
<td>Sikokì e!</td>
<td>Scott! (as in calling Scott to get his attention)</td>
</tr>
<tr>
<td>Ail'i e</td>
<td>Gentlemen</td>
</tr>
<tr>
<td>Suga e</td>
<td>(used to get a woman's attention)</td>
</tr>
</tbody>
</table>

This particle is also used at the beginning of letters, especially formal letters:

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susuga e, . . .</td>
<td>- Sir; Dear Sir:</td>
</tr>
<tr>
<td>Ail'i e, . . .</td>
<td>- Dear Gentlemen; Dear Sirs:</td>
</tr>
</tbody>
</table>

The suffix **-gata** indicates that the action or process denoted by the root word is difficult or only comes about through difficulty. Conversely, the suffix **-gofie** indicates that the action or process denoted by the root word is easy or comes about easily. These two suffixes are usually affixed to verbs or adjectives. Study the following examples:

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>fai</td>
<td>faigata - hard (to do)</td>
</tr>
<tr>
<td>tau</td>
<td>faigofie - easy (to do)</td>
</tr>
<tr>
<td>mata</td>
<td>taugata - expensive</td>
</tr>
<tr>
<td>ita</td>
<td>matagofie - beautiful, lovely</td>
</tr>
<tr>
<td>su'e</td>
<td>su'egata - hard to find</td>
</tr>
</tbody>
</table>
The following affixes are often used to form new words:

- 'au- – cluster, group, or team of
- fa'-a – to cause to
- fa'ale- – pertaining to, concerning
- -e – (for addressing someone or getting his attention)
- -gata – difficult (usually affixed to verbs or adjectives)
- -gofie – easy (usually affixed to verbs or adjectives)

Like fa'ale-, the preposition tau also means "pertaining to" or "concerning."

Examples:

E fa'alelelele le 'au lakapi. - The rugby team isn't that good.
Sa ia fa'amalosi le tamatitti 'ia faitauna le tusi fa'aleaganu'u. - He forced the child to read the culture book.
E malamalamagona leaci tusi tau lotu. - This book about religion is understandable 
(Sometimes easily understood).
Simi e! E su'egata moli kalasini i Apia? - (Hey) Jim! Are kerosene lamps hard to find in Apia?

Mastery Check - Rule

Practice

1. Diction NEW WORDS: fa'amalosi tino – exercise(s)
lakapi – rugby

E poto Simi ia mea tai masini. / E faigaluega 'oa i se fale fai masini. / 'Afaif o i ai i la tagata se masini e fa'alelelele, / e mafai e Simi ona fa'afo le masini. / O isi taimi e faigata le galuega a Simi / aua e su'egata i a pan e fai ai masini. / E masani ona fa'a'uma e Simi lana galuega i le lima, / ona ia alu lea e toleni ma le 'au lakapi, / E masani ona latou tamo'emo'e solo i le malae. / 'A 'uma ona ta mo'emo'e le 'au lakapi, / latou te fai ni a latou fa'amalosi tino. / E fa'alelelele isi tama i na mea, 'ae lelei lava Simi. / E aulelele fo'i o ia. 'A savali o ia i le 'auaula / i le po, e masani ona vala'au atu tama'ita'i, / "Simi e! Sau, ta eva!" / E le te'ena Simi e so'o se teine. / E fiafia lava Simi 'ona 'ua mauafo'fe teine. /

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Fill in the blanks with the proper word or affix.

NEW WORDS: e sosoo'o ai – following
gaoa – to be stolen
tulua – to dismiss, send away

E faigaluega Sina i ______ fale'aiga mata _______. E poto Sina i le saumini o mea'ai, 'ae fa'ale ______ i mea ______ tepe. Sa galo ______ Sina e ui le pusu ______ teu ai le tepe o _______ fale'aiga î le ta'i po. Inu 'ua o mai le _______ faigaluega i ______ aso e sosoo'o ai, 'ua iloa _______ 'ua gaoa 'uma _______ tepe. 'Ua fa'ale _______ le pule o Sina ma 'ua ia tulua Sina ma le galuega. 'Ua iloa lelei ______ Sina 'ua ______ manua lena tulaga aua e su'e _______ galuega ______ lena nu'u. Petta'i, _______ le'i atoo se aso, 'a 'ua tonu 'ia ______ le mea na te faia. 'Ua ia alu i totonu _______ le fale'aiga ______ le po ma 'ua ______ suka ma ______ masima mea'ai 'uma e iai ______ le fale'aiga. O ______ aso e sosoo'o ai, sa iloa ______ ai 'ua fa'ale ______ tagata i le mea'ai ma 'ua latou ______ i se isi fale _______ 'Ua alu atu _______ pule o Sina i ______ false o le tama'ita'i ma ______ vala'au atu, "Sina ______! Ia e toe ______ i le galuega, fa'amoleolele!" Ua toe fo'i Sina ______ le galuega ma 'ua fiafia ______ e o'o lava ______ le aso lelei.
4. Discussion Questions

a. Ana 'avea 'oe ma le pule o Sala, po 'ua 'e tulia le tama'ita'i ma lana galuega? Aisea?
b. I lou lava manatu, o le a le itu'aiga o tagata e ai Sina? O a ni ona utga?
c. Fe 'e te manatu e poto Sina? Aisea?
d. O le a le mea na le fiafia ai tagata i le mea'ai?
e. Ana 'avea 'oe ma Sina, po 'ua 'e faia lena mea 'ina 'ia toe maua lau galuega? Aisea?
f. Sa tulia 'oe ma le galuega muama? O a ni lagona 'ua o 'ia te 'oe i lena mea?

Mastery Check

Please close your books. Teacher: Instruct the missionaries to prepare a short talk on one of the topics below and present it to the class, using only brief notes. Tell them you will give them one point each time they use one of the affixes presented in this lesson. You may wish to provide some kind of reward to the missionary with the greatest number of points. Mastery level is achieved when missionaries communicate effectively using the affixes presented in this lesson.

My most memorable experience as a member of an athletic team.

How I feel about people making me do things (with examples).

The biggest challenges of my life.

The easiest things in life.

RECIPROCAL VERBS

The word reciprocal is applied to verbs which have the prefix fe- and the suffix -a'i. Such verbs indicate action occurring back and forth between two or more people or places, and can be expressed in English with such phrases as "back and forth," "to and fro," "one another" or "to each other." Study the following examples:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Reciprocal Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>alu</td>
<td>fealuai</td>
</tr>
<tr>
<td>o</td>
<td>feo'ai</td>
</tr>
<tr>
<td>misa</td>
<td>fe'misa'ai</td>
</tr>
<tr>
<td>'ave</td>
<td>feavaia'i</td>
</tr>
<tr>
<td>tusi</td>
<td>fetusia'i</td>
</tr>
<tr>
<td>ilo/lloa</td>
<td>feiloia'i</td>
</tr>
<tr>
<td>lata</td>
<td>felata'i</td>
</tr>
<tr>
<td>taisi</td>
<td>fetaisi'a'i</td>
</tr>
<tr>
<td>la'u</td>
<td>fela'usia'i</td>
</tr>
</tbody>
</table>

Some verbs take a different reciprocal suffix, and/or add or drop sounds when the prefix and suffix are added. For example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Reciprocal Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>alofa</td>
<td>fealoafi</td>
</tr>
<tr>
<td>tete'a</td>
<td>fate'ena'i</td>
</tr>
<tr>
<td>silapia</td>
<td>faseila'i</td>
</tr>
<tr>
<td>oso</td>
<td>fesofo'ai</td>
</tr>
<tr>
<td>ita</td>
<td>feitaga'i</td>
</tr>
</tbody>
</table>

Not all verbs have reciprocal forms.

The reciprocal (action which is "back and forth" or "to one another") is formed in Samoan by adding the prefix fe- and the suffix -a'i to certain verbs. There are some exceptions.

Examples:

E tatau ona fealoafi tagata 'uma.
Sa fate'ena'i faife'au.
Sa fafealuai le lo'omatua i le fale.
E felata'i le fale tifaga ma le fale talavalai.

- Everyone should love one another.
- The missionaries opposed one another.
- The old woman went about in the house.
- The movie theater and the drugstore are near each other.
Mastery Check - Rule

Practice

1. Teacher: Conduct a memorization exercise with the examples presented in the explanation.

2. Please close your books. Teacher: Say one of the following words, pause, and select a missionary to give the reciprocal form.

   a. misa
   b. fia
   c. alu
   d. tausi
   e. o
   f. silafia

   g. lata
   h. malaga
   i. oso
   j. la'u
   k. pule
   l. ita

3. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to restate the sentence to indicate action that is going back and forth. Then repeat the item and have the class repeat the missionary's response.

   a. E lata lo'u fale i lona fale.
   b. Sa 'ave e le fata'o'ga ana tusi.
   c. E alofa Sina i longa to'elua.
   d. Na tete'e e le talofoa faife'a'au.
   e. E tausia e Sina ona uso.
   f. Sa ou tusituasi te ia i tausaga e teke.
   g. Sa latou o i mea 'ese'ese.
   h. O lo' o misa Elder/Sister _______ ma Elder/Sister _______.

4. You have just received a telegram from the magazine Christianity Today asking you to write an article on the importance of cooperation. Write a brief article of a paragraph or two relating things that we ought to do for one another.

Mastery Check

Think of the best friend you have had and relate to your companion four things that you and your friend did for one another. Then listen as your companion does the same. Teacher: Mastery level is achieved when missionaries communicate effectively using reciprocal forms of verbs.

REFLEXIVES

In English, when a pronoun in a sentence refers to someone already mentioned in the sentence, it often takes a special form known as the reflexive. Reflexive pronouns in English include himself, herself, themselves, yourself, etc.

Samoan does not possess any special form of the pronoun to express this concept. Instead, the pronoun is repeated or used in the normal way. Sometimes the adverb adjective lava is placed after either the predicate or the pronoun in question. For example:

Na lava 'o ia ia ia. - He injured himself. (lit. "He hurt him.")

Ou te fai lava e a'u le galuega. - I will do the work myself.

Sa ita Simi ia te ia lava. - Jim was mad at himself.

This same effect is sometimes achieved in the third person singular with the pattern, PERSON + lava ia. This pattern is used to emphasize the person so modified. For example:

Na tapenap le fale e le tama lava ia. - The boy cleaned the house himself.

Lava is also placed after possessive pronouns for emphasis, similar to the English expressions "his own," "her own," "my own," "their own," etc. For example:

O le'e'a ia 'otia lona lava ulu. - He will cut his own hair.
Remember:

1. Samoan does not have a special set of reflexive pronouns. The notion of the reflexive is conveyed:
   a) by repeating the pronoun, or
   b) by using the intensifier lava after the pronoun or predicate.

2. Lava can be used to emphasize emphatic pronouns, like the English expressions "my own," "her own," etc.

Examples:

E alofa le teine ia te ia lava.       - The girl loves herself.
Na ia faia lana lava ta'availe.       - He fixed his own car.
Ou te fiafia ia te a'u.               - I like myself.
Na saunia le me'a'i e le tama lava ia. - The boy fixed the food himself.

Mastery Check - Rule

Practice

1. Dictation NEW WORDS: fafuva - pimple
toto - blood

Sa i a'i le tama sa alofa ia te ia lava. / E fia nofo o ia i lona lava faile / e aunoa ma se
isi. Ua ia mafaufa / e uiga ia te ia lava ma 'ua leai soma loto fealofani. / Ua tilotilo le
'ama i le fa'ata i se tasi aso / ma 'ua ia iloa o fafuva i lona lana lava mata. / Ua ia alu e
va'ai le fona'i, peita'i 'ua musu 'o ia / e pa'i le foma'i i lona mata. O lea / 'ua ia
示范区 e tipi 'ese le fafuva i lona lava lina. / 'Ua fusa a lona toto ma 'ua te'i lava le
tama / aua 'ua ia iloa o lona lava toto lona. / O lea 'ua togafti loa e le foma'i lona
mata. / Ua toe alu le tama i lona faele ma / 'ua tilotilo i lona fa'ata. / Ua le toe fiafia
le tama ia te ia lava. / O le mea moni, 'ua 'ino'ino 'o ia ia te ia. / O lea 'ua fa'anonoa le
tama ia le masina 'atao / se'i'a o'o ina toe aulelei o ia./

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to
   translate it. Continue until the class has translated the entire passage.

3. Questions. Teacher: Direct the missionaries to use the person or thing represented by
   the word in parentheses in their answers.
   a. O a'i e alofa i a'i lau soa? (o lau soa)
   b. O le'ena le moe'a e te moe ai? (o lou moega)
   c. O le'ena le tusi na e faitsina? (o lau tusi)
   d. O a'i le tagata na leava i lau soa (o lau soa)
   e. O a'i e 'ino'ino i a'i Simi? (o Simi)
   f. O a'i e te fiafia i a'i? (o oe)
   g. O a'i e alofa i a'i le fa'a'oga? (o le fa'a'oga)
   h. O le ofu tino o a'i e te 'ofus? (o lou 'ofu tino)
   i. O a'i na 'otia lona ulu? (o ia)

4. Describe for your companion possessions of yours which you made, repaired, or in some way
   improved by yourself. Talk about as many items as you can and spend at least two minutes
   on this topic. Then listen as he does the same.

Mastery Check

Think for a minute how you feel about yourself and your various character traits. Then discuss
your personality with your companion, telling him both the things you like about yourself and the
things you don't like or which you might wish to change. Then explain your overall opinion of
yourself. Answer any questions your companion may have. Then listen while s/he does the same.
Teacher: Mastery level is effective communication.
PERFORMANCE ACTIVITIES

TEST

1. Dictation Possible Points: 16 NEW WORD: tommuru - to mutter, grumble

O Pili 'o se tagata e malamalama i gagana 'ese'eese. / E faigaluega 'o ia i se Dale fa'aliliu tusi i Apia. / Sa ia mau le tusi fou e fa'aliliu i ia tasi aso. / Peita'i ina ia ia 'amata one faitsauina le tusi, / 'ua tau le nafai ona ia malamalama i ai, e ui lava / o ia o se tagata e poti ia mea tau gagana. / 'Ua ia taumafai e fa'aqiligili le tusi, / peita'i 'ua faigata lava, ona 'ua malamalama le tusi. / O lea 'ua fa'alealualu i luma lana galuega i lena aso. / O le mea moni 'ua na'ona nofonofono Pili i lona ofisa / ma 'ua le liloa le mea e tatau ona fai. / 'Ua o'o ina alu Pili i lona pule. / O le liga o le pule o Maika. / 'Ua fesula'i Pili i le ofisa o Maika ma fa'apea atu, / "E fa'alafigia a'u i lenei tusi. E matua'i malamalamaga. / O le mea moni, ou te i S malamalama i le atu / o le tusi." 'Ua fai atu loa Maika, / "O le tusi leno o se tusi fa'aleaganu'u. / E fa'amatala mai i lenei tusi mea fa'aleatunu'u. / E malamalamagofie. / O lea, su'a 'e tommuru. / Ia 'e toe alu e fa'i lau galuega. /

NOTE: This story is continued in the next exercise.

2. Fill in the Blanks.

Sa musu ____ e toe alu i lona ofisa _____. Ua ia toe fa'amatala ____ lona manatu ma ____ la finau ma Maika. Ua ____ itaga'ia Maika ma Pili ma ua ____ ina tago Maika i ____ naifii. Ua ia ____ ma'ai loa le naifii ma sa ia taumafai e fastoti ia Pili. Ua fefe los Pili ma ____ ia fai atu, "Maika ____! Atonu e ____ fiafia lau susuga i lo'u le fia ____ liliu lena tusi leaga, peita'i e le ____ ona 'e faiia mea ____ valevalea." Peita'i, ____ oso pea Maika 'ia Pili ma 'ua ____ tamoe'e solo i totonu ____ le fale fa'a ____ tusi. Ua o'o ____ pa'u Maika i le naifii, ma 'ua lava lona ____ lima. Ua o mai loa le ____ fa'aliliu tusi atoa 'ina ____ ililo le mea ____ tupu. 'Ua fa'amatala atu ____ Pili le mea ma o'o i ai ____ fesili atu lea o le ist ____ Maika, "O le a 'ea le mea 'ua 'e ita ____ ia Pili?" Ua tali Maika, "Ua ala ona ou ____ fiafia 'ia Pili 'ona sa ia ____ leagaina o la'u tusi." Ona iloa loa ____ e Pili 'ua ala lava ____ ita Maika 'ona 'ua tuaia e ____ lava le tusi ____ aganu'u. 'Ua o'o ina 'ave Maika ____ le fale ma'i ma ____ 'avea Pili ma pule o le fale ____ liliu tusi.

ACTIVITY

1. Teacher: Divide the class into two teams or into pairs.
2. Select a word or phrase and draw one blank on the board to correspond to each letter. Spaces are left between words and punctuation marks are added. Draw an upside-down L to represent a gallows.
3. If the class is divided into pairs, one missionary in each pair takes the part of the teacher, and the other missionary is the player. If the class is divided into teams, the turn goes from team to team.
4. Each missionary (in turn) names a letter of the alphabet. If that letter is in the word or phrase, write that letter in the proper blank(s). If the letter is not in the word or phrase, that letter is written beside the gallows and a part of the body is attached. The parts of the body added for incorrect letters are first, head; second, face; third, body; fourth, one arm; fifth, second arm; sixth, one leg; seventh, second leg, and eighth, nose.
5. Play continues until one learner has guessed the puzzle after he has given a correct letter or until eight incorrect letters have been called and the stick figure has been hanged.

RETENTION HOMEWORK

1. With your companion, work through the following exercises:
   page 447, exercise 3
   page 451, exercise 3
   page 452, exercise 3

453
2. Take turns with your companion translating the sentences in the passage in exercise 3 on page 449.

3. Take turns with your companion translating the sentences in the passages test exercises on page 453.

4. If your class played "hangman" (see the "activity") in teams, take turns playing it with just your companion, using reduplicated words as well as words with various affixes.

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

Extra Mile There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use a number of idiomatic expressions.
2. Use terms for various sports.
3. Talk about sports and games.

SPEAK YOUR LANGUAGE MODEL

DIALOGUE

Sikoki: Simi! Simi e!
Simi: O a'u.
Sikoki: Tatou o tatou kilikiti.
Simi: Toe afe! 'Ou vevela lava le i'a.
Sikoki: Ta, e a i'a? 'O 'se se palagi?
Simi: Su, 'us le lelei la'u talitu'a.
Sikoki: A'e. 'Aua le popola fiia i lena mea, 'Auma san pats ona tatou ta'a'alo ai lea.

TRANSLATION

Elder Scott: Jim! (Hey) Jim!
Jim: What?
Elder Scott: Let's go play cricket.
Jim: No way! The sun is too hot.
Elder Scott: Well, so what? Are you a whitey?
Jim: Well, I'm no good at fielding.
Elder Scott: Hah! Don't worry about that. Bring your bat and then we'll play.
### Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>- point, goal, run, score</td>
</tr>
<tr>
<td>fa'asina</td>
<td>- to lose, to be defeated</td>
</tr>
<tr>
<td>fiti</td>
<td>- to bounce</td>
</tr>
<tr>
<td>fun</td>
<td>- just, only, without purpose, wantonly, freely, without restriction</td>
</tr>
<tr>
<td>kiki</td>
<td>- to kick</td>
</tr>
<tr>
<td>malo</td>
<td>- to win a contest, to prevail over an opponent, victory</td>
</tr>
<tr>
<td>pani</td>
<td>- to pass (by), to pass (complete successfully), to pass (a law)</td>
</tr>
<tr>
<td>pate</td>
<td>- bat, racket</td>
</tr>
<tr>
<td>poloka</td>
<td>- block, to block</td>
</tr>
<tr>
<td>popo</td>
<td>- to dribble (a basketball)</td>
</tr>
<tr>
<td>sapo</td>
<td>- to catch</td>
</tr>
<tr>
<td>se'a</td>
<td>- to glide, to glide, to skip, to skid</td>
</tr>
<tr>
<td>sela</td>
<td>- to gasp for breath, to be out of breath, asthma</td>
</tr>
<tr>
<td>seti</td>
<td>- set, to set</td>
</tr>
<tr>
<td>siapaika</td>
<td>- to spike (a volleyball)</td>
</tr>
<tr>
<td>taitua'a</td>
<td>- fielder, to field</td>
</tr>
<tr>
<td>te'a</td>
<td>- to bowl, act of bowling, bowler</td>
</tr>
<tr>
<td>togi</td>
<td>- to throw</td>
</tr>
<tr>
<td>'upega</td>
<td>- net</td>
</tr>
</tbody>
</table>

### Tools

#### Common Phrases - Idioms

Following are a number of idiomatic phrases and expressions commonly used in Samoan.

E manaia 'i le 'ai / fa'salo'o / va'ai. E 'ai malo / penisini le ma'ai lea.

... 'ae ... a ...

- It's pleasing to the taste / ear / eye.
- That machine really eats batteries / gasoline (that is, uses up batteries / gas quickly).
- ... but ... keeps on ... (Examples: Sa on fa'i atu 'i le tama e sau, 'ae ala a.
  - I told the boy to come, but he kept on going.
  - Na fa'i ma le fose'ai e tatau ona tu'u lana tape'a, 'ae auna la le affi.
  - The doctor told him to give up tobacco, but the guy keeps on smoking.)

'O a'u

- Yes?: What? (lit. "It's me.") (This expression is used in answering when someone calls your name.)

'Tio

- Yes? (Said with a rising intonation and ending in a glottal stop, this expression is used in answering when someone calls your name.)

Alu ma le 'atosa! (TENSE) le pine 'ae ...

- Give it all you've got! Go as fast as you can!
- Happen without delay, soon, not long before (Example: 0 le'a le pine 'ae taunu'u le va'a.
  - It won't be long before the boat arrives.)

Fafo le ma'afala ... tago e ...

- Get out; to get out (that is, to leave some location)
- [Tago [to grab] sometimes precedes infinitive, especially those announcing tasks in which the hand are involved. Examples: Se'i tago e fa'u le ma'ai lea. - Do this thing. (lit. "Grab to do this thing.") 0 le'a ou tago e faita la'u tusa.
  - I'm going to take my book and read it.)

'Ile ma lea

- By the way, incidentally

'Ile ma le lei

- And what is more, moreover

### Practice

1. **Memorization Exercise**

2. **Please close your books. Teacher: Call out the name of a missionary, who should respond appropriate with 'tio or 'o a'u. Then ask one of the questions below.**

   a. Elder/Sister
   b. Sister/Elder
   c. Elder/Sister
   d. Sister/Elder
   e. Elder/Sister
   f. Sister/Elder
   g. Elder/Sister

   'ia alu 'ase 'o ia
3. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer affirmatively, and then continue using 'ae . . . a (but . . . keeps on). Repeat the question and have the class repeat the missionary's response.

   a. Sa 'e fai atu 'ia Sister/Elder ______ 'ia 'aaua ne'i meo le vasega?
   b. Sa 'e fai atu i lau soa 'ia 'aaua ne'i taautia fa'apalagi?
   c. Sa 'e fai atu 'ia Elder ______ 'ia 'aaua ne'i toa alu i le potu meo o teine faife'au?
   d. Sa 'e fai atu 'ia Elder/Sister ______ 'ia 'aaua ne'i feasoagi ma isi faife'au?
   e. Sa 'e fai atu 'ia Sister/Elder ______ 'ia aua le popole fusi i mea vailea?

4. Teacher: Read one of the following questions, pause, and select a missionary to answer the question according to the indication given in parentheses and using the idiom rago e. Repeat the question and have the class repeat the missionary's response.

   a. 0 le a sau mea e fai nanei? (teu le moega)
   b. 0 le a lau mea 'o fai? (a'a'o lesona)
   c. 0 le a sau mea e fai nei? (faitau le tusi)
   d. 0 le a lau mea 'o fai? (noa le se'eva)
   e. 0 le a lau mea sa fai anapoa? (fasi le soa)
   f. 0 le a lau mea e fai i le aso malolo? (ta lavalava)

5. Please close your books. Teacher: Read one of the following questions, pause, and select a missionary to answer using the expression le pine 'ae . . . . Repeat the question and have the class repeat the missionary's response.

   a. 0 afaea 'e te alu ai i Samoa?
   b. 'Ua lata ma le taimi e 'uma ai lau misiona?
   c. 'Ua lata ma le taimi e sui ai le perepitene o le misiona?
   d. 0 le a le taimi 'e te alu ai i le taulaga?
   e. 0 le a le itula e 'amata ai le saufaga?
   f. 'Ua lata ma le taimi e fai ai le a'oaga pese?

6. With your companion, write a skit based on one of the following situations or one of your own creation. Use as many of the common phrases as you can. You will have only ten minutes to prepare, so work quickly. Teacher: Monitor the missionary's performance and provide help where needed. You may wish to assign the topics below so as to avoid accidental overlap.

   a. You are a long-distance runner and your companion is your trainer. You have a hard time following his advice, however, and he is starting to get peevish.
   b. You are a door-to-door salesman selling second-rate tape recorders. Your companion doesn't want to buy any, but you manage to stay in the house by pretending to be deaf.
   c. Your mother (played by your companion) is a very picky woman and insists on going with you to help you pick out a pair of running shoes. You just want to get the shopping trip over with.

Mastery Check

Without using any notes, perform for the class the skit prepared in the previous exercise. If you forget your lines, keep the action going by improvising. Teacher: Mastery level is achieved when each pair of missionaries can use most of the new phrases correctly and without difficulty.

VOCABULARY BUILDER - SPORTS AND EXERCISE

fa'amālolo tino - physical exercises, training, gymnastics
fa'atu 'i luga ma lalo - squat thrust
fusu - to box, to fight with fists
fusu'aga - boxing
hoki - hockey
kiikiti (kirikiti) - cricket
lakapi - rugby
osooso - hopping, jumping jack
pasitapitopolo - basketball
pe'ape'a - windmill
pesi - base (as in baseball)
pesipolo - baseball
polo masau - speedball
soft polo - softball
soka - soccer
tago 'i tama'i vae - toe touching
tennis - tennis
volipolo - volleyball
Practice

1. Memorization Exercise

2. Please close your books. Teacher: Pantomime each of the above actions while you say the name of each. Then have the missionaries stand and join you in the pantomime. Finally, call out the names of various sports or exercises and let the class act them out without any prompting or pantomime from you.

3. Please close your books. Teacher: Pantomime one of the activities listed in the vocabulary builder and have the class call out the word which describes your behavior.

4. Please close your books. Teacher: Have one missionary in each pair pretend he is his companion's personal coach and have him give a variety of commands to perform various activities. The missionaries should obey their companions. After five or six commands, have them reverse roles and begin again.

Mastery Check

Please close your books. Teacher: Pantomime a sport or physical activity, pause, and select a missionary to tell you the Samoan word which describes your behavior. Mastery level is 80% accuracy.

**PATTERNS - SPORTS**

<table>
<thead>
<tr>
<th>1. Tatou ो tatou _____</th>
<th>1. Let's go (play) _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. kilikiti</td>
<td>a. cricket</td>
</tr>
<tr>
<td>b. lakapi</td>
<td>b. rugby</td>
</tr>
<tr>
<td>c. tenesi</td>
<td>c. tennis</td>
</tr>
<tr>
<td>d. vōl</td>
<td>d. volleyball</td>
</tr>
<tr>
<td>e. pasiketipolo</td>
<td>e. basketball</td>
</tr>
<tr>
<td>f. fe'ausi</td>
<td>f. swim (Let's go swimming.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. E lelei lau _____?</th>
<th>2. Are you good at _____?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. vōl</td>
<td>a. volleyball</td>
</tr>
<tr>
<td>b. poloka</td>
<td>b. blocking</td>
</tr>
<tr>
<td>c. pani</td>
<td>c. bunting</td>
</tr>
<tr>
<td>d. te'a</td>
<td>d. bowling (cricket)/pitching</td>
</tr>
<tr>
<td>e. fa'ase'e</td>
<td>e. sliding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. E lelei la'u _____</th>
<th>3. I am good at _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. seti ae le lelei la'u sipa'ia</td>
<td>a. setting but not good at spiking</td>
</tr>
<tr>
<td>b. kiki ae le lelei la'u tamo'ẽ</td>
<td>b. kicking but not good at running</td>
</tr>
<tr>
<td>c. togi ae le lelei la'u sago</td>
<td>c. throwing, but not good at catching</td>
</tr>
<tr>
<td>d. pgsi ae le lelei la'u popo</td>
<td>d. passing but not good at dribbling</td>
</tr>
<tr>
<td>e. tā ae le lelei la'u talitus'a</td>
<td>e. hitting but not good at fielding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. _____ le polo.</th>
<th>4. _____ the ball.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Te'a</td>
<td>a. Bowl (cricket)/pitch</td>
</tr>
<tr>
<td>b. Togi mai</td>
<td>b. Throw (here)</td>
</tr>
<tr>
<td>c. Sapo</td>
<td>c. Catch</td>
</tr>
<tr>
<td>d. Piti</td>
<td>d. Bounce</td>
</tr>
<tr>
<td>e. Kiki</td>
<td>e. Kick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. 'Aumai sau _____</th>
<th>5. Bring your _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. pate (kirikiti)</td>
<td>a. (cricket) bat</td>
</tr>
<tr>
<td>b. pate tenesi</td>
<td>b. tennis racket</td>
</tr>
<tr>
<td>c. polo</td>
<td>c. ball</td>
</tr>
<tr>
<td>d. 'upega</td>
<td>d. net</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. _____ le 'au lea.</th>
<th>6. That team _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. E tele atu 'ai o</td>
<td>a. has the most points/goals.</td>
</tr>
<tr>
<td>b. Sa/O le'a faiga'ina</td>
<td>b. lost/will lose</td>
</tr>
<tr>
<td>c. Sa/O le'a mali</td>
<td>c. won/will win</td>
</tr>
<tr>
<td>d. 'Ua sesela</td>
<td>d. is out of breath, winded</td>
</tr>
</tbody>
</table>

Practice

1. Memorization Exercise
2. Questions

a. 'E te poto e kilikiti?
b. E lelei iau fa'ase'e?
c. 'E te tioa poloka?
d. E poto 'oe e pani?
e. E lelei iau voli?
f. E i a' iau pate kilikiti?
g. O le a le tulaga e o'o i a' i le tagata pe'a tamo'e saosaoa?
h. O a ni mea e mana'omia 'ina 'ia ta'alo volipolo?
i. O a ni mea e mana'omia 'ina 'ia ta'alo kilikiti?
j. O a ni mea e mana'omia 'ina 'ia ta'alo pasipolo?

3. Directed Questions

Fesili atu 'iā Elder/Sister ______:

a. pe lelei lana togi.
b. pe lelei lana seti.
c. pe lelei lana tamo'e.
d. pe lelei lana te'a.
e. pe lelei lana fa'ase'e.
f. pe poto o ia e ta'alo pasiketipolo.
g. pe selagofie 'o ia.
h. pe lelei lana talitu'a.
i. pe lelei lana pasi.
j. pe lelei lana poloka.

4. Teacher: For this activity you will need a small rubber ball (preferably foam rubber) and something to serve as a bat. If you do not have these items, a ball can be formed by crumpling a sheet of paper and books can act as bats. If possible, perform these exercises out of doors. Read one of the following commands, pause, and select a missionary to perform the assigned task. (You may need to participate in some of these tasks as a pitcher or catcher.)

a. Togi mai le polo.
b. Kiki le polo.
c. Togi le polo 'ia Sister/Elder ______.
d. Fai atu 'ia Elder/Sister ______ 'ia togi le polo 'ia Elder/Sister ______.
e. Fiti le polo.
f. Togi le polo i le pusa Lapisi.
g. Ta le polo.
h. Ta le polo.
i. Fai atu 'ia Elder/Sister ______ 'ia kiki le polo.
j. Fai atu 'ia Sister/Elder ______ 'ia fiti le polo.

5. Teacher: Direct the missionaries to practice giving each other commands like those found in the above exercise.

6. Please close your books. Teacher: Divide the class into two teams and have them move their chairs to opposite ends of the classroom. Then place the wastebasket so that it is equally distant from both teams. Each team member on each team is to have a turn trying to throw the ball (or crumpled paper) from his seat into the wastebasket. As the teacher, you should return the ball each time, but only when asked correctly to do so. Each time the ball goes inside the wastebasket, the team that throw it earns one point. One person on each team will keep track of that team's score. Periodically, ask the scorekeepers how many points their teams have.

Mastery Check

Please close your books. Teacher: Direct the missionaries to prepare a brief talk on one of the topics below and present it to the class. Mastery level is achieved when missionaries communicate effectively using the patterns presented in this section.

My worst day in gym class.
My feelings about physical education programs in schools.
My feelings about the MTC physical education program.
My most memorable day in gym class.
My best day in gym class.
Teacher: Encourage the missionaries to use as many as possible of the phrases and terms from this lesson during their next gym periods or preparation day. After their next gym period, converse with them on what activities they did, what games they played, what the score was, whether they had fun, etc.

RETENTION HOMEWORK

1. With your companion, work through exercises 2, 3, 4, and 5 on pages 456 and 457.

2. Take turns with your companion quizzing each other on the vocabulary listed at the beginning of the lesson and in the vocabulary builder.

3. With your companion, work through exercise 2 on page 459.

4. Work with your companion giving each other commands like those given in exercise 4 on page 459.

   Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

5. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section associated with this lesson.
PERFORMANCE OBJECTIVES

At the end of this lesson, you should be able to do the following in Samoan:

1. Use common introductory phrases.
2. Explain some differences between formal and informal Samoan.
3. Use colloquial forms of pronouns.
4. Use colloquial pronunciation when appropriate.
5. Use reductions typical of colloquial Samoan.

VOCABULARY

<table>
<thead>
<tr>
<th>'afakasi</th>
<th>- part Caucasian</th>
</tr>
</thead>
<tbody>
<tr>
<td>fa'a'ū/fa'a'ū'ū</td>
<td>- to look displeased/to pull a sour face</td>
</tr>
<tr>
<td>fa'ialia</td>
<td>- to please oneself, to do as one pleases</td>
</tr>
<tr>
<td>fanua</td>
<td>- land, field</td>
</tr>
<tr>
<td>lautloa</td>
<td>- fame, to be well known</td>
</tr>
<tr>
<td>lito</td>
<td>- to be concealed from understanding, be secret</td>
</tr>
<tr>
<td>mamalu</td>
<td>- glory, honor, dignity, majesty, prestige</td>
</tr>
<tr>
<td>manogi</td>
<td>- scent, smell, to smell (sweetly)</td>
</tr>
<tr>
<td>mata tioata</td>
<td>- eyeglasses, spectacles</td>
</tr>
<tr>
<td>ma'umaga</td>
<td>- taro patch, taro garden</td>
</tr>
<tr>
<td>miti</td>
<td>- dream, to dream</td>
</tr>
<tr>
<td>'oli'oli</td>
<td>- joy, gladness, to rejoice</td>
</tr>
<tr>
<td>pā</td>
<td>- fence, wall</td>
</tr>
<tr>
<td>saga</td>
<td>- cruelty, to be cruel or inhuman</td>
</tr>
<tr>
<td>su'i</td>
<td>- to sew, to mend, to darn</td>
</tr>
<tr>
<td>telegese</td>
<td>- to be slow (of watch), to go slowly</td>
</tr>
<tr>
<td>televave</td>
<td>- to go faster, to walk faster</td>
</tr>
<tr>
<td>tuli</td>
<td>- to chase, to send off, to expell</td>
</tr>
<tr>
<td>u</td>
<td>- to sting (of insects), to grip (like a vice) (of pliers, jaw, etc.), to bite on</td>
</tr>
<tr>
<td>usa</td>
<td>- wire</td>
</tr>
</tbody>
</table>

GRAMMAR

INTRODUCTORY PHRASES

A number of demonstratives are used in phrases which act as emphatic "pointer phrases." In other words, these expressions refer or "point to" some person, object, place, event or idea. The choice of the demonstrative depends on the nearness of the person, object or event referred to. If, for example, the item referred to is close at hand (in time, in space, or even in thought), then demonstratives such as lelei or lea are used. If the demonstrative refers to something distant (in time, in space, or even in thought), then a demonstrative indicating distance (such as lele or lele) is used.

These phrases, which often begin with the particle 'o, introduce clauses or entire sentences. The sample expressions listed below refer to topics or events which the speaker has related, is relating, or is about to relate, and are often used to make transitions between these ideas and events. The English equivalents to the right are not literal translations:

'0 lelei - Now; Now therefore
'0 lea - Now; Therefore
'A 'o lelei - But now; But as a matter of fact
'0 lea la - Therefore; Then
'0 lelei la - So; Therefore
'0 le mea lea . . . ai - Therefore (NOTE: ai follows the predicate)

There are a few other phrases which are in common conversational use. The first, 'o lea, is generally used to introduce sentences in which some noun, usually the doer, is the speaker or people or things near the speaker. Many times, the noun referred to by 'o lea is omitted. Study the following examples:

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"O a mai 'oe? 0 lea e manuia, fa'afetai.  
E i ai sau fasì moli? 0 lea e i tonu 
o la'a ato.  
'A fa'afefa 'oulua? 0 lea ma te o i le lotu.  

- How are you? (I'm) fine, thanks.  
- Do you have any soap? (It's) in my bag.  
- Where are you headed? We're going to church.

Two other expressions, 'o la e and 'o lale, are commonly used to introduce clauses where some noun, usually the doer, is an absent third party. That is, 'o la e and 'o lale are used at the beginning of sentences where the doer is neither the speaker nor the one spoken to and is not nearby. La e is probably an abbreviated form of laale or leale. Both la e and lale frequently omit the particle 'o, especially in informal speech. When the tense marker e follows la e, two merge into la e. As before, the noun referred to by laale or la e is often omitted. Study the examples below:

'E te iloa Simi? Lā e 'u a alu i Apia.  
'O fea Mareko? Ou te masalo 'o la e faigaluega.  
'O fea Sale ma Lisa? Lale 'u a o i le lotu.  
'O le a le mea na tstrup ia Simi? Lā e na fa'asi e lona uso.  

- Do you know Jim? (He's) gone to Apia.  
- Where's Mark? I think (he's) working.  
- Where are Charles and Lisa? (They've) gone to church.  
- What happened to Jim? He was beaten by his brother.

Whenever the tense marker e is used with one of these introductory phrases, it no longer represents the non-past tense, but instead conveys the meaning usually carried by 'o lo'o (indeterminate present). For example:

'0 lo'o manuia lou tina? 'O la e manuia, fa'afetai.  
'O le a lau mea o lo'o fa'i? 'O lea, e fa'i a'u mea a'oga.  

- Is your mother all right? (She's) fine, thanks.  
- The whole family is (still) ill.  

Remember:

1. Demonstratives are often used in introductory phrases. The demonstrative refers to a person, object, idea, or event and indicates its relative distance in time or space.

2. The following introductory phrases introduce sentences and are often used to make transitions between ideas or events. They can be loosely translated "now," "therefore," "then," "now therefore," etc.

'O lenei  
'O lea  
'A 'o lenei  
'O lea la  
'O lenei la  
'O lea lea...ai

3. The noun phrases referred to by the following expressions are often omitted from the sentence:

a) 'O lea refers to some noun (usually the doer) which is the speaker, or some thing(s) or person(s) near the speaker.

b) (')O la e and (')o lale refer to some noun (usually the doer) which is neither the speaker nor the one spoken to.

4. With any of the above constructions, the tense marker e/te conveys the indeterminate present tense.

Examples:

E taugatā le mea'ai lea. O lea mea lea ou te le mana'o i ai.  
O lenei fo'i, sa fa'atasai ma i latou le tagata 'uiga 'ia Kiteona.  
- Mosae 19:4  
- This food is expensive. Therefore, I don't want it.  
- And now there was a man among them whose name was Gideon. -Mosiah 19:4

O a mai 'oe? 'O lea e fia moe.  
0 lo'o ma'i foane? Leai, 'o la e 'u a malosi.  

- How are you? I'm sleepy.  
- Is John (still) sick? No, he's fine.

Mastery Check - Rule
Practice

1. Substitution

   Substitute: 'o lenei, 'o lea ia, 'o le lea lea, 'o le lei la, o lea

b. Model: O fea le mea e alu 'i at Simi? Le e alu i le ma'umaga.
   Substitute: 'o ia, 'oe, Ioane, Elder _____ ma Elder _____, oulua, I latou,
   'outou, Sister _____, 'oe

2. Questions. Teacher: Encourage the missionaries to answer the following questions using
   introductory expressions which indicate the relative location of the doer.

   a. O le a lau mea e fai nanei?
   b. O fea_'o i ai Elder/Sister ____? (someone not in the room)
   c. O le a le mea a lau soa o le'a fai pe'a 'uma le vasega?
   d. O a lua mea sa fai anamaf?
   e. O fea Peresitene ____?
   f. O fea lou epikopo?
   g. O le a lau mea 'o lo'o fai?
   h. O fea Elder/Sister ____? (someone not in the room)
   i. O le a le mea tou te faja i le aso malolo?
   j. O le a le mea a lou tina o lo'o fai i le taimi nei?

3. Rewrite the following letter on a separate piece of paper, adding introductory phrases
   to smooth out transitions between sentences and paragraphs.

   NEW WORDS: tupu tama'ita'i - queen
               Peretania - Britain
               talafa'asolopito - history
               fai'gama'ala - traveling party

   Sikoki e,

   'Ua tautu'u mai lugu tusi. Fa'afetai i le alofa o le Atua o lo'o manua pea 'oe. O lo'o
   fa'pena fo'i le 'aiga nei i le fa'atasig mai o le Tama 'o i Lagi.

   Paga lava lo'u fa'anoana ina 'ua tahi le feileoa'i i le aso na 'o malaga ai. 'Ua ou te'i i
   le tala a So'a 'ua le alu. E le mafai ona galo atu 'oe i si lo'omatuva maiana fanau. 'Ua
   fai mai latou 'ua le 'oe va'ai 'i se tagata e sili ona 'umili.

   O le'a asiasi mai le tupu tama'ita'i o Peretania i Samoa i le vaisao lea. Ou te sauni ou
   te alu i Apia i lea a lenu aua 'o se aso sili i le talafa'asolopito o Samoa ua mafai ai ona
   asiasi mai se fa'gama'ala mamalu fa'a'apea i totonu o lelei atunu'u.

   O le masina fou ou te malaga ai i Nu'iu Sila i le a'oga. Ma te malaga ma la'u u o Simi.
   E le mamo le aso e tapena ai a ma mea e sauni atu i le malaga lea.

   Ia manua lava 'oe fa'a'apea le tou 'aiga 'atao.

   Tofa

   'O Sapini

4. Write a letter to one of your friends at home, relating to him/her at least four events or
   pieces of information that s/he might not know about. Use appropriate expressions for transitions
   between ideas. Use other introductory expressions where appropriate.

Mastery Check

Teacher: Direct the missionaries to speak to the class one at a time, first telling a little
about the friends to whom they wrote the letters (see previous exercise) and the things they
used to do together. Then have them summarize the contents of their letters. No English is
to be used. Encourage the missionaries to use introductory phrases where appropriate. Mastery
level is achieved when the missionaries are able to communicate their ideas effectively using
demonstratives in introductory phrases.

X VARIETIES OF LANGUAGE: COLLOQUIAL, FORMAL, AND HONORIFIC

There are many varieties of language use within a single language. The words and sentence patterns
we use to express ourselves in an essay for an English class, for example, are not the same as
those we would use in an intimate conversation with a loved one. And the phrases, structures, and vocabulary we use in prayer are noticeably different from those we use in quarrelling with an opponent.

Varieties of language use are also very evident in Samoan. At various places in this book we have identified only three such varieties: (1) honorific, (2) formal and (3) informal or colloquial. It is possible to identify a number of other such varieties in Samoan, but doing so is a somewhat intricate process, and there is a great deal of overlap, even among the three we have mentioned here (especially between "honorific" and "formal"). Nevertheless, because you as missionaries will have to communicate with Samoans in a variety of settings and on a number of different topics, it will be useful to point out some differences between the broad categories of "formal" and "informal"

One of the major distinctions between formal and colloquial Samoan is phrase length and complexity. In colloquial Samoan, phrases (noun phrases, prepositional phrases, predicate phrases) are shorter and simpler than in formal Samoan. For example, such complex noun phrases as le isi fo'ifava mea lea lona might occur in formal Samoan, but rarely in colloquial speech.*

Colloquial Samoan also employs a number of idiomatic expressions, some of which might even be classed as slang. A number of these expressions have already been presented in the common phrases or patterns in Unit Four, Lesson Two; Unit Five, Lesson Four; Unit Six, Lesson Three; and Unit Eight, Lesson Five.

The most formal level of speech is the honorific language which is used in conversing with chiefs and in other polite formal conversations. Information on honorific language is found in Unit Seven, Lesson Three; Unit Eight, Lesson One; Unit Ten, Lesson Five; and in the book Culture for Missionaries: Samoa, pp. 157-239.

The remainder of this lesson will be devoted to presenting a few noticeable characteristics of colloquial Samoan.

Remember:

1. Formal Samoan may use longer and more complex phrases than informal or colloquial Samoan.

2. Colloquial Samoan uses a variety of idiomatic expressions presented at various places in this book.

3. The highest level of formal Samoan, honorific, is also explained elsewhere in this volume and in the book Culture for Missionaries: Samoa.

Mastery Check - Rule

\[ \text{COLOQUIAL PRONOUNS} \]

Generally, the descriptive and emphatic pronouns do not change form in colloquial Samoan, except that the 'i that occurs at the beginning of the first and third person dual and plural pronouns is omitted. For example, 'i la'ua (they [2] - formal) becomes la'ua (they [2] - informal); 'i tatou (we [3+] - informal), etc. If you need to review these pronouns, turn to the section entitled "Emphatic Pronouns" in Unit Two, Lesson One.

In Unit Four, Lesson Three, you learned that possessive pronouns are formed by combining an "article particle" with o or a followed by a descriptive pronoun. In colloquial Samoan, however, the particles o and a are not used to form possessive pronouns. Instead, an article (ge, le, ni, o) is placed before the descriptive pronoun. In exception to this, the singular possessive pronouns (lo'u, le'u, sau, ni ou, ana, lona etc.) remain the same as in formal Samoan. Study the following examples:

E le'a ge matou ta'avale. \hspace{10cm} - We don't have a car.
'O fia ta'usai ata? \hspace{10cm} - Where are our picture books?
Pe i ai ni lua tusi? \hspace{10cm} - Do you have any books?
E mataga le latou fale. \hspace{10cm} - Their house is unsightly.
Remember:

1. Descriptive pronouns do not change in colloquial Samoan.
2. The 'i before the first and third person dual and plural emphatic pronouns is dropped in colloquial Samoan.
3. Colloquial possessive pronouns are formed as follows:

\[
\begin{align*}
\text{le} & \quad \text{SE} \\
\text{ni} & \quad \text{E}
\end{align*}
\] + DESCRIPTIVE PRONOUN (dual and plural only)

Occasionally, the particle ni in the above rule is dropped. The singular possessive pronouns (my, your [singular], his, her, its) remain the same in colloquial Samoan.

Examples:

E le'iititi le la ma'umaga. - Their taro patch is small.
'Ua ga'ia matou ma'a tioata. - Our eyeglasses have been stolen.
E leaf se tatou tivi. - We don't have a television set.
O le'a aveh ma'ua ma faifae'utala'i. - We will become missionaries.

Mastery Check - Rule

Practice

1. Double-Slot Substitution

Model: E i ai le latou ma'a?
Substitute: ō / ma'a?

matou / ō

le lua / mea lilo.

se ma / fanua?

2. Please close your books. Teacher: Bring to class some inexpensive items, such as pencils or small boxes of candy. Make sure you have at least four such items. Attach labels to each item showing who "owns" it: On two of the items attach the names of three missionaries and on two attach the name of two missionaries. Show the items to the class so the missionaries know who owns which items. Then place the items in front of you, and pointing to one or more items, ask "O le (item) a ai le neif?" or "O (items) a ai nei?" Pause, and select a missionary to answer. Repeat until you have elicited all of the definite colloquial possessive pronouns.

3. Directed Questions

Pasili atu 'ia Elder/Sister _____ ma Elder/Sister _____ (ma Elder/Sister _____):

a. pe i ai ai la Tuni Fa'ia.
b. pe i ai ni 'ofu utuli a Elder/Sister _____ ma Elder/Sister _____.
c. pe i ai se ta'avae o le _____ district.
d. pe i ai ni la 'ofu va'e mumutu.
e. pe i ai se la potu moe mansia.
f. pe i ai ni la ma'a tioata.
g. pe i ai se latou pate.
h. pe fiafia latou i le latou galuega.
i. pe tellegese tatou uati.
j. pe sau le latou fa'a'oga.
k. pe mafai ona la su'i la 'ofu tino.
4. Teacher: Remove the labels from the items used in exercise 2 and place them before you. Have each missionary come forward and identify the "owners" of each item on the table, using possessive pronouns.

Mastery Check

Please close your books. Teacher: Assign certain class members to play psychiatrists who are attempting to discover a correlation between possessions and missionary attitudes. Assign each "psychiatrist" to interview two or three missionaries at a time and learn if they have any of the items on the list below. Then ask them what their attitudes and ideas are about missionary life. Afterwards, the psychiatrists should ask this same group of missionaries whether another group of missionaries has each of the items listed below and what their ideas about missionary life might be. If the class is small enough, you may want to repeat this exercise until everyone has had a chance to play "psychiatrist." Mastery level is achieved when the missionaries are able to communicate effectively using colloquial pronouns.

<table>
<thead>
<tr>
<th>brother</th>
<th>sisters</th>
<th>parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyeglasses</td>
<td>half-caste friends</td>
<td>joyful hearts</td>
</tr>
<tr>
<td>car</td>
<td>blue ties</td>
<td>red skirts</td>
</tr>
<tr>
<td></td>
<td>long-sleeved shirt</td>
<td>pink socks</td>
</tr>
</tbody>
</table>

I COLLOQUIAL PRONUNCIATION

The spelling used in this book is a representation of formal pronunciation. Colloquial pronunciation differs from formal in three sounds in particular:

<table>
<thead>
<tr>
<th>Formal</th>
<th>becomes</th>
<th>Colloquial</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>becomes</td>
<td>k</td>
</tr>
<tr>
<td>n</td>
<td>becomes</td>
<td>g</td>
</tr>
<tr>
<td>r</td>
<td>becomes</td>
<td>l</td>
</tr>
</tbody>
</table>

For example, the word "tina" (mother) would be pronounced in colloquial language as though it were spelled "kiga." Study the additional examples below:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Colloquial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ierusalema</td>
<td>Telusalema</td>
</tr>
<tr>
<td>Aperila</td>
<td>Apelila</td>
</tr>
<tr>
<td>manu</td>
<td>magu</td>
</tr>
<tr>
<td>talofa</td>
<td>kalofa</td>
</tr>
<tr>
<td>teine</td>
<td>keige</td>
</tr>
<tr>
<td>tagata</td>
<td>kagaka</td>
</tr>
<tr>
<td>fanua</td>
<td>fagua</td>
</tr>
</tbody>
</table>

Formal Samoan generally only uses the sound k in words of foreign origin such as Keriso (Christ), koko (cocoa), kuka (to cook), etc. A few Samoan words, such as maka (to boil) and okaka (exclamation of surprise), use the k sound even in formal pronunciation.

Colloquial pronunciation is used in a great number of informal contexts, and even in many formal and ceremonial situations where honorific language is used. Formal pronunciation is used by ministers and some teachers in their official duties. It is also used by Samoans in prayer and often in speaking to foreigners. Furthermore, foreigners are expected to use formal pronunciation at all times, unless their pronunciation is so good that their use of colloquial pronunciation goes unnoticed. It is not expected or even desire that missionaries learn to use colloquial pronunciation. However, it is important to develop the ability to comprehend conversations in both colloquial and formal pronunciation. For more guidelines on the use of colloquial Samoan, see the book Culture for Missionaries: Samoa, pp. 150-151.

In colloquial pronunciation:

the t of formal pronunciation becomes k  
the n of formal pronunciation becomes g  
the r of formal pronunciation becomes l

Formal pronunciation should be used in all missionary work. Foreigners are expected to use formal pronunciation unless their pronunciation is so good that their use of colloquial pronunciation goes unnoticed.
Examples:

'Ua kiga kele lo'u kaliga - My ear really hurts.
E i ai gi gai gama i 'igael - There are a few mosquitoes here.
Makou ke 'auai i le ekaleta a Jesu Kaiso. - We belong to the church of Jesus Christ.

Mastery Check - Rule

Practice

1. Dictation. Teacher: Direct the missionaries to write the following passage with correct formal spelling, even though the spelling below represents colloquial pronunciation.

'O Simi 'o se kama Samoa. / 'O le kast so aso ga i a savali ai i le 'auala / e lakalaka age i le pa kele o le kasi fa'apa. / A'o savali vali 'o ia, 'ua ia lagaog le magogi o mea'ai lelei / ma 'ua osos loa loga fia'ai. O lea, / 'ua ia 'a'e i luga o le pa ma 'ua va'ai aku / 'ua leali se isi i le fa'apa. / O lea, 'ua la osos i lalo i le loka ma / ma alu aku i le fa'e ga magogi mai ai le mea'ai. / 'Ua 'amaka lea o na 'ai Simi i le mea'ai. / 'Ua ka'i Simi iga ua sau se kamaloa lapo'a ma le mamalu. / 'Ua fife Simi 'ua 'ua fapaea 'o ia o le'a ika le kamaloa. / Peita'i, 'ua ga'oga 'aka le kamaloa ma fai aku, / 'Ta faikalai 'oe ma 'ai so'o se mea lava / la ke maga'o 'i a'i. 'Ua fisia loa Simi / ma 'ua la 'a'ai fa'akasi ma lega kamaloa lapo'a. /

2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the items below, pause, and select a missionary to repeat the sentence with colloquial pronunciation. Repeat the item and have the class repeat the missionary's response.

a. E tlegave lea-tamaloa i lea tamaloa.
   b. Na ula le tama e le auvaluao.
   c. 'E te iao su'i'su'i?
   d. Tuli le tama 'i le a'oga.
   e. 'Ua iiloa le fanua i le vai.
   f. Na fa'i le miti a le tamaititi.
   g. E lagaalao lea tama'ita'i.
   h. Ta fatealiga latou.
   i. Na fa'a'u u le tana ina 'ua le iao lana mata tioata.
   j. E sava tele lea tama'ita'i 'afakasi.

Mastery Check

Please close your books. Teacher: Read one of the items below, pause, and select a missionary to repeat the sentence with colloquial pronunciation. Mastery level is 90% accuracy by all missionaries.

1. 'Ua manogi le kuka.
2. Sa fefe 'o ia 'ona 'o lana miti.
3. E telegase lea tamaloa.
4. E a le taluau'a a lea tama?
5. Na fisia teke teke i lona fa'e matagi'ofia?
6. Matou te le fa'i ni meg fa'aliotilo.
7. O Maria 'o se tagata tava.
8. O fiafia le fanua 'e te nofo ai?

REDUCTION IN CONVERSATIONAL SAMOAN

In Samoan, as in English, it is common in colloquial or rapid speech to reduce certain words and sounds. In other words, when a person is speaking informally or rapidly, he omits some words and sounds, or slights them to the point of making them barely noticeable.

For example, in informal conversation, an English sentence such as "Did you say they miss you?" might be pronounced as if it were spelled "Dijoo say they mishoo?" and "Did you eat yet?" might come out "Teer yet?" Words too can be slighted or omitted. In conversational speech, for instance, an English sentence such as "Have you ever seen anything like that before" would often be reduced to "Ever see anything like that before?"*

Samoan, too, reduces certain sounds and words. While an in-depth discussion of this topic is not possible within the scope of this book, a few prominent examples will be presented.

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Reduction of Words. Occasionally in colloquial Samoan, tense markers are omitted, especially when it is apparent from context what time is intended. For example:

Fia alu lau soa.  - Your companion wants to go.
Leaga lava le mea lea.  - That thing is really bad.
'Avatu se vai fai?  - Would you like some drinking water? (lit. "Bring some drinking water?")
Fai mai le teine e 'aulelei tele 'oa.  - That girl said you are really good-looking.

The doer marker e (which is used with transitive verbs) is occasionally omitted or slighted in colloquial speech. For example:

E fia o 'e su'isu'i?  - Do you know how to sew?
Na tapena Simi le tafe.  - Jim tidied up the house.

Reduction of Sounds. Sounds in some words are also omitted or slighted in colloquial or rapid speech. The phrase alu atu (to go towards), for example, is sometimes reduced to alatu under these conditions. For example:

Ou te alatu i le taulaga.  - I'm going downtown.
Sa alatu Mele 'i le tifaga.  - Mary went to the movie.

The connective particle ona is often reduced to -na when it follows an auxiliary verb. For example:

E mafaina 'e sau nanei?  - Can you come later?
Sau i lo'u tafe pe'a 'umana 'e ta'ele.  - Come to my house when you finish bathing.
O le a le mea na aia aia sau?  - Why did he come?
E tautana fai nei lau galuega.  - You must do your work now.

Some plural pronouns (especially first person pronouns) are also reduced in a few colloquial expressions by removing the consonants to from the pronoun's last syllable. For example:

Mau te fia o i le tifaga.  - We want to go to the movie.
Tau te o'i  - Do you want to come? (lit. "[Shall] we go?")
Tau te i i olo Lena mea.  - We don't know that thing.

In colloquial or rapid speech, Samoans sometimes slight or omit certain sounds and words. A few examples are:

1. Tense markers are sometimes omitted where the meaning is clear without them.
2. The doer marker e is occasionally omitted or slighted.
3. Alu atu is sometimes reduced to alatu.
4. When following auxiliary verbs, ona is sometimes reduced to na.
5. In a few expressions, some plural pronouns omit the t from the pronoun's final syllable.

Examples:

'O lea 'a togafiti 'oe le foma'i.  - The doctor will treat you.
'Aulelei tele lea teine!  - That girl is really good looking.
Ou te alatu i le malae va'ailele.  - I'm going to the airport.
E tautana e ta'ele pe'a umana fai lau galuega.  - You should bathe when you finish your work.

Mastery Check - Rule

Practice

1. Dictation  NEW WORD: onā - to be drunk

'O 'ananafi sa 'ou fia alatu i le tifaga, / 'ae sa leai se isi ma te ō, 0 lea, / sa ou alatu i le tafe pia la a i Apia. / Sa 'ou alu i totonu ma inu ni nai fagou pia. / Toa teatele teine 'aulelei sa 'ou va'ai, / Sa ou fai atu i le isi, "Teine! Sau ta eva!" / Fai mai loa le teine "Naka 'e te onā." / "A'e! E mafaina 'ou savai!" 0 la'u tali atu lea. / Fai
2. Teacher: Read the first sentence of the above passage, pause, and select a missionary to translate it. Continue until the class has translated the entire passage.

3. Please close your books. Teacher: Read one of the following items, pause, and select a missionary to repeat the sentence, making reductions in the appropriate sounds and words. Repeat the item and have the class repeat the missionary’s response.

   a. Tatou te fia 0 i le ma’umaga.
   b. Sa fai mai le tama’ita’i ‘ua telegese lana soa.
   c. E mafai ona ‘e tahi lenai pusa?
   d. Sa tapu’i Ioane le fai’ato’a?
   e. ‘Ua fia moe tele le tama ‘afakasi.
   f. E manosia lava le manosia o le ma’a’ai.
   g. E tatau ona lue feiloa’i ma lana tagata laiula.
   h. E lelei lava le ma’a’ai lelei.
   i. E lele’ia ona manatau la’u miti.
   j. E saau tele lela lai tagata.

Mastery Check

Please close your books. Teacher: Read one of the following items, pause, and select a missionary to repeat the sentence, making reductions in the appropriate sounds and words. Mastery level is 90% accuracy by all missionaries.

1. E mafai ona ‘ou tautala fa’a-Samoan.
2. Sa tatale a Sini le fai‘ito’a o le ta’avele.
3. E ‘auilele le tele lea teine.
4. Ou te alu atu i le ma’umaga.
5. Tatou 0 i le fai’alaiga!
7. E la tatau ona ‘e fa’a’n’u mai.
8. O lo’o su’i e Sina le ’ofu.

PERFORMANCE ACTIVITIES

TEST

1. Dictation. Possible Points: 12. Teacher: Direct the missionaries to write the following passage with correct formal spelling, even though the spelling below represents colloquial pronunciation.

   Sa ‘ou gofo gofo i le fa’le asagagi / iga ‘ua 0 mai a’u uo o Ioage ma Pill. / Fai mai le vaega lea, “Sau kaau ke kifaga.” / Ua ou fai alu, “Se, ‘ua noku lau lana.” / Fai mai loa le ‘au igoa, / “Fai ‘i ‘i Sales e ‘auiaia se ka kupe.” / Ua ou fai alu, “Fai ‘oulua ‘i aii.”/ ‘0 Sale o le ist a’u uo e gofo / i le fale la e i kua alu o lo’u fale. / O lea ga makou o i le fale o Sales, / ‘ae sa lea lava ma se Sales. / Ga’o lona uso lava sa i ai. / O lea ‘ua ou fesili alu / pu’o fea ‘o i ai e aii. / Fai mai loga uso / “La e ‘ua alaka ‘i Afia e asiati ‘i le makou ‘iiga.” / O lea ‘ua makou gofo se kupe mai le uso o Sales / ona makou o loa lea i le kifaga. /

2. Teacher: Give each of the missionaries a private interview in which they read the following passage to you as if they were speaking colloquial Samoa. Tell them that if they prefer, they may write in any changes or copy any piece of paper before reading it to you privately. Afterwards, make appropriate suggestions to the missionary.

NEW WORD: fana meme’i - flippercrotch

‘Usa ‘ese lava le missiona talu ona e alu ‘ese, E faiga’i lava le galuiga i Sataoa. Sa fai mai Elder Su’a, na tupu le fa’alavelave i lena nu’u i le masina ‘ua te’a. E tau le mafa ona ‘ou taitonu ‘i aii. Sa fai ma Su’a, sa nono fa’ataisi faite’aou talai ma le persitene o le paramei. Peita’i, na mite le ‘au faite’aou ma ma le persitene. ‘Usa tutuli e le persitene faite’aou ma longa fale. Sa fa’aaooga e le persitene le fana meme’i fo’i lea e fa’aaooga le faite’a. E lea e ni ala lea i le faite’aou i le faite’a i le faite’aou. O lo’u manatu, e tatau ona i ai se persitene fou i lena nu’u. Atonu ou te alu atu i lena nu’u i se aso.
ACTIVITY

1. Teacher: Have the class members form a circle and select a missionary to begin. The first missionary will say a sentence announcing something that his family has, as in the example below.

2. The next missionary in the circle will repeat the information presented by the first missionary and then add one of his own.

3. Play continues in this manner until one missionary can't remember all the preceding sentences or makes a grammatical mistake. The missionary to make an error gets a point against him and play resumes with his starting a new sentence.

4. The teacher will keep score and when a missionary gets three points against him, he's out.

5. The only possessive pronouns which may be used are colloquial pronouns. (Suggested time limit: 15 minutes.)

Example: Missionary 1: E i a i le matou ta'avale.
Missionary 2: E i a i le latou ta'avale ma e i a i le matou pusa aisa.
Missionary 3: E i a i le latou ta'avale ma le latou pusa aisa ma e i a i le matou... a'e!
Teacher: Tasi le 'ai a Missionary 3. Ta, toe 'amata.

RETENTION HOMEWORK

1. Take turns with your companion asking each other the questions in exercise 2 on page 3.

2. Take turns with your companion translating the sentences in the letter in exercise 3 on page 4.

3. Study by yourself, reviewing the common phrases in the following lessons:

Unit Four Lesson Two
Unit Five Lesson Four
Unit Six Lesson Three
Unit Eight Lesson Five

Review also the patterns in Unit Five Lesson Four.

4. Take turns with your companion quizzing each other on the material listed in homework assignment 3 above.

5. With your companion, work through the following exercises:

   page 463, exercise 2
   page 467, exercise 3
   page 469, exercise 3

Teacher: Assign the vocabulary and common phrases that will be covered during the next class period.

6. Memorize the assigned vocabulary and common phrases.

   There is an extra-mile section associated with this lesson.
Performance Objectives

At the end of this lesson, you should be able to do the following in Samoan:

1. Respond to invitations for food or rest.
2. Recite an elementary thank-you speech.
3. Use a number of Samoan proverbs.

Speak Your Language Model

Dialogue

'Ma'iga: Susu mai a lua susuga a ali'i faife'au, se'i fa'i se maloloa.
Elder Sikoki: 'Da tautala te atu, vae atu le palia ma le momolu o le saota i lau ariaga ma le failete ma le 'maiga ali'i: H mamo lae mo te fa'amase te'i zi. O lea e tatau one fa'amau pe'a si a maliaa malaga.
'Ma'iga: Lua te la malolo mai la?
Elder Sikoki: Pa'afetai lava; o le'a ma sosola i leia pitou'u.

Translation

family: Come in your honors the ministers, and have a rest.
Elder Scott: Excuse me for speaking while standing, and with due respect to the dignity of your home, your lordship and your wife and children: The place we are heading for is distant. Therefore, we need to continue our journey.

family: Then you're not going to stop for a rest?
Elder Scott: Thanks, but we're departing for that part of the village.
VOCABULARY

afu pisia - (honorific reference to work and trouble of preparing and serving a meal)
milosia - work of preparing food for guests (honorific)
mua'a - to be green (of grass or leaves), to be immature, to be unripe

fala - to lean
nati/natini - to hurry (to get something)/to hasten

gaeo - to be empty, deserted
no'o'onia - (honorific reference to work and trouble of preparing food)

loe - to knead, to print
sala - offense, fault

ma - (honorific reference to work and trouble of preparing and serving a meal)
seu - to stir, to mix, to interrupt a speech

mau taeao - breakfast (things cooked the previous day and eaten cold the next morning) (honorific)
tautua - to serve a chief (of untitled men and other dependents), service, servant

mama - to chew, bolus of chewed food (honorific)
teuteu - to prepare (esp. of food) (honorific), to decorate

manu - while
vale - bad, unpleasant, worthless, unproductive, of no importance

TOOLS

PATTERNS - ANSWERING INVITATIONS

In Samoa, it is customary for people sitting in their homes occasionally to call out to people walking along the road to come in and rest or have a meal. Many times this is done to show respect, and not because they want to talk to the traveler or have any food prepared. Nevertheless, the traveler is free to accept or reject such invitations. Below are some common ways of inviting missionaries to rest or eat:

Su'u mai se'i malolo a lua susuga.
Susu mai a lua susuga a Ali'i faite'au,
Se'i fa'i se malologa.
Susu mai a lua susuga, se'i mapu mai, ona fa'aaua ai lea o le malaga.
- Come in and rest your (2) your honors.
- Come in your honors the ministers and have a rest.
- Come in gentlemen, have a rest and then continue your journey.

The patterns below will help you respond to such invitations. To accept an invitation, a brief acknowledgement like that found in pattern 1 is used. After that, nothing else is said until you are welcomed into the house with a su'u mai speech (see Unit Eight Lesson One).

To refuse an invitation, you must first face the home in a dignified stance and excuse yourself from speaking from a position which is considered inappropriate in the Samoan culture (pattern 2) and recognize the people you are addressing (pattern 3). Then thank them for the invitation (pattern 4) and give some reason for not accepting the invitation (pattern 5). If (and only if) they are eating, pattern 6 should be used to tell them to continue with their meal. After all of this, the family might give some brief response such as that found in pattern 7. Pattern 8 provides a closing rejoinder to this exchange. After this, you should continue on your way.

More information on these kinds of invitations may be found in Culture for Missionaries, pp. 171-178.

1. Fa'afetai lava, o le'a talia le fa'aaloalo.
   1. Thank you, (we) will accept the invitation.

2. 'ua tautula ______.
   a. tu atu
   b. atu i le tulaga vale
   c. atu i le sala
   d. fale atu
   2. (Excuse me for) speaking ______.
      a. (while) standing
      b. (from) this unpleasant position
      c. (from) this offensive position
      d. (from inside the) house

3. Vae atu le pa'a ma le mamalu o le ______ ma le 'aiga alii.
   a. maota i lau aiga ma le falatua
   b. aiga i lau aiga ma le falatua
   c. maota i lau aiga ma le falatua
   3. (With all due respect to) the sanctity and the dignity of the ______ and family
      a. home of your lordship, your wife
      b. home of your highness the talking chief, your wife
      c. home of your honor, your wife

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4. Fa'afetai tele le fa'aaloalo i ma le 'aiga potopoto.  
   a. Lau e fagagaga le fa'aeatu 
   b. Lau tofoa ma le fatai 
   c. Lau suuuga ma le fa'aeatu 
   d. Lau suuuga a le ali'i epitoko/
   pereistene o le panastai, fa'a'ape
   fo'i la fa'aeatu

5. a. E tapu ona tu'u'utu'u losi na ma 
   fa'afamalaga. 
   b. Se'i ma o aue 'i'ila, manu e le'i 
   vevele tele le la. 
   c. E manao le mea ma te fa'amoeoe 
   'i a'i. O lea, e tatau ona fa'a'auu 
   pei a ma'aus malaga. 
   d. 'Ua mea'a la ma tasaiga i lenei taeao. 
   a. This traveling party must depart. 
   b. Let us go over there while the sun is 
   not too hot. 
   c. The place we're heading for is far. 
   Therefore, we must continue our journey.
   d. We have finished our morning meal.

6. Alo ia i le ; O le'a fa'a'auu 
   pei a lenei savaliga. 
   a. malu o le taeao 
   b. galuuga o le aso 
   c. galuuga ma fuafuaga o le aso 
   d. taliga o le sua 
   6. Go ahead with the (our) journey. 
   a. morning meal, breakfast 
   b. day's work 
   c. work and plans for the day 
   d. eating of your meal

7. Lua te lē afo mai lā i le mea e tatau a'i? 
   7. Then you (2) aren't coming in for a meal?

8. Fa'afetai lava .  
   a. le fa'a'aloalo. E fa'anatinati 
   fo'i la ma savali 
   b. O le'a ma sosola i lele'ā pito'ou 
   8. Thank you . 
   a. for your courtesy. We (must) hasten 
   our walk 
   b. We'll be leaving for that part of the 
   village

Practice

1. Memorization Exercise  Pattern 7 need not be memorized.

2. Questions

a. Se'i o tatou fa'a'apea o lo'o o'u tū i fafo 'se o lo'o 'e nofo i tonutu o le fale. O  
   le a sau tala e fa ai o le ti'aimata ona ta talanoa? 
   b. Se'i o tatou fa'a'apea o lo'o 'e tū i le ma'aula a'o a'u o lo'o i le fale. O le a sau 
   tala e fa ai 'ae le'i 'amata ona ta talanoa? 
   c. O le a sau tala e fa ai atu i le ali'i mi lona 'āiga pe'a'afai 'ua vala'auina 'oe e fa ai le 
   mea taumafa? 
   d. O le a sa tala 'e te fa ai atu i le tulafale ma lona 'āiga 'ina 'ia fā'alai atu le fa'aaloalo 
   ia le i? 
   e. O le a se tala lelei e mafai ona 'e fa'a'afai 'se te le fia tali le vala'au e fa ai le 
   mea taumafa? 
   f. O le a sau mea e fa ai atu i le 'āiga pe'a'afai o lo'o fa'ai le latou mea taumafa i le taini 
   e le latou ma a'i? 
   g. Se'i o tatou fa'a'apea o lo'o 'e tū i luga 'ae o lo'o o'u nofo i le nofoa. O le a sau 
   'upu e fa ai ma ia te a'u 'ae le'i 'amata ora ta talanoa? 
   h. O le a sau tala e fa ai atu 'ina 'ia fa'amamalu ai le fale o le tulafe'ale'a? 
   i. Se'i o tatou fa'a'apea 'ua vala'auina 'ouluva ma lau soa e fa'i le mea taumafa fa'atasai ma 
   le i'ai 'āiga. O le a sau tala e fa ai atu 'afai 'e te fia taumafa? 
   j. O le a se tala e fa ai atu 'ina 'ia fa'a'alii atu le mea lua te fia fa'i?

3. Please close your books. Teacher: Have each missionary make flashcards labeled with 
   the topics listed below. Direct them to use these flashcards to prompt their companions to give 
   the appropriate response.

Invitation to Rest - You Accept 
Invitation to Rest from an Ali'i - You Refuse 
Invitation to Rest from a Tulafale - You Refuse 
Invitation to Rest from a Taule'ale'a - You Refuse 
Invitation to Eat - You Accept 
Invitation to Eat from an Ali'i (Family is Eating) - You Refuse 
Invitation to Eat from a Tulafale (Family is Eating) - You Refuse 
Invitation to Eat from a Taule'ale'a (Family is Eating) - You Refuse 
Invitation to Eat - You Accept 
Invitation to Eat from an Ali'i (Family is Not Eating) - You Refuse 
Invitation to Eat from a Tulafale (Family is Not Eating) - You Refuse 
Invitation to Eat from a Taule'ale'a (Family is Not Eating) - You Refuse
Mastery Check

Please close your books. Teacher: Divide the class into small "families" consisting of individuals of various rank. Then give each missionary a turn to refuse an invitation to rest or eat from at least one family. Mastery level is achieved when the missionaries can refuse invitations in a manner that is polite and comprehensible.

PATTERNS - THANK-YOU SPEECHES

It is customary in Samoa for dinner guests to deliver a speech thanking their hosts for the meal and the trouble that went into its preparation. Such speeches may be somewhat long and elaborate for a formal feast or quite brief for a small informal meal. While proper gratitude is always appreciated, an elaborate speech for a simple meal might be taken as offensive sarcasm. Therefore, you must learn what is appropriate for various occasions.

Upon completion of your meal, push the food tray slightly away from you and make some simple expression of gratitude, such as that conveyed by pattern 1. Both missionaries may make this brief expression, but only one missionary should give the actual thank-you speech.

The thank-you speech itself should not begin until everyone else is finished eating. It can be delivered right after the meal, or in connection with a departure speech (such as that given in pattern 6 of Unit Eight Lesson One, page 337).

Thank-you speeches generally consist of recognizing your host(s) in order of their rank (pattern 2) and giving thanks for their courtesy, food, and efforts (pattern 3, 4, and 5). The speech is usually closed with some kind of blessing pronounced upon the hosts (pattern 6) and those present (pattern 7). For more information concerning thank-you speeches, see Culture for Missionaries: Samoa, pp. 198-204.

1. Fa'aafetai le fa'aaloalo, mālo fo'i le teuteu.
   a. le ma'au ma le milosia
   b. le no'ono'onia ma le afu pisia
   c. le fa'aaloalo ma le teuteu
   d. lo oulua/lo outou aolfa 'ia 'i ma'ua

2. Ma te fia tu'ufia atu le fa'aafetai tele e tusa ma le fa'amataaga 'ua saunia mo 'i ma'ua.
   a. 'ia te 'o le tama o le 'aiga ma le tina, 'aemaise le 'aiga alii
   b. i lau afiga ma le faletua ma le 'aiga alii
   c. i lau tofa a le fa'inaga ma le tausai ma le nofo a alo
   d. i lau susuga ma le faletua ma le 'aiga alii

3. Fa'aafetai lava __________.
   a. le ma'au ma le milosia
   b. le no'ono'onia ma le afu pisia
   c. le fa'aaloalo ma le teuteu
   d. lo oulua/lo outou aolfa 'ia 'i ma'ua

4. Mālo le __________.
   a. tuteu
   b. gāsese
   c. 'au tautua

5. 'O le'a fo'i lenei faigamaalaga__ __________ i le fa'aaloalo.
   a. ma le va'a 'ua goto
   b. ma le mana 'ua lomi
   c. ma le va'a 'ua goto ma le mana 'ua lomi

6. 'Ia liligia atu e le Atua fa'amauiaiga
   'ia te 'oulua/toutou __________.
   a. e tusa ma ma taunafia 'ua saunia
   b. ma toe fo'i ma na fa'agaogaina 'ona 'o 'i ma'ua.

1. Thank you for your courtesy; my compliments on your preparation of the food.
2. We would like to express thanks __________ for the meal that was prepared for us.
   a. to you the father of the family and the mother and the family
   b. to your lordship, your wife and family
   c. to your highness the Orator, your wife and family
   d. to your honor, your wife and family

3. Thank you for __________.
   a. the work and trouble of preparing the meal
   b. the work and trouble of preparing the meal
   c. the courtesy and preparation of the food
   d. your (2)/your (3+) kindness to us

4. Compliments __________.
   a. (on) the preparation of the food
   b. (on) the preparation of the food
   c. (to) the servants (for a larger meal involving a number of assistants)

5. We (lit. "This traveling party") will return home by your courtesy.
   a. filled (lit. "with the ship sunk")
   b. satisfied (lit. "with the bolus of food chewed")
   c. filled and satisfied

6. May God pour out blessings upon you (2)/ you (3+)
   a. (no word needed)
   b. for the food which you prepared
   c. because of your (2)/your (3+) kindness to us
   d. and restore that which was emptied because of us.
7. 'O la ma fa'fetai lea;
   a. solfa ma 'ia manuia
   b. 'ia manuia le tatoe aso
   c. 'ia manuia

    This is our thanks;
   a. (may you enjoy) health and good fortune
   b. (may we have a) good day
   c. (may you enjoy) good fortune

Practice

1. Memorization Exercise

2. Questions
   a. 0 le a le mea mua ma te fai atu pe'a ma'e a lau taumafataga?
   b. 0 le a sau 'upu e fai atu 'ina 'ia fa'aali atu lou fiafia i le mea'ai?
   c. 0 le a sau 'upu e fai atu 'ina 'ia fa'aali atu ua lagialet 'oulua?
   d. 0 le a sau 'upu e fai atu 'ina 'ia fa'amunusaina le 'aga?
   e. 0 le a sau 'upu e fai atu 'ina 'ia fa'aali atu lou fiafia i le galuega 'ua fa'ai e le 'aga?
   f. 0 le a sau 'upu e fai atu e fa'ai'u ai lau fa'afetai?

3. Please close your books. Teacher: Have the missionaries arrange their desks in groups of four (or have them work in pairs for small classes). Two missionaries in each group will be a Samoan family being visited by the other two missionaries who will play themselves. Tell those acting as missionaries that they have just finished a large meal which was served by the hosts. Have them role play just what they would do in that situation. Before beginning, the hosts should tell them their rank in the culture. After the thank-you speech, have the pair reverse roles and begin again.

Mastery Check

Please close your books. Teacher: Divide the missionaries into groups as in the last exercise above, but make sure that the "missionaries" meet a new "family" this time. Have them repeat the above exercise, assuming they have just been served a small meal. Mastery level is achieved when the missionaries are able to use the patterns in a comprehensible manner.

COMMON PHRASES - PROVERBS AND FIGURATIVE EXPRESSIONS

An important part of Samoan ceremonial speech is the use of proverbs and figurative sayings which provide color, variety and an added dimension of expression to traditional communication. As missionaries, you can profit by learning such expressions which can accentuate not only the honorific speeches that you deliver, but also the lessons which you give.

When using a proverb or figurative expressions, it is often helpful to follow it with a brief explanation of how you mean to apply the expression in that particular situation. For more information on the use of these sayings and for a list of proverbial expressions useful in missionary work, see Culture for Missionaries: Samoa, pp. 212-238.

1. 'Ina manu le vao i lou finagalo. "May your heart be as soothing water."
   This proverb invokes an even and agreeable disposition of the one addressed and is used to appease him/her for something you have done or for which you are asking permission.

2. 'Ina manu le vao i lenei itu. "The woods on this side are yet green."
   This proverb, a metaphorical reference to your youth and inexperience, is used to apologize for inability or mistakes that occur as a result.

3. Tasi 'ae fo'i atu. "(I) acknowledge (your apology / compliment) but return (it)."
   This expression may be interjected to express to your host that he needn't apologize or abase himself unnecessarily.

4. 'Ina manu le vao le malaga na'i. "This traveling party (is like) a forest which is ripe."
   The vao (jungle, forest) is where most plantations are located and is the source of much of Samoa's food. This expression conveys the thought that the speakers have already eaten and is used as an excuse to turn down invitations to eat.

5. 'Ina sau le tamaloa nai Lepe. "The man from Lepe has come."
   One of the chiefest titles in the village of Lepe is Fia'ai, which means "hunger." Therefore, to say that the man from Lepe has come is a figurative way of saying that one is hungry.
6. 'Ua tatou feta'ai i masagatau solfua. "We meet alive under the fork of the fetau tree."
   In Samoan legend, the king of Tonga has two wives; one was a Tongan who bore the king a child. The other, a Samoan named Leutugitupa'itea, killed the child out of jealousy by piercing its head with the midrib of a coconut leaf. The king had her tied to the fork of a fetau tree and threatened her to be burned to death. But after the executioners lit the fire and departed, a flock of flying foxes came and sprinkled their water on the fire, extinguishing it. When the king's servants returned she made the statement given above. Thus, it is now an expression of joy used when meeting others in good health.

7. E lē falala fua le niu 'ae falala 'ona 'o le matagi. "The coconut tree doesn't lean for no reason at all; it leans because of the wind."
   This is a figurative way of saying "things don't just happen." Missionaries frequently use this to imply, "We have a specific reason for coming here."

8. 'O ia'a seua lo ma va'a. "(We) will steer our (2) boat."
   This figurative expression announces that you are going to direct your journey elsewhere, that is, that you are going to depart.

Practice

1. Memorization Exercise

2. Questions
   a. 0 le ʻa sau 'upu e faa atu pe'afai 'ua faa mai le matai 'ua leaga le mea'afai 'ua na avatua 'ia te 'ouluu?
   b. 0 le ʻa sau 'upu e faa atu pe'afai 'e te fia'ai?
   c. 0 le ʻa sau 'upu e faa atu pe'afai 'e te fia fa'aali atu le pogai o le lua talagi?
   d. 0 le ʻa sau 'upu e faa atu pe'afai 'ua va'aluina 'oe e faa le mea'afai, 'a 'ua 'uma ona e 'afai?
   e. 0 le ʻa sau 'upu e faa atu pe'a o mai le tamai luag te ʻo hee ai?
   f. 0 le ʻa sau 'upu e faa atu i le tamai e faa ai le lauga fa'afetai?
   g. 0 le ʻa sau 'upu e faa atu i le matai pe'afai 'e te fia fa'aali atu lou lē agava'a e tautalau iau te ia?
   h. 0 le ʻa sau 'upu e faa atu pe'afai 'e te fia fa'aali atu lou fiafia i se fa'atasiga?

3. With your companion, write a skit based on one of the following situations or one of your own invention. Use as many of the common phrases as you can. You will only have ten minutes to prepare, so work quickly. Teacher: You may wish to assign the following topics so as to avoid accidental overlap.
   a. You and your companion are visiting a chief (played by the teacher). You are very hungry and are hinting that you want to eat, while your companion, who doesn't want to impose, is hinting that you have already had enough.
   b. Your host, a chief, is constantly belittling his home, possessions, and the food he serves you. You are trying to show gratitude and tell him not to belittle himself.
   c. You want to ask permission to give a lesson to a chief (played by the teacher), but your companion is anxious to leave.

Mastery Check

Without using any notes, perform for the class the skit you prepared in the previous exercise. If you forget your lines, keep the action going by improvising. Teacher: Direct the order of the performances and participate as an actor where necessary. Mastery level is achieved when each pair of missionaries can use 60% of the phrases without difficulty.

PERFORMANCE ACTIVITY

Teacher: Arrange for the class to meet where food can be served. Assign the class members to assume such roles as Chief, Chief's wife, Chief's children, and two missionaries. (For large classes, you may want to split the class into two groups, each of which will conduct this activity.) If you are serving food, you may want to cast yourself as the Chief's spouse. Role play an entire missionary visit just as it might occur including the elements listed below. Tell the missionaries to stay in character at all times and keep the action going no matter what happens. If desire, this activity can be repeated so others have a chance to fill the missionaries' roles.
Invitation to missionaries walking by
Susu mai speech and replies
Introductions and small talk (honorific)
Meal (if possible)
Thank-you speech
Departure of missionaries

RETENTION HOMEWORK

1. With your companion, work through exercise 3 on page 473.
2. With your companion, work through exercise 2 on pages 475.

Teacher: Assign any of the appendices or extra-mile lessons which you want the missionaries to study.

3. Study the assigned appendices and lessons.
VOCABULARY

Multiple Choice. Mastery level is 70% accuracy by all missionaries.

1. 0 lo'o i ai se ... i totonu o 'i tatou t'a'ito'atasi.
   a. mae'a
   b. pegi
   c. agaga
   d. ma'gi
   e. sau

2. Fa'amolemole, ... ane a 'outou tusi i le itulau e lua.
   a. ta'ape
   b. fa'atulaga
   c. su'i
   d. miti
   e. su'e

3. Na ia alu 'i Samoa i le tausaga 'ua ... .
   a. talosaga
   b. pupula
   c. agaga
   d. mavae
   e. fanua

4. 'Ua vevaela le aso 'ona 'o le ... mai o le lē. 
   a. ta'ape
   b. pele
   c. 'auafaipese
   d. fa'afoa
   e. pupula

5. Ou te fiafia i la'u soa; e lele'i lo ma ... 
   a. ū
   b. su'e
   c. pele
   d. va
   e. seu

6. E ... le vasega i le tā o le lua.
   a. ta'ape
   b. pupula
   c. agaga
   d. polokalama
   e. poloka

7. 'O Simi 'o lo'u uso ....
   a. mae'a
   b. pele
   c. mavae
   d. tao'fi
   e. manu

8. 'Ua 'uma le galuega a Simi, 'ae e le'i ... le galuega a Ioane.
   a. su'e
   b. ta'ape
   c. mae'a
   d. tu'i
   e. miti

9. Na fa'apopotopoto le tamā ma le tinā fa'atasi ma le la fanau 'ina ia faia le ... 
   a. 'Au Alofa
   b. lotu perisitua
   c. konafesi o le uarota
   d. a'iafa fa'ale'aiga
   e. a'oga sa
10. E na'o tama'olotao e 'ausi i le . . .
   a. 'Au Alofa
   b. lotu perisitua
   c. konafesi o le varota
   d. afiafi fa'ale'aiga
   e. a'oga sa

11. E na'o faine e 'auai i le . . .
   a. 'Au Alofa
   b. lotu perisitua
   c. konafesi o le varota
   d. afiafi fa'ale'aiga
   e. a'oga sa

12. E aoga le polokalama o le . . . i tagata matitiva.
   a. konafesi o le siteki
   b. Galuega Fa'ale'elefa
   c. perisitua Mekisateko
   d. lotu molimau
   e. a'oga pese

13. E masani ona fa'amatala atu e tagata o latou talitonuga i le . . .
   a. konafesi o le siteki
   b. Galuega Fa'ale'elefa
   c. perisitua Mekisateko
   d. lotu molimau
   e. a'oga pese

14. E masani ona maua e ali'i talavou le . . .
   a. lotu fa'amatuga
   b. Uelefa
   c. perisitua fa'aArona
   d. afiafi fa'ale'aiga
   e. a'oga sa

15. E lea ratau ona 'sa'ai tagata amioleaga 'i le . . .
   a. perisitua fa'aMekisateko
   b. fa'amatuga
   c. lotu 'Au Alofa
   d. Uelefa
   e. taofi

16. Ou te fia iloa le . . . o le lesona 'ae ou te le'i alu i lena vaisega.
   a. oso
   b. muimui
   c. pa'i
   d. 'autu
   e. ufi

17. Sole! Sulu lou 'ie! E . . . lou telefua.
   a. ufi
   b. sogi
   c. 'gutu
   d. fnau
   e. mataga

18. E tatau ona tatou . . .'i fa'aacoosoga.
   a. tete'e
   b. tolani
   c. lagolago
   d. oso
   e. lata

19. E . . . tele le sami i lenei aso.
   a. pelu
   b. solo
   c. galu
   d. fnau
   e. pele
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<th>20.</th>
<th>Sa savali . . . le tama i totonu o le fale a' o fa'atali ' o ia ' i lona uso.</th>
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<td>e. masini</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25.</th>
<th>E tele atu . . . o le ' au lea.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. se'e</td>
</tr>
<tr>
<td></td>
<td>b. sela</td>
</tr>
<tr>
<td></td>
<td>c. popo</td>
</tr>
<tr>
<td></td>
<td>d. pani</td>
</tr>
<tr>
<td></td>
<td>e. 'ai</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26.</th>
<th>. . . le pasiketipolo!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Popo</td>
</tr>
<tr>
<td></td>
<td>b. 'Upega</td>
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<tr>
<td></td>
<td>c. Pani</td>
</tr>
<tr>
<td></td>
<td>d. Pate</td>
</tr>
<tr>
<td></td>
<td>e. Faia'ina</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27.</th>
<th>Na tamo'e Simi se'ia o' o ina . . . ' o ia.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. seti</td>
</tr>
<tr>
<td></td>
<td>b. te'a</td>
</tr>
<tr>
<td></td>
<td>c. togi</td>
</tr>
<tr>
<td></td>
<td>d. sela</td>
</tr>
<tr>
<td></td>
<td>e. se'e</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28.</th>
<th>Ou te fia ta' alo volipolo, 'ae e leaga la' u . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. pate</td>
</tr>
<tr>
<td></td>
<td>b. kiki</td>
</tr>
<tr>
<td></td>
<td>c. seti</td>
</tr>
<tr>
<td></td>
<td>d. se'e</td>
</tr>
<tr>
<td></td>
<td>e. popo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29.</th>
<th>E masani ons ' ou fa'i ma . . . i le ta'aloga o le pesipolo.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. faia'ina</td>
</tr>
<tr>
<td></td>
<td>b. sipaika</td>
</tr>
<tr>
<td></td>
<td>c. talitua'a</td>
</tr>
<tr>
<td></td>
<td>d. 'upega</td>
</tr>
<tr>
<td></td>
<td>e. poloka</td>
</tr>
</tbody>
</table>
30. 'Aumai sau... pe'a tatou ő i le ta'aloa o le pesipolo.
   a. faia tina
   b. 'upega
   c. pate
   d. 'ai
   e. fiti

31. Na 'ou... le su'ega ananafi.
   a. te'a
   b. togi
   c. pasi
   d. malo
   e. kiki

32. Na 'ou maua... le tusi lenei mai faife'aautala'i.
   a. fau
   b. te'ag
   c. malo
   d. popo
   e. kiki

33. 'O le Spaika 'o se mea e fa i le ta'aloa o le...
   a. pea'pe'a
   b. pesipolo
   c. volipolo
   d. kiikiti
   e. hoki

34. Na lavea le isu o Simi i le...
   a. fusu'aga
   b. pe'ape'a
   c. osooso
   d. tago 'i tama'i vae
   e. fa'amalosii tino

35. Fa'aasoa le pate i le pesipolo, le tenisi, ma le...
   a. lakapi
   b. kirikiti
   c. pe'ape'a
   d. ōsu'aga
   e. volipolo

36. 'O lo'u tama o le Samoa, a'o lo'u tinā 'o le palagi. O a'u o le...
   a. 'oli'oli
   b. manogi
   c. 'afakasi
   d. ma'umaga
   e. usea

37. Na 'ou gusā i le fono 'ona 'ua... la'u uati.
   a. saua
   b. mamalu
   c. 'afakasi
   d. manogi
   e. telegeese

38. Na fa'i le... o Lise ina 'ua ca'oto 'o ia i lona moega i le pō.
   a. telelise
   b. tuli
   c. mamalu
   d. miti
   e. faitalia

39. Na fasia e le tamālos... ana fanau.
   a. miti
   b. ma'umaga
   c. saua
   d. usea
   e. tautua
40. E le lelei la'u va'ai; o lea ou te fia fa'atau le . . .
   a. mata tioata
   b. miti
   c. ma'umaga
   d. pelu
   e. faitalia

41. Na . . . a'u e le atualoa.
   a. su'i
   b. telegese
   c. lijo
   d. pa
   e. u

42. Na . . . 'o ia ina 'ua 'otegia.
   a. 'oli'oli
   b. fa'a'u'u
   c. 'afakasi
   d. mata tioata
   e. fetaia'i

43. Na ia fa'atau mai le . . . 'ina 'ia fai le lā'au fa'aloga'o.
   a. u
   b. magalo
   c. saua
   d. eva
   e. uaes

44. Ou te fia ilos le pogai e . . . a'i niu i le matafaga.
   a. milosia
   b. falala
   c. fetaia'i
   d. teuteu
   e. ma'au

45. Na ma . . . ma le matai i le 'ualoa.
   a. no'ono'oia
   b. sala
   c. milosia
   d. fetaia'i
   e. gnogao

46. E . . . le potu vasega 'ona 'ua o atu faife'au i le fale'aiga.
   a. natinati
   b. 'afu pisia
   c. gnogao
   d. ma
   e. manu

47. . . . le va'a i le itū taumatau.
   a. Teuteu
   b. Mu'a
   c. Su'i
   d. Ma'au
   e. Seu

48. Na fasia 'o ia 'ona 'o lana . . .
   a. su'i
   b. sala
   c. nati
   d. lomi
   e. falala

49. 'O fea le mea na . . . a'i lenie tusi?
   a. mu'a
   b. lomi
   c. vala
   d. manu
   e. ma

50. E tatau ona . . . la ta gaiuega; e vave le taimi.
   a. natinati
   b. no'ono'oia
   c. 'afu pisia
   d. tautua
   e. teuteu

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The following grammar principles and SYL expressions were taught in this unit:

### Conducting Church Meetings
- Common Affixes
- Reflexives
- Sports
- Colloquial, Formal, and Honorific Language
- Colloquial Pronunciation
- Answering Invitations
- Reproduction
- Reciprocal Verbs
- Idioms
- Introductory Phrases
- Colloquial Pronouns
- Reduction in Conversational Samoan
- Thank-You Speeches
- Proverbs and Figurative Expressions

1. Dictation. Teacher: Direct the missionaries to write the following passage with correct formal spelling, even though the spelling below represents colloquial pronunciation. Afterwards, have them turn in their papers and correct their work while they are doing the multiple choice items. Don't return their papers until the class has completed the Review Module.

'O Simi 'o se kama Samoa. Ga ia savai aku / i le fale sa le Aso Sa. / A'o savalivali 'o ia, ga la feiloa'i ma laga uo o Junior. / 'Ua fai aku Junior 'i Simi, "A fa'afeea ali'i?" / 'Ua kai Simi, "Oa ke alaku / i le kogafesi o le makou uarotia la e fai. / 'O a'u o le fais'oga i le a'oga sa." / 'Ua fesili aku Junior, "O le a le kaimi e ku'ua ai le loku?" / 'Ua kai Simi, "Ua ku'ua i le kolu." / 'Ua fai aku loa Junior, "Ia, 'a 'uma loa le loku, / ka o, ka f'e'ausi." Fai mai loa Simi, "E le a'ai. 'Uma loa le a'oga sa, / fai loa ma le makou loku perisiku. / 'Ua fai aku Junior, "Se, e kele a sauniga a le kou ekaesia. / E le malo mai, se'i fai se mes'ai i lo'u fale?" / 'Ua fai mai Simi, "Fa'afaka lava le fa'saloalo, / 'a 'us man'a lau'au kausiga i legei kaeho. / E mamo fo'i le mea ou ke fa'amoenoe 'i ai. / O lea e kakau ona fa'aauau pe'a si a'u malaga." / 'Ua fai aku Junior, "Ia, ko fa soifua." / 'Ua kai Simi, "Soifua lava.""

2. Multiple Choice. Teacher: Have the missionaries cover the above dictation passage while they are doing the multiple choice items below. Afterwards, review any items which prove difficult for the missionaries.

   1. Le pase, o le'a fa'ia la tatou tatalo 'amata.
      a. 'A mavae ona
      b. Ina lau 'uma
      c. 'A mae'a
      d. 'A fa'ai'u ona
      e. Ina lau mavae

   2. Na . . . tama i tua o le fales'oga.
      a. fetua'i
      b. tytugofie
      c. tu
      d. tutu
      e. fa'aletu

   3. Sa . . . e le tama le tamaititi 'ia fai lana mea a'oga.
      a. malosalo
      b. malosimalosia
      c. malosilosia
      d. fa'amalosia
      e. fa'aasologa

   4. Na tu'u e le fafe'a au le . . . i le taga o lona 'ofu tino.
      a. solo
      b. solosolo
      c. sosolo
      d. sololo
      e. fa'aasologa
5. Ou te le fai se mea; na'ona 'ou ... i lenei fale ma faiatou tusi.
   a. nofofo
   b. nofofo
   c. nofonofo
   d. fa'anofo
   e. nofo e

6. Na poloa'i 'ina e le Atua Atamu ma Eva 'isa ...
   a. fa'ana'ana
   b. fa'ana'ana
   c. fa'ana'ana
   d. fa'ana'ana
   e. fa'ana'ana

7. O lo'o ... Simi i lana 'apī.
   a. tususi
   b. tusisi
   c. tusitusi
   d. tusitusi
   e. tutusitusi

8. Na māpou ... ma le 'au al'i lae.
   a. tafaofo
   b. tafaofo
   c. tafaofo
   d. tafaofo
   e. tafaofo

9. Na ... e le tamāloa lona atal'i.
   a. fa'amenuia
   b. fa'alemanuia
   c. 'au manuia
   d. manuia e
   e. manuia gofie

10. ...! Sau i 'ī!
    a. fa'asimī
    b. Simigata
    c. Simi e
    d. 'Au Simi
    e. Fa'aleSimi

11. E mafai ona 'ou sevali i lona fale; e ... o ma fale.
    a. fa'alata
    b. latagofie
    c. latalatagata
    d. felata'i
    e. 'aulata

12. 'Aumai le ... Ou te fia 'ai tele!
    a. fa'afa'ai
    b. fa'alefai'
    c. 'aufa'i
    d. fa'igofie
    e. fa'ifa'i

13. Sa leisi ni tusi fa'a-Samo a i le fale'oloa. E ... lava na tusi.
    a. fa'aau'e
    b. 'auau'e
    c. su'egofie
    d. su'egata
    e. fesu'ea'i

14. E tatau ona ... tagata 'uma.
    a. fa'aalofa
    b. fa'alealofa
    c. faalofani
    d. alofalofa
    e. alofa e
15. Se'i faia la tātou afaiai . . .
   a. fa'ale'aiga.
   b. 'ga'aiga_
   c. 'gigagaga
da. 'sigagofie
e. fe'aiga'i

   a. lona lava
   b. lava lona
   c. lava
   d. e ia lava
   e. lava e ia

17. E alofa le teine . . .
   a. 'ia lona lava ia
   b. 'ia lava lona ia
   c. Lava ia te ia
da. ia te ia lava
e. e ia lava ia

   a. 'Io
   b. 'Oi
   c. 'Fe
   d. 'O ia
   e. 'O ia a'u

19. Alu . . .
   a. ma le 'atoa fo'i
   b. ma le 'atoa
   c. 'atoa lava
d. lava fo'i
e. 'atoa ma le lava

20. O le'ga . . . le faife'au.
   a. lê taunu'u pîne
   b. taunu'u le pîne 'ae
   c. lê taunu'u 'ae pîne
d. le pîne 'ae taunu'u
e. pîne 'ae lê taunu'u

21. E 'ese le mataga a lau amio! . . .!
   a. Ma'afala 'ae fafo
   b. Fala ma le ma'afafo
c. Fala ma ia ma fafoa
d. Fafo mai le fala ma'a
e. Fafo ma le ma'afela

22. O le'ga ou . . . 'i la'u tusi.
   a. faiatau e tago
   b. tago faiatau
c. faiatau 'i tago
d. tago 'i faiatau
e. tago e faiatau

23. "O e mai 'oe?" ", . . e manuia, fa'safetai."
   a. 'O lea lea aia
   b. 'O lea
   c. 'O lea
   d. 'O la e
e. Lale

24. "O fea lau sos?" ", . . ta'oto pea i le falema'i."
   a. 'O lelei c
   b. 'O lea e
c. 'O lea lea aia
da. 'A 'o lelei e
e. Lale
25. 'Ua ma'i ... tina.
   a. la latou
   b. latou
   c. le latou
   d. ni latou
   e. o latou

26. E malosi tele ... soa.
   a. a'u
   b. o'u
   c. le la'u
   d. ni lo'u
   e. la'u

27. 'Ua tautala ... .
   a. ma le pa'ia o le laoa
   b. atu i le fa'anatinati o le ma maota
   c. atu i le sala
   d. ma le vae atu i le maota o lau tora
   e. mai le faigamalaga tu'utu'u

28. Malo le . . .
   a. va'a 'ua lomi
   b. mama 'ua goto
   c. milosia 'ua gaogaoina
   d. 'au tautua
   e. ma'au 'ua soifua

29. 'Ua . . . le malaga nei.
   a. mugia matua mai
   b. malu le vao
   c. tasi 'ae fetaia'i
   d. mu'a le vai
   e. matua mai vao

30. 'Ua tautou fetaia'i . . .
   a. 'ae falaia ona o le matagi
   b. ina 'ua agu lo ma va'g
   c. ma le tagaioa mai Lepa
   d. i le magafetau soifua
   e. 'ae fo'i atu

Pronunciation

Teacher: Assign missionaries passages of scripture (at least three verses for each missionary). Then interview them one at a time and have them read the passage to you with colloquial pronunciation. Afterwards, critique their pronunciation, giving specific examples of ways in which they might improve. Point out that this exercise was for practice only and that colloquial pronunciation should not be used until a high degree of fluency has been attained.

Fluency

Teacher: Divide the class into pairs and assign one of the following children's stories to each pair. Allow missionaries who aren't familiar with these stories to use a story they remember from their childhood. Allow the missionaries a few minutes to develop the story in their own words and to divide the story between the missionaries in each pair. Then call on the companionships to present their stories to the class one at a time. Each missionary should participate in telling part of the story.

Goldilocks  Hansel and Gretel  Snow White and the Seven Dwarfs  The Three Little Pigs  The Three Billy Goats Gruff  Rumpelstiltskin

Comprehension

Please close your books. Teacher: Read the following story, then ask the questions below to test the missionaries' comprehension. You may direct the missionaries either to write their answers on a sheet of paper or answer them vocally.
'UA ALU PUTA 'I LE 'AIGA*

I ge tasi ase manatu, sa ra'oto le ali'i o Puta i tafa'atafa o le sefe ma 'amanata ona moe. Sa galu 'ia Puta o lo'o fai le 'aiga o le fa'aipoipoga i le isi pitonu'u o lo latou n'u.

A'o moe le ali'i, sa fa'ate'a'i o ia i le pisa aiga o nisi tagata i luma o lo latou fale. Na nofo a'e le ali'i i luga ma 'ua ia va'ai a ni tama 'o o ahe ma o latou lavalava mama. Na vave ona manatua e Puta e fai i le ase lea le fa'aipoipoga. 'Ua tu loa i luga ma 'ua fai loa ona lavalava lelei.

Sa ikoa lelei lava e Puta e le'ai sona tusi vala'a'aulia, peita'i sa le popole 'i ai 'ona o lona fia'aii tele. 'Ua savalivali atu nei le ali'i i le fale olo'o fai mai ai le o le fa'aipoipoga. Na o'atu lea loa ali'i, ulufale loa ma nofo i lalo.

E le'i leva ona nofo, 'ae vala'au mai loa le matai o le 'aiga 'ua o'o i le taisi o le'aiga. Na tutu 'uma i luga le 'auvalu'a'aulia ma savalivali atu i fafo. Sa tula'i fo'i Puta. Na o'atu tagata i totonu o le fale e fai ai le mea'ai ma sa nonofo i laio ma 'amanata loa le 'aiga. Sa fa'iafa tele Puta i le tele mea'ai sa i ona luma. Sa ia fa'atonu atu i se tamatiti'ina 'ia avane lana 'ato mea'ai ma ia. Sa le'i pine ona le'ai ni mea'ai i luma o Puta, aus 'ua 'uma ona tu'u e le ali'i le mea'ai i totonu o le ato.

Na tula'i loa Puta ma 'avea lana 'ato i uta. Ina 'ua iloa e Puta 'ua fai si ona mamo ma le fale o le 'aiga, sa ia nofo i laio o le niu, 'amanata lona lana 'aiga. E le'i leva ona 'ai le ali'i 'ae manatua e le'i tufaina le keke o le fa'aipoipo. Na ia uffui lelei lana 'igo mea'ai 'ae tamo'e atu aga'i i le fale o lo'o fai ai le 'aiga. Peita'i, sa tsaui Puta aus 'ua 'uma ona fa'a'soao le keke. 'O lea na toe fo'i loa Puta e va'ai lana 'ato mea'ai o lo'o uffui i lalo o le niu.

'Ao savalivali atu le ali'i aga'i ga'o'uta, sa ia lagona mamo o pisa mai ni maile. Faiga le faigata o le mea 'ua va'ai a nei e Puta? Na ia alu atu e tuli 'ese maile, peita'i 'ua 'uma ona 'aina e maile mea'ai 'uma sa i ai i luaga ato. Na fai atu Puta, 'Alu! Alu! Alu!' Na ia 'amanata loa ona sasa ma maile, peita'i sa u lona vae e le tasi maile, ma sa tiga tele.

Ina 'ua fo'i atu si ali'i i lona fale, sa ia lagona lava le leaga ona ana mea sa fai. Sa ia iko nai lelei lava 'ua tele nei tiga 'ua o o ia te ia 'ona o lona mana'i i mea'ai, 'ae le gata i lea, e le'i vala'a'aulia lava ia 'a 'ua alu pea 'i le aiga.

**Comprehension Questions**

1. Sa vala'a'aulia Puta i le fa'aipoipo? Pe fa'apefa ona ia manatua 'ua i ai se fa'aipoipoga i le niu'i lea aso?
2. 'Ua fa'amatalaina i le tala po'o ai na fa'aipoipo i lena aso?
3. O le a le mea na fia alu ai Puta i le fa'aipoipo?
4. O le a le mea a Puta na fai ina 'ua 'amanata le 'aiga?
5. O le a le mea na fo'i atu Puta i le mea na fai ai le 'aiga ina 'ua 'uma ona maua lana mea'ai?
6. Pe na'a'i Puta 'i ni mea'ai mai le fa'aipoipo? Aisea?
7. O le a le mea 'ua ala ai ona tiga le vaes o Puta?
8. Fa'amata o le'a toe fai e Puta se mea fa'apea? 'Aisea?
9. I lou lava manatua, 'o se tagata leaga Puta? 'Aisea?

*This story was adapted from "UA ALU PUTA I LE 'AIGA" by Maligi Evile in Tusitala Vasega Tetele 1965 Samoa i Sisifo (Western Samoa, 1965).*
EXTRA MILE
EQUATIVE SENTENCE STRUCTURE: ANOTHER WAY

As you learned in Unit Two, Lesson One, the subject of an equative sentence follows the predicate noun, with the particle 'o beginning the sentence:

'0 + NP + NP

'0 se tusi lelei lelei tusi
a book good this book

(= This book is a good book.)

'0 se faife'a'u lena tama
a missionary that boy

(= That boy is a missionary.)

Another, perhaps even more common, way of forming equative sentences in Samoan is to put the subject noun phrase first and the predicate noun phrase last, with the particle 'o before each of them.

'0 + NP + 'o + NP

'0 lelei tusi 'o se tusi lelei.
this book a good book

(= This book is a good book.)

'0 lena tama 'o se faife'a'u
that boy a missionary

(= That boy is a missionary.)

Other examples:

'0 'i la'ua 'o ni faia'oga.
- They (2) are teachers

'0 lena teine 'o se teine lelei.
- That girl is a good girl.

'0 lo'u igaa 'o Makerita.
- My name is Margaret.

'0 a'u 'o Sikoki.
- I am Scott.
**MORE INTRANSITIVE VERBS**

In addition to the verbs listed in Unit Two Lesson Three (page 84), the following verbs are also transitive in English but intransitive in Samoan:

<table>
<thead>
<tr>
<th>Samoan Verb</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai'oi</td>
<td>to entreat, to implore</td>
</tr>
<tr>
<td>'ana'ana</td>
<td>to obey</td>
</tr>
<tr>
<td>fa'afogafoga*</td>
<td>to hear</td>
</tr>
<tr>
<td>foliga</td>
<td>to resemble</td>
</tr>
<tr>
<td>'ino'ino</td>
<td>to hate</td>
</tr>
<tr>
<td>'ote</td>
<td>to scold</td>
</tr>
<tr>
<td>si'asila*</td>
<td>to see, to watch</td>
</tr>
<tr>
<td>tago</td>
<td>to grab, to touch and feel</td>
</tr>
<tr>
<td>usita'i, usiusita'i</td>
<td>to obey</td>
</tr>
</tbody>
</table>

*These are honorific words. Honorific words are discussed in Unit 8 Lesson 1.*

Examples:

- Sa 'ai'oi le fafine 'i le tama'Toa is alu i le fale. — The woman implored the man to go in the house.
- 'O la'a usita'i le teine 'i le faia'oga. — The girl will obey the teacher.
- Sa 'ino'ino lona tagata 'i faife'au. — That person hated missionaries.
THE PREPOSITION MAI (FROM)

Like the prepositions 'i and i, the preposition mai changes form with different objects. The pattern is essentially the same:

<table>
<thead>
<tr>
<th>Before: common nouns names of places</th>
<th>mai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before: proper nouns (except places) dual and plural pronouns</td>
<td>mai ia</td>
</tr>
<tr>
<td>Before: singular pronouns</td>
<td>mai ia te</td>
</tr>
</tbody>
</table>

Examples:

Sa maua e Simi se tusi mai iа Sala. - Jim got a letter from Sara.
'On te sau mai Samoa. - I come from Samoa.
'O le'a maua e 'oe se mea alofa mai ia te a'u. - You will receive a gift from me.

TRANSITIVE & INTRANSITIVE VERBS

A few verbs can act either as transitive or intransitive verbs. Their plural forms, however, are always intransitive.

The following five verbs can act either as transitive or intransitive.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ai</td>
<td>to eat</td>
</tr>
<tr>
<td>a'oa'o</td>
<td>to study</td>
</tr>
<tr>
<td>faitau</td>
<td>to read</td>
</tr>
<tr>
<td>inu</td>
<td>to drink</td>
</tr>
<tr>
<td>pese</td>
<td>to sing</td>
</tr>
</tbody>
</table>

NOTE: The plural forms of these verbs are always intransitive.

Examples:

Transitive

'O lo'o 'ai e le tama le mea'ai. - The boy is eating the meal.
Sa a'og'o e la le lesona. - He studied the lesson.
'O le'a pese e Simi la pese. - Jim will sing the song.
'O lo'o faitau e Mele la tusi. - Mary is reading the book.
Sa inu e Maria le koko. - Maria drank the cocoa.

Intransitive

'O lo'o 'ai le tama 'i le mea'ai. - The boy is eating the meal.
Sa a'og'o 'o ia 'i le lesona. - He studied in the lesson.
'O le'a pese Simi 'i le pese. - Jim will sing in the book.
'O lo'o faitau Mele 'i le tusi. - Mary is reading in the book.
Sa inu Maria 'i le koko. - Maria drank the cocoa.
Sa feinu fafine 'i le koko. - The women drank the cocoa.
Sa 'a'ai tama 'i le mea'ai. - The boys ate the food.
CLOCK TALK - ADDITIONAL PHRASES

A very informal way to ask the time is:
Ta se fia? - What time is it?

Following are two more ways of expressing time before the hour. The first is quite formal, and the second quite informal:

1. 'Ua toe__ minute ona tā lea 'o le iva.  1. It is__ minutes(s) before nine.
   a. tasi le
   b. lua
   c. luasefulu

2. 'Ua__ minute 'i le lua.  2. It's__ minute(s) to two.
   a. tasi le
   b. tolu
   c. sefulu

Examples:

'Ua toe lima minute ona tā lea 'o le one.  - It is five minutes before six.
'Ua sefulu minute 'i le iva.  - It's ten minutes to nine.
tools

PRAYER - ADDITIONAL PHRASES

1. Le Atua e, le Tamā Fa'avaeau

2. Matou ('Ou, Ma) te fa'aefatai i lau afio mo ('ona 'o) ______.
   a. leni aso matagofie
   b. le perisitu
   c. nei mea taumafa ('ua laulauina 'i o matou [o ma'ua] luma)
   d. leni sauniga lelei
   e. o matou (o ma'ua) 'aiga

3. (Matou ['Ou, Ma) te ole atu i lau Afio ia) fa'amanuia (fesoasoani) mai 'iā i matou ('iā 'i ma'ua, 'iā te a'u) 'ina ia ______.
   a. maua se malologa lelei i lensi po
   b. maua le tino malosi

4. Fa'amanuia mai nei mea taumafa 'ina 'iamaa e 'i matou ('i ma'ua) le tino malosi ma le tino malolona.

5. Fesoasoani (fa'amanuia) atu (fo'i) ______.
   a. 'i o matou (o ma'ua, lo'u) 'aiga, uo ma e masani ai
   b. 'i fa'afe'au o lo'go talatina lau talalelei i le laloiagi
   c. 'iā i latou 'o o na saunia nei mea taumafa
   d. 'iā Elder (Sister, Brother) ______ 'ina 'iamaa le tino malosi
   e. 'iā Elder (Sister, Brother) ______ 'ina 'iamaus le faifia

6. 'Auina atu lou Agaga Pa'ia e fa'atasi ma ______.
   a. faife'au uma i Samoa (le laloiagi)
   b. Peresitene ______ ma ona fesoasoani

7. ______ i le suafa o Iesu Keriso: 'Amene.
   a. ______
   b. 'O la marou talosaga (tatalo) lea
   c. 'O nei mea 'uma matou te fa'aefatai atu ma ole atu

Translation

1. O God, the eternal father

2. We (I, we-2) give thanks to thee for (because of) ______.
   a. this beautiful day
   b. the priesthood
   c. this food (which has been placed before us [us-2])
   d. this good meeting
   e. our (our-2) families

3. (We [I, We-2] ask thee to) bless (help) us (us-2, me) in order to ______.
   a. get a good rest this night
   b. receive strength

4. Bless this food that we (we-2) may receive strength and health.

5. Help (bless) (also) ______.
   a. our (our-2, my), family/families, friends and acquaintances
   b. the missionaries who are proselyting thy gospel in the world
   c. those who prepared this food
   d. Elder (Sister, Brother) ______ to receive strength
   e. Elder (Sister, Brother) ______ to receive happiness

6. Send your Holy Spirit to be with ______.
   a. all the missionaries in Samoa (the world)
   b. President ______ and his counselors

7. ______ in the name of Jesus Christ: Amen.
   a. (no words needed)
   b. This is our supplication (prayer)
   c. For all these things we give thanks and ask
VOCABULARY BUILDER - FOODS, UTENSILS, AND COOKING

**Tools**

Tools:
- peeler
- knife
- glass
- cup

**Protein**
- malie - shark
- laumei - turtle
tortoise
- fua laumei - tortoise eggs
- piliti - Pilchard, mackerel
- elean - mackerel
- ota - dish of pickled raw fish
- pusimae - eel
- fe'e - octopus
- ula - lobster & other crustaceans
- sisii - cheese
- lupe - pigeon, dove
- pe'a - bat
- pisupuu - (canned) corned beef, salt beef

**Fruit (fuusali) au**
- 'apu - apple
- fa'i pula - ripe banana(s)
- ku'ava - guava
- mago - mango
- tipolo - lemon, lime
- vi - Oranshime apple

**Carbohydrates & Grains**
- faalaua - flour
- faaloa mata - rice
- masi - crackers, biscuits
- panipopo - bun
- salto - wheat
- ta'amou - giant taro
- tano - taro
- ufi - yam
- 'umusali - sweet potato
- 'ulu - breadfruit

**Vegetables**
- ananis - onion
- karoti / - carrot
- kalotii

**Condiments & Sauces**
- pepepe - undiluted coconut cream
- miti - coconut cream mixed with water and salt
- miti agani - miti with onions
- miti tipololo - miti with lemon or lime juice

**Drinks**
- fagu inu - bottled soft drink
- fagu suamalii
- kofee - coffee
- koko Samoa - Samoan cocoa
- lau moi - tea from orange leaves
- lau tili - tea
- nio - green coconut

**Sweets & Snack Foods**
- aisakumimi - ice cream
- keke - cake, cookie
- leole - candy
- pepa keke - package of cookies
- pinchiti - peanut(s)
pulu/ - chewing gum

**Dishes**
- fa'ascribe - baked coconut cream (plain or with other ingredients)
- fa'alifou - taro and coconut cream
- fa'alifou fa' - bananas and coconut cream
- koko alalua - rice mixed with cocoa
- hunga - dumplings in a sweet sauce
- fa'asusa - cooked grated taro or kalamu cut into cubes & served with warm coconut cream
- stiu - stew
- ota - pickled raw fish

**Adjectives**
- maialsea - excessively sweet
- sua lua - brackish
- manaia - delicious
- 'o'ona - sour, bitter

**Utensils**
- ipu - cup
- ipu fai 'au - tea cup (that is, one with a handle)
- ipu - glass
- maalalumama
- ipu tioa - glass
- naafl - knife
- pelu, sapelu - bush knife
- sasa - saucer
- sipuni - spoon
tui - fork
- ipu - plate
- mafoafola

**Cooking Vocabulary**
- falalai - to fry, fried, frying pan
- fofo'e - (1) to peel (with the hand or with a peeler)
- (2) peeler
- fu'e - to put the contents of oven into baskets
- i'o (pl. ta'to'o) - to take off, remove (as, for example, hot rocks from a stone oven)
i'offi - tongs
kuka - to cook
lausa'alo / - coconut grating tool

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palu - to mix (with the hands)
saka - to boil
sala - to cut
sasa - to trim
sala sala - to slice (the surface or skin off)
sasa’a - (1) to spread the stones (of a stone oven before putting the food on them) (2) long sticks used to spread the hot rocks
su’i (ee niu) - to pierce (a green coconut)
tanoa - wooden bowl
tao - to bake, to cook in a stone oven
tau - banana and taro leaves
tau vela - old used tau which cover the tau
tauaga - strainer, wringer
tipi - to cut or slice
tipoti - tea pot
titata - tea kettle
tu’i - to mash, to beat into a pulp
tunu - (1) to broil (2) to boil (3) (of hot drinks) to make
tunupa’u - (1) (of chicken, fish, etc.) broil (2) (of breadfruit) to broil in (their) skins
‘ulo - pot, pan
umu - stove oven
**EMPHATIC PRONOUNS IN DESCRIPTIVE PRONOUN STRUCTURE**

The emphatic pronouns 'oulu'a (you 2) and 'outou (you 3+) may also be used in descriptive pronoun sentence structure; that is, before the verb:

<table>
<thead>
<tr>
<th>Descriptive Pronoun</th>
<th>Emphatic Pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sa lua o 'i le lotu?</td>
<td>Sa 'oulu'a o 'i le lotu?</td>
</tr>
<tr>
<td>'O lo'o lua a'oa'a malosi?</td>
<td>'O lo'o 'oulu'a a'oa'a malosi?</td>
</tr>
<tr>
<td>'O le'a tou nonofo i Samoa.</td>
<td>'O le'a 'outou nonofo i Samoa.</td>
</tr>
<tr>
<td>Sa tou momoe i lena fale?</td>
<td>Sa 'outou momoe i lena fale?</td>
</tr>
</tbody>
</table>

- Did you (2) go to church?
- Are you (2) studying hard?
- You (3+) will live in Samoa.
- Did you (3+) sleep in that house?

**REDUNDANT USE OF PRONOUNS**

Occasionally both the emphatic and descriptive pronouns are used in one sentence for special emphasis:

'Ya 'a alu 'oe 'i le lotu!                      - You'd better go to church, you!
E mafi gna 'ou alu a'u.                        - I can go.
Se'i ta o ta'ua!                               - Let's go, you and me!
VOCABULARY BUILDER - MORE COLORS

malosi
- dark

vaivai
- light

lanu lau'ava
- green (of leaves, plants, jungle, etc.)

lanu laausiusi
- peagreen

fa'aluaumesmata
- dark blue

mumu pa'auli
- purplish red

mumu 'ula'ula
- deep red, crimson

sina
- white (of hair or surf)

sina
- white or grey (of hair)

sina
- dazzling white

lanu auro
- gold

lanu siliva
- silver

ulufuli pato'i
- deep black, jet-black

taugauli
- to become black; dark or black-skinned

lanu fa'a'efu'efu
- heliotrope (between brown and black)

fa'ataelama
- dark brown (that is, to the color of octopus ink)
TENSES IN NEGATIVE ANSWERS TO QUESTIONS

Because of the logical implications of the indeterminate present ("o lo'o) and determinate present ("ua) tenses, negative answers to "ua questions often require "o lo'o and negative answers to "o lo'o questions often require "ua. Study the following examples:

'Ua 'e ma'i?
Leai, ou te le'o ma'i.
'Ua lo'o 'e fiafia?
Leai, 'ua 'ou le fiafia.
'Ua malosi Simi?
Leai, e le'o malosi Simi.

- Are you (now) sick? (assumes that your state of health has changed)
- No, I am (still) not sick. (my state has not changed)
- Are you (still) happy? (assumes your state of happiness has changed)
- No, I am (now) not happy. (In other words, I am now unhappy; my state has changed.)
- Is Jim well/healthy (now)?
- No, Jim is (still) not healthy.
MORE POSSESSIVE PRONOUNS

As discussed in the lesson, possessive pronouns are formed by adding certain prefixes to descriptive pronouns. In addition, some emphatic pronouns are also used to make possessive pronouns, as indicated in the box below.

<table>
<thead>
<tr>
<th>ARTICLE</th>
<th>+</th>
<th>o OR a</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma or ma'ua</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>la or la'ua</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'u or 'oe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>lua or oolua</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tou or outou</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The longer forms mean the same as the short ones, but are slightly more formal.

Examples:

O fea o ta'ua fusua? - Where are our ties?
Pae a ai ni a outou penitafa? - Do you (3 of more) have any pencils?
Aumai la oolua ta'avale. - Bring your (2 of you) car.
E muma lo la'ua fale. - Their (2) house is red.
0 ai le igoa o lo ma'ua fa'a'oga? - What is the name of your (2) teacher?
0 la'oe api lena? - Is that your notebook?

MORE ON MO

Some have suggested that the difference between the words mo and ma is essentially that observed between o-class and a-class possessives. Mo may imply that the person for whom the object is intended does not have a right of ownership. Ma, on the other hand, is said to imply that the person for whom the object is intended has or is being given the right of ownership. Study the following examples:

'Ave mo 'oe le tusi. - Take the book for yourself (to use but not to have).
'Ave ma 'oe le tusi. - Take the book for yourself (to keep).
'Aumai le peni mo a'u. - Give me the pen (to use).
'Aumai le peni ma a'u. - Give me the pen (to keep).

Nevertheless, few Samoans observe the above distinction, and generally all the above expressions imply a transfer of ownership.

Wherever there is a possibility of confusing ma (for) with ma (and, with), mo is used instead. Thus the sentence

Sa saumia e Mele le mea'ai ma ana uo.

would be translated, "Mary prepared some food with her friends" since if she had prepared food for her friends, mo would have been used. Study the following examples:

Na vali e Samuelu le fale ma ana uo. - Samuel painted the house with his friends, for Samuel and his friends painted the house.)
Na vali e Samuelu le fale mo ana uo. - Samuel painted the house for his friends.

It should be remembered that the done-to after certain verbs is preceded by 'i, 'ia, or 'ia te. In such cases, mo would not be used, even if the English equivalent used the word for. For example:

'Usa ou fa'atali 'i le pasi. - I am waiting for the bus.

To use mo in place of 'i in the above sentence would be incorrect. For a complete list of these verbs, see pages 51 and 492.
The phrase ma na ia is occasionally used when the preposition ma (for) precedes the pronoun ia (he, she, it), as in the following examples:

Ave ma na ia le tusi.  - Give him the book.
Ave la ta'avale ma na ia.  - Give the car to her.

Remember:

1. The difference between mo and ma may be the same as that between o and a (use vs. control). However, many Samoans do not observe this distinction.

2. Whenever there is a possibility of confusing ma (for) with ma (and, with), mo is used instead.

3. After certain verbs such as fa'atasi (to wait), 'ia, 'ia, or 'ia te is used instead of mo.

4. The phrase ma na ia is occasionally used in place of ma ia (for him/her/it).

Examples:

'Ave mo 'oe paniteke.  - Take the pancakes for yourself.
Na fai e Sala le ta'avale ma ana uo.  - Sara fixed the car with her friends.
Na fai e Sala le ta'avale mo ana uo.  - Sara fixed the car for her friends.
Sa fa'atasi Mareko 'i le pasi.  - Mark waited for the bus.
Ave ma na ia ia penitala lena.  - Give him that pencil.

**TO BECOME, TO ACT AS: ADDITIONAL TIDBITS**

While in formal, traditional Samoan, descriptive pronoun doers are not used with avea...ma and fa'i...ma, nevertheless some Samoans occasionally do use descriptive pronouns as doers with these verbs, especially if some auxiliary verbs precede the main verb. Study the following examples:

On te fia avea ma faife'au.  - I want to become a pastor.
E tatau ona 'e fai ma pulea'oga.  - You'll have to act as principal.

Nevertheless, there are some Samoans who would not use descriptive pronouns in the above examples. Until you have more exposure to the liberties taken by Samoans in informal speech, it is recommended that you follow the traditional rules as outlined in the lesson. More will be said of auxiliary verbs in Unit Five, Lesson Five.

Occasionally the particle 'o will replace ma after the verb avea (to become). When this construction is used, the article before the done-to (that which the doer is to become) is not omitted. Study the following examples:

...ona avea lea 'o ia'ua le tino e tasi.  ...then they twain shall be one flesh (Matt. 19:5).
E avea 'o ia lo le tupu.  - He will become the king.

Nevertheless, a number of Samoans prefer to use only the particle ma with such constructions.

Formerly, when the particle ma preceded a possessive pronoun, it was common to combine the two by replacing the pronoun's article particle with the letter m and by lengthening the pronoun's first vowel. Study the following examples:

O le'a fai Sale mana uo.  - Charlie will act as his friend.
Se fai Sala mo'u tina.  - Sara acted as my mother.
'Ua avea ia tatou mana fanau.  - We have become his children.

You will encounter this construction as you read the Samoan Bible and the Samoan Book of Mormon. However, it is not common in modern Samoan.
Remember:

1. Some Samoans occasionally use descriptive pronouns as doers with *aves...ma* and *fai...ma*, especially if an auxiliary verb is used.

2. Occasionally, the particle *'o* replaces the particle *ma* in constructions with *aves*.

3. It was once common for the particle *ma* to combine with possessive pronouns which followed it by replacing the pronoun's article particle with the letter *m* and by lengthening the first vowel.

Examples:

<table>
<thead>
<tr>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ou te fia aves ma loia.</td>
<td>I want to be a lawyer.</td>
</tr>
<tr>
<td>E mafai ona 'e fai ma ta'ita'i.</td>
<td>You can act as leader.</td>
</tr>
<tr>
<td>Na avea 'i le'ua_ni tagata malosí.</td>
<td>They became mighty people.</td>
</tr>
<tr>
<td>E avea i tató mònå atali'i.</td>
<td>We will become His sons.</td>
</tr>
</tbody>
</table>
The following rules summarize different ways to express possession in Samoan. Recall that parentheses indicate optional elements.

**TOOLS**

The following rules summarize different ways to express possession in Samoan. Recall that parentheses indicate optional elements.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>i ai</th>
<th>POSSESSIVE PRONOUN</th>
<th>NP</th>
</tr>
</thead>
</table>

Examples:

E i ai lo'u 'ofu tino.
E i ai sou sakeke?
O lo'o i ai lana uati.

- I have a (my) shirt.
- Do you have a skirt?
- He has a watch.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>i ai</th>
<th>NP possession</th>
<th>{ o a }</th>
<th>NP possessor</th>
</tr>
</thead>
</table>

Examples:

Na i ai le tusi a Mele.
Pae i ai se uso o Iona?
E i ai le mana o le Atua.

- Mary had a letter.
- Does Jonah have a brother?
- God has power.

<table>
<thead>
<tr>
<th>TENSE</th>
<th>(i ai)</th>
<th>NP possessor</th>
<th>NP possessor</th>
</tr>
</thead>
</table>

Examples:

Sa i ai ja te ia le ta'avale.
O lo'o ig Ioano le ata o le aiga.
O lo'o i'a te a'u lou se'evae.
Ua i le tama se va'a fou?

- He had a car.
- John has the picture of the family.
- I have your shoe.
- Does the boy have a new boat?

<table>
<thead>
<tr>
<th>'0</th>
<th>NP possession</th>
<th>{ o a }</th>
<th>NP possessor</th>
</tr>
</thead>
</table>

Examples:

'O le tusi lenei a Sikoki?
'O le fusiusa lenei o ai?
'O le 'api lenei a a'u.

- Is this book Scott's?
- Whose necktie is this?
- That is my notebook.
PATTERNS - STILL MORE TIME EXPRESSIONS

Following are additional useful expressions of time.

Pattern 1 below illustrates the fact that sometimes 'o ai ("who") can be used in place of 'o le a ("what") in asking for names of months, days, etc.

The use of nei in place of lenai in pattern 2 is an informal abbreviation that is sometimes used in connections with time expressions.

1. ______ le masina 'e te sau ai?
   a. 'o ai
   b. 'o le a

2. E 'au mai e Sikoki se mea alofa 'i a te
   a' u i le ______ nei.
   a. aso
   b. vaisaso
   c. masina
   d. tautaga

3. Sa malaga le peresite ne 'i Savai'i i le
   ______ na te'a atu nei.
   a. vaisaso
   b. masina
   c. tautaga

4. 'O le 'a 'amata la'u misiona i le vaisaso
   ______
   a. i ona tua
   b. i ona tua atu
   c. atu i ona tua
   d. atu i tua

5. 'O lo'o talitonu tagata i le ekaesia
   ______.
   a. le vaitaimi nei.
   b. aso nei
   c. ona po nei
   d. nei ona po

6. Sa lei lelei faife'au i ______.
   a. tautaga (aso, masina) 'ua mavae (atu)
   b. na gna po
   c. lelei vaitaimi

2. Scott is going to bring a gift to me this ______.
   a. day (today)
   b. week
   c. month
   d. year

3. The president traveled to Savai'i last ______.
   a. week
   b. month
   c. year

4. My mission begins the week ______.
   a.
   b. after next
   c. d.

5. People believe in the church ______.
   a. at this time (this general time period)
   b. these days
   c. now days (these days)

6. Missionaries weren't good ______.
   a. in years (days, months) gone by
   b. those days
   c. at that time
GRAMMAR

1 PREDICATE PHRASES: MORE USES

In Unit Five, Lesson One, you learned that some predicate phrases can be used as if they were prepositions. Nevertheless, many of the verbs which make up these phrases are more commonly used as predicates. Study the following examples:

E fa'asaga le fale tusi i le fale fou.  - The old house faces the new house.
E latalata le fale i le aua la.  - The house is close to the road.
E pito Ioane ia Simi i le su'ega.  - John is next to Jim in (the results of) the test.
Ua goso'o Ioane ma Sala.  - John is next to Sara.
E le mafai ona ou fa'afoaga ma lena mea.  - I can't face that.

In contrast to this, uiga is almost never used as a verb except in the predicate phrase presented in Unit Five, Lesson One. Similarly, aunoa is seldom used in any manner other than the one presented in Unit Five, Lesson One.

The verb tusu can also be used in a number of other expressions:

<table>
<thead>
<tr>
<th>EXPRESSION</th>
<th>MEANING</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>e tusu ma</td>
<td>(be) about, (be) roughly</td>
<td>E tusu ma le tolesfulu tagata sa o mai.</td>
</tr>
<tr>
<td>e tusu 'o</td>
<td>- be about, be roughly  - be the same as, be equal or similar to</td>
<td>E tusu 'o le tolu mafoa le manao. 0 le teine lena, e tusu 'o lo'u uso.</td>
</tr>
<tr>
<td>(e) tusu (lava) pē</td>
<td>- just the same, in any case, whether... or not</td>
<td>Ou te alu i le ta'aloga, e tusu lava pē timu pē le'ai. I'm going to the game whether it rains or not.</td>
</tr>
</tbody>
</table>

2 TASI AND ISI

The cardinal number tasi (one) can be used in the same ways as isi, except that tasi can only be used in the singular.

Examples:

O lo'o i a'i le fa'amatalaga lelei i le isi a'u tusi.  - There is a good explanation in my other book.
O lo'o i a'i le fa'amatalaga lelei i le tasi a'u tusi.  - There is a good explanation in one of my books.
'A avatu se fa'i? Io, aumai se tasi, fa'amolemole.  - Would you like a banana? Yes, hand me one please.
Afai e sau se tasi, tapuni le faiototo'a.  - If someone comes, shut the door.
Afai e sau se tasi, tapuni le faiototo'a.  - If someone comes, shut the door.
In addition to the expressions found in Unit Five, Lesson Two, the following expressions of location are used in American Samoa:

- **ga 'I**  - here
- **i 'ile**  - there (refers to a location which is visible)
  - **ga 'ile**
- **i 'ole**  - there, over there (refers to a location which is a short distance away and which may or may not be visible)
  - **ga 'ole**
- **ga 'o**  - there, over there (more distant)

Note, however, that such phrases are considered substandard in Western Samoa.

Examples:

- **Avane le tusi i 'ile.**  - Take the book there.
- **0 lo'o ga 'ile le tusi.**  - The book is there.
- **Alu i 'ole.**  - Go over there.
- **Nofo ga 'ole.**  - Sit over there.
- **Ou te nofo i le fale ga 'o.**  - I live in the house over there.
FIU: A COMMON IDIOM

A common idiomatic use of fiu (to be tired of, bored with) is fiu le mea e where e introduces an infinitive phrase. Study the following examples:

Ou te fiu le mea e fa'atali, ae le sau. - I'm tired of waiting, but (he) hasn't come.

A common idiom expressing boredom, exasperation, etc. is:

fiu le mea + INFINITIVE PHRASE

Examples:

Ou te fiu le mea e 'ai lenei mea 'ai. - I'm really tired of eating this food.
E fiu le mea e fa'i lenei la'sau, ae le ola. - (I'm) tired of fixing this radio, and it still doesn't work.

MORE ON INFINITIVES

Traditionally, infinitive phrases following the words fiu (to be tired of, bored with), musu (to refuse, to be totally uncooperative), poto (to be smart), ma (to be embarrassed, ashamed), fefe (to be afraid), and a'oa'o (to teach) were marked not with e but with i as in the following phrases:

Ou te fefe i alu i lena fale. - I'm afraid to go to that house.
Oa ou fiu i'ai mea 'ai suamalie. - I'm tired of eating sweet food.
Ou te musu i fa'atali. - I refuse to wait.

Nevertheless, the non-past tense e is commonly used today to introduce infinitives following all of the above verbs. Infinitive phrases marked with i are seldom used.
TOOLS

PATTERNS - MORE COMPARISONS

The word *silisili* is often used to indicate a superlative degree. *Aupito* and *pito*, when followed by some adjective, quality, location, etc. also denote the superlative.

1. E *silisili* ona _____ Sikoki. 1. Scott is the _____ est.
   a. poto          a. smart
   b. atamai        b. wise
   c. masoa         c. muscular (Scott is the most muscular.)
   d. fiafia        d. happy

2. E *silisili* le _____ o lena fai'e'u. 2. The _____ of that missionary is the greatest/best.
   a. atamai        a. intelligence
   b. saosoa        b. speed
   c. agasolofa     c. generosity

3. E *pito* sili ona (atu) Eti i lo Simi. 3. Eddie is _____ er than Jim.
   a. malosi        a. strong
   b. fiafia        b. happy
   c. auleleia      c. handsome (more handsome)

4. E *pito* sili ona _____ lena teine. 4. That girl is the _____ est.
   a. auleaga       a. ugly
   b. vave          b. fast
   c. poto          c. smart
   d. agaleleia     d. kind

5. O le nu'u pito ______. 5. The _____ est village.
   a. fou           a. new
   b. i sasa'e      b. east (The easternmost village)
   c. mua'ama       c. first (The first village)
   d. leaga         d. bad (The worst village)

   a. latalata mai  a. close
   b. ititi         b. small
   c. alalo        c. low
   d. aluga        d. high
   e. lelei         e. good (The best house.)

7. E _____ fa'atasai i la'us. 7. They have the same _____.
   a. tuaga         a. age
   b. nu'u         b. village (The live in the same village.)
   c. atunu'u      c. country (The live in the same country.)
   d. tina         d. mother
   e. 'Siga        e. family (They are related.)
   f. fola'iga     f. appearance (The look alike.)
FA'APEA FO'I / FA'APENĀ FO'I: LIKewise

The expressions fa'apea fo'i and fa'apenā fo'i mean "likewise," "as well as," or "as also." They are derived from the verbs fa'apea ("to be like this") and fa'apenā ("to be like that") and can act as main verbs, as auxiliary verbs, or appear before noun phrases.

Examples:

Sa moe le tama la'ītiti, fa'apea fo'i lona uso. - The little boy slept, likewise his brother.
Sa fia inu la'u uo. Sa fa'apenā fo'i a'u. - My friend was thirsty. So was I.
Sa tamo'e Simi i le tu'uga. Sa fa'apea fo'i ona tamo'e lona uso. - Jim ran in the race. His brother ran likewise.

E TASI LE MEA: THERE IS ONE THING

A polite way of expressing "however" or disagreement is with 'ae/e tasi le mea ("there is one thing"). This expression is used to point out a contradiction or mention something which the first speaker omitted.

The following pattern means "there is one thing, ..." and is used to point out a contradiction or something which was omitted.

\[
\begin{align*}
\text{\{'ae/e\}} & \quad \text{tasi le mea, + COMPLETE SENTENCE}
\end{align*}
\]

Examples:

E lelei lau fa'amatalaga, 'ae tasi le mea, 'ou te le talitonu i le tou lotu. - Your explanation is good, but there is one thing: I don't believe in your church.
E lelei lelei fa'amatalaga, 'ae tasi le mea, matou te o 'i Apia i lona ao. - That's a good plan, but there is one thing: we're going to Apia on that day.
GRAMMAR

MORE ON PE'A, PE'AFAI

In Unit 6, Lesson 2, it was noted that the words 'afai and 'a begin sentences, while their other forms pe'a'afai, and pe'a occur in the middle of sentences. Nevertheless, it is also true that pe'a'afai and pe'a are occasionally used at the beginning of sentences. Study the following examples:

Pe'a 'e sau, aumai se pisupu. - When you come, bring some salt beef.
Pe'a'afai ou te tamo'a, o le'a ou fia moe nana. - If I run, I will be sleepy tonight.

'afai, 'a, and 'ana, however, can only occur at the beginning of sentences; they cannot come in the middle of sentences.

'ANA FA'APEA: IF IT WERE SUCH THAT

As noted in Unit 6, Lesson 2, clauses containing 'ana (if) require no tense marker. However, sometimes the word fa'a'apea (thus, to be such that) follows 'ana, in which case a tense marker is required. Study the following examples:

'Ana fa'a'apea 'ua oti le teine, ua ou fa'a'anosoa. - If the girl had died, I would be sad.
'Ana fa'a'apea o leai se Atua, ou te le'aa tausia pola'iga. - If there were no God, I would not keep the commandments.

Naturally, if 'ana fa'a'apea precedes an equative or presentative sentence, no tense marker is used in that clause:

'Ana fa'a'apea 'o a'u 'o se Samoa, ua ou nofo - If I were a Samoan, I would live in Savai'i.

When 'ana fa'a'apea ("if it were such that") introduces a clause containing a predicate, a tense marker precedes that predicate.

Examples:

'Ana fa'a'apea 'o 'oe 'o se palagi, 'ua le lelei lau fa'a-Samoan. - If you were a Caucasian, your Samoan would not be good.
'Ana fa'a'apea 'ua le malosi le tinā 'ua leva ona oti. - If the mother weren't strong, she would have died long ago.

'ANA LEAI, 'ANA LĒ SEANOA: HAD IT NOT BEEN FOR

The phrases 'ana leai (if...were not there; had it not been for) and 'ana lē seanoa (had it not been for) are useful expressions which precede noun phrases. Study the following examples:

'Ana leai le tama, 'ua oti lona uso. - If the boy hadn't been there, his brother would have died.
'Ana le seanoa le fa'amalu, semanu ou te susū lave. - If it hadn't been for the umbrella, I would probably be all wet.
Semanu ou te oti pa'ana lē seanoa le foma'i. - I'd probably be dead if it weren't for the doctor.

The following pattern express the notion of "if...were not there" and "if it had not been for":

\[
\{ 'ana leai \\
  'ana le seanoa \} + NP
\]
Examples:

'Ana le seanoa lona loto tele, 'ua oti lona tuafafine.  - Had it not been for his courage, his sister would have died.

'Ana le'ai 'oe i le fale, semanu 'ua fa'se'ese'afagana mea 'uma.  - If you hadn't been in the house, everything would have been ruined.
TOOLS

LOCATIONS IN RELATION TO PEOPLE

The phrases presented in the vocabulary builder in Unit 6, Lesson 3 have a number of uses. For example, the core word in each phrase (luma, tua, lalo, luga, etc.) can be preceded by a possessive pronoun to refer to a location in relation to some person. The locative words in these constructions act as plural o-class nouns. Study the following examples:

Na ou tu i ona luma. - I stood in front of him (lit. "I stood at his fronts").
Na i ai se malamalama i ona luga. - There was a light over his head (lit. "There was a light in his aboveness").
Sa i ai se nofoa i 'ou tua. - There was a chair behind you (lit. "There was a chair at your backs").
Sa ta'oto le teine i o'u tafatafa. - The girl lay at my side (lit. "The girl lay at my sides").

This construction is usually not used with falo and totonu.

The following construction refers to a location in relation to some person:

\[
\text{i} + \text{O-Class Plural POSSESSIVE PRONOUN} + \begin{cases} 
\text{luma} \\
\text{tua} \\
\text{tafatafa} \\
\text{etc.}
\end{cases}
\]

This construction is not used with falo and totonu.

Examples:

Sa tu le agelu i ona tafatafa. - The angel stood at his side.
Sa ou nofo i ona tala atu. - I sat next to (beyond) him.
Na matou to'otutuli i ona luma. - We knelt in front of him.

EMPHASIS WITH EXPRESSIONS OF LOCATION/DIRECTION

The phrases presented in the vocabulary builder in Unit 6, Lesson 3 can be used to express direction by omitting the o and the object of the preposition. Study the following examples:

Alu i lalo. - Go below.
A'e i luga. - Climb up; climb upwards.
Savali i luma. - Walk forward; walk in front.
Alu i tua. - Go back; get back.

Each of these expressions can receive special emphasis by lengthening the last vowel. Study the following examples:

Alu i lalo. - Go down (further below).
A'e i luga. - Climb (further) up; Climb far above.
Savali i luma. - Walk (a long ways) forward; Walk further in front.
Alu i tua. - Go back (way over there, some distance away).
Ma te o i tua. - We're going over there (to a place opposite the listener's destination, as, for example, the other side of the island).

The words falo, totonu, tala, va, and tafatafa are seldom used in this manner.

The locative/directional expressions i lalo, i luga, i luma and i tua can be made emphatic by lengthening the last vowel.
Examples:

Ma te tala'i i lalo i le aso. — We're proselyting below (as in some valley for example) today.

'Afai 'e te inu pia, 'e te le sao i luga. — If you drink beer, you won't be saved on high (i.e., in heaven).
MORE ON NE'I

Another common way to express the notion of "lest" or "in case" uses the word te'i (startled, surprised, shocked, happen suddenly) to express the notion of surprise or suddenness. In this construction i te'i or ne'i te'i precedes the determinate tense marker 'ua in the final clause. Study the following examples:

Fefai'i 'ae alu i te'i 'ua alu le va'a! - Hurry up (and) go, lest the boat leave (i.e. without you).
E tatau ona tatau faia le mea lea ne'i te'i
'ua tatau pa'u atu i le leaga. - We must do this thing, lest all of a sudden we fall into something bad.

Another way to express "lest" or "in case" places ne'i mea before the determinate tense marker 'ua in the final clause. For example:

'Aua 'e te fa'i mea valea, ne'i mea 'ua 'e - Don't do foolish things, lest (you) get hurt.

Additional ways of expressing "lest" or "in case" are:

1. IC + \{ i te'i \} te'i 'ua + DC
2. IC + ne'i mea 'ua + DC

Examples:

'Aua 'e te ta'alalo i le fana, i te'i 'ua oti se isi. - Don't play with the gun, lest all of a sudden, someone die (get killed).
'Ave le fa'amalu lea ne'i te'i 'ua timu. - Take this umbrella, in case it rains.
La lua fa'aeteete pe'a o atu i le sami, ne'i mea 'ua pa'u se isi. - You be careful when you go to the ocean, lest somebody fall in.

MANU: WHILE

The word manu means "while," usually in the sense of "while some opportunity exists." It is used with the present tense and precedes the tense marker. Study the following examples:

Se'i fai le galuena manu 'ua so. - Do the work while there is daylight.
E lelei pe'a tatau tananao manu o i si pea le tama. - It would be good for us to talk it over while the father is still here.

Manu is also sometimes combined with the expression 'a'o le'i to mean "before." For example:

Sola 'ese manu 'a'o le'i sau iou tama. - Get away before your father comes.
Se'i tatau o i le faileloa manu a'o le'i time. - Let's go to the store before it rains.

The following patterns may be used to convey the notions of:

1. while: IC + manu + IC
2. before: IC + manu 'a'o le'i + DC

*This clause must contain some present tense marker.
The verb *mavae* means "to pass (of time)" and can be used in combination with *pe'a* and *ia* to convey the sense of "after." Study the following examples:

| Ina 'ua mavae le ta mulo, sa toe fiafia le nu'u. | After the cold season (lit. When the cold season was past), the village was happy again. |
| O le'ā toe malosi le fainisi pe'a mavae le fa'ama'i. | The woman will get her health back after the epidemic (lit. is past). |

The difference between "after" constructions with mavae and those formed with the verb *'uma* (see Unit Six, Lesson Four), is that mavae is used to imply that a longer period of time has passed. Study the following examples:

| Sa tae'ele le 'au ta'a'alo ina 'ua 'uma le ta'aloga. | The team showered after the game. |
| Sa oti le tanaloa ina 'ua mavae tausaga e tele. | The man died after many years. |

| 'A 'uma le fiafia, o le'a matou fo'i atu i lo matou nu'u. | After the party (i.e., fairly soon after), we will return to our village. |
| 'A mavae le fiafia, o le'a matou fo'i atu i lo matou nu'u. | After the party (i.e., some time after), we will return to our village. |

The expression 'ua mavae is also sometimes used to mean "ago":

| Sa 'ou nofo i lena fale i le tolu tausaga 'ua mavae. | I lived in that house three years ago. |
| Sa masani ona matou tae'ele i 'ilā i mesina 'ua mavae. | We used to bathe there months ago (or, in months past). |

---

The following patterns can be used to express the notion of "after":

1. \[
\begin{align*}
\text{Ina 'ua mavae} & \quad + \quad \text{NP} \\
\text{'A mavae} & \quad + \quad \text{IC}
\end{align*}
\]

2. \[
\begin{align*}
\text{IC} & \quad + \quad \{ \text{ina 'ua mavae} \} & \quad + \quad \text{NP} \\
\text{pe'a mavae} & \quad + \quad \text{IC}
\end{align*}
\]

The following expression can be used to mean "ago" or "past":

TIME EXPRESSION + 'ua mavae

---

Examples:

| Sa ou malaga i Hawai'i ina 'ua mavae le tau vegela. | I traveled to Hawaii after the hot season. |
| O le'a fa'amasinoina 'i tatou pe'a mavae lenei olaga. | We will be judged after this life. |
| Sa latou o atu i Saima i le fa tausaga 'ua mavae. | They went to China four years ago. |
The expressions se'i o'o 'i and o o'o 'i mean "as far as" or "up to," are used in much the same way as the equivalent English expressions.

Examples:
Faitau mai le fua i'upu; e 13 e o'o 'i le 23. - Read from verse 13 as far as 23.
Fa'atūm le i'pu e o'o 'i lau. - Fill the cup up to the rim.
Sa ia nofo i lona fafe se'i o'o 'i le 1'uga. - He stayed in his house up to the end.

**MORE ON VĀGANĀ**

Sometimes the particle se'i precedes vāgana when vāgana introduces an independent clause.

Another way to express "unless" is:

\[
\text{IC} + \text{se'i vāgana} + \text{IC*}
\]

*This clause can only use the determinate present ('ua) or the non-past (e/te) tense.

Examples:
Ou te le alu se'i vāgana 'ua 'e sau. - I'm not going unless you come.
Ou te le fia alu i le fale'oloa se'i vāgana 'ua maua ni mea pu'e ata lelei. - I don't want to go to the store unless they have some good cameras.

**MORE ON SE'ILOGA**

The word se'iologa can also mean "only" or "it only needs..." When used in this sense, se'iologa often begins the sentence and may introduce a noun phrase or an independent clause. The final clause usually contains the expression fa'ato'a (only, just), or ona...lea (then) or both. Study the following examples:

Se'iologa 'o se pepa mai le foma'i fa'ato'a - Only with a prescription will this drug be sold.
Se'iologa 'o Simi, fa'ato'a mafi a tatala - Only Jim can open this door.
Se'iologa 'o le vai, ona fa'ato'a masaia lea - It only need paint, then the house will be nice.
Se'iologa ta te o fa'atasi ona 'ou alu lea i - Only if we go together, then will I go to the meeting.
The following pattern expresses the notion of "only" or "it only needs":

\[
\text{Se'i loga} + \left\{ \begin{array}{c}
\text{'o NP} \\
\text{IC*}
\end{array} \right\} + \text{DC**}
\]

*This clause can only use the determinate present ('ua) or non-past (e/te) tense.

**This clause is usually introduced by one of the following:
1. fa'ato'a (only, just)
2. ona...lea (then)
3. ona fa'ato'a...lea (only then)

Examples:
Se'i loga 'o 'oe fa'ato'a mafai ona 'ave le tasi va. - Only you can drive the car.
Se'i loga e i ai se men'ai lelei ona 'ou alu lea i le fiafiaga. - Only if there is good food, then will I go to the celebration.
Se'i loga 'o se vaiala'au ona fa'ato'a malosia lea 'o le faini. - It will only take some medicine, (and only) then will the woman be well.

MORE ON E UI LAVA

Sometimes the particle ina is dropped from the expression e ui lava ina. The resulting expression can precede prescriptive sentences, equative sentences, and sentences with predicates.

The following patterns express the notion of "though," "although," and "even though":

1. IC + e ui lava + \left\{ \begin{array}{c}
\text{PRESENTATIVE SENTENCE} \\
\text{EQUIVATE SENTENCE} \\
\text{SENTENCE WITH PREDICATE}
\end{array} \right\}

2. E ui lava + \left\{ \begin{array}{c}
\text{PRESENTATIVE SENTENCE} \\
\text{EQUIVATE SENTENCE} \\
\text{SENTENCE WITH PREDICATE}
\end{array} \right\} + IC

Examples:
E ui lava 'o se fa'alavelave fa'afusse'i, 'ae o lo'o malolona tagata 'uma. - In spite of the accident (lit. although [it was] an accident), everyone is well.
E telo se a mafai ona faa le teine e ui lava o lo'o ma'i 'o fa. - The girl can do many things even though she is sick.
E ui lava 'o se palagi 'oe, 'ae mafai ona 'e sau i le fono. - Even though you are a caucasian, you can come to the meeting.

STILL MORE ON E UI LAVA

The expression e ui lava ina is quite formal in Samoan, and is often omitted in colloquial speech. Study the following examples:

\begin{align*}
\text{FORMAL} & \\
\text{E ui lava ina 'aulelei tele le teine, 'ae sa mumusu ai 'uma tama.} & \text{'Ua aulelei tele le teine, 'ae sa mumusu ai 'uma tama.} \\
\text{Even though the girl was very pretty, all the boys were completely uninterested in her.} & \text{The girl was pretty, but all the boys were completely uninterested in her.}
\end{align*}
FORMAL
E ūi ina sa fa'ipoipo le tama'ita'i, sa le fiafia ona 'a'iga.  
- Although the lady got married, her family was not happy.
E ūi lava i lona ma'i, ae sa alu pea le tamāloa i le lotu.  
- In spite of his illness, the man still went to church.

The expression a ūi (lava) ina is seldom used in colloquial speech. Instead, sentences with contrasting ideas are joined with 'a or lae (but).

Examples:
Sa mamao lona nu'u, 'ae sa savali pea i ai le tosefina.  
- His village was far, but the old man still walked there.
E lelei lava le mea'ai, 'ae musu le faifo'a'au e 'ai ai.  
- The food is good, but the missionary refuses to eat it.

COLLOQUIAL
Sa fa'ipoipo le tama'ita'i, 'ae sa le fiafia lona 'a'iga.  
- The lady got married, but her family was not happy.
Sa ma'i le tamāloa, 'ae sa ia alu pea i le lotu.  
- The man was sick but he still went to church.

E TUʻSA LAVA PE: EVEN IF

Another way of expressing the notion of "even though" which is less formal than a ūi (lava) ina/i is the expression (e) tuʻsa (lava) pe which means "just the same if" or "even if." (E) tuʻsa (lava) pe introduces clauses with no tense marker. Study the following examples:

E tuʻsa lava pe timu pe leai, 'ae ou te alu pea i le tifaga.  
- Whether it rains or not, I'm still going to the movie.
Ou te musu e 'ai i le fale'aiga tuʻsa lava pe fa'asalaina a'u.  
- I refuse to eat in the cafeteria, even if (they) punish me.

The adverb lava may be included for emphasis and the tense marker e is omitted in more informal speech.

The following patterns express "even if," "whether...or not," or "just the same if":

1. IC + (e) tuʻsa (lava) pe + DC
2. (E) tuʻsa (lava) pe + DC + IC

Examples:
Tuʻsa pe faigata le su'ega, 'ae ou te fia taumafai pea.  
- Even if the test is hard, I still want to try.
E tatau ona e saunia le mea'ai mo 'iomatou e tuʻsa lava pe 'a te fia 'ai pe loai.  
- You have to fix the food for us just the same whether you want to eat or not.
### VOCABULARY BUILDER — MORE PARTS OF THE BODY

<table>
<thead>
<tr>
<th>Part of the Body</th>
<th>Samoan Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>abdomen</td>
<td>puimanava</td>
</tr>
<tr>
<td>abdominal area</td>
<td>'ogamanava</td>
</tr>
<tr>
<td>arm, back of</td>
<td>tuaimala</td>
</tr>
<tr>
<td>arm, upper part (from shoulder to elbow)</td>
<td>'ogalima</td>
</tr>
<tr>
<td>belly</td>
<td>puimanava</td>
</tr>
<tr>
<td>blood</td>
<td>toto</td>
</tr>
<tr>
<td>body, trunk of</td>
<td>'ogatino</td>
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<td>bone</td>
<td>ponaivi</td>
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<td>susy</td>
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<tr>
<td>buttocks</td>
<td>'ogamuli</td>
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<td>atevae</td>
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<td>cheek</td>
<td>'alaafau</td>
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<td>fulufulu</td>
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<td>tuaimala</td>
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<td>hand, palm of</td>
<td>aloflima</td>
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<td>head, back of</td>
<td>tuaulu, muliulu</td>
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<td>heart</td>
<td>fatu</td>
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<td>no'o</td>
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<td>ga'au lapo'a</td>
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<td>intestine, small</td>
<td>ga'au la'itititi</td>
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<td>jaw: lower</td>
<td>'auvaesalalo</td>
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<tr>
<td>jaw: upper</td>
<td>'auvaesaluga</td>
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<tr>
<td>joint</td>
<td>so'oga</td>
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<tr>
<td>knee cap</td>
<td>fatuga'o</td>
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<td>tupe o le vae</td>
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<td>laugutu</td>
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<td>lungs</td>
<td>mama</td>
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<td>muscle</td>
<td>maso, muela, 'ogagase</td>
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<td>pancreas</td>
<td>atepli'i</td>
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<td>skin</td>
<td>pa'u</td>
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<td>atepili</td>
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<td>manjifini'i</td>
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<td>'ogavoae</td>
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<td>limamatuua</td>
</tr>
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</tr>
<tr>
<td>toenail</td>
<td>atigivae</td>
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<td>'au o le mama</td>
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<td>'ogatino</td>
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<td>waist</td>
<td>sulugatiti</td>
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</table>
GRAMMAR

INDEFINITE AND DIMINUTIVE DEMONSTRATIVES

In addition to the demonstratives presented in Unit Seven, Lesson Two, a number of demonstratives have indefinite and diminutive forms. Though use of such forms is relatively uncommon, many demonstratives can be made indefinite or diminutive by replacing the definite article le with the indefinite se or ni or the diminutive si or ne. The form sia is an exception. For example:

E leai se mea! - (We'll) have none of that!
E leai ni na mea. - (We) don't have those things.
'Ave ma 'oa si mea alofa sia. - Take this (little) gift.
Cu te alofa i na'i la tama. - I love those boys.

Perhaps a more common way of combining demonstratives with diminutive and indefinite forms is to place the indefinite or diminutive article before the noun and the regular (definite) demonstrative after:

E leai se mea lena i 'inei.
Afa i'ai ni fa'alavelave, e tatau ona
'avae 'i le fa'amasino. - (We) don't have that here.
If there are any problems, they should
be taken to the judge.

Some demonstratives have indefinite (senaei, seina, ni na, ni laa, etc.) and
diminutive (sinei, nai na, etc.) forms. A simpler way of making demonstratives
indefinite or diminutive is:

\[
\begin{array}{c}
\text{INDEFINITE ARTICLE} \\
\text{DIMINUTIVE ARTICLE}
\end{array}
+ \ NOUN + \ (ADJECTIVE) + \ DEFINITE \\
\text{DEMONSTRATIVE}
\]

The form si + NOUN + sia is an exception.

Examples:

E i ai sena ata ja te 'oe? - Do you have that picture?
E leai ni mea na i lenei fale'oloa. - (We) don't have those things in this store.
Sa 'ou asiasi i nai siga la. - I visited those families.
'Ave no 'oa si tupe sia. - Take this money.

EXCEPTIONAL USES OF NEI, NA AND LA

The demonstratives nei (these), na (those) and la (those over there) are normally used to convey
the plural. Nevertheless, sometimes these demonstratives are used after the noun to convey the
singular. This is most often done with time expressions (o le taimi nei - this time; o le
masina na - that mouth) and with expressions of location, in which the demonstrative conveys
the idea of "here," "there," or "over there" (i leaio nei - down here, i luga na - up there).
This is also occasionally done with emphatic pronouns (o a'u nei - this is me, me here).

Remember:

1. When nei, na, and la are used to convey the singular, they follow the noun.
2. This use is most common with time expressions and expressions of location.
Examples:

Sa ia fis nofo i Samoa nei. - He wanted to live here in Samoa.
0 lo'op manuia mea'uma i lalo nei. - Everything is fine down here.
O le'a malaga Sala i Niu Sila i le masina nei. - Sarah will go to New Zealand this month.
Sa matou malaga i Samoa i le taasaga la. - We went to Samoa that year.
E fiafa le teine i tama 'aulelei, 'aemaie 'oe na le peresitene o le kalapu. - The girl likes handsome boys, especially you there, the president of the club.

IDIOMATIC USE OF DEMONSTRATIVES

Some demonstratives are used with the word fo'i in colloquial speech to grope for the proper word, or to soften a noun which might not be precisely correct, or which might not be understood by the listener.

'0 le a le tusi fo'i na le sa'e faitsauina i le masina 'ua te'a? - What was the book or whatever you were reading last month?
'0 le a le mea fo'i lele sa 'e faia i le isi aso? - What was the thing-a-ma-jig you were fixing the day?
'0 le a le 'upu fo'i lele e 'ave i le mea lea? - What's that word, you know, for that thing?

Expressions such as fo'i lele and fo'i na le are used in informal speech to grope for a word or fill a gap (like the American "you know") or to soften a noun which the listener might not understand.

Examples:

0 le a le mea fo'i lele e fa'asogâ e valu ai popo? - What is that thingy you use to grate coconuts?
0 a'i le tagata fo'i na le sa lauga i le lotu i le vaiaso 'ua te'a? - Who was the person, you know, who spoke in church last week?
GRAMMAR

POSITION OF THE PARTICLE AI

As was pointed out in Unit Seven, Lessons Two and Four, the particle ai, when used, follows the predicate. More specifically, the particle follows any directional or manner adverb which may accompany the predicate. For example:

'0 taeao ou te alu ai.
'0 taeao ou te alu atu ai.
'0 le taimi lena sa ou savali iem u ai.

- Tomorrow I'm going.
- Tomorrow I'm going.
- (At) that time I walked slowly.

If more than one predicate appears in the sentence, the particle ai is often placed after the first one. Nevertheless, it may come after any one of them, though the meaning or emphasis in each case may be slightly altered:

'0 taeao ou te mana'o ai 'e alu e tae'ele.
'0 taeao ou te mana'o ia 'e alu ai e tae'ele.
'0 taeao ou te mana'o ia 'e alu e tae'ele ai.

- Tomorrow I want you to go take a bath.
- I want you to go tomorrow to take a bath.
- I want you to go take a bath tomorrow.

The position occupied by ai in a sentence is:

... FRED + \{ (DIRECTIONAL ADVERB) \} + ai ... 

If the sentence contains more than one predicate, the ai often follows the first, but may follow any of them.

Examples:

'0 le fale lena sa alu atu i ai le tooa'ina.
'0 nanei e mafai ai ona tatou malolo.
'0 nanei e mafai ona tatou malolo ai.
'0 ananafi sa tamo'e vave ai le tama.

- The old man went to the house.
- Later we can rest.
- We can rest later.
- Yesterday the boy ran fast.

OBJECTS OF MAI IN FrontING AND RELATIVE CLAUSES

In Unit Seven, Lesson Four you learned that it is possible to front the objects of the prepositions 'i, i, 'ia, ia, 'ia te and ia te. It was also explained that relative clauses could be formed in which the omitted word (which in English would be a relative like which, who, whom) could be the object of one of these prepositions in its clause.

What was said of these prepositions is also true of the preposition mai, except that when the object of mai, mai ia or mai ia te is fronted, the words mai ai are placed after the predicate.

Similarly, when the object of mai, mai ia or mai ia te is omitted from a relative clause, the words mai ai are placed after the predicate of the relative clause.

The objects of most other prepositions are not fronted nor used in this manner in relative clause constructions.

When the object of mai, mai ia or mai ia te is fronted or omitted from a relative clause, mai ai follows the predicate.

Examples:

'O lona fale'oloa na 'ou fa'stau mai ai lanei - I bought this dress from his store.
'ofu.
A\'I: INSTRUMENTAL PARTICLE

In Unit Seven, Lesson Four you learned that a\'i follows the predicate of a sentence or clause when an object of an instrumental preposition has been fronted or when the omitted words in a relative clause acted as a prepositional phrase of instrumentality.

Some Samoans will use the particle a\'i instead of a\i in the situation described above.

When the object of the "instrumental with" (i, ia, ia te) is fronted or an instrumental prepositional phrase omitted from a relative clause, some Samoans will place a\'i after the predicate.

Examples:

'Aumai se to'i e vavae a\'i le la\'au. - Bring an axe with which to cut the tree.
Fa\'asaoga le fa\'atumu e utu a\'i le moli. - Use a funnel with which to fill the lamp.
'O le samala lelei na 'ou cu\'itu'i a\'i fao. - I hit the nails with this hammer.

AI: THEREBY, AS A RESULT

In addition to the uses explained in Lessons Two and Four of Unit Seven, the particle ai also shows cause and effect relationships. That is, ai can be used in a sentence to indicate that the situation expressed therein is the result of some previously mentioned situation or cause. In this sense, ai could be translated "thereby," "therefore," or "the result being that."

The particle ai can be used to indicate that the situation expressed in its sentence is the result of a previously-mentioned situation.

Examples:

'Usa tu\'i mai 'ia i latou le agelu a le Ali'i... - The angel of the Lord came upon them... (so that, the result being that) they were extremely frightened (Luke 2:9).

'Usa a\'oa\'o ia i o latou sunako, 'ua vi\'ia ai o ia e tagata uma (Luke 4:15). - He taught in their synagogues, (and for that) was praised by all people (Luke 4:15).

'Usa ma\'i si pepe. 0 lea na tagi ai le tina. - The baby was ill. The mother cried (as a result).

E MASANI AI

The phrase e masani ai may be used as if it were an adjective and means "ordinary" or "normal."

Examples:

'O a ni mea'ai na 'e maua? - What food did you get?
'O mea lava e masani ai. - The ordinary stuff.

E tatau ona tatou ola e tusa ma aganu'u e masani ai. - We must live in accordance with the normal customs.
AI VS. AI

The beginning student of Samoan may wonder whether she or he will encounter any difficulty in discriminating between the question pronoun ai (who, whom) from the relative particle ai discussed in Unit Seven, Lessons Two and Three. This should be no cause for concern, since the two are quite differently.

The relative particle ai virtually always follows the predicate of the sentence, and can only be preceded by the prepositions 'i, i'i (to, in, etc.), mai (from), or talu (since).

The question pronoun ai (who, whom), on the other hand, can occur in most of the positions which an emphatic pronoun can occupy. It can follow a number of prepositions, including o, a, mo, and ma. When preceding this ai, the prepositions "to," "into," "in," etc. take the forms 'ia te or ia te (as opposed to 'i or i which precede the relative ai). The question pronoun ai can also be preceded by the doer marker a.

Remember:
1. The relative particle ai almost always follows predicates, and can only be preceded by the prepositions 'i, i, mai and talu.
2. The question pronoun ai (who, whom) can occur in most of the positions which an emphatic pronoun can occupy, including the ability to follow most prepositions and the doer marker a.

Examples:

'E te alofa 'i ai?
'E te alofa 'ia te ai?
O le tusi a ai lenal?
O le fale o ai lela?
Sa tapuni e ai le faifoto'a?
'O ai sa tatalaina le fa'amalama?
'O ai le tagata sa 'e tu'una atu 'i ai le tusi?

- Do you love her/him/them/it?
- Whom do you love? (lit. "You love whom?")
- Whose book is this? (lit. "This is the book of whom?")
- Whose house is that? (lit. "That is the house of whom?")
- Who shut the door? (or, "The door was shut by whom?")
- Who opened the window?
- Who is the person you gave the book to?

THE PARTICLE AI: AN OVERVIEW

As should be apparent from the information presented in Lessons Two and Four of Unit Seven (and elsewhere), the particle ai has a number of different uses.

But a closer look at these different uses reveals a single underlying function performed in virtually every context in which the particle is used. That function is to refer back to some previously mentioned element or situation. You may want to turn back to these lessons and see how ai points back to various situations or elements.

Examples:

Sa 'ou ta'oto i le moega ona ou moe ai lea.
'Ua vaivai le tamaloa talu ai lona ma'i.
'O fea le ma na 'e tu'u i ai le tusi?
E manaia Niu Sila? Toa, 'ua fiafa a ai lo matou 'aiga atoa.
'Ua 'e va'aia le tifaga lale? Le'ai, ou te or le'i va'ai 'i ai.
'O taeao ou te malaga ai.
Aumai le ato pa'u e teu ai o'u lavalava.
Ma te o i Niu Sila e fa'aipoipo ai.
O le perisita o le pule lea e fai ai le gauega a le Atua.

- I lay on the bed, then I slept (as a result).
- The man is weak on account of his illness.
- Where's the place you put the book?
- Is New Zealand nice? Yes, my whole family likes it.
- Have you seen that movie? No, I haven't seen it.
- Tomorrow I leave.
- Bring the suitcase (in which) to pack my clothes.
- We're going to New Zealand to get married (there).
- The priesthood is the power in which to do the work of God.
REDUNDANT USE OF THE NON-PAST TENSE MARKER

Occasionally, when a relative clause begins with a descriptive pronoun and the non-past tense marker te, both forms of the tense (e and te) are used redundantly, both before and after the pronoun, respectively. Study the following examples:

'O Mala o la teine e ma te galulue i le fa'eloa.
- Mary is the girl with whom I work in the store.

'O fea le atunu'u e tou te malaga atu 'i ai?
- Where is the country you're going to?

Sa talanoa Simi ma le tamaloa e la te o fa'atasi 'i Niu Sila.
- Jim conversed with the man with whom he is going to New Zealand.

When the pronoun lua (you - 2) is used in this manner, the tense markers e and te occasionally both precede the pronoun. This idiomatic construction is used in informal speech. For example:

'O fea le mea e te lua o i ai?
- Where is the place you (2) are going to?
'O ai le tagata e te lua a'os'o fa'atasi?
- Who is the person with whom you study?

When relative clauses begin with descriptive pronouns and the non-past tense, e and te are sometimes used both before and after the descriptive pronoun, respectively. When using the pronoun lua, e and te may both precede the pronoun.

Examples:

O le a le mea'ai e te lua le fim 'a'ai ai?
- What food don't you want to eat?
Ou te alofa i le teine e tou te fa'agalua
fa'atasi i le fa'eloa.
- I love the girl with whom you work at the store.
E tatau ona 'le alofa atu i le tagata e te
lua soa.
- You should love the person with whom you are companions.
O le a tonu le aso e la te taunu'u ma aai?
- What exactly is the day they will arrive?
## VOCABULARY BUILDER - MORE HONORIFIC WORDS

<table>
<thead>
<tr>
<th>English</th>
<th>Common Term</th>
<th>Honorific Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>anger, to be angry</td>
<td>ita</td>
<td>to'aga'am'i</td>
</tr>
<tr>
<td>beard</td>
<td>'ava</td>
<td>soesa</td>
</tr>
<tr>
<td>blood</td>
<td>toto</td>
<td>'ele'ele</td>
</tr>
<tr>
<td>to call</td>
<td>vala'au</td>
<td>fono</td>
</tr>
<tr>
<td>to cry</td>
<td>tagi</td>
<td>tutulu</td>
</tr>
<tr>
<td>to face this direction</td>
<td>fa'asaga mai</td>
<td>liuli alo mai</td>
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<tr>
<td>face</td>
<td>mata</td>
<td>fofoga</td>
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<td>ear</td>
<td>taliga</td>
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<td>eye</td>
<td>mata</td>
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<td>mouth</td>
<td>gutu</td>
<td>fofoga</td>
</tr>
<tr>
<td>nose</td>
<td>'igu</td>
<td>fofoga</td>
</tr>
<tr>
<td>to fish, to go fishing</td>
<td>fagota</td>
<td>fa'agatai</td>
</tr>
<tr>
<td>hand/arm/foot/leg</td>
<td>lima/vae</td>
<td>'a'a'o</td>
</tr>
<tr>
<td>to cut (hair)</td>
<td>'otu</td>
<td>fa'a'afuga, tutu'ulgatu</td>
</tr>
<tr>
<td>to laugh, to smile</td>
<td>'ata</td>
<td>sosoi</td>
</tr>
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<td>prayer</td>
<td>tatalo</td>
<td>taisaga</td>
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<tr>
<td>to shake hands</td>
<td>fa'atalofa</td>
<td>lulu lima, lulu 'a'a'o</td>
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<td>sickness</td>
<td>ma'i</td>
<td>'apula o le fala</td>
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<td>stomach</td>
<td>manava</td>
<td>lulu lulu taga'atafa (for High Chiefs)</td>
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<td>teeth</td>
<td>nifo</td>
<td>taga'atafa (for High Chiefs)</td>
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<td>voice</td>
<td>le'o</td>
<td>fa'atafagasega'ase</td>
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<td>to wash (hands)</td>
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<td>alo</td>
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<td>'oloa</td>
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<td>si'ufofo'afe</td>
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<td>tatafi</td>
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<td></td>
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<td>afofo, malelega (for High Chiefs)</td>
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</tbody>
</table>
**GRAMMAR**

**CONCORD**

The word **concord** refers to the fact that in many languages when doers are plural, their verbs are also made plural to "agree" with the doers. As you have already learned in Unit Two, Lesson Three, this is often done in Samoan with intransitive verbs. However, with transitive verbs, many Samoans will make the verb plural to agree not with the doer, but with the done-to.

Many Samoans will pluralize transitive verbs only if the done-to is plural.

**Examples:**

- Sa fāfasi tamati e le tamāloa.  - The man beat the children.
- Sa tapu'e 'īsumu e le pusi.  - The cat caught the rats.

**NUMBERS AFTER CERTAIN PREDICATES**

When numbers modify nouns after certain predicates, including 'āitālafu (to borrow), 'ātoa (to be complete or whole), fia (to be how much/many), na'o (to be only) and tau 'o (to be only [commands]), the number may precede the noun, with the number itself preceded by the definite article le.

Number modifiers after these predicates may also follow the regular pattern described in Unit Eight, Lesson Two. Na'o and tau 'o are discussed in more detail in Unit Nine, Lesson Two.

... + PRED (e.g., 'āitālafu, 'ātoa, fia, na'o, tau 'o) + le + NUMBER + N + ...

**Examples:**

- Na 'ou 'āitālafu le lua tālā.  - I borrowed two dollars.
- 'Ea 'ātoa le lima tasaga o a'u i Samoa.  - I have been in Samoa for five years. (lit. "The five years of mine in Samoa are complete.")
- Tau 'o le tolu tápolo o 'aumai.  - Bring only three limes. (lit. "[There are] only three limes [for you] to bring.")
- E na'o le tolu 'ofu sa 'ou fa'atauina.  - I brought only three dresses. (lit. "[There are] only three dresses which I bought.")
- E fia levalu tālā Amerika i tupe Samoa?  - How much is eight American dollars in Samoan money?

**SPECIAL USE OF TA'I- . . . NA**

To describe events that happen at regular intervals, a construction is used which usually begins with the non-past tense and ta'i- followed by some number and a unit of time. The particle ma then precedes a clause with no tense marker, which describes the event which occurs at the specified interval.

The following pattern expresses events which occur at regular intervals:

E ta'i + NUMBER + UNIT OF TIME + ma + DC

**Examples:**

- E ta'i fa'asaga ma fai le fonotaga a lo matou 'aiga.  - Our family has a meeting every four years. (lit. "Each four years and the meeting of our family is held.")
NOTE ON TA'ITO'ALUA

Sometimes the word ta'ito'alua is used as if it were the plural of to'alua (spouse).

Examples:
Sa 0 atu 'uma tagata ma o latou ta'ito'alua. - All the people went with their spouses.
E tatsu ona nonofo fa'etsi tagata ma o latou - The people must sit together with their spouses.
ta'ito'alua.

AMBIDUALITY IN NUMBER EXPRESSIONS

Certain expressions involving numbers and amounts in Samoan are ambiguous. For example:
E fia tou ta'avale? - How many cars do you have?
E ta'ifia fa'i? - How many bananas for each (person)?

The meaning in each case is usually clear from the context.

ORDINALS: OTHER WAYS

The ordinal numbers (second, third, fourth, etc.) can be expressed in many ways, as witnessed by the following examples:
'o le aso tolo o Ma - the third day of May (this pattern can only be used with days)
'o le tautoga e tolo
'o le tolo o tautoga
'o lona tautoga e tolo
'o lona tolo o tautoga
'o le tautoga lona tolo

The following patterns expression number which in English would be expressed with ordinal numbers:

1. le aso + NUMBER
2. le + N + e + NUMBER
3. le + NUMBER + 'o + N
4. lona + N + e + NUMBER
5. lona + NUMBER + 'o + N
6. le + N + lona + NUMBER

Examples:
Su'e ase le mata'upu e lina ma lona fusi'upu e fitu. - Look up the fifth chapter and the seventh verse.
O le'a fato malaga 'i Apia i le aso sefulu o Ma. - We'll go to Apia on the tenth day of May.
Na oti le taimo a le tolo o masina o lona ma'i. - The old man died in the third month of his illness.
Se'i tatau fa'aitu mai le mata'upu lona lina, a'o lona sefulu o fusi'upu.
TOOLS

PATTERNS AND PHRASES – AT A GAS STATION

1. Se'i ta afe i lela fale fa'i ta'avale.
2. Pe lavai le _____ o le ta'avale?
   a. penisini
   b. kegi
   c. suau'u
   d. vai
3. 'Ua pā le pa'u.
4. O fea le _____?
   a. pamu kegi
   b. fa'a'gau
   c. pamu 'ea
5. Ia fa'atumu i le penisini.
6. Ia utu i le suau'u.
7. Fa'amau ma le fa'amalama o le ta'avale.

1. Let's pull in at that gas station.
2. Is there enough _____ in the car?
   a. gasoline
   b. gas (American Samoan term)
   c. oil
   d. water
3. The tire is flat/punctured.
4. Where is the _____?
   a. gas pump
   b. hose
   c. air pump
5. Fill it up with gas.
6. Put in the oil.
7. Wash the windshield of the car.

VOCABULARY BUILDER – VEHICLES AND RELATED VOCABULARY

Boats

<table>
<thead>
<tr>
<th>Term</th>
<th>Samoan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>boat</td>
<td>xa'apoa</td>
<td>boat</td>
</tr>
<tr>
<td>boom</td>
<td>xai</td>
<td>boom</td>
</tr>
<tr>
<td>bonito canoe</td>
<td>xa'a alo, taqaga</td>
<td>boat canoe, double canoe, dugout canoe, outrigger canoe</td>
</tr>
<tr>
<td>canoe</td>
<td>folauga</td>
<td>canoe</td>
</tr>
<tr>
<td>cruise</td>
<td>folauga</td>
<td>cruise</td>
</tr>
<tr>
<td>to depart</td>
<td>folauga</td>
<td>to depart</td>
</tr>
<tr>
<td>double canoe</td>
<td>xai</td>
<td>double canoe</td>
</tr>
<tr>
<td>dugout canoe</td>
<td>(small:) paopao (medium or large:) soatau</td>
<td>dugout canoe</td>
</tr>
<tr>
<td>end</td>
<td>taumuli</td>
<td>end</td>
</tr>
<tr>
<td>engine</td>
<td>xai</td>
<td>engine</td>
</tr>
<tr>
<td>forward-sitting man (of two men in a canoe)</td>
<td>foemua</td>
<td>forward-sitting man</td>
</tr>
<tr>
<td>front</td>
<td>taumua</td>
<td>front</td>
</tr>
<tr>
<td>head</td>
<td>taumua</td>
<td>head</td>
</tr>
<tr>
<td>hull side (as opposed to outrigger side)</td>
<td>ata, matau</td>
<td>hull side</td>
</tr>
<tr>
<td>large boat</td>
<td>xa'a tele</td>
<td>large boat</td>
</tr>
<tr>
<td>large passenger boat</td>
<td>meli</td>
<td>large passenger boat</td>
</tr>
<tr>
<td>motor boat</td>
<td>xa'a afi</td>
<td>motor boat</td>
</tr>
<tr>
<td>oar</td>
<td>foe, foetautu (steering oar)</td>
<td>oar</td>
</tr>
<tr>
<td>outrigger</td>
<td>ama</td>
<td>outrigger</td>
</tr>
<tr>
<td>outrigger boom</td>
<td>xai</td>
<td>outrigger boom</td>
</tr>
<tr>
<td>outrigger canoe (sm)</td>
<td>paopao</td>
<td>outrigger canoe</td>
</tr>
<tr>
<td>outrigger side (as opposed to hull side)</td>
<td>ama</td>
<td>outrigger side</td>
</tr>
<tr>
<td>paddle</td>
<td>foe</td>
<td>paddle</td>
</tr>
<tr>
<td>passenger boat (lg)</td>
<td>meli</td>
<td>passenger boat</td>
</tr>
<tr>
<td>port side</td>
<td>ama</td>
<td>port side</td>
</tr>
<tr>
<td>raft</td>
<td>xa'a moso'ol</td>
<td>raft</td>
</tr>
<tr>
<td>rowboat</td>
<td>voa'a taualao</td>
<td>rowboat</td>
</tr>
<tr>
<td>rudder</td>
<td>foeteli</td>
<td>rudder</td>
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<tr>
<td>sail</td>
<td>la</td>
<td>sail</td>
</tr>
<tr>
<td>to sail</td>
<td>folauga, folaula</td>
<td>to sail</td>
</tr>
<tr>
<td>sailing ship</td>
<td>xa'a folauga</td>
<td>sail ship</td>
</tr>
<tr>
<td>sailor</td>
<td>tagata folauga</td>
<td>sailor</td>
</tr>
</tbody>
</table>

Sennit (string plaited from coconut husk) - xai
Starboard side - xai
To steer - xai
Submarine - xa'a mauu, xa'a tofoa
To travel (by sea) - folauga
Tail - taumuli

Cars

<table>
<thead>
<tr>
<th>Term</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>brake</td>
<td>tafofi</td>
</tr>
<tr>
<td>engine</td>
<td>xai</td>
</tr>
<tr>
<td>to grip (of brakes)</td>
<td>(plural)</td>
</tr>
<tr>
<td>highway</td>
<td>'usai ta'avale</td>
</tr>
<tr>
<td>hood</td>
<td>ufi o le xai (o le ta'avale)</td>
</tr>
<tr>
<td>license</td>
<td>laigene</td>
</tr>
<tr>
<td>lights (front)</td>
<td>molii luma</td>
</tr>
<tr>
<td>lights (back)</td>
<td>molii tua</td>
</tr>
<tr>
<td>main road</td>
<td>'usalai tele</td>
</tr>
<tr>
<td>steering wheel</td>
<td>xeuli</td>
</tr>
<tr>
<td>tire</td>
<td>xai</td>
</tr>
<tr>
<td>wheel</td>
<td>ulei</td>
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<tr>
<td>windshield</td>
<td>fa'amalama</td>
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Planes

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<tr>
<th>Term</th>
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<tbody>
<tr>
<td>fin(s)</td>
<td>xapa'apa</td>
</tr>
<tr>
<td>passengers</td>
<td>pasasea</td>
</tr>
<tr>
<td>pilot</td>
<td>palate</td>
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<tr>
<td>stewardess</td>
<td>si'sus'u</td>
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Miscellaneous

<table>
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<th>Term</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>bicycle</td>
<td>pasika, ulia, uila vili vae</td>
</tr>
</tbody>
</table>

530
motorcycle - uila afi
train - nofoa afi, ta'avale afi

VOCABULARY BUILDER - MORE FROM THE ANIMAL KINGDOM*

Animals

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<th>English</th>
<th>Samoan</th>
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</thead>
<tbody>
<tr>
<td>ass</td>
<td>'asini</td>
</tr>
<tr>
<td>bear</td>
<td>'urosa</td>
</tr>
<tr>
<td>calf</td>
<td>'ama a le pov'i</td>
</tr>
<tr>
<td>camel</td>
<td>'amela</td>
</tr>
<tr>
<td>chick</td>
<td>'ama'i moa</td>
</tr>
<tr>
<td>crocodile</td>
<td>kolokotaila</td>
</tr>
<tr>
<td>deer</td>
<td>'ala, tia</td>
</tr>
<tr>
<td>donkey</td>
<td>'asini</td>
</tr>
<tr>
<td>dove</td>
<td>lupe</td>
</tr>
<tr>
<td>(crimson-colored fruit dove)</td>
<td>manu tagi</td>
</tr>
<tr>
<td>(many-colored fruit dove)</td>
<td>manu ma</td>
</tr>
<tr>
<td>eagle</td>
<td>'aete</td>
</tr>
<tr>
<td>elephant</td>
<td>'elefane</td>
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<tr>
<td>fox</td>
<td>'alope</td>
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<tr>
<td>gazelle</td>
<td>'aila</td>
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<tr>
<td>giraffe</td>
<td>sealafi</td>
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<tr>
<td>goat</td>
<td>'oti</td>
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<tr>
<td>gorilla</td>
<td>kolila</td>
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<tr>
<td>lion</td>
<td>liona, leona</td>
</tr>
<tr>
<td>purple swamp hen</td>
<td>manu a'ì'si, manu a'ì</td>
</tr>
<tr>
<td>kitty</td>
<td>'ama'a pusi</td>
</tr>
<tr>
<td>monkey</td>
<td>manukì</td>
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<tr>
<td>pigeon</td>
<td>lupe</td>
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<tr>
<td>(tooth-billed)</td>
<td>manu mea</td>
</tr>
<tr>
<td>puppy</td>
<td>'ama'a maile</td>
</tr>
<tr>
<td>rat</td>
<td>'imo</td>
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<tr>
<td>rooster</td>
<td>toa</td>
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<tr>
<td>sheep</td>
<td>mamo</td>
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<tr>
<td>white tern</td>
<td>manu sina</td>
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<tr>
<td>tiger</td>
<td>taika</td>
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<tr>
<td>wolf</td>
<td>luko</td>
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</table>

Reptiles and Insects

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>asp</td>
<td>'asipi</td>
</tr>
<tr>
<td>beetle (rhino beetle)</td>
<td>manu 'ai niu</td>
</tr>
<tr>
<td>caterpillar</td>
<td>'anufe</td>
</tr>
<tr>
<td>centipede</td>
<td>atauloa</td>
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<tr>
<td>frog</td>
<td>lage</td>
</tr>
<tr>
<td>gecko</td>
<td>mo'o</td>
</tr>
<tr>
<td>millepede</td>
<td>taetulì</td>
</tr>
<tr>
<td>snake</td>
<td>gata</td>
</tr>
<tr>
<td>spider</td>
<td>'gogaleveleve</td>
</tr>
<tr>
<td>spider's web</td>
<td>'gogaleveleve</td>
</tr>
<tr>
<td>worm</td>
<td>'anufe</td>
</tr>
</tbody>
</table>

Sealive

<table>
<thead>
<tr>
<th>English</th>
<th>Samoan</th>
</tr>
</thead>
<tbody>
<tr>
<td>'anae</td>
<td>grey mullet</td>
</tr>
<tr>
<td>atule</td>
<td>horse mackerel (caught mainly in March/April)</td>
</tr>
<tr>
<td>fa'e's</td>
<td>octopus</td>
</tr>
<tr>
<td>fuga</td>
<td>parrot fish, fish of genus Scarus when 1 foot long</td>
</tr>
<tr>
<td>fugamea</td>
<td>redfish brown species of fuga</td>
</tr>
<tr>
<td>fugausi</td>
<td>greensh blue species of fuga</td>
</tr>
</tbody>
</table>

*The information given here, especially on birds and fishes, was drawn in part from George B. Milner, Samoan Dictionary (Oxford: Oxford University Press, 1966). Because many of the fishes listed here would be unfamiliar to students of Samoan, they are listed according to the Samoan word.
The verb *tofu* can be used in other ways not mentioned in Unit Eight, Lesson Four. For example, it can mean "to be enough for everyone to have his/her share." For example:

E le'i tofu penitala tamaiti.  'Ua tofu lole teine?
- There aren't enough pencils for the children.
- Is there enough candy for (each) girl (to have her share)?

As a command, *tofu* takes on the sense of "let each bring," or "let each give" and is commonly used in reference to feasts in which individuals are expected to bring contributions.

*La tofu le metai ma talo e lua.*  - Let each chief bring two taro.

Tofu can mean "each has/will have/had," "to be enough for each to have his/her share," or in an imperative sense, "let each provide."

Examples:

*Ua tofu laisene faife'au.*  - There are enough licenses for each missionary.
*La tofu le tagata ma 'apa i'a e tolu.*  - Let each person provide three cans of fish.
UNIT EIGHT
LESSON FIVE

VOCABULARY BUILDER - PLACES ON PLANET EARTH

The following words will help you talk about major geographical locations. When inquiring about the names of such locations, the word ो अि ("who") is used instead of ो ले अि ("what").

Continents (कोनितिनेटा)

<table>
<thead>
<tr>
<th>Continent</th>
<th>अि आफरिका</th>
<th>अि अंटरटिका</th>
<th>भा एसिया</th>
<th>अि असिया</th>
<th>अि असेतालिया</th>
<th>उर्य यूरोपा</th>
<th>अि उर्यमेरिका</th>
<th>अि साउथएमरिका</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>'Aferika</td>
<td>'Anatatika</td>
<td>'Asia</td>
<td>'Asia</td>
<td>'Ausetalia</td>
<td>'Europa</td>
<td>'Amerika i Matu</td>
<td>'Amerika i Sauto</td>
</tr>
</tbody>
</table>

Countries (अतुनु 'उ)

<table>
<thead>
<tr>
<th>Country</th>
<th>अि असेतालिया</th>
<th>पेरेटानिया</th>
<th>कनाडा</th>
<th>साइना</th>
<th>'Egalani</th>
<th>पीटी</th>
<th>फारानि, फालन</th>
<th>झिमानि</th>
<th>एलेनि</th>
<th>इनितिया</th>
<th>'Italia</th>
<th>जापानि</th>
<th>झापानि</th>
<th>मेकिसिको</th>
<th>न्यु सिला</th>
<th>न्यु किनि</th>
<th>न्युडे</th>
<th>'Rusia</th>
<th>'Lusia</th>
<th>सामोस</th>
<th>सेपानिया</th>
<th>तोगा</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>'Ausetalia</td>
<td>Peretania</td>
<td>Kanata</td>
<td>Saina</td>
<td>Egalani</td>
<td>Piti</td>
<td>Farani, Falan</td>
<td>Siamani</td>
<td>Eleni</td>
<td>Initita</td>
<td>'Italia</td>
<td>Japani</td>
<td>Japani</td>
<td>Mekisiko</td>
<td>Niu Sila</td>
<td>Niu Kini</td>
<td>Nide</td>
<td>Russia</td>
<td>Lusia</td>
<td>Samoa</td>
<td>Sepania</td>
<td>Toga</td>
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Oceans (वासा)

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<tr>
<th>Ocean</th>
<th>अि अंटरटिका</th>
<th>अि अरिको</th>
<th>अि अटलान्टिक</th>
<th>'Initia</th>
<th>'Pasefika</th>
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COMMON PHRASES - MORE MONEY TALK

Na 'ou nono mai 'ia te ia le tala. - I borrowed dollars from him/her.
'E te mana'o 'i ni tupe siliva po'o pepa? - Do you want coins or paper money?
E le lava la'u tupe. - I don't have enough money.
E 'ia la'u tupe e fa'ala va ai. - I have enough money to make up the difference.
Ou te masalo e se'e lau faiteu. - I think your counting is wrong.
E faiteu le tala/sene i se mea fa'apenei. - That's a fair price; The price is right.
E taugafa tele. - dollars/cents isn't fair for something like this.
E taugafie tele. - is very expensive.
O lau sui lea. - is very inexpensive.
Fau lea?

Here is your change.
- Is that all?

VOCABULARY BUILDER - MATERIALS AND TOOLS

Materials

<table>
<thead>
<tr>
<th>Material</th>
<th>Samoan Name</th>
<th>English Name</th>
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<td>board</td>
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<tr>
<td>brass</td>
<td>'apa menea</td>
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<td>cement</td>
<td>sima</td>
<td>spade</td>
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<td>laumi</td>
<td>vice</td>
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<td>copper</td>
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<td>log</td>
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<td>u'amea</td>
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<td>fao</td>
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</tr>
<tr>
<td>pandanus leaf</td>
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<td></td>
</tr>
<tr>
<td>- used in plaiting mats</td>
<td>laufala</td>
<td></td>
</tr>
<tr>
<td>- used in plaiting fine</td>
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<td>mats</td>
<td>lau'ie</td>
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<td>maea</td>
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<tr>
<td>screw</td>
<td>fao vilivili, sikulu</td>
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<tr>
<td>sennit (cord plaited)</td>
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<td></td>
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<tr>
<td>from coconut husk</td>
<td>'afa</td>
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<td>steel</td>
<td>sila</td>
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<tr>
<td>tin</td>
<td>'apa</td>
<td></td>
</tr>
<tr>
<td>wood</td>
<td>la'au</td>
<td></td>
</tr>
<tr>
<td>- heart-wood (hard inner)</td>
<td>taia</td>
<td></td>
</tr>
<tr>
<td>- soft wood (soft outer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- wood of certain trees</td>
<td>taisina</td>
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</table>

Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Samoan Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>adze</td>
<td>to'i</td>
</tr>
<tr>
<td>axe</td>
<td>to'i</td>
</tr>
<tr>
<td>bush knife</td>
<td>polu</td>
</tr>
<tr>
<td>breadfruit cleaver</td>
<td>to'tupa (wooden cleaver shaped like an adze)</td>
</tr>
<tr>
<td>crow bar</td>
<td>kolopa</td>
</tr>
<tr>
<td>drill</td>
<td>vili</td>
</tr>
<tr>
<td>Samoan pump drill</td>
<td>vilipua</td>
</tr>
<tr>
<td>drill plate of a</td>
<td>livaliva</td>
</tr>
<tr>
<td>Samoan pump drill file</td>
<td></td>
</tr>
<tr>
<td>hammer</td>
<td>sampa</td>
</tr>
<tr>
<td>hoe</td>
<td>suo</td>
</tr>
<tr>
<td>pliers</td>
<td>fa'au</td>
</tr>
<tr>
<td>plough</td>
<td>suotosina</td>
</tr>
</tbody>
</table>
**FAI SINA, TEISI: SOMEWHAT**

The expression *fai sina* can be used to mean "to be somewhat," "to do somewhat," "to have somewhat" and precedes the main predicate of the sentence. The noun phrase which acts as the subject of the expression is preceded by *o*.

The word *teisi* means "somewhat" or "a little" and is used as a regular adverb.

The expression *fai sina* means "to do/to have/to be somewhat" and has the following structure:

```
... + fai sina + PREDP + o + NP + ...
```

*Teisi* is a regular adverb meaning "somewhat" or "a little."

**Examples:**

Fai sina moe. - Get some sleep.
E fai sina mafu o le nei mea'ai. - This food is somewhat spoiled.
E tatau ona e onosa'i teisi. - You must have a little patience.
Tu'utu'u teisi i lalo. - Move it down a little.

**FA'ATOA'Å AS TENSE**

In addition to being an adverb, *fa'atoa'å* (just, for the first time) can also be used as a tense marker.

**Examples:**

Fa'atoa'å ou taumu'u i Samoa. - I just arrived in Samoa.
Fa'atoa'å alu le tama i Niu Sila. - The boy just went to New Zealand.

**TOE: ANOTHER LAST**

The word *toe* (again) can also be used to mean "final" or "last." As with its other uses, *toe* precedes the word it modifies.

```
Toe can mean "final" or "last" and precedes the word it modifies.
```

**Examples:**

0 le toe taumafaiga i liga'i. - This is the last attempt.
0 le toe fuafuaga lea sa fata e le 'au faife'a'u. - That was the final plan the missionaries made.

**MORE ON ONLY - 1**

In Unit Nine, Lesson Two, you learned that *na'o* and *tau 'o* are usually used as main verbs or auxiliary verbs to mean "to be only." Nevertheless, these expressions are occasionally used like adjectives, except that they precede the nouns they modify.
MORE ON ONLY - 2

The expression na'o can also be used to convey the idea of "alone," "by myself," "by oneself," etc. To do this na'o followed by the person who is alone and sometimes an intensifier such as lava or a all act as an adverb.

The following pattern conveys the notion of "alone" or "by self":

\[
\text{TENSE} + \text{na'o} + \text{NP*} + \left\{ \text{ (a) lava } \right\}
\]

*This noun phrase is usually a pronoun or the name of a person.

Examples:

Ou te moe na'o a'u i le fale. - I sleep alone in the house. (or, I sleep by myself in the house.)
Sa ia alu na'o ia lava i le ta'a'ologa. - He went by himself to the game.

MORE ON ONLY - 3

The notion of "only" can be conveyed in presentative and equative sentences by placing na (sometimes preceded by a tense marker) before the sentence.

The following pattern conveys the idea of "only" with presentative and equative sentences:

\[
\text{TENSE} + \text{na} + \left\{ \text{PRESENTATIVE SENTENCE } \right\} + \left\{ \text{EQUATIVE SENTENCE } \right\}
\]

Examples:

E na'o a'u le fasi'oga o lenei vasega. - I am the only teacher of this class.
E na'o Sikoki lava. - (It's) only Scott.
E na'o se tama le faife'au. - The minister is only a boy.

MORE ON ONLY - 4

In Unit Eight, Lesson Four, you learned that the expression "not only ... but also" is expressed with the verb gata (to stop). This notion can also be expressed with na'o. This construction is summarized below.

The following pattern conveys the idea of "not only ... but also":

\[
\text{TENSE} + \left\{ \text{na'o} \right\} + \text{NP} + \left\{ \text{simu} \right\} + \left\{ \text{IC} \right\}
\]

*This clause often contains the modifier foli (also).
Examples:

E le na' o 'oe, a'o Simi fo'i sa tamo'e i le tu'uga.
E le na'ona malosi le tama, 'ae poto fo'i.

- Not only you, but also Jim ran in the race.
- Not only is the boy strong, but (he) is also smart.
VOCABULARY BUILDER - WEIGHS AND MEASURES

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
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<tbody>
<tr>
<td>Fathom (length of outstretched arms)</td>
<td>gafa</td>
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<tr>
<td>foot</td>
<td>futu</td>
</tr>
<tr>
<td>inch</td>
<td>'inisí</td>
</tr>
<tr>
<td>to measure (in fathoms)</td>
<td>gafa, tafaga</td>
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<tr>
<td>mile</td>
<td>malla</td>
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<td>ounce</td>
<td>'aunese</td>
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<tr>
<td>pound</td>
<td>pauna</td>
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<tr>
<td>span (of the hand)</td>
<td>aga</td>
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<tr>
<td>yard</td>
<td>iata</td>
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</tbody>
</table>
**COMMON NARRATION EXPRESSIONS**

In narrating events, the verb *fa'apea* (to say) is often used to introduce direct quotations.

The expression *e fa'apea* means "as follows" and can be used as an adverbial expression to introduce direct quotations.

Sometimes, the speaker of a quote is identified after the quotation with expressions like *0 lana tali mai lea* (That was his/her answer), *0 la'u fesili atu lea* ("That was my question"), etc.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>fai atu</em></td>
<td>- to say</td>
<td>verb</td>
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<tr>
<td><em>fai mai</em></td>
<td></td>
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<tr>
<td><em>fa'apea</em></td>
<td>- to say, to speak as follows</td>
<td>verb (introduces direct quotes)</td>
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<tr>
<td><em>fa'apea atu</em></td>
<td></td>
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<tr>
<td><em>fa'apea mai</em></td>
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<tr>
<td><em>e fa'apea</em></td>
<td>- as follows, this way</td>
<td>adverb (precedes direct quotes)</td>
</tr>
<tr>
<td><em>0 lana fesili atu/mai lea</em></td>
<td>- That was his (or her) question.</td>
<td>follows direct quotes</td>
</tr>
<tr>
<td><em>0 lana tali atu/mai lea</em></td>
<td>- That was her (or his) answer.</td>
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<tr>
<td><em>0 lana tala lea</em></td>
<td>- That was his (or her) story.</td>
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<tr>
<td><em>0 la'u fa'amatalga lea</em></td>
<td>- That was my explanation.</td>
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<tr>
<td>etc.</td>
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</table>

**Examples:**

Na *fa'apea mai le teine,* "E 'aulenaga 'oe." - The girl said, "You are ugly!"

Na *fa'amatalga mai le tulaga* e fa'apea: "..." - She explained the situation this way: "..."

"O ai lou igoa?" *0 la'u fesili atu lea.* - "What is your name?" That was my question.

"O Sina." *0 lana tali mai lea.* - "Sina." That was her answer.
<table>
<thead>
<tr>
<th>Vocabulary Builder - LDS Church Terms</th>
</tr>
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<tbody>
<tr>
<td><strong>Callsings, Positions, Offices</strong></td>
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<td>apostle</td>
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<td>bishop</td>
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<tr>
<td>branch president</td>
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<tr>
<td>to call, to assign</td>
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<tr>
<td>calling, position</td>
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<td>counsellor</td>
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<td>First Quorum of Seventy</td>
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<td>teacher</td>
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<tr>
<td>visiting teacher</td>
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<tr>
<td><strong>Commandments, Principles, and Doctrines</strong></td>
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<td>authority</td>
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<tr>
<td>to believe</td>
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<tr>
<td>chastity, clean living</td>
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<td>to command</td>
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<td><strong>Places</strong></td>
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<td><strong>Fast Offering</strong></td>
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<td><strong>To Fellowship</strong></td>
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<td>to give one's attention to gospel</td>
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<td>to keep</td>
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<td>law</td>
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<td>to be patient</td>
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<td>condition</td>
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<td>to be converted</td>
</tr>
<tr>
<td>to convert</td>
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<tr>
<td>unit</td>
</tr>
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</table>
Vocabulary Builder - Religions and Religious Vocabulary

The following words will help you talk about various religions. A number of terms listed under "LDS Church Terms" (such as salvation, baptism, repentance, crucifixion, Messiah, redemption, etc.) are used by a number of different religions.

| Assembly of God | - Lotu Patipati (lit. "Clapping Church") |
| Assistant | - fesoasoani |
| Bahai Church | - Lotu Bahai |
| Catechist (Roman Catholic) | - fesoasoani |
| Catholic Church | - Lotu Katoliko, Lotu Pope |
| Church of the Nazarene | - Lotu Namareta |
| Confession (Roman Catholic) | - kofesio |
| Congregational Christian Church of Samoa | - Lotu Samoa (lit. "Samoa Church"), Lotu Ta'iti (lit. "Tahitian Church") |
| Cross | - koluse, koruse |
| Deacon | - ti'ikononi |
| Holy Communion | - Fa'amanaotaga Pa'i'a, Talisusaga a le Ali'i, Taumafataga a le Ali'i |
| Jehovah's Witnesses | - backsaa |
| Mass (Roman Catholic) | - Lotu Toga (lit. "Tongan Church"), Lotu Metotisi |
| Minister | - faife'au |
| Mormon Church | - Lotu Mamanga |
| Nun (Roman Catholic) | - taulou sa |
| Pastor | - faife'au |
| Pastor-Teacher (of the Methodist Church) | - a'aoa'oa |
| Pope | - pope |
| Seventh-day Adventist | - Lotu Aso Pitu |
| Trinity | - Tolu-tasi Pa'i'a |
MORE PREFIXES

In addition to the uses discussed in Unit Ten, Lesson Two, the prefix fa'a- can also be used to soften a word which might be taken as harsh by the listener, or to reduce the full effect or force of a word. For example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>fa'aleaf</td>
</tr>
<tr>
<td>ma'i</td>
<td>fa'ama'i'</td>
</tr>
</tbody>
</table>

The prefix ma- (or ma-) expresses a state or condition which has been attained or a completed action or process. This prefix is applied to the roots of a number of verbs, many of which are transitive. Nevertheless, when the prefix ma- is applied, the verbs become intransitive. That is, no doer is expressed in the sentence. Study the following examples:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>sasa'a</td>
<td>ma'sa'a</td>
</tr>
<tr>
<td>liga</td>
<td>ma'liga</td>
</tr>
<tr>
<td>liu</td>
<td>ma'liu</td>
</tr>
<tr>
<td>lelemo</td>
<td>ma'lelemo</td>
</tr>
<tr>
<td>tala</td>
<td>ma'tala</td>
</tr>
<tr>
<td>sae</td>
<td>ma'sae</td>
</tr>
<tr>
<td>vavae</td>
<td>ma'vavae</td>
</tr>
<tr>
<td>talepe</td>
<td>ma'talepe</td>
</tr>
<tr>
<td>fa'i</td>
<td>ma'fa'i</td>
</tr>
</tbody>
</table>

The prefix ma- also denotes the possibility of doing something, as when it is prefixed to the verb fa'i (to do) to form the word mafa'i (can, to be able to). As a prefix, this use of ma- is most often found in the negative: le ma- (denoting the impossibility of doing something). For example:

E le mafa'amatalaina le mamalu o le Atua. - God cannot be explained.
Utou le mamo - I could not sleep.

The prefix nofo- means "surface of" and is prefixed to nouns:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ele'ele</td>
<td>nofoe 'ele'ele</td>
</tr>
<tr>
<td>va'a</td>
<td>nofova'a</td>
</tr>
<tr>
<td>fa'e</td>
<td>nofofa'e</td>
</tr>
<tr>
<td>vai</td>
<td>nofovai</td>
</tr>
<tr>
<td>tai</td>
<td>nofotai</td>
</tr>
</tbody>
</table>

The prefix tau- is often attached to nouns to form new nouns which show a relationship to the root word, either in location or possession of some feature. For example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>lima</td>
<td>tau lima</td>
</tr>
<tr>
<td>taliga</td>
<td>tau taliga</td>
</tr>
<tr>
<td>fale</td>
<td>tau fale</td>
</tr>
<tr>
<td>tai</td>
<td>tau tai</td>
</tr>
</tbody>
</table>

Tau- is also often prefixed to verbs or adjectives to show continued or repeated activity. Study the examples below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ave</td>
<td>tau 'ave</td>
</tr>
<tr>
<td>nofo</td>
<td>tau nofo</td>
</tr>
<tr>
<td>mamao</td>
<td>tau mamao</td>
</tr>
</tbody>
</table>
The prefix **fasti**- denotes a piece or portion of:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>moli</td>
<td>fasimoli - piece of soap, bar of soap</td>
</tr>
<tr>
<td>povi</td>
<td>fasipovi - beef, meat</td>
</tr>
</tbody>
</table>

The prefix **atigi**- denotes an empty shell or container:

<table>
<thead>
<tr>
<th>Word</th>
<th>Prefixed Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>fumoa</td>
<td>atigifumoa - egg shell</td>
</tr>
<tr>
<td>'apa</td>
<td>atig'apa - (empty) tin can</td>
</tr>
<tr>
<td>fagu</td>
<td>atigifagu - (empty) bottle</td>
</tr>
</tbody>
</table>

The following prefixes are often affixed to nouns to form new words:

- **atigi**- - empty (shell or container)
- **fasl**- - piece of
- **foga**- - surface of
- **tau**- - (related in location or possession of a feature)

The following prefixes are often attached to verbs or adjectives:

- **la ma**- - not possible to
- **ma**- / **mā**- - (state or condition attained, action completed)
- **tau**- - (continued or repeated activity)

The prefix **fa'a**- can be used to reduce the full force of a word.

Examples:

E le mafaitaulina le aofa'i o atigi pusua. - The number of empty boxes can't be counted.
E fa'aleali'i ai tagata ia le fo'aga'a. - There isn't anyone on deck.
Na maleo le tautai. - The master fisherman drowned.
Ua opeopea le fasimoli ia le foga'ai. - The soap floated on the surface of the water.

**ONE ANOTHER**

The expression "one another" or "one to another" can be conveyed in Samoan by:

- e le tasi le tasi (following transitive verbs) or
- le tasi 'i le tasi (following intransitive verbs)

Examples:

Sa fesoasoani le tasi i le tasi. - They helped one another.
Sa paptisoina e le tasi le tasi. - They baptized each other.

**AN IDIOMATIC REFLEXIVE**

The pronoun **latou** (they - 3 or more) is sometimes used as an idiomatic reflexive to emphasize some noun, especially some abstract noun.

Examples:

'Ua leva le pō latou. - It sure is getting late. (lit. "The night they is getting late.")
'Ua 'esē ā Sikoki latou. - Scott sure is strange. (lit. "Scott they is strange.")
TOOLS

COMMON PHRASES - SLANG

Many language learners are tempted to learn and use slang expressions since they appear to be the trademark of a native speaker. But because slang changes so rapidly and because it is often inappropriate for many contexts in which missionaries need to use language, it is best not to overindulge in learning and using such expressions.

Following are a few expressions which might be classified as slang and may be appropriate for informal use among missionaries. Nevertheless, the learner is cautioned to develop an ear for these and other such expressions, so as to learn what is appropriate in various situations.*

"Ua 'uma (iā)!

That's great! (lit. "It's all over"; "That's all")

Ta le 'apa

Go fast!

Toe efa

No way! (This is a slang pronunciation of the colloquial expression toe afa. See Unit Four, Lesson Two.)

VOCABULARY BUILDER - MORE SPORTS**

Basketball - Pasiketipolo

backboard - laupapa o le mama
bouce - fīti
charging - tamo' e fa'afetai
chest pass - pasi mai i le fatafata
defensive - tagata ta'a'olo fa'alavelave
player - drībble - popo
equipment - mua ta'alo
false - sese
free throw - togi fua
foul - sala
goal (ring) - mama
hook shot - togi mai i le itu
jump ball - oso
jump shot - togi oso
man to man - tagata i le tagata
offensive - tagata ta'a'alo ma le polo
player - pass - pasi
underhand - pasi mai lalo

Soccer - Soka

center - 'ogatotonu
drop kick - (kiki) fa'apa'ū ma a'a
forward - tagata i luma
free kick - kiki fua
fullback - fulupeki
halfback - 'a'apaekei
inside of - le itu i totonu o le vae
foot - la'a i totonu
kickoff - kiki i'amata
outside of - le itu i fafo o le vae
foot - penalty kick - kiki o le sala
punt - pani, kiki, a'a

Softball - Soft Polo

baseman - tagata fa'atali 'ogauumu
bases - 'ogauumu
bat - pate
bunting - pani

**These terms are taken from Mayer, Samoan Language, pp. 369-370.
catcher - mulumu
coach - fa'alo'ga
curve - togi vili'ili
diamond - taitama
error - mea sesesasi
fielder - talitua'a
ground ball - polopiti
home plate - 'ogaumu, tigi
infield - talitua'a i totonu

Speedball - Polo masau
kickup - kiki i luga
lifting - 'ifi, si'i
moving - gaoloi
stationary - le gaoloi, tupoupoa
teammate - 'au

Tennis - Tenisi
backhand - tå liiu aga'i i tua
drive -
backswing - tå i tua
body position - tulaga o le tino
forehand - tå aga'i i luma
drive -
grip - 'u'uga (o le pate)
net - 'upega
racket - pate tenisi
serve - serve
toss - togi
volley - su'ega o le serve; tagata, voli

Track & Field - Ta'alona tau tu'uga
back stretch - sa'oga i tua
discus - togi u'amena salafa
finish - tigi
final - sa'oga mulimul
stretch -
get set - sauni
gol - alui; 0!
high jump - oso maualuga
hurdling - tamo'e ma oso
javelin - taga'ta'a
long jump - oso mamao
on your mark - va'ai lau laina
pass - pasi
relay - moligafo'a
shot put - togi u'amena mamafa, toto gi mea mamafa
sprint - tu'uga masau (100 iata)
strategy - fa'atulagaga

Volleyball - Volipolo
blocking - poloka
bump - fa'atau i lima e lua
court - malaga ta'alo
game - maalo
match - tauvaga
overhand - pasi i luga o le ulu
pass -
rotation - fa'ata'amiloa
score - 'a'i
service - fa'asologa o le serve, serve fa'asolo
order - set
side out - sui le serve
spike - sipsika; samala
GRAMMAR

**COLLOQUIAL PRONUNCIATION OF 'O**

The particle 'o is occasionally pronounced mo in colloquial speech, especially in "what" questions and answers to those questions. For example:

Mo le a?                        - What (do you want)? (Note: This expression is often used in anger or irritation.)

In colloquial speech, 'o is occasionally pronounced mo, especially in "what" questions and their answers.

Examples:

Mo a mea e fai nanei?            - What are you doing tonight?

**MA: IN ADDITION**

The particle ma (and, with) can also be used to convey the notion of "more," "in addition (to)," or "also." Ma precedes the noun phrase it modifies. For example:

E le ma'o le fa'a'oga, 'ae sa i ai fo'i ma faife'au 'uma lava. - It wasn't only the teacher, but in addition, all the missionaries were there also.
O ai ma le iasi?                - Who else? (lit. "Who in addition to the other?")
E leai ma se mea.               - There aren't any more.

The phrase ma nisi can mean "some more." For example:

'Aumai ma nisi tusi.           - Bring some more books.

The particle ma precedes noun phrases and can mean "in addition (to)," "more," "also." The phrase ma nisi means "some more."

Examples:

E leai ma se isi tusi.          - There aren't any more books.
Fa'aagga ma nisi valli e valli ai le pada. - Use some more paint to paint the box.
O le a ma se isi mea?           - What else (or, What more)? (lit. "What and another thing?")
O A'U SE APAfINE/ATAli'i O LE ATUA
(I Am a Child of God)

O a'u se afafine (or atali'i) o le Atua
Us na sina ma'i a'u nei
La ou sofo ai i lelei laolagi
Ma mātua agalelei.

Tago mai, savali mai i o'u tafatafa
Ina ne'i o'u sesē.
A'oa' o mai mea e ao ona fai
La ou toe fo'i atu ai.

KUTIPAI MAI FELeni
(Samoan Farewell Song)

Kutipai mai feleni!
O le'a ou te'a,
'A e foua le va'a
O le ali'i pule i Meleke;
Ne'i galo mai Aplia,
Si o ta 'ele'ele,
'A e manatua mai pea
Le 'au paase.

Chorus: Oh! I never will forget you!
Samoa e lē galo atu!
Oh! I never will forget you!
Samoa e lē galo atu!

Fa'afogafoga mai,
Samoa uma.
Ae se'i fai atu
O la'u fa'atua;
Pe'i o le susana
I totonu o mauga,
E fa'apea la'u pele,
I taupou 'uma.

E fa'ato'a iloa
Ni mea faigatā,
Pe'a_fa'amavae
Ma vo fa'apena;
E mutumutuale
Le alofa tīga,
Kutipai, mai feleni!
Tofā! Tofā!

SA TAMAITITI O IESU
(Jesus Once Was a Little Child)

Sa tamaititi o Iesu,
Fa'apei o a'u nei,
Sa mefau'au i moa mama,
Sa filemu lelei.

Chorus: Outou tamaiti,
La fa'ata'ita'i,
I le Fa'aola;
Taumafai!

Sa fai ta'aloga fo'i Iesu,
Fa'apei o tatou nei,
Sa fiafia pea fo'i,
I mea uma nei.

Sa tofotofoina fo'i
I mea faigatā,
Sa le va'iygi i mea na
Sa manumalō ai.

Sa fa'asatauroina mai
Mo tatou uma nei,
O lea ia tatou tunau ai,
Ma faia mea lelei.

Samoan National Anthem

Samoana tula'i
Ma sisi ia lau fu'a
Lou pale lea.

Samoana tula'i
Ma sisi ia lau fu'a
Lou pale lea.

Va'ai i na faera
O lo'o ua agia i a'i
O le fa'aiologa lea
O Iesu na malu ai mo Samoa.

Oi, Samoa e 'u'u mau
Lau pule 'ia fa'avaau
Aua 'e te fefe
O le Atua lo ta fa'avae
O lo ta sa'olotoga

Samoana tula'i
Ua agia i lau fu'a
Lou pale lea.
LUPE
(Dove)

Filemu pei o le lupe ua tū
I le lau 'olive malu,
E le olo, na'ona fa'a'u.

Chorus:  'Oi auē, pele moni e 'o fea 'oe?
Ta fia fa'alogo 'i sou leo e,
'Ae aloalo malie si au foe.

Ta te 'ata 'i amioa 'a le tupulaga.
Mau le 'e fisiia ma 'ata,
'Ae le iloa mai lo'u fa'aolataga.

TELE I'A O LE SAMI
(Many Fish in the Ocean)

Tele i'a o le sami
Tele fo'i la'au o le vao
Tele manu felelei i le lagi
Tele teine 'afakasi
'Ae sili si 'oa, la'u pele
O la lenu Samoa
Mate mai la'u tupu
Pe 'e te iloa le igoa.

Let me hear you whisper
Let me hear you sigh
Let me put my arms around you
Let me draw you nigh.
Tu'u mai lou lima
Tautala mai Dear po'oua
Tau ina e iloa
O lo'u alofa lena.

Pe na ta masani 'ea e ā
Pe na 'e ioe 'ea e ā
Ua 'o'ona mea 'ai
Talu le fai va'ai
Ua toto lo'u tale
Ma lo'u fatu ua ta'e
Taiofa i la'u tifa i Moana
0 la'u ma'a taimane.
APPENDIX TWO
SAMOAN WORKS CONSULTED


[Tolman, Reed.] Samoan for Missionaries, Levels 1 and 2. Provo, Utah: Language Training Mission of The Church of Jesus Christ of Latter-day Saints, [1973?].

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SAMOAN FOR MISSIONARIES

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M.A. Degree, August 1983

ABSTRACT

This thesis is a textbook designed to assist LDS missionaries studying the Samoan language both in a two-month intensive language-learning school (the Missionary Training Center) and in individual study in the Samoan Islands. The thesis is prefaced with a rationale for and explanation of the Missionary Training Center language program and the design and purposes of the text itself.

The textbook contains fifty Samoan language lessons, divided into ten units of five lessons each. At the end of each unit is a review module, or test. Except for two overview lessons (designed to introduce grammatical terms and pronunciation), each of the fifty lessons is either a grammar lesson (consisting of presentation and practice of grammar rules sequenced from simple to complex) or a Speak Your Language lesson (consisting of presentation and practice of phrases, patterns, and vocabulary required for competence in particular notions and situations, sequenced according to the communicative needs of the missionaries). Supplementary material included at the end of the book includes Extra Mile Lessons (additional information on grammar, phrases, patterns, and vocabulary) and two appendices (Samoan songs and a bibliography).

COMMITTEE APPROVAL:

C. Ray Graham, Committee Chairman

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Rey L. Baird, Department Chairman